

**IDAHO PUBLIC CHARTER SCHOOL COMMISSION  
REGULAR MEETING AGENDA**

**Date:** Thursday, August 15, 2024  
**Start Time:** 9:00 A.M., MDT

**Physical Location:** Joe R. Williams Building, West Conference Room  
700 W. State St, Boise, ID 83702

**Live Stream:** <https://www.youtube.com/@IPCSC>

- I. COMMISSION WORK (Action Item)**
  - A. Agenda Review / Approval
  - B. Minutes Review / Approval
  
- II. CONSIDERATION OF NEW CHARTER SCHOOL PETITION (Action Item)**
  - A. Alturas Academy North
  
- III. SCHOOL BOARD TRAINING PRESENTATION – Idaho School Boards Association**
  
- IV. BUILDING CAPACITY PRESENTATION – State Department of Education**
  
- V. BUDGET PRESENTATION**
  
- VI. STRATEGIC PLAN, POLICY, RENEWAL UPDATE PRESENTATION**
  
- VII. PUBLIC COMMENT**
  - A. Public comment will be limited to three minutes per person. To submit written comment please email to [pcsc@osbe.idaho.gov](mailto:pcsc@osbe.idaho.gov) before 5:00 pm MDT on Wednesday, August 14, 2024.
  
- VIII. ADJOURN (Action Item)**

**MEETING MINUTES FOR REGULAR MEETING**

**Date:** Thursday, June 27, 2024

**Start Time:** 9:00 A.M., MST

**Physical Location:** Joe R. Williams Building, 700 W. State St, West Conference Room, Boise, ID 83720

This meeting was called to order by Chairman Reed on June 27, 2024 at 9:00 am

|                                |                                      |
|--------------------------------|--------------------------------------|
| Commissioners Present:         | Staff Present:                       |
| Chairman Reed - Present        | Director Jacob Smith, IPCSC          |
| Vice Chair Bair - Present      | Adam Warr, Attorney General’s Office |
| Commissioner Koehler - Present | Jared Dawson, IPCSC                  |
| Commissioner Hedrick - Present |                                      |
| Commissioner Quinn – Present   |                                      |
| Commissioner Amador – Absent   |                                      |

**I. COMMISSION WORK (Action Item)**

**A. Agenda Review / Approval**

**Motion/Second (Hedrick/Koehler)** Motion to approve the agenda as presented. *The motion passed unanimously.*

**B. Minutes Review / Approval**

**Motion/Second (Koehler/Quinn)** Motion to approve the minutes from the April 11, 2024 Regular Commission meeting as presented. *The motion passed unanimously.*

**II. PERFORMANCE CERTIFICATE AND FRAMEWORK (Action Item)**

**Performance Certificate and Performance Framework Review / Approval**

Director Jacob Smith presented the process for changes for the current performance certificate and performance framework. The director met different stakeholders to gather feedback on the changes. Jacob has tried to establish collaboration with all those involved. All schools will go on the new certificate and framework effective July 1, 2024. Certificate and Framework has been streamlined and redundancies have been removed. Jacob received positive feedback on moving to this new framework.

**Motion/Second (Hedrick/Koehler)** Motion to adopt the certificate and framework as presented effective July 1<sup>st</sup> this year and direct the commission director and chairman to execute the certificates as appropriate. *The motion passed unanimously.*

### III. CONSIDERATION OF RENEWAL CONDITIONS (Action Item)

#### Peace Valley Charter School

Commission Director Jacob Smith explained the renewal condition to achieve full accreditation by June 1, 2024 was not achieved.

PVCS Board Chair, Michael Pinkerton presented to the Commission and went over the accreditation visit and went over the mission at Peace Valley. He also outlined the events this last year that have presented as challenges for the school in areas of finance and accreditation. Presented outline of plan to address accreditation issues and plans to focus on academics over the Waldorf model of teaching and putting people in place to support this focus.

Dale Kleinert, Cognia VP Pacific Region, was present to give overview of the accreditation report and discussed the action plan moving forward.

PVCS Director of Student Services, Hope DeCuir, PVCS Board Treasurer, Brandy Gosch, and PVCS Principal/Superintendent, Sita Chiang were available for questions.

**Motion/Second (Koehler/Hedrick)** Motion to initiate revocation hearing for failure to meet the contractual obligations under the renewal conditions.

Discussion during motion. Attorney General Warr clarified the process of the action taken on the condition. If the condition is waived this condition will not have action taken at another date. Aye (1) Nay (3) *The motion failed.*

**Motion/Second (Quinn/Bair)** A motion to take no action on the unmet renewal condition and allow the school to continue operations. *The motion passed unanimously*

Discussion during motion. Commissioner Bair asked to be put on record that she seconds this motion based on this specific renewal condition and to borrow the words from Commissioner Quinn and the discussion that accreditation is not the hill she wants this school to die on.

### IV. BLUUM PRESENTATION

Terry Ryan gave presentation on the trends and statistics for public charter schools and their role in supporting public charter schools in Idaho. Terry also outlined vision for Bluum moving forward and expectations of what the future holds for Idaho public charter schools.

### V. CONSIDERATION OF AMENDMENT TO PERFORMANCE CERTIFICATE (Action Item)

#### Kootenai Classical Academy

Headmaster Ed Kaitz, Ph.D. and Board Chair, Marcel LeBlanc were present via Zoom to present for Kootenai Classical Academy for a removal of the enrollment caps to allow for extra sections for eighth and ninth grade this next year.

**Motion/Second (Hedrick/Koehler)** A motion to approve the amendment to remove the annual enrollment limits found in Section 5(c) of the 2023-2028 Performance Certificate for Kootenai Classical Academy.

Discussion during motion. Commissioner Quinn expressed concerns on impact for other charters for funding and staffing past the lottery. Aye (3) Abstain (1) Quinn  
*The motion passed.*

**VI. PUBLIC COMMENT**

No public comment at this time.

**VII. ADJOURN (Action Item)**

**Motion/Second (Bair/Koehler)** Motion to adjourn. *The motion passed unanimously.*

Meeting adjourned

DRAFT



# ALTURAS

## ACADEMY

### EDUCATION | SERVICE | COMMUNITY

A petition to create a public charter school in the Rigby area  
Serving grades K-5 (2026-27), K-7 (2027-28), K-8 (2028-29)

|                           |  |
|---------------------------|--|
| <b>Date:</b>              | May 20, 2024   |
| <b>Contact Person:</b>    | Brian Bingham  |
| <b>Contact Address:</b>   | 2280 E 17 <sup>th</sup> St. Idaho Falls, ID 83404                                      |
| <b>Contact Phone:</b>     | (208) 932-9440   |
| <b>Fax:</b>               | (208) 932-9441   |
| <b>Contact Email:</b>     | <a href="mailto:brian.bingham@alturasacademy.org">brian.bingham@alturasacademy.org</a> |
| <b>Physical Location:</b> | Within Rigby school district #251  |
| <b>Board Chair:</b>       | Candise Gilbert  |

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

Alturas Academy does not discriminate on the basis of race/ethnicity, national origin, religion, gender, sexual orientation, gender identity, social or economic status, disability, or special needs in providing education services, activities, and programs, including: vocational programs, in accordance with Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Educational Amendments of 1972; and Section 504 of the Rehabilitation Act of 1973, as amended. Any variance should be brought to the attention of the administration through personal contact, letter, phone, or email.

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## **Executive Summary**

Mission Statement: 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.

Vision: To create a community that values learning.

Alturas Academy plans 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.

## **Section I: Educational Program**

### **Educational Philosophy**

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 for success now and in the future. The International Baccalaureate designed its program to develop critical, intellectual, personal, emotional, and social skills.

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

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

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

As students develop in the Middle Years Programme (MYP) they engage in subject-specific knowledge and skills with increasing sophistication. The MYP is designed for the unique needs of students when they need to develop exceptional learning habits, self-confidence and a thorough



understanding of their academic subjects. This program provides a framework of academic challenge that encourages students to embrace the connections between traditional subjects and the real world. Students follow courses in eight subject groups: language and literature, language acquisition, mathematics, sciences, individuals and societies, visual arts, performing arts, physical education and health, and design. Students will also engage in a project that allows them to demonstrate the understanding and skills they have developed.

At the Academy, our educational philosophy centers on the belief that children thrive when they are taught at their instructional levels, fostering a rigorous and engaging learning experience. The Academy 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, the Academy aims to provide personalized support and foster a culture of collaboration and ownership in every classroom.

In the Academy's 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. (See Appendix H).

Within this framework, teachers at the Academy 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, the Academy fosters a collaborative, safe, and supportive community where every voice is valued.

Central to the educational approach at the Academy is the cultivation of a growth mindset, wherein students believe in their ability to develop their talents through effort, strategy, and input from others. The Academy 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. The Academy's program aims to make learning relevant, develop higher-level thinking skills, promote teamwork, and incorporate technology as a learning tool.

Ultimately, the Academy is committed to promoting academic distinction while empowering students to be principled and intellectual leaders. The Academy'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.

### ***The IB Programme Supports the Idaho State Standards***

The Idaho State Standards represent a greater focus on students' depth of understanding and interdisciplinary approaches to teaching and learning. This aligns with the goals and standards of the IB programmes, including:

- Students are taught to perform the critical reading that is necessary to research and project implementation.
- Students understand how to collaborate, analyze and present their learning as a group.
- Students collaborate and analyze their learning.
- Students learn skills to come prepared to any discussion, listen respectfully, build on other's conversations, and ask clarifying questions.
- Students are able to transfer knowledge from one subject or project to help enrich another subject or project.

Incorporating best practices in student achievement and learning, our students will progress based upon their individual mastery of competencies and content, not seat time, age, or grade level. Students will engage more deeply with what they are learning in individualized ways and at their own pace in a collaborative community. Students will move forward as they achieve a mastery of knowledge based on

explicit, measurable, and transferable learning objectives that will empower students to apply their knowledge and skills in ways that are directly relevant to their local and global communities.

This is a fundamental shift in the educational paradigm and allows students to develop and work at their own pace which will in turn prepare them to live, work, and positively contribute to the global community and economy in the 21st century.

At Alturas we will exhibit:

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

The educational model at Alturas is supported by both the International Baccalaureate World Organization and fundamentally aligns with the Charlotte Danielson's Framework for Teaching.

<https://danielsongroup.org/blog/tag/research>

**Academic Achievement**

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

Students will be able to identify, access and utilize appropriate sources of technology to support their learning and understanding of the world. They can think critically and problem-solve in a variety of situations and can apply knowledge, skills and awareness across disciplines for a variety of purposes.

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

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

As an IB school, Alturas Academy North will utilize proven practices and programs, which are aligned to the Idaho Core State Standards, to help prepare its students for success now, and in the future.

### ***Measurements***

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

Alturas will use the following measures of student progress:

**Assessment and Evaluation.** Alturas will utilize information from both standardized evaluations and alternative assessment, these measurements emphasize and enhance learning. Teachers will use assessments as an evaluation of student learning and a reflection of their teaching to help drive instructional decisions. Students will view assessments as learning experiences, challenges and

opportunities to understand how they have grown. Student growth and development will reflect understanding, application and synthesis of Idaho Core Standards and the IB Program.

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

**Professional Learning Communities.** Alturas' teachers will meet frequently and formally every Friday to collaborate about student learning. They will work in professional learning communities (PLCs) and collaborative teams to develop and align units of instruction based on IB curriculum and Idaho Core Standards. PLC teams will develop student learning targets and assessments, both formative and summative, that measure proficiency of the learning targets and standards. These assessment tasks will be frequent and varied to allow students to demonstrate progress, achievement and proficiency according to the learning targets and standards identified in each unit of study.

Assessment tasks include, but are not limited to:

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

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

**Portfolios of Learning.** Students will track their progress and evidence of their learning in a portfolio that catalogs their interests, passions, strengths, weaknesses and learning strategies that work best for them. The portfolio also reflects the achievement, proficiency and progress toward proficiency as related to the Idaho Core Standards, the IB learning objectives and the learning targets for each unit of instruction. Standards Based Grading (SBG) reports that target specific learning standards and objectives will be included in each student's portfolio.

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

### ***Academic Outcomes***

- The majority of students will show growth on Star Assessments as measured by the 50 SGP or more on the spring assessment. Grades will also perform at or above the 50th percentile in spring performance and/or growth on the NWEA Maps assessments.
- Teachers and students set S.M.A.R.T. goals for the coming school year and identify action items they can complete to achieve them. These S.M.A.R.T. goals help teachers align classroom goals with best practices and assist students in developing attributes that will support their learning. <https://www.slideshare.net/mburgwyn/smart-goal-workshop-for-teachers>
- Students will create long-term projects that are a summative evaluation of their learning.

### ***Exhibition and Community Projects***

The Exhibition is a significant and culminating event in the Primary Years Programme (PYP) of the International Baccalaureate (IB), designed for students in their final years of the programme, fourth and fifth grade. It represents a major milestone in a student's IB journey, where they engage in an in-depth, collaborative inquiry into a real-world issue or topic that interests them. The Exhibition allows students to demonstrate the attributes of the IB Learner Profile, showcasing their skills, knowledge, and understanding gained throughout their PYP years.

During the Exhibition, students work in small groups to investigate their chosen topics, guided by teachers and mentors. They conduct extensive research, using various sources and methods, to explore the complexities of their issue. The process involves critical thinking, problem-solving, and the application of the transdisciplinary skills they have developed. Students also engage with the broader community, seeking input and feedback to enhance their understanding and perspective.

The final presentation of the Exhibition includes various formats such as displays, performances, and digital presentations, allowing students to creatively express their findings and learning journey. It is an opportunity for students to take ownership of their learning, reflect on their growth, and share their insights with peers, teachers, parents, and the wider community. These presentations are done towards the end of the year, and upon completion are presented to the community at a project night.

The Exhibition not only highlights the student's academic achievements but also fosters a sense of responsibility and action. It encourages students to think globally and act locally, addressing real-world challenges and making a positive impact in their communities. Through the Exhibition, students embody the IB's mission to develop inquiring, knowledgeable, and caring young people who help create a better and more peaceful world.

In the MYP, the Community Project is an important part of developing, strengthening and evaluating the soft skills that are integral to the mission of Alturas. The Community Project provides an important opportunity for students in the middle school to collaborate and pursue service learning. As a consolidation of learning, the Community Project engages student in a sustained, in-depth inquiry leading

to service as action in the community. The aims of the MYP projects are to encourage and enable students to:

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

The MYP Community Project is a student-centered and age-appropriate practical exploration in which students in the MYP consolidate their learning throughout the program. The project formally assesses students' Approach to Learning (ATL) skills for self- management, research, communication, critical and creative thinking, and collaboration.

### **Student Culture**

Alturas will implement the following:

- Have an “improvement-oriented” school culture among teachers and staff. Teachers have a shared belief about the school’s mission and the extent to which they are involved in charting the overall direction of the school. They demonstrate the ability to solve problems as a group and cultivate, collaborate, and bring together their best thinking to address challenges.
- Have a fundamental belief in the ability of students to learn and achieve. Teaching methods at Alturas stimulate curiosity and inquiry in order to foster a spirit for learning. Through collaboration, students get the opportunity to lead and follow; provide instruction and take instruction; and provide feedback and accept and implement feedback. This also



helps build non-cognitive character skills like perseverance, confidence, and a sense of belonging.

- Train teachers to be facilitators of learning rather than distributors of knowledge.  
Facilitating connects students to knowledge and teaches them how to unlock their own potential which empowers them to be masters of their educational journey and holds them accountable for reaching their potential.
- Build on students' strengths.
- Build students' confidence by empowering them to be lifelong learners. Teachers will highlight accomplishments and encourage students to see mistakes not as failures, but as opportunities to learn. Empowering students means focusing on creativity, critical thinking, collaboration, positive reinforcement, clear goals, and respecting all students and their points of view.
- Promote strong student/teacher relationships.
- Teachers will engage with students in small group instruction and be part of the learning process, provide and support leadership opportunities during and after school to build true rapport with students.
- Create strength in diversity.
- Teachers will find ways to capitalize on the diversity in their classrooms. They will understand how a diverse set of ethnicities, backgrounds, and experiences can be used to create a more stimulating classroom environment. Students will learn how to thrive in a global, cross-cultural environment.
- Encourage a sense of belonging.

Teachers will be constantly engaged with the students and understand their learning style and level. They will be engaged in the critical and analytical decisions and ensure every student participates in

small group collaboration. By finding the areas in which an individual student can excel, teachers will encourage his or her success in all areas.

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

The learning environment at Alturas is emotionally safe and conducive to learning. It is the “touchstone from which all other actions flow. It is the yardstick for questions and a reference point for conversations.” (Lambert, 2003) A safe and orderly environment is critical to academic achievement.

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

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

### ***Student Engagement***

Student engagement is the key to quality, constructive instructional time. The degree of attention, curiosity, interest, optimism, and passion that students at Alturas show when they are learning or being taught extends to the level of motivation they have to learn and progress in their education. Student

engagement will result from the weaving together of the following elements of effective instruction by skillful teachers in ways that promote and facilitate student ownership and choice.

**Learning Environment.** The classroom learning environment supports learning for all students. Alturas is dedicated to creating a student-centered environment in our classrooms - an environment accompanied with teaching methods that stimulate curiosity and inquiry in order to foster a spirit for learning. This includes the physical environment, the routines and procedures, classroom management practices and the development of positive relationships that support a physically and socially/emotionally safe and supportive environment for taking risks, asking questions and making mistakes.

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

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

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

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

- Students are equipped with the skills to acquire knowledge individually and collaboratively.
- Students are taught at individual instructional levels which empowers them to grow and contribute to the team setting.
- Learning and growth is facilitated through peer mentoring and peer collaboration.
- Instruction is student driven.
- Resources and materials are available and improve accessibility for a variety of learners.
- Students participate in and offer feedback on curriculum improvement.
- Students use varied methods and supports to advance their learning.
- Curriculum is inquiry-based and assessments reflect the knowledge and skills students have obtained from the curriculum - not the facts they have memorized.

**Complex Thinking and Transfer.** Students need to be given opportunities for critical and analytical thinking. They are coached and taught to engage in higher order thinking through instructional

activities and practice tasks. Assessments are designed to prompt complex thinking, integration of concepts and ideas, and application of learned skills to new material or situations.

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

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

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

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

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

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

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

School-wide policies and procedures will ensure the emotional and physical safety of all students. Alturas will provide annual and ongoing training for students in anti-bully and bully resistance, providing students the tools to recognize and reduce bullying behavior through the blending of positive behavior support and explicit instruction.

Annual professional development for all staff using research-based anti-bully/bully prevention techniques will be conducted providing teachers and staff with skills and practical steps to take in responding to bullying, promoting the importance of building strong relationships within the classroom, and creating an environment of respectful diversity. Technology agreements will also be enforced to prohibit the use of technology for harassment, bullying, or other unsafe behaviors.

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

The administration will establish a school-wide behavior intervention system that is comprised of behavioral intervention practices and organizational systems for establishing the social culture, learning,

and teaching environment and individual behavior supports needed to achieve academic and social success for all students.

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

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

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

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

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

Guidelines have been developed for physical safety. These guidelines include, but are not limited to, the procedures for emergency drills, reporting unsafe equipment, methods for checking students in and out of school, notification of school closures and emergency information, in addition to staff monitoring and supervision of student activity during the school day.

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

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

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

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

### **Key Educational Design Elements, Curricula, Tools, & Instructional Methods**

The Academy will empower students to be successful in an ever-changing world. The “traditional” classroom and teaching methods of students at their desk completing assignments do not adequately prepare students for the 21<sup>st</sup> century workplace.

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



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

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

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

This process style provides many benefits, including:

- Students grow into mentors and teachers by observation, engagement and practice. Students have several years to be mentored by older students, developing skills on how to become mentors themselves.
- Teachers learn students' strengths and needs (and how they change) over time. Teachers are able to observe students and do early interventions to address their needs. They also watch needs change over time, and are able to provide personal assistance based on longitudinal knowledge of the student.
- Students learn to collaborate and become strong leaders and followers. By working together, students get the opportunity to lead and follow; provide instruction and take

instruction; provide feedback and accept and implement feedback. In addition, students naturally learn to develop community and support a community. They know that their talents and skills make them a valued and necessary part of this community. These skills are critical to successful lifelong learners. Students are exposed to positive models for behavior and social skill as the older students become responsible for the classroom community and culture.

### ***Reading Curriculum***

Core Knowledge curriculum promotes educational equity by ensuring that all students, regardless of background, have access to a broad and substantive education. By providing a common, content-rich curriculum, the Core Knowledge Curriculum aims to mitigate achievement gaps and are students for higher education and lifelong learning.

1. **Cultural Literacy:** It provides a structured approach to ensure that students acquire essential cultural knowledge and literacy across various subjects, including history, science, literature, and the arts. This helps students understand references in literature, art, and everyday conversation, fostering a deeper understanding of the world around them.
2. **Sequential and Coherent:** The curriculum is carefully structured and builds upon prior knowledge, offering a coherent progression of learning across grade levels. This sequential approach can enhance retention and understanding by connecting new information to what students already know.
3. **Critical Thinking:** While emphasizing core content knowledge, the Core Knowledge Curriculum also encourages critical thinking skills. Students are prompted to analyze, evaluate, and apply the knowledge they acquire, fostering deeper comprehension and higher-order thinking.
4. **Equity:** By providing a common, content-rich curriculum, Core Knowledge aims to promote educational equity by ensuring that all students, regardless of background, have access to a broad and substantive education. This can help mitigate achievement gaps by providing a strong foundation for all learners.

5. **Teacher Support:** The curriculum includes detailed lesson plans, materials, and resources to support teachers in implementing it effectively. This can be particularly beneficial for educators who may be newer to teaching or who appreciate having a well-structured framework to guide their instruction.
6. **Parental Engagement:** The clear scope and sequence of the Core Knowledge Curriculum can facilitate parental involvement in their child's education. Parents can more easily understand what their child is learning and how they can support their learning at home, fostering a strong school-home partnership.
7. **Preparation for Higher Education:** By providing a comprehensive foundation of knowledge across multiple disciplines, the Core Knowledge Curriculum can better prepare students for higher education and lifelong learning. It equips them with the background knowledge and critical thinking skills necessary for success in advanced studies and careers.

### *Math Curriculum*

The Engage New York Math curriculum, also known as Eureka Math, is a comprehensive math curriculum developed by the non-profit organization Great Minds.

1. **Rigor and Coherence:** Engage New York Math is known for its rigorous and coherent approach to mathematics education. It provides a carefully sequenced progression of topics that build upon each other from kindergarten through grade 12. This ensures that students develop a deep understanding of mathematical concepts and their connections over time.
2. **Focus on Conceptual Understanding:** The curriculum emphasizes conceptual understanding over memorization of procedures. It encourages students to explore mathematical ideas through hands-on activities, problem-solving tasks, and meaningful mathematical discourse. This approach helps students develop a deeper, more flexible understanding of mathematical concepts that can transfer to new situations.
3. **Problem-Based Learning:** Engage New York Math incorporates problem-based learning tasks that require students to apply their mathematical knowledge to solve real-world problems. These

tasks often involve multiple steps and require critical thinking, creativity, and perseverance. By engaging students in authentic mathematical inquiry, the curriculum helps develop their problem-solving skills and mathematical reasoning abilities.

4. **Coherence Across Grades:** One of the key strengths of Engage New York Math is its coherence across grade levels. Concepts are introduced, reinforced, and extended over time, allowing students to make connections between different areas of mathematics. This coherence helps students develop a cohesive understanding of mathematics and prepares them for more advanced topics in subsequent grades.
5. **Teacher Support and Resources:** The curriculum provides teachers with a wealth of resources, including detailed lesson plans, instructional materials, assessments, and professional development opportunities. These resources support teachers in effectively implementing the curriculum and adapting instruction to meet the needs of diverse learners.
6. **Equity and Access:** The curriculum is designed to promote equity and access to high-quality mathematics education for all students. It provides opportunities for differentiated instruction and includes supports for English language learners and students with diverse learning needs.

Engage New York Math curriculum offers a rigorous, coherent, and standards-aligned approach to mathematics education that emphasizes conceptual understanding, problem-solving, and mathematical reasoning. Its focus on coherence, rigor, and equity makes it a valuable resource for schools and educators seeking to improve mathematics instruction and student achievement.

In each classroom, the social studies and science curriculum will draw from the Six Units of Inquiry developed by the International Baccalaureate Programme. This framework provides a robust foundation for inquiry-based learning. Furthermore, the curriculum will be carefully aligned with the Idaho State Standards, ensuring that students not only engage in meaningful exploration but also meet the academic requirements essential for their educational journey.

## ***International Baccalaureate Curriculum***

Each unit of inquiry outlined below provides information, but most importantly teaches students how the world works, changes, and is shaped by knowledge.

Students discover how to learn, teach, and collaborate as they move through their educational and professional careers.

1. **Who We Are:** This is an inquiry into the Nature of Self – what it means to be human. Students ask questions, discover and analyze what it means to be human, what their contributions, rights, and responsibilities to the communities they live in locally and globally are, and discover different cultures throughout the world.
2. **Where We Are:** This is an inquiry into place and time. Students explore history and the people who helped to shape eras, civilizations, migration, travel, and geography. Students gain a greater understanding of how these things have impacted how humans discover and express ideas. This may include study of and creation of personal histories and journeys, explorations and migrations of humankind, and the interconnections of individuals and civilizations.
3. **How We Express Ourselves:** This is an inquiry into how humans express their knowledge, values, and priorities. In this inquiry, students discover different forms of expression by writing, doing art, reading and writing, dancing, and exploring music and languages – and how each of these have changed across space and time.
4. **How the World Works:** This is an inquiry into the natural world and its laws in which students discover the interaction between the natural world and the impact of science and technological advancement on communities, economies, and the natural environment. Students learn about space, weather, light, medicine, simple machines, and seasons.
5. **How We Organize Ourselves:** This is an inquiry into how humans organize themselves based on natural and man-made systems and communities. Students learn the concepts behind communities, schools, jobs, careers, transportation, banking, currency, societies, laws, and governments so that they can understand how these systems change over time and affect them.

6. **Sharing the Planet:** This is an inquiry into the rights and responsibilities humans have in the struggle to share finite resources with other people. Students study animals, habitats, recycling, pollution, conservation, pets, war, peace, conflict resolution, resources and ecosystems.

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

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

- Working in small groups to answer critical questions that foster critical-thinking, real world problem-solving, analytical thinking, and the application of knowledge. What is it like? How does it work? Why does it work that way? How is it changing? How is it connected to other things? What are other points of view? What is our role and responsibility?
- Working in small groups to capitalize on one another's information, evaluate one another's ideas, share various strengths and improve skills in which they are weaker. Students develop interpersonal skills and deal with conflict.
- Presenting their knowledge individually to show their teacher, peers and parents their mastery of a subject and the process by which they obtained and display their understanding.

- Working with their teacher to get first-hand help and attention on areas they are struggling in or thriving in. The teacher feedback to the students provides guidance and the tools for them to become more competent and skillful in their learning.

### ***Overview of International Baccalaureate Programme***

In order to become an International Baccalaureate (IB) World School, Alturas Academy North will complete the school information form to begin the consideration phase for the International Baccalaureate Primary Years Programme (PYP) working towards authorization. A short time later an application for candidacy will be submitted and the initial fee paid. The Academy intends to begin this process in September of 2026. After the Academy grows and adds grades, we will apply to become a candidate school for the IB Middle Years Programme (MYP) and become authorized to offer the IB MYP Programme.

The IB Programme is a non-profit education foundation and the programs it offers have a global reputation of developing students' intellectual, personal, emotional and social skills that are needed to live, learn and work in a global community. The IB Programme inspires young people to become active, compassionate, and respect diversity.

The IB Programme has a reputation for high standards in teaching, leadership and student achievement. It incorporates international education programs and rigorous student assessments. Teachers at the Academy, through the IB programme, will grow students academically and encourage them to be lifelong learners by teaching them to ask challenging questions, critically reflect on problems, develop research skills, love learning and understand the need for community service.

The IB framework for curriculum supports students becoming:

- **Knowledgeable:** IB students explore concepts, ideas and issues that have local and global significance. In so doing, they acquire in-depth knowledge and develop understanding across a broad and balanced range of disciplines. IB students are extraordinarily well-prepared for the academic requirements of university coursework.

- **Thinkers:** IB students exercise initiative by applying critical and creative thinking skills to recognize and approach complex problems and make reasoned, ethical decisions. IB students contribute to discussions in a meaningful way. They do not shy away from challenging questions and, once they know the answer, follow up by asking “why?”
- **Communicators:** IB students understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication. They work effectively and willingly in collaboration with others. IB students regularly deliver stimulating presentations and strive for excellence in group assignments.
- **Principled:** IB students act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, group, and community. They take responsibility for their own actions and the consequences that follow. IB students are infused with academic integrity seen in educational institutions from elementary school to university and in the global workplace.
- **Open-minded:** IB students understand and appreciate their own cultures and personal histories and are open to the perspectives, values and traditions of other individuals, communities and cultures. They are accustomed to seeking and evaluating a range of points of view and are willing to grow from these experiences. IB students have the skills to understand different cultures and are regularly exposed to different ways of living and thinking. This gives them an appreciation of new views to both their academic study and their involvement in local and wider communities. Their international-mindedness complements the missions of the best post-secondary institutions in the world.
- **Caring:** IB students show empathy, compassion and respect toward the needs and feelings of others. They have a personal commitment to service and work to make a positive difference in the lives of others and to the environment. IB students bring this commitment



to their communities, their activities, and leadership roles at post-secondary institutions, and they carry it throughout their lives.

- **Risk takers:** IB students approach unfamiliar situations and uncertainty with courage and forethought and have the independence of spirit to explore new roles, ideas and strategies. They are brave and articulate in defending their beliefs. IB students transition well to challenging university settings and show resilience and determination in their work. In academics, they are confident when they approach new or unfamiliar subjects or material.
- **Balanced:** IB students understand the importance of intellectual, physical, and emotional balance to achieve personal well-being for themselves and others. They are active participants in a wide range of aspects of campus life, as well as focusing on their academic development.
- **Reflective:** IB students give thoughtful consideration to their own learning and experience. They are able to assess and understand their strengths and limitations in order to support their learning and personal development. IB students have developed an ability to reflect on their learning and to articulate how they learned.

### *Elements of the Written Curriculum*

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

## ***Conclusion***

Educational outcomes are greatly shaped by the relationships between teachers and students. The Academy's teachers will be intellectual leaders and facilitators who empower students to develop confidence and personal responsibility.

Challenging learning environments at the Academy will help students develop powerful lifelong learning tools, discipline and the motivation they need in order to meet their goals and help empower others to reach their goals.

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

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

Visual, auditory, tactical, global, kinesthetic and analytic strategies will be incorporated into lessons and units of instruction giving students an increased choice of learning styles in their education. Technology, literature, art projects, music, research, non-fiction reading and a wide range of writing will be integrated into lesson plans, providing students with the opportunity to interact and connect their learning to the real world.

The Academy will implement a cross-grade mentoring program, which is a researched method to develop student leaders and deepen academic knowledge. These opportunities will teach them responsibility and interpersonal skills. It will also give them an opportunity to practice their written and oral communication skills and learn how to collaborate effectively – all of which will reinforce their own academic skills. The Academy will also strive to involve students in a variety of community programs and service-learning opportunities with the intention of strengthening student awareness of the community to which they belong.

## **Serving Special Populations**

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

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

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

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

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

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

3. The Academy will conduct a thorough and comprehensive evaluation for students referred to determine if the student qualifies for special education services under the IDEA.

The Academy will adhere to the guidelines and timelines outlined in the IDEA and Idaho Special Education Manual. As outlined in the Idaho Special Education Manual, an evaluation team – that includes (at a minimum) a special education teacher, a general education teacher, administrator, the student when appropriate and the parent and/or adult student – will review the information from the comprehensive evaluation to determine the student’s eligibility for special education.

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

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

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

### ***Individual Education Plans***

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

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

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

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

For all special education students, the Academy will develop, review and revise IEPs in accordance with state and federal laws. The Academy will adhere to the IDEA Procedural Safeguards and FERPA to assure protection of student and parent rights to a free, appropriate public education, including the confidentiality protections and the special services referral process. These rights are provided under

the IDEA; the Elementary and Secondary Education Act (ESEA), reauthorized as the No Child Left Behind Act (NCLB); and Section 504 of the Rehabilitation Act relating to personally identifiable information in student special education records. These statutes also provide for the right to review and inspect records.

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

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

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

Supports. If the IEP team determines that such services are needed, they must be included in the IEP and must be implemented.

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

Students with disabilities who are subject to disciplinary actions are entitled to all of the due process rights afforded to students without disabilities under Idaho Code 33-205 and state and local policies. In addition to these rights, the IDEA provides special education rights and additional discipline procedures to a student with a disability whom the district is removing from his or her current educational placement. Students with disabilities who have been suspended or expelled for more than ten (10) consecutive or cumulative school days in a school year retain the right to a free appropriate public education (FAPE).

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

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

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

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

**Transfer Students.** Students transferring from a different district with a current IEP shall be provided with FAPE (Free and Appropriate Education). In consultation with the student's parents, the IEP team may amend or adopt, and implement a new IEP. In consultation with the student's parents, the evaluation team at the Academy will conduct an evaluation if it is determined necessary and will develop, amend or adopt and implement a new IEP based on Idaho eligibility criteria.

### ***Gifted and Talented***

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

### ***English Learners (EL)***

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

1. **Identification of EL students:** The Academy will use the federal definition of EL as detailed in Title III and IX of the ESEA. Idaho EL program guidance will be used to support the needs of students who are EL. Students for whom English is a second language will be



assessed using the EL placement test. The eligibility criteria (listed below) will be used for a Home Language Survey in order to identify the primary home language other than English. The Idaho English Language Proficiency Assessment will be used to assess English proficiency as the EL student progresses through the school.

2. **Program of services and instructional methods:** Students who are eligible for the EL program will participate in the EL program according to state and federal guidelines. State and federally mandated testing of EL students will be administered. EL services may be provided onsite or contracted out.
3. **Curriculum:** EL students will be placed at their instructional level in English and provided with classroom supports such as visual supports, simplified language, bilingual resources, additional time, peer support, modified assessments and assignments, etc. Educational Learning Plans (ELP) will be developed to support EL students and will be overseen by teachers certified in Bilingual Education. With the IB focus on global education and foreign language and with the use of technology, EL students will be well-supported to access the general curriculum.
4. **Assessment:** Relevant Curriculum Based Measures (CBM) and the Idaho English Language Proficiency Assessment will be used to monitor student growth. Students who meet state recommended levels of proficiency on the Idaho English Language Proficiency Assessment or other assessments will be exited from the EL program.
5. **Evaluation:** The program will be evaluated based on collected data and trends and revised, if necessary. Evaluation of the program will be based on tracking data on swiftness of intervention, type of intervention, and comparison with peers for student improvement; availability of resources; staff training; and viable sources of assistance.

The following is the EL program eligibility criteria:

- Registration will include the question: “What is the primary language spoken in the home?”
- If a response is any language other than English, a survey will go home to the parents.

- If the survey comes back indicating that a student may be EL, the student will be given an English language proficiency test within 30 days of registration or within two weeks of entry into the school.
- If the student tests less than proficient on the English language proficiency test, then a letter will go home to the parents indicating that their child was identified as needing specific English language services. The parents will be given the opportunity to waive the services, if desired.
- If the parent does not waive the limited English proficiency services for their child, the student will be placed in a program of high-quality language instruction, including:
  - Formative assessments of phonological processing, letter knowledge, and word and text reading.
  - Focused, intensive small-group reading interventions for at-risk students that include phonological awareness, phonics, reading fluency, vocabulary, and comprehension.
  - High-quality vocabulary instruction throughout the school day with essential content words taught in-depth.

### ***Section 504***

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

Section 504 responsibilities:

- Student and Parent:
  - Be involved in suggesting accommodations.

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

### ***Dual Enrollment***

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

Students from the Academy shall be allowed to participate in dual enrollment options in the district of their residence provided that student meets eligibility requirements for that program, as specified in 33-203(7) of Idaho Code. Participation fees will be consistent with those required of students

attending the traditional public school. Any school district shall be allowed to include dual-enrolled public charter school students for the purposes of state funding only to the extent of the student's participation in the public school programs. Opportunities for dual enrollment will be communicated to parents and students through ongoing group and individual conferences with the counseling staff, as well as in newsletters and other regular communication from the school.

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

### **Professional Development Plan**

The Academy will become a fully accredited IB School within the first three years of operation. During the first year, the Academy will begin the candidacy phase in the IB Organization for full accreditation as a Primary Year Programme (PYP). During the second year of operation, the Academy will begin the candidacy phase in the IB Middle Years Programme (MYP). As part of the accreditation process, all educators will participate in IB training provided by certified trainers. Teachers will be evaluated formally and informally on their knowledge and abilities to implement the IB curriculum. The PYP and MYP programmes being a transdisciplinary approach to teaching and learning will demand the best from both students and teachers. Alturas Academy North will aim to produce a common curriculum that will suit all learning communities.

### ***Action Plan and Success Indicators***

1. Create leadership team including administrator and Chief Executive Officer/ May 2024
2. Leadership team attends training / Sept. 2024
3. IB coordinator submits all necessary forms and fees in regards to IB accreditation / January 2026
4. Create IB teacher professional development (PD) calendar for 2026-2027 school year and ongoing leadership team training/2024/2025
5. Begin PD process June 2016 – June 2017

6. Reflect and review and if necessary revise training efforts quarterly with leadership team 2026/2027
7. Report progress to Board of Directors monthly starting September 2024 and every subsequent year
8. Create IB teacher PD calendar for 2026/2027 school year/ September 2025
9. Continue PD process starting 2024
10. Apply for candidacy in the MYP/ September 2027
11. The Leadership team will be involved daily in the instruction of these small groups to provide mentoring and support to the classroom structure in academic learning.
12. The IB programme is built on the foundation that everyone is involved in the school and it is a community of learners and leaders. It is the responsibility of each individual at The Academy to empower one other to think critically, self- reflect, and continuously improve. Throughout the accreditation process this will be an essential tool to ensure continual success in these goals.

### ***Accountability***

- Professional development calendar for each school year
- Monthly Board of Directors report
- Quarterly leadership agenda and minutes
- Periodic reports of progress from the International Baccalaureate Organization
- Records of teacher training/ spreadsheet detailing training levels, dates etc. for each teacher
- Evaluations of teachers' IB knowledge. skills and implementation of the IB curriculum and methods
- Walk through observation data
- Report monthly progress to Board of Directors
- Report annually to authorizer

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

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

- Small Group Instruction on Instructional Level
  - Differentiated Instruction Strategies: Training on how to assess students' instructional levels and tailor lessons to meet diverse needs within small groups.
  - Data-Driven Instruction: Workshops on using student data to inform and guide small group instruction, ensuring that teaching is responsive and targeted.
  - Formative Assessment Techniques: Professional development on using formative assessments to monitor student progress and adjust instruction accordingly.
- Multiage Classrooms
  - Classroom Management in Multiage Settings: Techniques for managing classrooms with students of different ages and abilities, fostering a cohesive learning environment.
  - Curriculum Integration Across Grades: Training on integrating curriculum content across multiple grade levels, ensuring continuity and coherence in learning.
  - Peer Learning and Mentoring: Strategies to encourage peer-to-peer learning and mentoring among students of different ages, promoting a supportive community.
- Student Collaboration
  - Cooperative Learning Strategies: Workshops on implementing cooperative learning

structures that promote student interaction and collaboration.

- Building a Collaborative Classroom Culture: Professional development on creating a classroom culture that values and encourages teamwork, communication, and mutual support.
- Facilitating Group Work: Techniques for effectively facilitating group work and collaborative projects, ensuring all students are engaged and contributing.
- Higher-Order Thinking Questions
  - Questioning Techniques: Training on how to craft and use higher-order thinking questions that stimulate critical thinking, problem-solving, and deep understanding.
  - Promoting Critical Thinking Skills: Workshops on strategies to develop and nurture critical thinking skills across all subject areas.
  - Assessment of Higher-Order Thinking: Professional development on assessing students' higher-order thinking skills and providing feedback that promotes further cognitive development.

- Professional Learning Communities

Teachers working in collaborative groups to answer these four questions:

1. What do we want the students to learn (curriculum and standards)?
2. How will we know if they have learned it (formative and summative assessments)?
3. What will we do if they don't learn the standards (intervention methods and materials)?
4. What will we do if they have already mastered the standard (move to the next standard or provide enrichment opportunities)?

- IB Program Development Training

Initial training for IB coordinators and lead teachers; future training for all teaching staff.

<https://www.ibo.org/professional-development/>

- Professional Book Studies
  - “Multipliers” by Greg McKeown and Liz Wiseman
  - “7 Habits of Highly Effective People” by Stephen Covey
  - “Dare to Lead” by Brene Brown
  - “Find your Why” by Simon Sinek
  - “Teach like a Champion 3.0” by Doug Lemov
  - “Radical Candor” by Kim Scott
  - “Turn the Ship Around!” by L. David Marquet
- Anti-bully and Bully Prevention
  - Annual training for all staff on research-based anti-bullying techniques, equipping them with practical steps to address bullying, foster strong classroom relationships, and create an environment of respectful diversity.

Much of the professional development will focus on the instructional model of Alturas Academy, with the focus being on managing multiage classrooms, and giving solid lessons in a small group setting. Teachers will also be required to participate in International Baccalaureate training. This will be accomplished through webinars, online workshops and collaborating with other schools to bring in IB trainers to our school. Alturas will also send teachers to IB workshops being offered throughout the country.

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

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



The Executive Director , School Administrator, and IB Coordinators will make up a leadership team that will support the teachers on a daily basis. They will be actively engaged in classrooms supporting small group instruction and teachers' unique concerns about their instruction and classroom management. The leadership team will give helpful feedback to teachers to improve classroom management and academic learning.

A teacher will also be evaluated by a student's growth, and therefore, the analyzing of data and support in small group instruction is imperative. The culture that will be created will encourage teachers to feel confident and to express concerns and doubts, and both support and resources will be given to them to help them succeed. Collaboration in writing curriculum is essential in the IB program, and teachers will share their unique talents and gifts so the community mutually benefits and has a wealth of knowledge and support.

The entire staff will work as a team to support teachers, students, and the leadership team in a safe environment to build a community of lifelong learners. Everyone at Alturas will be empowered to share ideas and lead projects because the combined knowledge and ideas of everyone makes a better and stronger organization.

## **Section II: Finance and Facilities**

### **Fiscal Philosophy and Spending Priorities**

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

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

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

### ***Transportation***

Alturas will offer transportation services for students from the initial opening of the school for students in the primary attendance area. This is to ensure that lack of transportation will not negatively affect students for whom transportation may be a barrier to attendance.

To ensure equitable access to education for all students, Alturas Academy North is committed to providing reliable and efficient transportation services. Our goal is to eliminate transportation barriers and ensure that every student has the opportunity to attend school and participate fully in all educational activities.

Alturas Academy North plans to apply for the Charter School Program (CSP) Grant, administered through BLUUM. This grant provides up to \$2 million, which will significantly support our transportation initiative. With these funds, we plan to purchase four school buses. This investment will form the backbone of our transportation infrastructure, allowing us to offer comprehensive bus services from the outset.

Our initial focus will be on establishing routes that cover the key school districts of Jefferson County, Madison County, and Ririe. We will design these routes to maximize coverage and minimize travel time, ensuring that students from various neighborhoods can access the school efficiently. The routes will be regularly reviewed and adjusted based on student needs and feedback.

Providing transportation is a critical step towards ensuring that all students, regardless of their socio-economic background, have equal access to our educational programs. By removing transportation barriers, we aim to increase enrollment and attendance, particularly for students who might otherwise face challenges in getting to school.

In accordance with Idaho Code, students who live less than one and one-half miles from the nearest established bus stop must provide their own transportation to the bus stop. That distance shall be determined by the nearest and best route from the junction of the driveway of the student's home and nearest public road to the nearest door of the building or the bus stop, as the case may be. Alturas may transport any student a lesser distance when in its judgment, the age, health, or safety of the student warrants it.

A daycare center, family daycare home, or a group daycare facility, as defined in section 39-1102 of Idaho Code, may substitute for the student's residence for student transportation to and from school.

Alturas will not transport students between childcare facilities and home, in accordance to 33-1501 of Idaho Code.

Transportation planning will be reconsidered yearly as dictated by student enrollment, the need and/or demand for transportation services, and financing. Transportation for students with special needs will be provided in accordance with requirements of state and federal law. The service may be contracted following the transportation bidding process as per Idaho Code.

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

### ***Food Services***

Alturas will hire a food and nutrition specialist to provide lunch in accordance with federal requirements. The Board will approve policies for determining eligibility of students for free and reduced-price meals. The availability of free and reduced lunches will be made known to parents through a variety of notifications. Verification reporting and record-keeping will be filed with the Idaho State Department of Education in accordance with state and federal law.

### **Financial Management and Monitoring Plan**

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

- Establishment of operating and capital budgets
- Monthly review of budget-to-actual financial performance providing for adequate oversight of financial performance and the opportunity to adjust expenditures as necessary to ensure operation within budget.

- Monthly review of cash flow projections
- Establishment of internal financial policies consistent with the requirements of state law and Generally Accepted Accounting Principles to provide for adequate financial controls
- Monthly review of the general register of Alturas to verify compliance with expenditure related policies established by the Board of Directors
- Engagement on an as needed basis as determined by the Board of Directors of accounting and/or bookkeeping professionals to meet the needs of Alturas in monitoring financial performance and ensuring financial viability and success.

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

### ***Operating Budget***

The Board of Directors will prepare and maintain a budget in accordance with the requirements set forth in Idaho Code 33-801 and the rules promulgated by the Idaho State Board of Education. Projected budgets have been provided with the petition for Alturas, but a final budget will be presented at a public hearing in June 2026 prior to the opening of Alturas North that fall. The budget will be delivered to the Idaho State Department of Education as required by law on or before July 15. Copies of the budget will be published publicly on the Alturas website. The budget will be prepared, approved and filed using the format approved by the Idaho Financial Accounting Reporting Management System (IFARMS).

**Income Sources.** Alturas will rely upon the following funding sources: (1) state allocation per pupil; (2) federal start-up grants; (3) private grants; (4) business partnerships; and (5) private donors. Alturas has been in regular contact with Terry Ryan (Bluum) who has expressed intent to provide financial support through the J.A. and Kathryn Albertson Family Foundation for the first five years as we build our enrollment. See Appendix.

Alturas has identified other potential sources for additional funding including the federally funded CSP Grant. This grant can be up to 2.0 million dollars, these funds would be in addition to the grant provided by the J.A. and Kathryn Albertson Family Foundation that will be worth up to 2.1 million dollars. In addition to the grants, Alturas will seek out founders and donors as we get closer to our opening date. However, we are not dependent on having to obtain additional funds to open the school.

**Fundraising.** In addition to the state per pupil allocation and grants, Alturas will rely upon the efforts of the Board of Directors, and Administrators, and the Parent Committees to develop regular fundraising efforts to generate supplemental capital. The Alturas Academies have had great success with a variety of fundraisers including a 5K Fun Run and a golf tournament.

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

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

In the case that personnel are shared between the Alturas Academies this will be documented by a contract/memorandum of understanding. Any job training and/or mentoring positions will be paid as a stipend from one school to the other.

## **Facilities Plan**

The school is intending to purchase a bare parcel of land, with available utilities at the site, located near the highway for easy access and transportation to Idaho Falls. Based on current construction costs, which are levelling out, a preliminary construction budget has been developed with the assistance of Building Hope. The preliminary budget includes facility construction, site work including utility connections, design work, permitting, entitlements, and acquisition costs.

The financing plan has been designed by Raymond James, a Public Finance / Debt Investment Banking firm. There are two viable financing options. The first is to secure a low-interest, 35-year USDA loan to cover the entire project cost. The second is to secure a subordinated loan from Building Hope (funds provided by the J.A. and Kathryn Albertson Foundation) of \$2,500,000, a \$2,500,000 loan from the state's Charter Revolving Loan program, and the remainder from a lender selected through a competitive bid process, managed by Building Hope. After 4 years, these loans would be refinanced through bond financing. The financial consultant has modeled out the refinancing with and without the state's Charter Credit Enhancement. In either scenario, the school's payments would be affordable if the school grows as anticipated.

### **Section III: Board Capacity and Governance Structure**

#### **Governance Structure**

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

The Board of Directors will govern Alturas Academy North, as well as Alturas International and Alturas Preparatory Academy. Comprised of 5 to 15 members, this board will provide consistent governance and oversight across all three academies, ensuring alignment with their shared mission and vision. To maintain continuity and avoid "founder's syndrome," the board will continue recruiting and developing new members following the established practices of AIA and APA.

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

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

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

- Securing adequate and appropriate board leadership training including, but not limited to, training on academic, financial, and operational oversight, governance, recruitment, and strategic planning.



- Monitoring and assessing the school’s compliance with the provisions of its charter under the Idaho Public Charter School Act, Chapter 52, Title 33, Idaho Code.
- Aiding in the business operations of the school, including the procurement of funding and ensuring operation of the business in accordance with the requirements of the Idaho Nonprofit Corporation Act, Chapter 3, Title 30, Idaho Code.
- Maintaining entity records in accordance with Idaho public record laws, including keeping accurate meeting minutes, complying with public access requirements, and fulfilling any Freedom of Information Act requests for other records in accordance with the requirements of that act.
- Holding meetings which follow open meetings law, including the posting of agendas at least 24-48 hours in advance, quorums, executive session procedures, board meeting frequency, etc.
- Meeting as necessary, with one meeting serving as the annual meeting of the corporation.

In addition to the duties taken on by board officers, the Board of Directors will establish committees to ensure appropriate governance and oversight in all areas of responsibility. (See Appendix)

***Governance of Separate LEAs***

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

Although the initial makeup of the board for Alturas Academy North consists of the board of AIA and APA, each school will be operated independently in accordance with the requirements of Idaho law. While conducting the business of one school, the focus will be on the best interest of that school. Since the financials are independent, there is little to no risk of a conflict between the interests of one versus the

interests of the other. In addition, to further alleviate concern or risk of potential conflict, and in an effort to ensure that the interests of one school do not impact the business decisions of the other, a separate member of the board can be provided executive oversight responsibilities for each school and be tasked with ensuring that the boards' decision making processes are maintained free of conflicts.

### **Board Member Qualifications**

The Board of Directors for Alturas Academy North, which is the same governing board for Alturas International Academy and Alturas Preparatory Academy, share a passion for progressing education in our community through the proper execution and expansion of our model. Members of the Board not only have the vision, but also the diverse experience and skills to effectively govern. Board officers include an attorney as legal counsel, an international educator as board chair, multiple individuals with advanced educational degrees that are currently employed by the Idaho National Labs and a small business owner. Additional board members consist of educators from elementary to college levels, education policy specialists, individuals with political experience, Ph.D.'s, community volunteers, and parents. These members all have previous board experience with AIA and APA and oversee financial oversight, strategic planning, academic performance, governance, development and public relations.

Below are their seats, and the associated term:

Seat 1 – Term: 07/21-07/24

Jared Allen, Board Member; Attorney specializing in regulatory compliance matters; directly involved in public charter school governance since 2015

Seat 2 – Term: 07/22-07/25

Candise Gilbert, Vice Chair, Interim Chair; Local and international English teacher and administrator; played key role in the establishment of Alturas International Academy; board member since 2015

Seat 3 – Term: 07/23-07/26

Jaime Mayo, Secretary; Adjunct college professor; experienced grant writer

Seat 4 – Term: 07/21-07/24

Lee Stimpson, Treasurer; Data Modeling and Visualization, Idaho National Laboratory

Seat 5 – Term: 07/22-07/25

Shay Mattingly, Board Member; Small Business Owner

Seat 6 – Term: 7/23-07/26

Richa Sabharwall – Board Member; Program Manager, Idaho National Laboratory

### **Transition Plan**

The Board of Directors for Alturas Academy North is the same governing board for Alturas International Academy and Alturas Preparatory Academy. As an established board, the transition from founding to the work of governance has been completed, and the board is fully functional as a governing entity. Ongoing training will ensure continued strength and improvement in governance and in consistent stewardship of the mission and vision of Alturas Network of Schools.

None of the current board members intends to apply for a paid position at the school, and all of the current board members will continue to serve in a governing capacity.

### **Recruitment**

Bylaws have been written to promote and retain long-term commitment to the mission of Alturas Academy by staggering the transition of board members so that no more than one-third of the board is replaced at any one time. Notwithstanding this Board continuity, the bylaws promote ongoing change in the makeup of the Board of Directors through annual elections so as to encourage fresh perspective and bring new talents to bear on the success of Alturas Academy.

The Board members will make every attempt to include a balance of skills and vocations on the Board as new members are determined in accordance with the procedures set forth in the Restated Bylaws. Desired skills and vocations include, but are not limited to, legal expertise; financial/accounting

expertise; education expertise including administration, instruction, and special education; and business operations expertise.

In addition to identifying potential future board members, the board will assess the skills, experience, and expertise of the existing board to identify gaps; evaluate potential future board members against identified needs; extend invitations to potential board members to apply for vacancies, and establish an orientation program to assist new directors in becoming familiar both with the Alturas Network of Schools and the responsibilities of board members. The orientation will include an Alturas Academy Governing Board Handbook which details information on board structure and responsibilities, an overview of the mission and vision of the school, and additional instruction with regard to policy, strategic planning, oversight and additional guidance using best practices in governance.

Upon departure of a board member from the Board of Directors or at the conclusion of a board member's term of services, efforts will be made to recruit candidates with professional backgrounds and expertise to fill vacancies through the election procedures set forth in the Restated Bylaws.

### ***Training***

The Board of Directors for Alturas Academy North, as a governing entity, has participated in leadership training through the Idaho School Boards Association (ISBA) and through individualized training from Chris Yorgason. Training was received in school finance, ethics, school governance, academic excellence, and strategic planning.

Upon approval of Alturas Academy North's charter, the Board will evaluate its needs relative to ongoing training using a combination of webinars and additional online resources, not limiting ourselves to one source. Best practices for governing boards will be identified and addressed with the particular needs to train current and new board members and to stay abreast of relevant new developments.

Each meeting of the Board of Directors will include flexible options for governance training. Such training may include in-meeting instruction or pre-assigned webinars, both of which will provide

opportunities for discussion and self-reflection. The Governance and Recruitment Committees will work together to prepare and present training, and the Recruitment Committee will work with Parent Committees to provide opportunities for stakeholders to provide feedback to the board. More detailed and in-depth training will also be given at the annual Board of Director's Leadership Retreat.

## **Section IV: Student Demand and Primary Attendance Area**

### **Primary Attendance Area and Community Support**

The proposed location of Alturas Academy North is within the boundaries of Jefferson County School District 251. The Primary Attendance area is comprised of Jefferson County School District 251, Ririe School District 252, Madison School District 321, and northern Bonneville County, with the southernmost border being Lincoln Road. (See enrollment map in Appendix).

Alturas Academy has observed a persistent and substantial demand for its educational model in the greater Idaho Falls area, which includes Rigby. The number of applicants to Alturas Academy over the past four years has remained high, indicating a sustained interest from families:

2021-2022: 1,399 total applicants (first year of two campuses)

2022-2023: 1,143 total applicants

2023-2024: 975 total applicants

2024-2025: 773 total applicants

Despite the apparent decrease in the number of applicants, our waitlist has not seen a corresponding decline, maintaining robust numbers year over year:

2021-2022: 371 waitlisted students

2022-2023: 357 waitlisted students

2023-2024: 343 waitlisted students

2024-2025: 411 waitlisted students

This discrepancy suggests that potential applicants might be deterred from applying due to the high likelihood of not being admitted, given the long waitlists. As a result, while the number of applications has decreased, the demand for quality education remains high, as evidenced by the consistently strong waitlist numbers.

### ***Interest from Surrounding School Districts***

The demand for Alturas Academy's educational offerings extends beyond Idaho Falls, with families from the Ririe, Rigby, and Madison school districts (all of which reside in the primary attendance area of the proposed Alturas Academy North) showing keen interest. However, due to not residing in the primary enrollment area for AIA or APA, many were previously unable to enroll. The numbers of families from these areas who applied but were not admitted are as follows:

2021-2022: 46 families

2022-2023: 52 families

2023-2024: 37 families

2024-2025: 39 families

### ***Population Growth***

Rigby, Idaho, has seen substantial population growth in recent years. As of July 1, 2023, Rigby's population was 5,687, reflecting a significant increase from 5,452 in 2022 and 5,260 in 2021. This consistent growth demonstrates a year-on-year increase of approximately 3.65% in 2022 and 3.73% in 2021. Over the past two decades, Rigby's population has nearly doubled, growing from 3,032 in 2000 to 5,687 in 2023. This rapid increase has placed Rigby among the fastest-growing cities in Idaho, highlighting the need for expanded infrastructure and services (<https://worldpopulationreview.com/us-cities/rigby-id-population>), (<https://www.neilsberg.com/insights/rigby-id-population-by-year/>), (<https://idaho.hometownlocator.com/id/jefferson/rigby.cfm>).

Expanding the view to Jefferson County, where Rigby is located, the broader region has also seen significant growth. The population of Jefferson County has increased consistently, with the county's population reaching approximately 32,253 in 2023. This represents substantial growth from 2000 when the population was 19,155. The county's average annual growth rate has been around 2.8% over the last two decades (<https://www.neilsberg.com/insights/rigby-id-population-by-year/>).

### ***Housing Development***

The housing market in Rigby and Jefferson County reflects this population growth. As of 2023, Rigby had 2,050 housing units, with a 67.3% owner-occupancy rate. The median home value in Rigby was \$253,150, with an average home value of \$258,394. Housing affordability remains relatively high, with a Housing Affordability Index of 114, indicating that a median household income is sufficient to afford a median-priced home (<https://idaho.hometownlocator.com/id/jefferson/rigby.cfm>).

In Jefferson County, housing development has kept pace with population growth. The county has seen an increase in residential construction and home values. The median home value in Jefferson County has risen to around \$280,000, reflecting a growing demand for housing in the area. This trend is supported by data from real estate platforms such as Redfin and Zillow, which show an upward trajectory in both home prices and the number of homes sold over the past few years.

### **Student Demand and Population**

As an initial attempt to gauge parent interest, a survey was sent out to current families on a waitlist of one of our academies in Idaho Falls. Our survey of waitlisted families in Bonneville County revealed strong interest in a Rigby location. On a scale of 1 to 5, 33 respondents rated their interest as 5, and an additional 16 rated it as 4. The primary factors influencing their decision included proximity to home, the reputation of the school, and the instructional model. A majority expressed a willingness to attend informational sessions to learn more about Alturas Academy North.

Jefferson County Joint School District 251 currently serves approximately 6,770 students across its 12 public schools. The district has experienced significant growth, adding over 1,800 students in the past decade, and projections indicate continued growth of 3% to 6% annually. This increase is expected to bring the student population to around 8,000 in the next decade. Currently, the high school has roughly 2200 students and is the second largest high school in the state of Idaho. The administration team visited with Superintendent Chad Martin, and he supports the idea of a Charter coming into the Rigby area. This



would allow the district to respond to population growth, without imposing additional taxes to their patrons.

The administration team is currently implementing a plan to increase community awareness of Alturas Academy North, set to open in Fall 2026. Identified interested families are being engaged as ambassadors to share information and promote the school within the Rigby community. Intent to enroll surveys will be distributed through various channels, including mailers, community informational nights, and media outlets (social media, newspapers, and news channels). Additionally, printed materials such as brochures and flyers will be placed in high-traffic areas like community centers, grocery stores, libraries, and other local businesses.

The decision to expand Alturas Academy to Rigby is driven by the area's significant population growth, robust housing development, and clear demand for quality educational options. With the local school district unable to pass a bond to address these needs, Alturas Academy North's presence will provide much-needed support to the community. We are committed to delivering exceptional educational opportunities and meeting the needs of this thriving region.

***Demographics***

| Race                             | Jefferson County School District | Alturas Academy North (estimation)* |
|----------------------------------|----------------------------------|-------------------------------------|
| White                            | 85.3%                            | 80%                                 |
| Multiracial                      | 2.3%                             | 3%                                  |
| Asian                            | .2%                              | <1%                                 |
| Black/African American           | .3%                              | <1%                                 |
| Native American                  | .2%                              | <1%                                 |
| Native Hawaiian/Pacific Islander | .1%                              | <1%                                 |
| Hispanic or Latino/Other         | 11.5%                            | 14%                                 |

\* Estimation is closely based on the current enrollment at Alturas International. Given that waitlisted students are likely to apply and be accepted, the demographics are expected to be similar to those at AIA. **These numbers also closely related to demographics of Jefferson County. See Appendix H5.**

**Special Populations.** Alturas Academy North anticipates that roughly 10% of students will require special services. This is consistent with the percentage of special needs students currently attending a Jefferson County School ([idahoschools.org/districts/251](http://idahoschools.org/districts/251)) and is also consistent with the percentage of students receiving special education at the other Alturas Academies ([idahoschools.org](http://idahoschools.org)). Staffing plans will also be consistent, and the educational program at Alturas North – teaching in small groups at instructional levels – best addresses the needs of all students including those that will receive Title I service, ELL services and have other special needs. As outlined in the Educational Program, Alturas North will plan and budget to hire or contract with highly qualified special education teacher(s) to meet the needs of students with intellectual disabilities and autism, English Language Learners, Gifted and Talented Learners and those with any other unique needs.

**Enrollment Capacity**

|                | Alturas North Enrollment by year |    |    |    |    |    |    |    |    |       |
|----------------|----------------------------------|----|----|----|----|----|----|----|----|-------|
|                | Kinder                           | 1  | 2  | 3  | 4  | 5  | 6  | 7  | 8  | Total |
| Year 1 (26-27) | 72                               | 48 | 48 | 48 | 48 | 48 | 0  | 0  | 0  | 312   |
| Year 2 (27-28) | 72                               | 72 | 72 | 72 | 48 | 48 | 48 | 24 | 0  | 456   |
| Year 3 (28-29) | 72                               | 72 | 72 | 72 | 72 | 72 | 48 | 48 | 24 | 552   |
| Year 4 (29-30) | 72                               | 72 | 72 | 72 | 72 | 72 | 72 | 48 | 48 | 600   |
| Year 5 (30-31) | 72                               | 72 | 72 | 72 | 72 | 72 | 72 | 72 | 48 | 624   |
| Year 6 (31-32) | 72                               | 72 | 72 | 72 | 72 | 72 | 72 | 72 | 72 | 648   |

Alturas Academy North has meticulously planned its enrollment capacity, which is built on a unique multiage classroom approach. Kindergarten is the exception to the multiage structure and is a standalone class, 1st-3rd graders are grouped together and 4th-5th graders are grouped together. Sixth-eighth graders are grouped together in multiage classes within a traditional middle school setting, where they rotate teachers for different subjects. Structuring the classrooms this way also provides continuity for the students and their families as they spend multiple school years with their peers and their teacher. It

also fosters a collaborative learning environment and allows for differentiated instruction tailored to the diverse needs of students.

The above growth model and enrollment plan is based on a 24 student class, and is structured after the enrollment model used at Alturas International and at the middle school for Alturas Preparatory Academy.

In the first year (2026-2027), Alturas Academy North will employ 3 Kindergarten teachers, 6 teachers for the 1st-3rd grade multiage classrooms, and 4 teachers for the 4th-5th grade multiage classrooms. As the school expands its enrollment each year, additional teachers will be hired to accommodate the growing number of students and maintain optimal student-teacher ratios. (See Appendix)

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

### ***Educational Plan***

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

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

**Culture.** The culture at Alturas is one of a growth mindset, a belief that ability can change as a result of effort, perseverance, and practice. Students in the Alturas environment see mistakes as ways to learn, embrace challenges, and persist in the face of setbacks. This instructional model creates a culture of strong community within the school that puts a safety net around social and emotional stability. Students collaborate in each of their classes with students of different ages and abilities. They get to know many children outside of their social groups in a non-competitive and inclusive environment. They feel strength and support from one another, and they feel safe.

### **Enrolling Underserved Families**

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

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

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

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

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

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

### **Priority Enrollment Groups**

If the initial capacity of Alturas Academy North is insufficient to enroll all prospective students, a lottery shall be utilized to determine which prospective students will be admitted to Alturas. Alturas will follow Idaho Code Section 33-502 (j) and utilize an equitable selection process as outlined in IDAPA 08.02.04.203.07 or another method that is approved by the authorizer.

### ***Admission Preferences for the First Year***

Enrollment Preference Group 1: Applicants who are children of Alturas North's full-time employees or children of the Alturas North's Founders, not to exceed 10% of total enrollment thereafter. For purposes stated in this charter a founder is an individual, family, or entity that has made a significant financial contribution to the school, amounting to a minimum of \$10,000. This contribution reflects a commitment to the school's mission, vision, and long-term success. Founders are recognized for their foundational support, which plays a crucial role in the establishment and growth of the school.

Enrollment Preference Group 2: Applicants who are siblings of pupils already selected by the lottery.

Enrollment Preference Group 3: Transfer Students – applicants who attended an Alturas Academy the previous year, but reside within this enrollment area.

Enrollment Preference Group 4: Applicants who reside within the primary area of attendance for Alturas Academy North. The primary attendance area will be Jefferson County School District 251, Madison School District 321, Ririe School District 252 and reside within North Bonneville County, with Lincoln Road being the southernmost border.

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

### ***Admission Preferences for Subsequent Years***

Enrollment Preference Group 1: Students returning to Alturas North in the second or any subsequent year of operation. Returning students are automatically enrolled in the appropriate grade and do not need to be selected by lottery.

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

Enrollment Preference Group 3: Siblings of students already enrolled in and attending Alturas North.

Enrollment Preference Group 4: Transfer Students – applicants who attended an Alturas Academy the previous year, but reside within this enrollment area.

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

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

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

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

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

Any written requests for admission received after the lottery has been conducted will be added to the bottom of the waiting list for the appropriate grade and preference group. Waiting lists will not carry over from one year to the next.

**Notification of Acceptance.** Alturas North will comply with the Idaho State Board of Education's rules governing public charter schools (IDAPA 08.02.04) for the notification and acceptance process.

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

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

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

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



## **Section V: School Leadership and Management**

### **Leadership Team**

The Board of Directors has hired Michelle Ball as the Executive Director for Alturas North, as she serves in the same capacity for Alturas International and Alturas Preparatory Academy. This will ensure continuity in the administration of the IB program as well as integrity in fulfilling the mission and vision of Alturas North. Mrs. Ball will report directly to the Board of Directors. The Executive Director has hired Carina VanPelt as the principal for Alturas North, and she will begin working with the current administration and staff starting in July 2024. Ms. VanPelt has received a fellowship from the J.A. Kathryn Albertson's Family Foundation and with that fellowship she will receive extensive training in the instructional model and culture of the Alturas schools.

Carina VanPelt's extensive experience in education positions her as an ideal candidate for the role of a new school principal to open up Alturas Academy North. Drawing from her rich background, she brings a wealth of knowledge and skills that will be invaluable in establishing and leading the new academy. With a solid foundation of ten years in the classroom, teaching a range of grade levels in various educational settings, Carina possesses a deep understanding of effective pedagogical practices and curriculum development. Her experience in both public and private schools, as well as charter school initiatives, equips her with insights into the diverse needs and challenges of different educational environments. This breadth of experience will enable her to tailor educational programs at Alturas Academy North to meet the unique needs of its student body.

The Administrators, both Executive Director and Principal, will be responsible for implementing the mission and vision of the school. They will recommend to the board the hiring of personnel and will conduct evaluations as well as provide professional development opportunities for staff. The Administrators will manage the overall climate of the school by being present in the classroom, knowing and understanding the needs of faculty and students, and by encouraging community building. In

addition, the Administrators will have responsibilities to oversee the procurement of curriculum, equipment, supplies and technology. The Administrators will supervise other administrative staff, including a business manager, office manager, clerk, and bookkeeper. These positions may be hired as part-time employees or contracted to other entities. One individual may hold multiple positions as the school builds enrollment.

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

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

Teacher contracts are not interchangeable between separate LEAs. Any teacher currently employed by an existing Alturas Academy will need to apply to Alturas North for open positions.

In order to ensure fair hiring practices, Alturas will require that all positions are filled through a transparent hiring process including the advertising of positions available prior to opening, review of all submitted resumes/applications to identify potential candidates, and interviews with all qualified candidates. It is entirely possible that such a process will enable Alturas North to identify more qualified candidates.

Brian Bingham, current principal of Alturas Preparatory Academy, will serve as a mentor to Carina VanPelt. Mr. Bingham has seven years of administration experience within the Alturas Schools. Mr. Bingham will be integral in supporting the onboarding and training of Carina VanPelt. This will also help to ensure continuity and integrity of the IB program and the mission and vision of the school. Mr. Bingham will report directly to the Executive Director, Mrs. Ball.

As an integral part of our strategic plan, the board will continue to have one Executive Director for all Alturas Academy schools. Primary Years Program (PYP) and Middle Years Program (MYP) coordinators will be appointed by the Executive Director and Principal. The IB Program Coordinators will also serve as teachers at Alturas and will serve as the leaders of the IB program and are responsible for the total operation of those programs. The coordinators shall provide leadership, administrative and supervisory skills for the educational development of students and staff, as well as to promote appropriate parent and community awareness.

### ***Evaluation Plan***

Idaho has adopted the Interstate School Leaders Licensure Consortium (ISLLC) standards for administrators. The Board of Directors will complete the evaluation. The Academy's administrators will be evaluated based on these standards, which are divided into 14 components, clustered into three domains:

#### Domain 1: School Climate

An educational leader promotes the success of all students by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional development. An educational leader articulates and promotes high expectations for teaching and learning while responding to diverse community interest and needs.

- **School Culture:** Administrator establishes a safe, collaborative, and supportive culture ensuring all students are successfully prepared to meet the requirements for tomorrow's careers and life endeavors.
- **Communication:** Administrator is proactive in communicating the vision and goals of the school or district, the plans for the future and the successes and challenges to all stakeholders.
- **Advocacy:** Administrator advocates for education, the district and school, teachers, parents and students that engenders school support and involvement.

## Domain 2: Collaborative Leadership

An educational leader promotes the success of all students by ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment. In collaboration with others, an educational leader uses appropriate data to establish rigorous, concrete goals in the context of student achievement and instructional programs. He or she uses research and/or best practices in improving the education program.

- **Shared Leadership:** Administrator fosters shared leadership that takes advantage of individual expertise, strengths, and talents and cultivates professional growth.
- **Priority Management:** Administrator organizes time and delegates responsibilities to balance administrative/managerial, educational and community leadership priorities.
- **Transparency:** Administrator seeks input from stakeholders and takes all perspectives into consideration when making decisions.
- **Leadership Renewal:** Administrator strives to continuously improve leadership skills through professional development, self-reflection and utilization of input from others.
- **Accountability:** Administrator establishes high standards for professional, legal, ethical and fiscal accountability of self and others.

## Domain 3: Instructional Leadership

An educational leader promotes the success of all students by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community. He or she provides leadership for major initiatives and change efforts and uses research and/or best practices in improving the education program.

- **Innovation:** Administrator seeks and implements innovative and effective solutions that comply with general and special education law.
- **Instructional Vision:** Administrator ensures that instruction is guided by a shared, research-based

instructional vision that articulates what students do to effectively learn the subject.

- High Expectations: Administrator sets high expectations for all students academically, behaviorally and in all aspects of student well-being.
- Continuous Improvement of Instruction: Administrator has proof of proficiency in assessing teacher performance based upon the Danielson “Framework for Teaching.”
- Aligns Resources: Administrator aligns resources, policies, and procedures toward continuous improvement of instructional practice guided by the instructional vision.
- Evaluation: Administrator uses teacher evaluation and other formative feedback mechanisms to continuously improve teacher effectiveness.
- Recruitment and Retention: Administrator recruits and maintains a high-quality staff.

Administrators are required to obtain proof of proficiency in conducting teacher evaluations.

### **Educational Services Provider**

Alturas Academy North will not be contracting with any Educational Services Provider.

## **Section VI: Virtual and Blended Schools**

Alturas Academy North is not a virtual or blended school.

## Appendix

### Series A – Financial Plan

Appendix A1 – Financial Summary

Appendix A2 – Pre-Opening Budget

Appendix A3 – Break-Even & Three-Year Operating Budget

Appendix A4 – Cash Flow Projection for Year 1

### Series B – Facility Plan

Appendix B1 – Facility Option 1

Appendix B2 – Facility Option 2

### Series C – Governance Documents

Appendix C1 – Filed Articles of incorporation

Appendix C2 – Adopted Bylaws

### Series D – Board of Directors and Petitioning Group

Appendix D1 – Resumes for all Currently Serving Board of Directors

Appendix D2 – Board and Petitioning Group Chart

### Series E – Administration and Organization

Appendix E1 – School Organization Chart

Appendix E2 – Resumes for Administrators

### Series F – Education Service Provider

### Series G – LEA Notification Letters

Appendix G – District Notice of Intent Letters (dated, include responses from districts if submitting early)

### Series H – Additional Appendices

Appendix H1 – Academic achievement data from AIA and APA

Appendix H2 – Letters from Bluum

Appendix H3 – Enrollment area map

## Appendix A1: Financial Summary

JKAF Fellowship Grants (Secured)

IDAHO PUBLIC CHARTER SCHOOL COMMISSION  
**APPENDIX A: BUDGET**  
♦ ♦ ♦ ♦ ♦

Idaho Public Charter School Commission  
514 W. Jefferson, Suite 303 Boise, ID 83702  
Phone: (208) 332-1561  
[pcsc@osbe.idaho.gov](mailto:pcsc@osbe.idaho.gov)

Alan Reed, Chairman  
Jacob Smith, Director



| <b>Financial Summary</b>   |                         |                                     |  |                          |                          |
|--|-------------------------|-------------------------------------|--|--------------------------|--------------------------|
| <b>Worksheet Instructions:</b> This page will auto-populate as you complete the Pre-Operational and Operational Budget tabs. |                         |                                     |  |                          |                          |
| <b>Revenue</b>   |                         |                                     |  |                          |                          |
| Anticipated Enrollment for Each Scenario:  |                         | 288                                 | 312                                      | 456                      | 552                      |
|  | Pre-Operational Budget  | Break-Even Budget Year 1: 2026-2027 | Full Enrollment Budget Year 1: 2026-2027 | Budget Year 2: 2027-2028 | Budget Year 3: 2028-2029 |
| CSP Grant  | \$ 2,000,000.00         | \$ -                                | \$ -                                     | \$ -                     | \$ -                     |
| Loans  | \$ 16,000,000.00        | \$ -                                | \$ -                                     | \$ -                     | \$ -                     |
| <b>JKAF Fellowship Grants (Secured)</b>  | <b>\$ 135,000.00</b>    |                                     |  |                          |                          |
| <b>JKAF Startup grant - \$2,100,000</b>  | <b>\$ 174,300.00</b>    | \$ 961,300.00                       | \$ 961,300.00                            | \$ 698,700.00            | \$ 265,700.00            |
| Base Support   | NA                      | \$ 569,232.00                       | \$ 622,915.00                            | \$ 972,407.00            | \$ 1,287,814.00          |
| Salary and Benefit Apportionment   | NA                      | \$ 1,240,179.00                     | \$ 1,357,715.00                          | \$ 2,140,332.00          | \$ 2,878,352.00          |
| Transportation Allowance   | NA                      | \$ 90,629.00                        | \$ 90,629.00                             | \$ 106,172.00            | \$ 109,357.00            |
| Food Reimbursements/Sales  | \$ -                    | \$ 162,030.00                       | \$ 162,030.00                            | \$ 213,924.00            | \$ 244,637.00            |
| Federal Funds  | \$ -                    | \$ 113,472.00                       | \$ 122,928.00                            | \$ 214,664.00            | \$ 257,488.00            |
| Special Distributions  | NA                      | \$ 334,578.00                       | \$ 349,384.00                            | \$ 497,549.00            | \$ 568,765.00            |
| <b>REVENUE TOTAL</b>   | <b>\$ 18,309,300.00</b> | <b>\$ 3,471,420.00</b>              | <b>\$ 3,666,901.00</b>                   | <b>\$ 4,843,748.00</b>   | <b>\$ 5,612,113.00</b>   |
| <b>Expenditures</b>  |                         |                                     |  |                          |                          |
|  | Pre-Operational Budget  | Break-Even Budget Year 1: 2026-2027 | Full Enrollment Budget Year 1: 2026-2027 | Budget Year 2: 2027-2028 | Budget Year 3: 2028-2029 |
| Staff and Benefit Totals   | \$ 499,041.00           | \$ 1,978,333.00                     | \$ 1,978,333.00                          | \$ 2,933,056.00          | \$ 3,640,561.00          |
| Educational Program Totals   | \$ 326,132.00           | \$ 134,924.00                       | \$ 134,924.00                            | \$ 183,156.00            | \$ 186,039.00            |
| Technology Totals  | \$ 344,127.00           | \$ 93,871.00                        | \$ 94,500.00                             | \$ 170,527.00            | \$ 182,149.00            |
| Capital Outlay Totals  | \$ 600,000.00           | \$ -                                | \$ -                                     | \$ -                     | \$ -                     |
| Board of Directors Totals  | \$ -                    | \$ 43,600.00                        | \$ 43,600.00                             | \$ 53,208.00             | \$ 59,092.00             |
| Facilities Totals  | \$ 16,000,000.00        | \$ 1,048,013.00                     | \$ 1,048,013.00                          | \$ 1,055,790.00          | \$ 1,060,152.00          |
| Transportation Totals  | \$ 540,000.00           | \$ 62,679.00                        | \$ 62,679.00                             | \$ 67,816.00             | \$ 69,851.00             |
| Nutrition Totals   | \$ -                    | \$ 85,000.00                        | \$ 85,000.00                             | \$ 134,583.00            | \$ 162,916.00            |
| Other  | \$ -                    | \$ 25,000.00                        | \$ 25,000.00                             | \$ 25,750.00             | \$ 26,523.00             |
| <b>EXPENSE TOTAL</b>   | <b>\$ 18,309,300.00</b> | <b>\$ 3,471,420.00</b>              | <b>\$ 3,472,049.00</b>                   | <b>\$ 4,623,886.00</b>   | <b>\$ 5,387,283.00</b>   |
| <b>OPERATING INCOME (LOSS)</b>   | <b>\$ -</b>             | <b>\$ -</b>                         | <b>\$ 194,852.00</b>                     | <b>\$ 219,862.00</b>     | <b>\$ 224,830.00</b>     |
| <b>PREVIOUS YEAR CARRYOVER</b>   |                         | <b>\$ -</b>                         | <b>\$ -</b>                              | <b>\$ 194,852.00</b>     | <b>\$ 414,714.00</b>     |
| <b>NET INCOME (LOSS)</b>   | <b>\$ -</b>             | <b>\$ -</b>                         | <b>\$ 194,852.00</b>                     | <b>\$ 414,714.00</b>     | <b>\$ 639,544.00</b>     |

### Appendix A2: Pre-opening Budget

| Idaho Public Charter School Commission   |            |                        |  |
|--|------------|------------------------|--|
| Charter Petition: Pre-Operational Budget   |            |                        |  |
| <p><b>Worksheet Instructions:</b> list revenues, expenditures, and Full-Time Equivalencies (FTE) anticipated during the pre-operational year. Insert rows as necessary throughout the document. Include notes specific to start-up costs (details, sources, etc.) in the Assumptions column.</p> |            |                        |  |
| Pre-Operational Revenue  |            |                        |  |
| Line Item / Account  | Budget     |                        | Assumptions / Details / Sources  |
| JKAF Fellowship Grants (Secured)   |            |                        |  |
| Donations and Contributions  |            | -                      | Only include secured funds. Sum all donations/contributions here. Provide documentation for each donation/contribution as appendices.  |
| Loans  |            | 16,000,000.00          | Include documentation that provides the lender, term, rate, and total principal.   |
| JKAF Fellowship Grants (Secured)   |            | 135,000.00             | JKAF Fellowship Grants For Carina VanPelt (1 FTE) and Brian Bingham (.5 FTE)   |
| JKAF Startup Grant - Pending   |            | 174,300.00             | School will apply for a startup grant from JKAF once it has secured authorization. Authorization is a prerequisite of JKAF startup grant funding.  |
| CSP Grant  |            | 2,000,000.00           | School will apply for a CSP grant totalling \$2,000,000 once it has secured authorization. Authorization is a prerequisite of the CSP grant application.   |
| <b>REVENUE TOTAL</b>   |            | <b>\$18,309,300.00</b> |  |
| Pre-Operational Expenditures   |            |                        |  |
| Section 1: Staffing  |            |                        |  |
| 1a: CERTIFIED STAFF  | Budget     |                        | Assumptions / Details / Sources  |
| <b>Classroom Teachers</b>  | <b>FTE</b> | <b>Amount</b>          |  |
| Elementary Teachers  | -          | -                      |  |
| Secondary Teachers   | -          | -                      |  |
| Specialty Teachers   | -          | -                      |  |
| Classroom Teacher Subtotals  | 0.0        | -                      |  |
| <b>Special Education</b>   | <b>FTE</b> | <b>Amount</b>          |  |
| SPED Director & Teacher  | 0.17       | 11,583.00              |  |
|  | -          | -                      |  |
| Special Education Subtotals  | 0.2        | 11,583.00              | Anticipated % Special Education Students: 10%  |
| <b>Other Certified Staff</b>   | <b>FTE</b> | <b>Amount</b>          |  |
| School Administrator(s)  | 3.65       | 358,000.00             | As is now common with Bluum schools, the school is actually in a 24-month (2 year) pre-operational phase, so we combined the two years' budgets into your one available column. This is actually 1.65 FTE in 2024-2025 and 2 FTE in 2025-2026. |
|  | -          | -                      |  |
| Other Certified Staff Subtotals  | 3.7        | 358,000.00             |  |
| <b>CERTIFIED STAFF TOTAL</b>   | <b>3.8</b> | <b>369,583.00</b>      |  |

| 1b: CLASSIFIED STAFF          | Budget     |                  | Assumptions / Details / Sources |
|-------------------------------|------------|------------------|---------------------------------|
| Position                      | FTE        | Amount           |                                 |
| Paraprofessionals- General    | -          | -                |                                 |
| Paraprofessionals- SPED       | -          | -                |                                 |
| Admin / Front Office Staff    | -          | 16,000.00        |                                 |
| Bus Drivers                   | -          | -                |                                 |
| Food Service Staff            | -          | 7,308.00         |                                 |
| <b>CLASSIFIED STAFF TOTAL</b> | <b>0.0</b> | <b>23,308.00</b> |                                 |

| 1c: BENEFITS                        | Budget   |                   | Assumptions / Details / Sources  |
|-------------------------------------|----------|-------------------|--|
| Type                                | Rate     | Amount            |  |
| Retirement - Certified              | 13.04%   | 46,813.00         | Rate effective 7/1/2023 per PERSI guidance for School Employees & Resource Officers                          |
| Retirement - Classified             | 13.33%   | 874.00            | Rate effective 7/1/2023 per PERSI guidance of "General Members" (Classified Staff, except Resource Officers) |
| FICA/ Medicare                      | 7.83%    | 29,171.00         | 6.2% FICA, 1.43% Medicare, .2% Work Comp   |
| Group Insurance (Medical/Dental)    | \$ 8,000 | 29,292.00         | FY2024-2025 Expected cost of Medical, Dental & Vision for Alturas schools                                    |
| Paid time off (provide assumptions) | 0.00%    | -                 | Suspended for multiple years by PERSI  |
| <b>BENEFITS TOTAL</b>               |          | <b>106,150.00</b> |  |

|   |                   |  |
|---|-------------------|--|
| <b>CERTIFIED &amp; CLASSIFIED STAFF TOTAL</b> | <b>392,891.00</b> |  |
| <b>TOTAL STAFF &amp; BENEFITS TOTAL</b>       | <b>499,041.00</b> |  |

**Section 2: Educational Program**

| 2a: OVERALL EDUCATION PROGRAM COSTS                       | Budget          | Assumptions / Details / Sources        |
|---|-----------------|--|
| Professional Development                                  | 1,132.00        |  |
| SPED Contract Services                                    | -               | Types of anticipated SPED Contractors: |
| Membership Dues   | -               |  |
| Other Contract Services (i.e. accounting, HR, management) | -               |  |
| Staff Recruiting Costs                                    | -               |  |
| Office Supplies   | -               |  |
| <b>OVERALL EDUCATION PROGRAM TOTAL</b>                    | <b>1,132.00</b> |  |

| 2b: ELEMENTARY PROGRAM                             | Budget            | Assumptions / Details / Sources                 |
|--|-------------------|---|
| Elementary Curriculum                              | 325,000.00        | Based on costs at Alturas International Academy |
| Elementary Instructional Supplies & Consumables    | -                 |   |
| Elementary Special Education Curricular Materials  | -                 |   |
| Elementary Contract Services (provide assumptions) | -                 | Types of anticipated Contractors:               |
| <b>ELEMENTARY PROGRAM TOTAL</b>                    | <b>325,000.00</b> |   |

| 2c: SECONDARY PROGRAM | Budget | Assumptions / Details / Sources                 |
|-----------------------|--------|---|
| Secondary Curriculum  | -      | Based on costs at Alturas International Academy |

|   |                   |   |
|---|-------------------|---|
| Secondary Instructional Supplies & Consumables    | -                 | Based on costs at Alturas International Academy |
| Secondary Special Education Curricular Materials  | -                 |   |
| Secondary Contract Services (provide assumptions) | -                 | Types of anticipated Contractors:               |
| <b>SECONDARY PROGRAM TOTAL</b>                    | -                 |   |
| <b>EDUCATIONAL PROGRAM TOTAL</b>                  | <b>326,132.00</b> |   |

| Section 3: Technology   |                   |                                       |
|---|-------------------|---------------------------------------|
| Line Item / Account   | Budget            | Assumptions / Details / Sources       |
| Internet Access   | -                 |                                       |
| Contracted Services   | -                 |                                       |
| Technology Software & Licenses                                      | -                 |                                       |
| Computers for Staff Use   | -                 | MacBook Airls for staff use           |
| Computers for Student Use   | 344,127.00        | Chromebooks and carts for student use |
| Accounting Software   | -                 |                                       |
| Other Technology Hardware (i.e. document cameras, projectors, etc.) | -                 |                                       |
| <b>TECHNOLOGY TOTAL</b>   | <b>344,127.00</b> |                                       |

| Section 4: Non-Facilities Capital Outlay  |                   |  |
|---|-------------------|--|
| Line Item / Account   | Budget            | Assumptions / Details / Sources                        |
| Furniture (school-wide)   | 600,000.00        | Include only items not covered via FFE, if applicable. |
| Kitchen Equipment (warming oven, salad bar, etc.)                                     | -                 |  |
| Other Capital Outlay (i.e. library, kitchen small wares, maintenance equipment, etc.) | -                 |  |
| <b>CAPITAL OUTLAY TOTAL</b>   | <b>600,000.00</b> |  |

| Section 5: Board of Directors                |          |                                 |
|--|----------|---------------------------------|
| Line Item / Account                          | Budget   | Assumptions / Details / Sources |
| Board Training                               | -        |                                 |
| Legal  | -        |                                 |
| Insurance (property, liability, E & O, etc.) | -        |                                 |
| Worker's Compensation Insurance              | -        |                                 |
| Audit  | -        |                                 |
| <b>BOARD OF DIRECTORS TOTAL</b>              | <b>-</b> |                                 |

| Section 6: Facilities Details (consistent with facilities template)    |                      |  |
|--|----------------------|--|
| Line Item / Account  | Budget               | Assumptions / Details / Sources  |
| Mortgage or Lease  | -                    |  |
| Construction   | 16,000,000.00        |  |
| Janitorial Supplies  | -                    |  |
| Facilities Maintenance Contracts (i.e. snow removal; trash; lawn care, | -                    |  |
| Utilities (i.e. gas, electric, water, etc.)                            | -                    |  |
| Phone  | -                    |  |
| Repairs and Maintenance  | -                    |  |
| Safe & Drug Free School Exp  | -                    |  |
| Other Facilities Related Costs (specify)                               | -                    |  |
| Grounds Maintenance  | -                    |  |
| Grounds Maintenance - Other Supplies                                   | -                    |  |
| <b>FACILITIES TOTAL</b>  | <b>16,000,000.00</b> | <b>The \$16,000,000 budget incorporates all costs to acquire, construct and finance the facility</b> |

| Section 7: Transportation            |                     |                                 |
|--------------------------------------|---------------------|---------------------------------|
| Line Item / Account                  | Budget              | Assumptions / Details / Sources |
| Daily Transportation                 | -                   |                                 |
| Bus Acquisition                      | 540,000.00          |                                 |
| Other Transportation Costs (specify) | -                   |                                 |
| <b>TRANSPORTATION TOTAL</b>          | <b>\$540,000.00</b> |                                 |

| Section 8: Nutrition |          |                                 |
|----------------------|----------|---------------------------------|
| Line Item / Account  | Budget   | Assumptions / Details / Sources |
| Food Costs           | -        |                                 |
| Non-Food Costs       | -        |                                 |
| <b>OTHER TOTAL</b>   | <b>-</b> |                                 |

| Section 9: Other Expenditures       |          |                                 |
|-------------------------------------|----------|---------------------------------|
| Line Item / Account                 | Budget   | Assumptions / Details / Sources |
| Misc Reserve for Unplanned Expenses | -        |                                 |
| Advertising / Web Design            | -        |                                 |
| Bank Service Charges                | -        |                                 |
| <b>OTHER TOTAL</b>                  | <b>-</b> |                                 |

Appendix A3: Break-Even & Three-Year Operating Budget

| Idaho Public Charter School Commission      |  |   |                             |                             |  |
|---|--|---|-----------------------------|-----------------------------|--|
| Charter Petition: Operational Budgets       |  |   |                             |                             |  |
| Operational Revenue                         |  |   |                             |                             |  |
| Anticipated Enrollment for Each Scenario:   | 288                                    | 312   | 456                         | 552                         |  |
| Line Item / Account                         | Break-Even Budget<br>Year 1: 2026-2027 | Full Enrollment Budget<br>Year 1: 2026-2027 | Budget<br>Year 2: 2027-2028 | Budget<br>Year 3: 2028-2029 | Assumptions / Details / Sources  |
| JKAF Fellowship Grants (Secured)            |  |   |                             |                             |  |
| Cash on Hand                                | \$0.00                                 | \$0.00                                      | NA                          | NA                          |  |
| Donations and Contributions                 | -                                      | -   | -                           | -                           |  |
| Loans                                       | -                                      | -   | -                           | -                           | See Facility Plan  |
| <b>JKAFF Startup Grant</b>                  | 961,300.00                             | 961,300.00                                  | 698,700.00                  | 263,700.00                  | School will apply for a startup grant from JKAF once it has secured authorization. Authorization is a prerequisite of JKAF startup grant funding.  |
| Entitlement                                 | 369,232.00                             | 622,915.00                                  | 972,407.00                  | 1,287,814.00                | See attached M&O revenue template, all state revenues were computed based on 2024-2025 funding spreadsheets and budgeting documents provided by the Idaho State Department of Education, with 3% inflation added for each year thereafter. |
| Salary and Benefit Apportionment            | 1,240,179.00                           | 1,357,715.00                                | 2,140,332.00                | 2,878,352.00                | Same as above.   |
| Transportation Allowance                    | 90,629.00                              | 90,629.00                                   | 106,172.00                  | 109,357.00                  | Calculated as 75% of cost based on Alturas Schools cost experience. Alturas is planning to manage its own busses, so the reimbursement rate will be higher.  |
| Food Reimbursements/Sales                   | 162,030.00                             | 162,030.00                                  | 213,924.00                  | 244,637.00                  | Based on per-pupil revenue and participation percentage experience at two existing Alturas schools   |
| Federal Funds                               |  |   |                             |                             |  |
| Title I                                     | 52,128.00                              | 56,472.00                                   | 82,536.00                   | 99,912.00                   | Based on Alturas International Academy (K3) per-pupil funding levels.  |
| Title II                                    | 9,792.00                               | 10,608.00                                   | 15,504.00                   | 18,768.00                   | Based on Alturas International Academy (K3) per-pupil funding levels.  |
| Title IV                                    |  |   | 10,000.00                   | 10,000.00                   | Small schools receive \$10,000 annually starting year 2.   |
| <b>SRSA Grant</b>                           | -                                      | -   | 23,000.00                   | 30,000.00                   | Expected SRSA Funding based on allocations to similar schools  |
| IDEA Special Education                      | 46,080.00                              | 49,920.00                                   | 72,960.00                   | 88,320.00                   | Based on Alturas International Academy (K3) per-pupil funding levels.  |
| Medicaid Reimbursements                     | 3,472.00                               | 3,928.00                                    | 8,664.00                    | 10,488.00                   | Based on Alturas International Academy (K3) per-pupil funding levels.  |
| Special Distributions                       |  |   |                             |                             |  |
| Charter School Facilities                   | 109,440.00                             | 118,560.00                                  | 173,280.00                  | 209,760.00                  | Computed based on Idaho State Department of Education guidance document, "Special Distributions".  |
| Content and Curriculum                      | 2,398.00                               | 2,683.00                                    | 3,189.00                    | 3,615.00                    |  |
| Continuous Improvement Plans and Training   | 6,600.00                               | 6,600.00                                    | 6,600.00                    | 6,600.00                    |  |
| Math and Science Requirement                | -                                      | -   | -                           | -                           |  |
| Professional Development Revenue            | 17,592.00                              | 17,592.00                                   | 22,794.00                   | 26,262.00                   |  |
| Safe and Drug-Free Schools                  | -                                      | -   | 3,557.00                    | 7,632.00                    |  |
| College & Career Advisors & Student Mentors | -                                      | -   | -                           | 9,000.00                    |  |
| Technology (i.e. infrastructure)            | 62,539.00                              | 64,751.00                                   | 78,020.00                   | 86,867.00                   |  |
| Literacy Proficiency                        | 134,901.00                             | 138,290.00                                  | 207,201.00                  | 218,121.00                  |  |
| Limited English Proficient (LEP)            | 908.00                                 | 908.00                                      | 908.00                      | 908.00                      |  |
| <b>REVENUE TOTAL</b>                        | <b>\$3,471,420.00</b>                  | <b>\$3,666,901.00</b>                       | <b>\$4,843,748.00</b>       | <b>\$5,612,113.00</b>       |  |



**Operational Expenditures**

**Section 1: Staffing**

| 1a: CERTIFIED STAFF             | Break-Even Budget<br>Year 1: 2026-2027 |                     | Full Enrollment Budget<br>Year 1: 2026-2027 |                     | Budget<br>Year 2: 2027-2028 |                       | Budget<br>Year 3: 2028-2029 |                       | Assumptions / Details / Sources               |
|---------------------------------|--|---------------------|---|---------------------|-----------------------------|-----------------------|-----------------------------|-----------------------|---|
|                                 | FTE                                    | Amount              | FTE   | Amount              | FTE                         | Amount                | FTE                         | Amount                |   |
| Classroom Teachers              |  |                     |   |                     |                             |                       |                             |                       |   |
| Elementary Teachers             | 13.0                                   | 696,397.00          | 13.0  | 696,397.00          | 16.0                        | 897,831.00            | 18.0                        | 1,060,660.00          |   |
| Secondary Teachers              | -                                      | -                   | -   | -                   | 6.0                         | 331,056.00            | 10.0                        | 380,136.00            |   |
| Specialty Teachers              | -                                      | -                   | -   | -                   | -                           | -                     | -                           | -                     |   |
| Classroom Teacher Subtotals     | 13.0                                   | 696,397.00          | 13.0  | 696,397.00          | 22.0                        | 1,228,907.00          | 28.0                        | 1,640,796.00          |   |
| Special Education               |  |                     |   |                     |                             |                       |                             |                       |   |
| SPED Director & Teacher         | 1.00                                   | 69,495.00           | 1.00  | 69,495.00           | 1.00                        | 75,150.00             | 1.00                        | 79,400.00             | Full time teacher & director                  |
|                                 | -                                      | -                   | -   | -                   | -                           | -                     | -                           | -                     |   |
| Special Education Subtotals     | 1.0                                    | 69,495.00           | 1.0   | 69,495.00           | 1.0                         | 75,150.00             | 1.0                         | 79,400.00             | Anticipated % Special Education Students: 10% |
| Other Certified Staff           |  |                     |   |                     |                             |                       |                             |                       |   |
| School Administrator(s)         | 2.00                                   | 178,150.00          | 2.00  | 178,150.00          | 2.00                        | 183,495.00            | 2.00                        | 189,000.00            |   |
|                                 | -                                      | -                   | -   | -                   | -                           | -                     | -                           | -                     |   |
| Other Certified Staff Subtotals | 2.0                                    | 178,150.00          | 2.0   | 178,150.00          | 2.0                         | 183,495.00            | 2.0                         | 189,000.00            |   |
| <b>CERTIFIED STAFF TOTAL</b>    | <b>16.0</b>                            | <b>\$944,042.00</b> | <b>16.0</b>                                 | <b>\$944,042.00</b> | <b>25.0</b>                 | <b>\$1,487,552.00</b> | <b>31.0</b>                 | <b>\$1,909,196.00</b> |   |

| 1b: CLASSIFIED STAFF          | Break-Even Budget<br>Year 1: 2026-2027 |                     | Full Enrollment Budget<br>Year 1: 2026-2027 |                     | Budget<br>Year 2: 2027-2028 |                     | Budget<br>Year 3: 2028-2029 |                     | Assumptions / Details / Sources |
|-------------------------------|--|---------------------|---|---------------------|-----------------------------|---------------------|-----------------------------|---------------------|---------------------------------|
|                               | FTE                                    | Amount              | FTE   | Amount              | FTE                         | Amount              | FTE                         | Amount              |                                 |
| Position                      |  |                     |   |                     |                             |                     |                             |                     |                                 |
| Paraprofessionals- General    | 4.00                                   | 175,392.00          | 4.00  | 175,392.00          | 7.00                        | 281,022.00          | 9.00                        | 308,921.00          |                                 |
| Paraprofessionals- SPED       | -                                      | 38,976.00           | -   | 38,976.00           | -                           | 40,146.00           | -                           | 62,023.00           |                                 |
| Paraprofessionals- Title      | 1.00                                   | 38,976.00           | 1.00  | 38,976.00           | 2.00                        | 60,219.00           | 2.00                        | 62,025.00           |                                 |
| Admin / Front Office Staff    | -                                      | 120,000.00          | -   | 120,000.00          | -                           | 123,600.00          | -                           | 127,308.00          |                                 |
| Bus Drivers                   | -                                      | 38,160.00           | -   | 38,160.00           | -                           | 73,747.00           | -                           | 75,958.00           |                                 |
| Food Service Staff            | -                                      | 62,362.00           | -   | 62,362.00           | -                           | 64,233.00           | -                           | 66,160.00           |                                 |
| Janitorial/Maintenance Staff  | -                                      | 30,400.00           | -   | 30,400.00           | -                           | 31,912.00           | -                           | 86,429.00           |                                 |
| <b>CLASSIFIED STAFF TOTAL</b> | <b>5.0</b>                             | <b>\$544,266.00</b> | <b>5.0</b>                                  | <b>\$544,266.00</b> | <b>9.0</b>                  | <b>\$694,879.00</b> | <b>11.0</b>                 | <b>\$788,826.00</b> |                                 |

| 1c: BENEFITS                                  | Break-Even Budget<br>Year 1: 2026-2027 |                       | Full Enrollment Budget<br>Year 1: 2026-2027 |                       | Budget<br>Year 2: 2027-2028 |                       | Budget<br>Year 3: 2028-2029 |                       | Assumptions / Details / Sources   |
|---|--|-----------------------|---|-----------------------|-----------------------------|-----------------------|-----------------------------|-----------------------|---|
|   | Rate                                   | Amount                | Rate  | Amount                | Rate                        | Amount                | Rate                        | Amount                |   |
| Retirement - Certified                        | 17%                                    | 164,074.00            | 17%   | 164,074.00            | 17%                         | 258,537.00            | 17%                         | 331,819.00            | Rate effective 7/1/2026 per PERSI guidance for School Employees & Resource Officers                           |
| Retirement - Classified                       | 16%                                    | 77,144.00             | 16%   | 77,144.00             | 16%                         | 98,573.00             | 16%                         | 113,132.00            | Rate effective 7/1/2026 per PERSI guidance for "General Members" (Classified Staff, except Resource Officers) |
| FICA/ Medicare                                | 8%                                     | 109,407.00            | 8%  | 109,407.00            | 8%                          | 161,315.00            | 8%                          | 200,388.00            | 6.2% FICA, 1.45% Medicare, .2% Work Comp  |
| Group Insurance (Medical/Dental)              | \$8,500                                | 139,400.00            | \$8,500                                     | 139,400.00            | \$9,095                     | 232,200.00            | \$9,732                     | 297,000.00            | FY 2025-2026 Expected Cost of Medical, Dental and Vision, Incremented 7% in FY27 and 7% in FY28               |
| Paid time off (provide assumptions)           | 0%                                     | -                     | 0%  | -                     | 0%                          | -                     | 0%                          | -                     | Suspended for multiple years by PERSI   |
| <b>BENEFITS TOTAL</b>                         |  | <b>\$490,025.00</b>   |   | <b>\$490,025.00</b>   |                             | <b>\$750,625.00</b>   |                             | <b>\$942,539.00</b>   |   |
| <b>CERTIFIED &amp; CLASSIFIED STAFF TOTAL</b> | <b>21.0</b>                            | <b>\$1,488,308.00</b> | <b>21.0</b>                                 | <b>\$1,488,308.00</b> | <b>34.0</b>                 | <b>\$2,182,431.00</b> | <b>42.0</b>                 | <b>\$2,698,022.00</b> |   |
| <b>TOTAL STAFF &amp; BENEFITS TOTAL</b>       |  | <b>\$1,978,333.00</b> |   | <b>\$1,978,333.00</b> |                             | <b>\$2,933,056.00</b> |                             | <b>\$3,640,561.00</b> |   |

| Section 2: Educational Program                            |  |   |                             |                             |   |
|---|--|---|-----------------------------|-----------------------------|---|
| Za: OVERALL EDUCATION PROGRAM COSTS                       | Break-Even Budget<br>Year 1: 2026-2027 | Full Enrollment Budget<br>Year 1: 2026-2027 | Budget<br>Year 2: 2027-2028 | Budget<br>Year 3: 2028-2029 | Assumptions / Details / Sources                               |
| Professional Development                                  | 30,608.00                              | 30,608.00                                   | 35,104.00                   | 39,986.00                   | Local training and conference travel costs                    |
| SPED Contract Services                                    | 9,187.00                               | 9,187.00                                    | 34,202.00                   | 24,817.00                   | Speech and occupational therapists                            |
| Membership Dues   | -                                      | -   | -                           | -                           |   |
| Other Contract Services (i.e. accounting, HR, management) | -                                      | -   | -                           | -                           |   |
| Staff Recruiting Costs                                    | 5,000.00                               | 5,000.00                                    | 5,150.00                    | 5,305.00                    | Advertising and outreach tools                                |
| Office Supplies   | 35,000.00                              | 35,000.00                                   | 36,050.00                   | 37,132.00                   | Hardware, Software, Physical Supplies (e.g. ink, paper, etc.) |
| <b>OVERALL EDUCATION PROGRAM TOTAL</b>                    | <b>\$79,795.00</b>                     | <b>\$79,795.00</b>                          | <b>\$111,506.00</b>         | <b>\$107,240.00</b>         |   |

| Zb: ELEMENTARY PROGRAM                             | Break-Even Budget<br>Year 1: 2026-2027 | Full Enrollment Budget<br>Year 1: 2026-2027 | Budget<br>Year 2: 2027-2028 | Budget<br>Year 3: 2028-2029 | Assumptions / Details / Sources                |
|--|--|---|-----------------------------|-----------------------------|--|
| Elementary Curriculum                              | 55,000.00                              | 55,000.00                                   | 56,650.00                   | 58,350.00                   | Based on costs at two existing Alturas schools |
| Elementary Instructional Supplies & Consumables    | 129.00                                 | 129.00                                      | -                           | 5,299.00                    | Based on costs at two existing Alturas schools |
| Elementary Special Education Curricular Materials  | -                                      | -   | -                           | -                           |  |
| Elementary Contract Services (provide assumptions) | -                                      | -   | 10,000.00                   | 10,000.00                   |  |
| <b>ELEMENTARY PROGRAM TOTAL</b>                    | <b>\$55,129.00</b>                     | <b>\$55,129.00</b>                          | <b>66,650.00</b>            | <b>\$73,649.00</b>          |  |

| Zc: SECONDARY PROGRAM                             | Break-Even Budget<br>Year 1: 2026-2027 | Full Enrollment Budget<br>Year 1: 2026-2027 | Budget<br>Year 2: 2027-2028 | Budget<br>Year 3: 2028-2029 | Assumptions / Details / Sources                |
|---|--|---|-----------------------------|-----------------------------|--|
| Secondary Curriculum                              | -                                      | -   | -                           | -                           | Based on costs at two existing Alturas schools |
| Secondary Instructional Supplies & Consumables    | -                                      | -   | 5,000.00                    | 5,150.00                    | Based on costs at two existing Alturas schools |
| Secondary Special Education Curricular Materials  | -                                      | -   | -                           | -                           |  |
| Secondary Contract Services (provide assumptions) | -                                      | -   | -                           | -                           |  |
| <b>SECONDARY PROGRAM TOTAL</b>                    | <b>\$0.00</b>                          | <b>\$0.00</b>                               | <b>\$5,000.00</b>           | <b>\$5,150.00</b>           |  |
| <b>EDUCATIONAL PROGRAM TOTAL</b>                  | <b>\$134,924.00</b>                    | <b>\$134,924.00</b>                         | <b>\$183,156.00</b>         | <b>\$186,039.00</b>         |  |

| Section 3: Technology   |  |   |                             |                             |  |
|---|--|---|-----------------------------|-----------------------------|--|
| Line Item / Account   | Break-Even Budget<br>Year 1: 2026-2027 | Full Enrollment Budget<br>Year 1: 2026-2027 | Budget<br>Year 2: 2027-2028 | Budget<br>Year 3: 2028-2029 | Assumptions / Details / Sources                |
| Internet Access   | 20,000.00                              | 20,000.00                                   | 20,600.00                   | 21,218.00                   | Based on costs at two existing Alturas schools |
| Contracted Services   | 65,000.00                              | 65,000.00                                   | 66,950.00                   | 68,939.00                   |  |
| Technology Software & Licenses                                  | 2,871.00                               | 3,500.00                                    | 2,957.00                    | 3,043.00                    | PowerSchool, et cetera                         |
| Computers for Staff Use   | -                                      | -   | -                           | -                           |  |
| Computers for Student Use                                       | -                                      | -   | 78,020.00                   | 86,867.00                   |  |
| Accounting Software   | 6,000.00                               | 6,000.00                                    | 2,000.00                    | 2,060.00                    | ZM Subscription                                |
| Other Technology Hardware (i.e. document cameras, projectors, t | -                                      | -   | -                           | -                           |  |
| <b>TECHNOLOGY TOTAL</b>   | <b>\$93,871.00</b>                     | <b>\$94,500.00</b>                          | <b>\$170,527.00</b>         | <b>\$182,149.00</b>         |  |



| Section 4: Non-Facilities Capital Outlay                            |  |   |                             |                             |  |
|---|--|---|-----------------------------|-----------------------------|--|
| Line Item / Account   | Break-Even Budget<br>Year 1: 2026-2027 | Full Enrollment Budget<br>Year 1: 2026-2027 | Budget<br>Year 2: 2027-2028 | Budget<br>Year 3: 2028-2029 | Assumptions / Details / Sources                              |
| Furniture (school-wide)   | -                                      | -   | -                           | -                           | To be incorporated into facility build and financing budget. |
| Kitchen Equipment (warming oven, salad bar, etc.)                   | -                                      | -   | -                           | -                           |  |
| Other Capital Outlay (i.e. library, kitchen small wares, maintenanc | -                                      | -   | -                           | -                           |  |
| <b>CAPITAL OUTLAY TOTAL</b>   | <b>\$0.00</b>                          | <b>\$0.00</b>                               | <b>\$0.00</b>               | <b>\$0.00</b>               |  |

| Section 5: Board of Directors                |  |   |                             |                             |  |
|--|--|---|-----------------------------|-----------------------------|--|
| Line Item / Account                          | Break-Even Budget<br>Year 1: 2026-2027 | Full Enrollment Budget<br>Year 1: 2026-2027 | Budget<br>Year 2: 2027-2028 | Budget<br>Year 3: 2028-2029 | Assumptions / Details / Sources                |
| Board Training                               | 6,600.00                               | 6,600.00                                    | 6,798.00                    | 7,002.00                    | Available free of cost through partnerships    |
| Legal  | 2,000.00                               | 2,000.00                                    | 2,060.00                    | 2,122.00                    | Based on costs at two existing Alturas schools |
| Insurance (property, liability, E & O, etc.) | -                                      | -   | -                           | -                           | Based on costs at two existing Alturas schools |
| Authorizer Fee                               | 10,000.00                              | 10,000.00                                   | 10,300.00                   | 10,609.00                   | Based on current fees                          |
| Worker's Compensation Insurance              | 13,000.00                              | 13,000.00                                   | 23,730.00                   | 28,730.00                   | Based on costs at two existing Alturas schools |
| Audit  | 10,000.00                              | 10,000.00                                   | 10,300.00                   | 10,609.00                   | Based on costs at two existing Alturas schools |
| <b>BOARD OF DIRECTORS TOTALS</b>             | <b>\$43,600.00</b>                     | <b>\$43,600.00</b>                          | <b>\$53,208.00</b>          | <b>\$59,092.00</b>          |  |

| Section 6: Facilities Details                                      |  |   |                             |                             |  |
|--|--|---|-----------------------------|-----------------------------|--|
| Line Item / Account  | Break-Even Budget<br>Year 1: 2026-2027 | Full Enrollment Budget<br>Year 1: 2026-2027 | Budget<br>Year 2: 2027-2028 | Budget<br>Year 3: 2028-2029 | Assumptions / Details / Sources  |
| Mortgage or Lease  | 974,013.00                             | 974,013.00                                  | 974,013.00                  | 974,013.00                  | See facility options; this mortgage cost assumes the worst-case scenario (highest interest) situation where the funds are borrowed from Building Hope, the state Revolving Loan Fund, and a bank. USDA financing, if available, would be lower-cost (\$961,000) and permanent (rather than refinancing after 3 years). |
| Construction / Remodeling (if applicable)                          | -                                      | -   | -                           | -                           | Based on costs at two existing Alturas schools   |
| Janitorial Supplies  | -                                      | -   | -                           | -                           |  |
| Facilities Maintenance Contracts (i.e. snow removal; trash; lawn c | 9,000.00                               | 9,000.00                                    | 9,270.00                    | 9,548.00                    | Based on costs at two existing Alturas schools   |
| Utilities (i.e. gas, electric, water, etc.)                        | 43,000.00                              | 43,000.00                                   | 46,330.00                   | 47,741.00                   |  |
| Phone  | -                                      | -   | -                           | -                           |  |
| Repairs and Maintenance  | 20,000.00                              | 20,000.00                                   | 20,600.00                   | 21,218.00                   |  |
| Safe & Drug Free School Exp  | -                                      | -   | 3,337.00                    | 7,632.00                    |  |
| Other Facilities Related Costs (specify)                           | -                                      | -   | -                           | -                           |  |
| Grounds Maintenance  | -                                      | -   | -                           | -                           | Based on costs at two existing Alturas schools   |
| Grounds Maintenance - Other Supplies                               | -                                      | -   | -                           | -                           | Based on costs at two existing Alturas schools   |
| <b>FACILITIES TOTAL</b>  | <b>\$1,048,013.00</b>                  | <b>\$1,048,013.00</b>                       | <b>\$1,055,790.00</b>       | <b>\$1,060,152.00</b>       |  |

| Section 7: Transportation                             |  |   |                             |                             |  |
|---|--|---|-----------------------------|-----------------------------|--|
| Line Item / Account                                   | Break-Even Budget<br>Year 1: 2026-2027 | Full Enrollment Budget<br>Year 1: 2026-2027 | Budget<br>Year 2: 2027-2028 | Budget<br>Year 3: 2028-2029 | Assumptions / Details / Sources  |
| Daily Transportation                                  | 62,679.00                              | 62,679.00                                   | 67,816.00                   | 69,851.00                   | All maintenance, operations, and administrative costs associated with providing transportation via four school buses |
| Special Transportation (i.e. SPED, field trips, etc.) | -                                      | -   | -                           | -                           |  |
| Other Transportation Costs (specify)                  | -                                      | -   | -                           | -                           |  |
| <b>TRANSPORTATION TOTAL</b>                           | <b>\$62,679.00</b>                     | <b>\$62,679.00</b>                          | <b>\$67,816.00</b>          | <b>\$69,851.00</b>          |  |

| Section 8: Nutrition Program |  |   |                             |                             |  |
|------------------------------|--|---|-----------------------------|-----------------------------|--|
| Line Item / Account          | Break-Even Budget<br>Year 1: 2026-2027 | Full Enrollment Budget<br>Year 1: 2026-2027 | Budget<br>Year 2: 2027-2028 | Budget<br>Year 3: 2028-2029 | Assumptions / Details / Sources                |
| Food Costs                   | 73,000.00                              | 73,000.00                                   | 118,750.00                  | 143,750.00                  | Based on costs at two existing Alturas schools |
| Non-Food Costs               | 10,000.00                              | 10,000.00                                   | 15,833.00                   | 19,166.00                   |  |
| <b>NUTRITION TOTAL</b>       | <b>\$85,000.00</b>                     | <b>\$85,000.00</b>                          | <b>\$134,583.00</b>         | <b>\$162,916.00</b>         |  |

| Section 9: Other Expenditures       |  |   |                             |                             |  |
|-------------------------------------|--|---|-----------------------------|-----------------------------|--|
| Line Item / Account                 | Break-Even Budget<br>Year 1: 2026-2027 | Full Enrollment Budget<br>Year 1: 2026-2027 | Budget<br>Year 2: 2027-2028 | Budget<br>Year 3: 2028-2029 | Assumptions / Details / Sources                |
| Misc Reserve for Unplanned Expenses | 10,000.00                              | 10,000.00                                   | 10,300.00                   | 10,609.00                   |  |
| Advertising / Web Design            | 15,000.00                              | 15,000.00                                   | 15,450.00                   | 15,914.00                   | Based on costs at two existing Alturas schools |
| Bank Service Charges                | -                                      | -   | -                           | -                           | Based on costs at two existing Alturas schools |
| <b>OTHER TOTAL</b>                  | <b>\$25,000.00</b>                     | <b>\$25,000.00</b>                          | <b>\$25,750.00</b>          | <b>\$26,523.00</b>          |  |

### Appendix A4 : Cash Flow Projection for Year 1

| Idaho Public Charter School Commission |                       |                     |                       |                       |                       |                       |                       |                       |                       |                     |                     |                     |                     | July 15 Foundation Pmt, July/August |                     |                     |
|--|-----------------------|---------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|---------------------|---------------------|---------------------|---------------------|-------------------------------------|---------------------|---------------------|
| Cash Flow Operational Year 1           |                       |                     |                       |                       |                       |                       |                       |                       |                       |                     |                     |                     |                     | Contract Payments                   |                     |                     |
|  | Year 1 Budgeted       | JUL                 | AUG                   | SEPT                  | OCT                   | NOV                   | DEC                   | JAN                   | FEB                   | MAR                 | APR                 | MAY                 | JUNE                | Total                               | JULY                | AUGUST              |
| Student Enrollment Capacity            | 313                   |                     |                       |                       |                       |                       |                       |                       |                       |                     |                     |                     |                     |                                     |                     |                     |
| <b>Revenue</b>                         |                       |                     |                       |                       |                       |                       |                       |                       |                       |                     |                     |                     |                     |                                     |                     |                     |
| Donations and Contributions            | 0                     |                     |                       |                       |                       |                       |                       |                       |                       |                     |                     |                     |                     | \$0.00                              |                     | \$0.00              |
| Loans                                  | 0                     |                     |                       |                       |                       |                       |                       |                       |                       |                     |                     |                     |                     | \$0.00                              |                     | \$0.00              |
| ICAF Fellowship Grants (Secured)       |                       |                     |                       |                       |                       |                       |                       |                       |                       |                     |                     |                     |                     |                                     |                     |                     |
| Grants                                 | 961,300               | \$961,300.00        |                       |                       |                       |                       |                       |                       |                       |                     |                     |                     |                     | \$0.00                              | \$961,300.00        |                     |
| Entitlement                            | 622,915               |                     | \$311,457.50          |                       |                       | \$174,583.00          |                       |                       | \$112,134.70          |                     |                     | \$49,833.20         | \$0.00              | \$597,998.40                        | \$24,916.60         |                     |
| Salary and Benefit Apportionment       | 1,357,715             |                     | \$678,857.50          |                       |                       | \$271,543.00          |                       |                       | \$244,588.70          |                     |                     | \$108,617.20        | \$0.00              | \$1,303,406.40                      | \$54,308.60         |                     |
| Transportation Allowance               | 90,629                |                     | \$45,314.50           |                       |                       | \$18,175.80           |                       |                       | \$16,513.22           |                     |                     | \$7,250.32          | \$0.00              | \$87,003.84                         | \$3,625.16          |                     |
| Food Reimbursements/Sales              | 162,082               |                     |                       |                       | \$18,008.33           | \$18,008.33           | \$18,008.33           | \$18,008.33           | \$18,008.33           | \$18,008.33         | \$18,008.33         | \$18,008.33         | \$18,008.33         | \$182,082.00                        |                     |                     |
| Federal Funds                          | 122,928               |                     |                       |                       | \$13,658.67           | \$13,658.67           | \$13,658.67           | \$13,658.67           | \$13,658.67           | \$13,658.67         | \$13,658.67         | \$13,658.67         | \$13,658.67         | \$132,928.00                        |                     |                     |
| Special Distributions                  | 349,384               |                     |                       |                       |                       | 138,790.00            |                       |                       | \$65,674.40           |                     |                     | \$145,219.60        |                     | \$349,384.00                        |                     |                     |
| <b>Total Revenue</b>                   | <b>\$3,666,301.00</b> | <b>\$961,300.00</b> | <b>\$1,035,629.50</b> | <b>\$0.00</b>         | <b>\$31,662.00</b>    | <b>\$584,203.80</b>   | <b>\$31,662.00</b>    | <b>\$31,662.00</b>    | <b>\$470,363.02</b>   | <b>\$31,662.00</b>  | <b>\$31,662.00</b>  | <b>\$342,582.32</b> | <b>\$31,662.00</b>  | <b>\$3,584,060.64</b>               | <b>\$62,890.36</b>  | <b>\$0.00</b>       |
| <b>Expenditures</b>                    |                       |                     |                       |                       |                       |                       |                       |                       |                       |                     |                     |                     |                     |                                     |                     |                     |
| Salaries and Benefits                  | 1,978,333.00          | \$0.00              | \$0.00                | \$164,861.08          | \$164,861.08          | \$164,861.08          | \$164,861.08          | \$164,861.08          | \$164,861.08          | \$164,861.08        | \$164,861.08        | \$164,861.08        | \$164,861.08        | \$1,648,610.83                      | \$164,861.08        | \$164,861.08        |
| Education Program                      | 134,924.00            | \$0.00              | \$0.00                | \$13,492.40           | \$13,492.40           | \$13,492.40           | \$13,492.40           | \$13,492.40           | \$13,492.40           | \$13,492.40         | \$13,492.40         | \$13,492.40         | \$13,492.40         | \$134,924.00                        |                     |                     |
| Technology Totals                      | 94,500.00             | \$0.00              | \$0.00                | \$9,450.00            | \$9,450.00            | \$9,450.00            | \$9,450.00            | \$9,450.00            | \$9,450.00            | \$9,450.00          | \$9,450.00          | \$9,450.00          | \$9,450.00          | \$94,500.00                         |                     |                     |
| Capital Outlay Totals                  | -                     | \$0.00              | \$0.00                | \$0.00                | \$0.00                | \$0.00                | \$0.00                | \$0.00                | \$0.00                | \$0.00              | \$0.00              | \$0.00              | \$0.00              | \$0.00                              |                     |                     |
| Board of Directors                     | 43,600.00             | \$0.00              | \$0.00                | \$4,360.00            | \$4,360.00            | \$4,360.00            | \$4,360.00            | \$4,360.00            | \$4,360.00            | \$4,360.00          | \$4,360.00          | \$4,360.00          | \$4,360.00          | \$43,600.00                         |                     |                     |
| Facilities                             | 1,048,013.00          | \$87,334.42         | \$87,334.42           | \$87,334.42           | \$87,334.42           | \$87,334.42           | \$87,334.42           | \$87,334.42           | \$87,334.42           | \$87,334.42         | \$87,334.42         | \$87,334.42         | \$87,334.42         | \$1,048,013.00                      |                     |                     |
| Transportation                         | \$62,679.00           | \$0.00              | \$0.00                | \$6,267.90            | \$6,267.90            | \$6,267.90            | \$6,267.90            | \$6,267.90            | \$6,267.90            | \$6,267.90          | \$6,267.90          | \$6,267.90          | \$6,267.90          | \$62,679.00                         |                     |                     |
| Nutrition                              | 85,000.00             | \$0.00              | \$0.00                | \$8,500.00            | \$8,500.00            | \$8,500.00            | \$8,500.00            | \$8,500.00            | \$8,500.00            | \$8,500.00          | \$8,500.00          | \$8,500.00          | \$8,500.00          | \$85,000.00                         |                     |                     |
| Other                                  | 25,000.00             | \$0.00              | \$0.00                | \$2,500.00            | \$2,500.00            | \$2,500.00            | \$2,500.00            | \$2,500.00            | \$2,500.00            | \$2,500.00          | \$2,500.00          | \$2,500.00          | \$2,500.00          | \$25,000.00                         |                     |                     |
| <b>Total Expenditures</b>              | <b>\$3,472,049.00</b> | <b>\$87,334.42</b>  | <b>\$87,334.42</b>    | <b>\$296,765.80</b>   | <b>\$296,765.80</b>   | <b>\$296,765.80</b>   | <b>\$296,765.80</b>   | <b>\$296,765.80</b>   | <b>\$296,765.80</b>   | <b>\$296,765.80</b> | <b>\$296,765.80</b> | <b>\$296,765.80</b> | <b>\$296,765.80</b> | <b>\$3,142,326.83</b>               | <b>\$164,861.08</b> | <b>\$164,861.08</b> |
| <b>Cash flow</b>                       |                       |                     |                       |                       |                       |                       |                       |                       |                       |                     |                     |                     |                     |                                     |                     |                     |
| Operational Cash Flow                  |                       | \$873,965.58        | \$948,295.08          | (\$296,765.80)        | (\$296,765.80)        | \$287,438.00          | (\$285,103.80)        | (\$285,103.80)        | \$173,597.22          | (\$285,103.80)      | (\$285,103.80)      | \$45,814.52         | (\$285,103.80)      | \$441,723.81                        | (\$42,010.72)       | (\$164,861.08)      |
| Cash on Hand                           | \$0.00                | -                   | \$873,965.58          | \$1,822,260.67        | \$1,525,494.87        | \$1,260,391.07        | \$1,547,829.07        | \$1,282,725.27        | \$1,017,621.47        | \$1,191,218.69      | \$926,114.89        | \$661,011.09        | \$706,827.61        | \$441,723.81                        | \$441,723.81        | \$359,713.08        |
| <b>Cash End of Period</b>              |                       | <b>\$873,965.58</b> | <b>\$1,822,260.67</b> | <b>\$1,525,494.87</b> | <b>\$1,260,391.07</b> | <b>\$1,547,829.07</b> | <b>\$1,282,725.27</b> | <b>\$1,017,621.47</b> | <b>\$1,191,218.69</b> | <b>\$926,114.89</b> | <b>\$661,011.09</b> | <b>\$706,827.61</b> | <b>\$441,723.81</b> | <b>\$441,723.81</b>                 | <b>\$359,713.08</b> | <b>\$194,852.00</b> |

**2026-2027 BUDGET WORKSHEETS  
ESTIMATING M & O STATE SUPPORT REVENUE**

District/Charter Name: **Alturas Academy North**

District/Charter Number: **tbid**

- 1. Best 28 Weeks Support Units **13.46**
- 2. State Distribution Factor - Per Unit - 2026-2027 **\$ 46,279 \***
- 3. Discretionary (line 1 x line 2) **\$ 622,915**

4. Salary Apportionment: Midterm Support Units **13.46**  
*(From SBA Template)*

| Administrative Index | Average Instructional Salary | Average Pupil Services Salary | Total SBA plus Allowances from SBA Template | Rev Code |
|----------------------|------------------------------|-------------------------------|---|----------|
| 1.51425              | \$54,349.43                  | \$54,349.43                   | \$1,090,790                                 |          |

- 5. Estimated Base Support (line 3 + line 4) **\$1,713,705** 431100
- 6. Benefit Apportionment **\$266,925** 431800
- 7. Border Contracts **\$ -** 431500
- 8. Exceptional Child Support (not common) **\$ -** 431400
- 9. Tuition Equivalency **\$ -** 431600
- 10. Transportation Allowance **\$ 90,629.00** 431200
- 11. Prior Year Adjustments (not common) **\$ -**
- 12. Total Estimated State Support **\$2,071,259**  
*(lines 5+6+7+8+9+10+11)*

**Revenue in Lieu of Taxes:**  
*(n/a for Charter Schools)*

- 13. Agricultural Equipment Tax Replacement Money
- 14. Personal Property Tax Replacement Money
- 15. Other Tax Replacement Money
- 16. Total Revenue in Lieu of Taxes **\$0** 438000

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\* Of this amount, \$20,150 per support unit is to be used to offset the cost of health, vision, and dental benefits or insurance offered to school employees and \$23,472 per support unit is to be used as discretionary (HB763, 2024 Legislative Session).

**2027-2028 BUDGET WORKSHEETS  
ESTIMATING M & O STATE SUPPORT REVENUE**

District/Charter Name: **Alturas Academy North**

District/Charter Number: **tbd**

- 1. Best 28 Weeks Support Units **20.40**
- 2. State Distribution Factor - Per Unit - 2027-2028 **\$ 47,867 \***
- 3. Discretionary (line 1 x line 2) **\$ 972,407**
- 4. Salary Apportionment: Midterm Support Units **20.40**  
*(From SBA Template)*

| Administrative Index | Average Instructional Salary | Average Pupil Services Salary | Total SBA plus Allowances from SBA Template | Rev Code |
|----------------------|------------------------------|-------------------------------|---|----------|
| 1.57105              | \$56,480.74                  | \$56,480.74                   | \$1,718,259                                 |          |

- 5. Estimated Base Support (line 3 + line 4) **\$2,690,666** 431100
- 6. Benefit Apportionment **\$422,073** 431800
- 7. Border Contracts **\$ -** 431500
- 8. Exceptional Child Support (not common) **\$ -** 431400
- 9. Tuition Equivalency **\$ -** 431800
- 10. Transportation Allowance **\$ 106,172.00** 431200
- 11. Prior Year Adjustments (not common) **\$ -**
- 12. Total Estimated State Support **\$3,218,911**  
(lines 5+6+7+8+9+10+11)

**Revenue in Lieu of Taxes:**  
*(n/a for Charter Schools)*

- 13. Agricultural Equipment Tax Replacement Money
- 14. Personal Property Tax Replacement Money
- 15. Other Tax Replacement Money
- 16. Total Revenue in Lieu of Taxes **\$0** 438000

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\* Of this amount, \$20,150 per support unit is to be used to offset the cost of health, vision, and dental benefits or insurance offered to school employees and \$23,472 per support unit is to be used as discretionary (HB763, 2024 Legislative Session).

**2028-2029 BUDGET WORKSHEETS  
ESTIMATING M & O STATE SUPPORT REVENUE**

District/Charter Name: **Alturas Academy North**

District/Charter Number: **tbd**

- 1. Best 28 Weeks Support Units **26.23**
- 2. State Distribution Factor - Per Unit - 2028-2029 **\$ 49,097 \***
- 3. Discretionary (line 1 x line 2) **\$ 1,287,814**

4. Salary Apportionment: Midterm Support Units **26.23**  
*(From SBA Template)*

| Administrative Index | Average Instructional Salary | Average Pupil Services Salary |
|----------------------|------------------------------|-------------------------------|
| 1.62995              | \$59,144.69                  | \$59,144.69                   |

| Total SBA plus Allowances from SBA Template |
|---|
| <b>\$2,309,359</b>                          |

Rev Code

- 5. Estimated Base Support (line 3 + line 4) **\$3,597,173** 431100
- 6. Benefit Apportionment **\$568,993** 431800
- 7. Border Contracts **\$ -** 431500
- 8. Exceptional Child Support (not common) **\$ -** 431400
- 9. Tuition Equivalency **\$ -** 431600
- 10. Transportation Allowance **\$ 109,357.00** 431200
- 11. Prior Year Adjustments (not common) **\$ -**
- 12. Total Estimated State Support **\$4,275,524**  
(lines 5+6+7+8+9+10+11)

Revenue in Lieu of Taxes:  
*(n/a for Charter Schools)*

- 13. Agricultural Equipment Tax Replacement Money **\$0** 438000
- 14. Personal Property Tax Replacement Money
- 15. Other Tax Replacement Money
- 16. Total Revenue in Lieu of Taxes **\$0** 438000

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\* Of this amount, \$20,150 per support unit is to be used to offset the cost of health, vision, and dental benefits or insurance offered to school employees and \$23,472 per support unit is to be used as discretionary (HB763, 2024 Legislative Session).

**Appendix B1: Facility Option 1**

IDAHO PUBLIC CHARTER SCHOOL COMMISSION  
**PETITION FACILITY OPTIONS**  
◆ ◆ ◆ ◆ ◆

Idaho Public Charter School Commission

514 W. Jefferson, Suite 303 Boise, ID 83702

Phone: (208) 332-1561

[pcsc@osbe.idaho.gov](mailto:pcsc@osbe.idaho.gov)

| New Charter Petition Facility Option 1                    |  |                                |               |                  |                 |  |
|---|--|--------------------------------|---------------|------------------|-----------------|--|
| Location Address  | 4021 E 400 N, RIGBY, ID. 83442   |                                |               |                  |                 |  |
| Facility Information                                      | Anticipate Move-In Date  | 8/3/2026                       | Facility Type | New Construction | Facility Status | Likely (board preferred site, actively pursuing) |
| Budget Location   | <p>Please indicate if this option is reflected as an expenditure in the budget template.</p> <p>Note: A facility option may be true for only your first year with a different option in subsequent years, or a scaled-down option may be presented in the break-even budget only. Sometimes a facility option is presented as evidence that the petitioners have explored multiple facilities, but only one plan is reflected in the budget.</p> |                                |               |                  |                 | Break Even -Year 3 Budget                        |
| Vendor/ Developer/ Contractor Information (if applicable) | Company Name:  | Frazier Thadius                |               |                  |                 |  |
|   | Physical Address of Home Office:   | 4021 E 400 N, RIGBY, ID. 83442 |               |                  |                 |  |
|   | Website Address:   | N/A                            |               |                  |                 |  |
|   | Company Contact:   | N/A                            |               |                  |                 |  |
|   | Company Contact Phone Number:  | N/A                            |               |                  |                 |  |

| Additional Information – Facility Option 1   |
|--|
| <p>The school is intending to purchase a bare parcel of land, with available utilities at the site, located near the highway for easy access and transportation to Idaho Falls. Based on current construction costs, which are levelling out, a preliminary construction budget has been developed with the assistance of Building Hope. The preliminary budget includes facility construction, site work including utility connections, design work, permitting, entitlements, and acquisition costs.</p> <p>The financing plan has been designed by Raymond James, a Public Finance / Debt Investment Banking firm. There are two viable financing options. The first is to secure a low-interest, 35-year USDA loan to cover the entire project cost. The second is to secure a subordinated loan from Building Hope (funds provided by the J.A. and Kathryn Albertson Foundation) of \$2,500,000, a \$2,500,000 loan from the state’s Charter Revolving Loan program, and the remainder from a lender selected through a competitive bid process, managed by Building Hope. After 4 years, these loans would be refinanced through bond financing. The financial consultant has modeled out the refinancing with and without the state’s Charter Credit Enhancement. In either scenario, the school’s payments would be affordable if the school grows as anticipated.</p> |



## Facility Option 1 - Details

Please describe the costs involved with this option and the structure of any arrangements the school has made (or intends to make) in order to secure and sustain this facility option. Adjust descriptions and add columns as necessary.

| Description of Start-Up Costs  | Cost Estimate<br>(Refer to appropriate documentation<br>in Attachments) | Responsible Party<br>(Board or Name of Contractor)  |
|--|---|---|
| Land purchase (if applicable)  | <b>\$1,000,000.00</b>   | <b>Board / RP04N39E086292</b>   |
| Land development (include grading, utilities, etc.)  | <b>\$13,000,000.00</b>  | <b>Board / Contractor TBD</b>   |
| Parking, curb, lighting (if applicable)  | <b>Included above</b>   |   |
| Permits and applicable studies (as applicable)   | <b>\$300,000.00</b>   | <b>Board / Jurisdiction</b>   |
| Delivery and set up of modular units (if applicable)   | <b>N/A</b>  |   |
| Remodel estimate (if applicable)   | <b>N/A – New Construction</b>   |   |
| Other – Design, Owner Contingency  | <b>\$1,700,000.00</b>   | <b>Board / TBD</b>  |
|  |   |   |
|  |   |   |
| <b>Total One-Time Costs</b>  | <b>\$16,000,000.00</b>  |   |
| Description of Lease/Rent/Purchase Plan  | Details<br>(Refer to appropriate documentation<br>in Attachments)       |   |
| <b>Annual Lease / Rent / Mortgage Payment</b>  |   |   |
| Lease term   | <b>35 Year loan Term USDA</b>   | <b>5 Year loan term: Building Hope loan, RLF loan, Lender. refinanced with 35 year bonds.</b>                                     |
| Interest rate  | <b>3.5% or lower</b>  | <b>Blended: 3.8% years 1-4, 4 -7% Years 5-39. (unpredictable at this time, so most conservative rate is used for projections)</b> |
| Rate escalator (if applicable, please describe)  | <b>N/A</b>  | <b>N/A</b>  |
| In which operating year does the school intend to purchase (if option to purchase is applicable) | <b>Operating Year 1</b>   | <b>This is a purchase that would be completed before the school opens.</b>  |
| Capitalization rate at purchase (if applicable)  | <b>N/A</b>  |   |
| Other  | <b>N/A</b>  |   |
| <b>Please see the narrative on previous page.</b>  |   |   |

## Appendix B2: Facility Option 2

| New Charter Petition Facility Option 2                    |   |                                |               |                  |                 |                                 |
|---|---|--------------------------------|---------------|------------------|-----------------|---------------------------------|
| Location Address  | 410 N 4000 E Rigby, ID. 83442   |                                |               |                  |                 |                                 |
| Facility Information                                      | Anticipate Move-In Date   | 8/3/2026                       | Facility Type | New Construction | Facility Status | Possible (research in progress) |
| Budget Location   | Please indicate if this option is reflected in the Budget Template (Attachment A1-A4) |                                |               | Year 1-3 Budgets |                 |                                 |
| Vendor/ Developer/ Contractor Information (if applicable) | Company Name:   | Munns Property Group LLC       |               |                  |                 |                                 |
|   | Physical Address of Home Office:  | 436 N 4014 E RIGBY , ID. 83442 |               |                  |                 |                                 |
|   | Website Address:  | N/A                            |               |                  |                 |                                 |
|   | Company Contact:  | JOSHUA MUNNS                   |               |                  |                 |                                 |
|   | Company Contact Phone Number:   | N/A                            |               |                  |                 |                                 |

### Additional Information – Facility Option 2

The school is intending to purchase a bare parcel of land, with available utilities at the site, located near the highway for easy access and transportation to Idaho Falls. Based on current construction costs, which are levelling out, a preliminary construction budget has been developed with the assistance of Building Hope. The preliminary budget includes facility construction, site work including utility connections, design work, permitting, entitlements, and acquisition costs.

The financing plan has been designed by Raymond James, a Public Finance / Debt Investment Banking firm. There are two viable financing options. The first is to secure a low-interest, 35-year USDA loan to cover the entire project cost. The second is to secure a subordinated loan from Building Hope (funds provided by the J.A. and Kathryn Albertson Foundation) of \$2,500,000, a \$2,500,000 loan from the state’s Charter Revolving Loan program, and the remainder from a lender selected through a competitive bid process, managed by Building Hope. After 4 years, these loans would be refinanced

through bond financing. The financial consultant has modeled out the refinancing with and without the state’s Charter Credit Enhancement. In either scenario, the school’s payments would be affordable if the school grows as anticipated.

### Facility Option 2 - Details

Please describe the costs involved with this option and the structure of any arrangements the school has made (or intends to make) in order to secure and sustain this facility option. Adjust descriptions and add columns as necessary.

| Description of Start-Up Costs  | Cost Estimate<br>(Refer to appropriate documentation in Attachments) | Responsible Party<br>(Board or Name of Contractor)   |
|--|--|--|
| Land purchase (if applicable)  | \$1,000,000.00   | Board / RP04N39E086102   |
| Land development (include grading, utilities, etc.)  | \$13,000,000.00  | Board / Contractor TBD   |
| Parking, curb, lighting (if applicable)  | Included above   |  |
| Permits and applicable studies (as applicable)   | \$300,000.00   | Board / Jurisdiction   |
| Delivery and set up of modular units (if applicable)   | N/A  |  |
| Remodel estimate (if applicable)   | N/A – New Construction   |  |
| Other – Design, Owners Contingency   | \$1,700,000.00   | Board / TBD  |
|  |  |  |
|  |  |  |
| Total One-Time Costs   | \$16,000,000.00  |  |
| Description of Lease/Rent/Purchase Plan  | Details<br>(Refer to appropriate documentation in Attachments)       |  |
| Annual Lease / Rent / Mortgage Payment   |  |  |
| Lease term   | 35 Year loan Term USDA   | 5 Year loan term: Building Hope loan, RLF loan, Lender. refinanced with 35 year bonds.                                     |
| Interest rate  | 3.5% or lower  | Blended: 3.8% years 1-4, 4 -7% Years 5-39. (unpredictable at this time, so most conservative rate is used for projections) |
| Rate escalator (if applicable, please describe)  | N/A  | N/A  |
| In which operating year does the school intend to purchase (if option to purchase is applicable) | Operating Year 1   | This is a purchase that would be completed before the school opens.  |

|   |     |  |
|---|-----|--|
| Capitalization rate at purchase (if applicable) | N/A |  |
| Other   | N/A |  |
| Please see the narrative on previous page.      |     |  |

## Appendix C1: Filed Articles of Incorporation



0005746353



**STATE OF IDAHO**  
*Office of the secretary of state, Phil McGrano*  
**ARTICLES OF INCORPORATION (NONPROFIT)**  
 Idaho Secretary of State  
 PO Box 63720  
 Boise, ID 83720-0600  
 (208) 334-2901  
 Filing Fee: \$30.00

For Office Use Only

-FILED-

File # 1306740630  
 Date Filed: 5/17/2024 8:01:03 AM

BO910-7525 05/17/2024 8:01 AM RECEIVED BY OFFICE OF THE IDAHO SECRETARY OF STATE

|  |  |
|--|--|
| <b>Articles of Incorporation (Nonprofit)</b>   |  |
| Select one: Standard, Expedited or Same Day Service (see descriptions below)   | Standard (filing fee \$30)   |
| <b>Article 1: Corporation Name</b>   |  |
| Entity name  | Alturas Academy North, Inc   |
| <b>Article 2: Effective Date</b>   |  |
| The corporation shall be effective   | when filed with the Secretary of State.  |
| <b>Article 3: Purpose</b>  |  |
| The purpose for which the corporation is organized is:   | Educational  |
| <b>Article 4: Voting Members</b>   |  |
| The corporation  | has voting members.  |
| <b>Article 5: Asset Distribution on Dissolution</b>  |  |
| Upon dissolution the assets shall be distributed:  | all assets will be distributed to another nonprofit organization with a similar purpose.   |
| <b>Article 6: IRS Designation</b>  |  |
| Does this nonprofit corporation intend to file as a 501(c)(3) with the IRS?  | Yes  |
| 501(c)(3) purpose for which the corporation is organized:  | Education  |
| <b>Article 7: Mailing address of the corporation shall be</b>  |  |
| Mailing Address  | BRIAN BINGHAM<br>2280 E 17TH ST<br>IDAHO FALLS, ID 83404-6541  |
| <b>Article 8: Registered Agent Name and Address</b>  |  |
| Registered Agent   | Registered Agent<br>Brian R. Bingham<br>Physical Address:<br>BRIAN BINGHAM<br>2280 E 17TH ST<br>IDAHO FALLS, ID 83404<br>Mailing Address:<br>BRIAN BINGHAM<br>2280 E 17TH ST<br>IDAHO FALLS, ID 83404 6541 |
| <input checked="" type="checkbox"/> I affirm that the registered agent appointed has consented to serve as registered agent for this entity. |  |
| <b>Article 9: Incorporator Name(s) and Address(es)</b>   |  |
| Name   | Incorporator Address   |
| Brian R Bingham  | BRIAN BINGHAM<br>2280 E 17TH ST<br>IDAHO FALLS, ID 83404 6541  |
| <b>Article 10: Director Name(s) and Address(es)</b>  |  |



| Name            | Title    | Director Address  |
|-----------------|----------|---|
| Candise Gilbert | Director | BRIAN BINGHAM<br>2280 E 17TH ST<br>IDAHO FALLS, ID 83404-6541 |
| Jaime Mayo      | Director | BRIAN BINGHAM<br>2280 E 17TH ST<br>IDAHO FALLS, ID 83404-6541 |
| Shay Mattingly  | Director | BRIAN BINGHAM<br>2280 E 17TH ST<br>IDAHO FALLS, ID 83404-6541 |

The Articles of Incorporation must be signed by at least one Incorporator.

*Brian R Bingham*  
 \_\_\_\_\_  
 Brian R Bingham

*05/17/2024*  
 \_\_\_\_\_  
 Date

B0910-7536 05/17/2024 8:02 AM Received by Office of the Idaho Secretary of State

## **Appendix C2: Adopted Bylaws**

### **BYLAWS OF ALTURAS ACADEMY NORTH, INC.**

#### **Name and offices**

##### **Name**

The name of the corporation shall be Alturas Academy North, Inc.

##### **Principal office**

The principal office of the corporation shall be located in Bonneville County, Idaho. The Corporation may have such other offices, either within or without the State of Idaho, as the board of directors may designate or as the business of the corporation may require from time to time.

##### **Registered office**

The registered office of the corporation required by the Idaho Business Corporation Act to be maintained in the State of Idaho may be, but need not be, identical with the principal office in the State of Idaho, and the address of the registered office may be changed from time to time by the board of directors.

##### **Purpose**

The corporation is organized and shall be operated exclusively for the specific purposes set forth in the corporation's Articles of Incorporation, namely educational purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code.

#### **Board of Directors**

##### **General powers**

The business and affairs of the corporation shall be managed by its Board of Directors.

##### **Number, tenure and qualification**

The number of directors of the corporation shall consist of not less than 3 nor more than 15 persons and each directorship shall have a numerical designation as follows: Director 1, Director 2, Director 3 and so on. The number of directors serving on the Board of Directors may be increased from time to time by resolution adopted at a regular or special meeting of the Board of Directors. The names and addresses of the members of the first Board of Directors have been stated in the Articles of Incorporation.

Due to the strategic alignment between the corporation and Forrester Academy, Inc. d/b/a Alturas International Academy (AIA), and Alturas Preparatory Academy, Inc. (APA), the initial Board of Directors of the corporation consists of the Board of Directors of AIA and APA, and they shall serve in accordance with their terms of service under the Bylaws of AIA and APA. The Board of Directors shall serve in that capacity for all entities.

All directors shall serve until replaced by a duly appointed replacement; otherwise removed pursuant to these Bylaws; or until the formation of a separate board.

A majority of the Directors may reappoint existing Directors who are willing and able to serve for additional terms.

##### **Election of Directors**

Directors will be elected at the annual meeting of the Board of Directors based upon the following process:

1. Board of Director applicants will be required to complete a questionnaire;
2. Board of Director applicants will undergo a screening process, overseen by the then current

Board of Directors.

3. The then current Board of Directors will nominate candidates from the pool of applicants for each open position, with no more than three candidates being nominated per position.

4. From the nominated candidates, the then current Board of Directors will elect the replacement Directors.

5. Information about Board openings and the time, date, and location of the election of new Directors will be made public through various methods, including, but not necessarily limited to, publication in the local newspaper of widest distribution and sending notifications home with students.

### **Vacancies**

Any vacancy occurring in the Board of Directors may be filled by the affirmative vote of a majority of the remaining directors though less than a quorum of the Board of Directors. A director elected to fill a vacancy shall be elected for the un-expired term of his/her predecessor in office. Any directorship to be filled by reason of an increase in the amount of directors may be filled by election by the Board of Directors for a term of office continuing only until the next election of directors.

### **Compensation**

By resolution of the Board of Directors, each director may be paid his/her expenses, if any, of attendance at each meeting of the Board of Directors. There shall be no salary or fixed sum paid to any director other than expenses of attending meetings or other authorized functions.

### **Presumption of assent**

A Director of the Corporation who is present at a meeting of the Board of Directors at which action on any corporate matter is taken shall be presumed to have assented to the action taken unless his/her dissent shall be entered in the minutes of the meeting or unless he/she shall file his/her written dissent to such action with the person acting as the secretary of the meeting before the adjournment thereof or shall forward such dissent by registered mail to the Secretary of the Corporation immediately after the adjournment of the meeting. Such right to dissent shall not apply to a director who voted in favor of such action.

### **Removal of director**

Any board member may be removed by majority vote of the board.

### **Meetings by telephone**

Members of the Board of Directors or any Committee may participate in a meeting of the Board or Committee by means of conference telephone or similar communications equipment by which all persons participating in the meeting can hear each other at the same time. Such participation shall constitute presence in person at the meeting.

### **Board Chair**

At its annual meeting, the Board of Directors shall elect from among its members a Board Chair who shall, when present, preside at all meetings of the Board of Directors and ensure the Board of Directors follows appropriate parliamentary procedures. The Board Chair is not the equivalent of president, but the same person may, if elected, serve as both the Board Chair and in any other office of the Board of Directors.

### **Board Vice Chair**

At its annual meeting, the Board of Directors shall elect from among its members a Board Vice Chair who shall assist the Board Chair. The Vice Chair shall possess the powers and perform the duties of the Board Chair during his or her absence or disability. The Vice Chair is not the equivalent of vice-president, but the same person may, if elected, serve as both the Board Vice Chair and in any other office of the



Board of Directors.

### **Committees**

The Board of Directors shall organized the following committees and appoint members of the Board of Directors to chair them:

- Governance Committee
- Finance Committee
- Academic Excellence Committee
- Development Committee
- Strategic Planning Committee
- Marketing and Public Relations Committee
- Recruitment Committee

The Board of Directors may create and dissolve additional committees to function on an as needed basis. Members of the committees other than the chairperson need not be directors. Each committee may have two or more members, who shall serve at the pleasure of the Board of Directors. The provisions of this Article which govern meetings, action without meetings, and quorum and voting requirements of the Board of Directors, shall apply to committees and their members as well.

### **Corporate Meetings**

The Corporation shall have an annual meeting of the stakeholders of the Corporation on the last Thursday in September during which the business of director elections shall take place.

### **Board Meetings**

#### **Annual meeting**

The annual meeting of the Board of Directors shall be held on the third Wednesday of July or at another time and date established by the Board of Directors. Directors elected during the annual meeting of the stakeholders of the Corporation shall assume the responsibilities of director at the first meeting of the Board of Directors immediately following the annual meeting of the Corporation. The failure to hold the meeting at the time stated shall not affect the validity of any corporate action. The election of Directors shall be the first order of business on the agenda for the annual meeting and Directors elected during the annual meeting shall assume the responsibilities of director immediately following the election process.

#### **Regular meetings**

The Board of Directors may establish, by action at a meeting or unanimous written consent, the time and place for holding subsequent regular meetings of the Board of Directors and they shall be held without the need of further notice. Absent Director action to the contrary, Regular meetings shall be scheduled for the third Wednesday of each month.

#### **Special meetings**

Special meetings of the Board of Directors may be called by or at the request of the chairman, the president or any two directors requesting a meeting. The person or persons authorized to call special meetings of the Board of Directors shall fix any place, either within or without the State of Idaho, as the place for holding any special meeting of the Board of Directors called by them.

#### **Public Meetings**

Except as otherwise set forth in these Bylaws, all meetings shall be open to the public. Pursuant to Title 33, Chapter 52 of the Idaho Code, all other provisions of Title 67, Chapter 23 of the Idaho Code shall be

applicable to meetings called by the Directors of the Corporation in the same manner that a traditional school and the boards of trustees are subject to those provisions.

### **Notice and Agendas**

Not less than 48 hours prior to any regular meeting, including the annual meeting of the Board of Directors, agenda notice shall be published. Agenda items may be added subsequent to notice, provided a good faith effort was made to include all known agenda items in the published notice at the time of its publication.

Notice of any special meeting shall be given at least 24 hours prior thereto by written notice which could include text message, e-mail, fax or letter (either mailed or personally delivered) at his/her mailing address. If mailed, such notice shall be deemed to be delivered when deposited in the United States mail, so addressed, with postage thereon prepaid. Any e-mail is deemed to be delivered the day it was sent. Any director may waive notice of any meeting. The attendance of a director at a meeting shall constitute a waiver of notice of such meeting, except where a director attends a meeting for the express purpose of objecting to the transaction of any business because the meeting is not lawfully called or convened. Neither the business to be transacted at, nor the purpose of, any regular or special meeting of the board of directors need be specified in the notice or waiver of notice of such meeting.

### **Quorum**

A majority of the number of directors then in office shall constitute a quorum for the transaction of business at any meeting of the board of directors, but if less than such majority is present at a meeting, a majority of the directors present may adjourn the meeting without further notice.

### **Manner of taking action**

The act of the majority of the directors present at a meeting at which a quorum is present shall be the act of the Board of Directors.

### **Meeting Minutes**

Written minutes shall be maintained at all meetings of the Board of Directors. Neither a full transcript nor a recording of the meeting is required. Minutes shall be available to the public within a reasonable time after the meeting, including: (a) Members of the Directors present; (b) Motions, resolutions, orders, or ordinances proposed and their disposition; (c) Results of all votes. Minutes of any executive sessions held by the Directors of the Corporation under Title 67, Chapter 23 of the Idaho Code may be limited to material, the disclosure of which is not inconsistent with the provisions of section 67-2345, Idaho Code, but must contain sufficient detail to convey the general tenor of the meeting.

### **Executive Sessions**

Executives sessions, closed to any persons for deliberation on specified matters, may be held by the Board of Directors for those reasons outlined and specified in Title 67, Chapter 23 of the Idaho Code. Unless otherwise allowed by law, no Director may disclose the content of an executive session to an outside source.

### **Officers**

#### **Numbers**

In addition to the Board Chair and Board Vice Chair identified in Section 2, the officers of the corporation shall be a president, a secretary, and a treasurer. In the discretion of the Board of Directors, vice-presidents (the number thereof to be determined by the Board of Directors) may be elected by the Board of Directors. Such other officers and assistant officers as may be deemed necessary may be elected or appointed by the Board of Directors. Any two or more offices may be held by the same person, except the offices of president and either secretary or treasurer.

### **Election and term of office**

The officers of the corporation shall be selected from the members of the Board of Directors and shall be elected annually by the Board of Directors at the annual meeting of the Board of Directors held after the election of Directors. The initial Board of Directors shall select initial officers who shall serve until the first annual meeting. If the election of officers shall not be held at such meeting, such election shall be held as soon thereafter as conveniently may be. Each officer shall hold office until his/her successor shall have been duly elected and shall have qualified or until his/her death or until he/she shall resign or shall have been removed in the manner hereinafter provided.

### **Removal**

Any officer or agent may be removed by the Board of Directors whenever in its judgment, the best interests of the corporation will be served thereby, but such removal shall be without prejudice to the contract rights, if any, of the person so removed. Election or appointment of an officer or agent shall not of itself create contract rights.

### **Vacancies**

A vacancy in any office because of death, resignation, removal, disqualification or otherwise, may be filled by the Board of Directors for the un-expired portion of the term.

### **President**

The president shall be the principal executive officer of the corporation and, subject to the control of the Board of Directors, shall be responsible to establish the agenda for all meetings of the stakeholders of the Corporation and all meetings of the Board of Directors and ensure that all participants in such meetings have access to the materials necessary to their participation. The president shall serve as the chief liaison between the Board of Directors and the school administration. The president and/or the board chair shall serve as the primary signing agent for all official board documents. The president shall also be responsible to ensure compliance by the Board of Directors with the charter contract, the board manual, if any, and these corporate bylaws.

### **Vice presidents**

In the absence of the president or in the event of his/her death, inability or refusal to act, the vice-president, if any, or in the event there be more than one vice-president, the vice-presidents in the order designated at the time of their election, (or in the absence of any designation, then in the order of their election) shall perform the duties of the president, and when so acting, shall have all the powers of and be subject to all the restrictions upon the president.

### **Secretary**

The secretary shall: (a) keep the minutes of the proceedings of the members and of the Board of Directors in one (1) or more books provided for that purpose; (b) see that all notices are duly given in accordance with the provisions of these Bylaws or as required by law; (c) be custodian of the corporate records, excepting the financial records; (d) keep a register of the post office address of each board member which shall be furnished to the secretary by such board member; and (e) in general perform all duties incident to the office of secretary.

### **Treasurer**

The treasurer shall: (a) serve as custodian of all financial records and inventory lists of the corporation; (b) track and record deposits from any source whatsoever in the name of the Corporation in such banks, trust companies or other depositories as shall be selected in accordance with the provisions of Article III of these bylaws; (c) serve as the chief liaison with the business manager for the school; and (d) in general perform all of the duties incident to the office of treasurer.

### **Assistant secretaries and treasurers**

The assistant secretaries and assistant treasurers, if any, in general shall perform such duties as shall be assigned to them by the secretary or the treasurer, respectively, or by the president or the Board of Directors.

### **Salaries**

Unless otherwise determined by action of the Board in a properly notice meeting or by written consent, the officers shall serve without compensation other than reimbursement for expenses.

### **Contracts, loans, checks, and deposits**

#### **Contracts**

The Board of Directors may authorize any officer or officers, agent or agents, to enter into any contract or execute and deliver any instrument in the name of and on behalf of the Corporation, and such authority may be general or confined to specific instances.

#### **Loans**

No loans shall be contracted on behalf of the Corporation and no evidences of indebtedness shall be issued in its name unless authorized by a resolution of the Board of Directors. Such authority may be general or confined to specific instances.

#### **Checks, drafts, etc.**

All checks, drafts or other orders for the payment of money, notes or other evidences of indebtedness issued in the name of the Corporation, shall be signed by such officer or officers, agent or agents of the Corporation and in such manner as shall from time to time be determined by resolution of the Board of Directors.

#### **Deposits**

All funds of the Corporation shall be deposited from time to time to the credit of the Corporation and in such banks, trust companies or other depositories as the Board of Directors may select.

#### **Fiscal year**

The fiscal year of the Corporation shall begin on July 1 and shall end on June 30.

#### **No private inurement**

No part of the net earnings of the corporation shall inure to the benefit of, or be distributable to its directors, officers, or other private persons, except that the corporation shall be authorized and empowered to pay reasonable compensation for services rendered and to make payments and distributions in furtherance of the purposes set forth in the Articles of Incorporation. No substantial part of the activities of the corporation shall be the carrying on of propaganda, or otherwise attempting to influence legislation, and the corporation shall not participate in, or intervene in (including the publishing or distribution of statements) any political campaign on behalf of or in opposition to any candidate for public office. Notwithstanding any other provisions, the corporation shall not carry on any other activities not permitted to be carried on

- (a) by a corporation exempt from federal income tax under section 501(c)(3) of the Internal Revenue Code, as amended; or
- (b) by a corporation, contributions to which are deductible under section 170(c)(2) of the Internal Revenue Code, as amended.

#### **Corporate seal**

The corporation shall not have a corporate seal.

**Waiver of notice**

Whenever any notice is required to be given to any member of the Board of Directors of the corporation under the provisions of these Bylaws or under the provisions of the Act, a waiver thereof in writing signed by the person or persons entitled to such notice, whether before or after the time stated therein, shall be deemed equivalent to the giving of such notice.

**Amendments**

These Bylaws may be altered, amended or repealed and new Bylaws may be adopted by a majority vote of the Board of Directors at any regular or special meeting.

**Indemnification**

The corporation shall indemnify its directors, officers, employees and agents to the fullest extent permitted under Idaho Code 30-3-88.

**Dissolution**

On dissolution of the corporation, all of its net assets shall be distributed in accordance with the requirements of Idaho Code § 33-5212, more specifically to the authorized chartering entity or the public school income fund as required by statute. Assets acquired with federal funds shall be returned to the authorized chartering entity for redistribution among other public charter schools.

**Severability**


The invalidity of any provision of these bylaws shall not affect the other provisions.

**Certificate**

The undersigned certifies that (s)he is the Secretary of Alturas Academy North, Inc., an Idaho nonprofit corporation, and that (s)he is authorized to execute this certificate on behalf of the corporation, and further certifies that the foregoing bylaws constitute the bylaws of the corporation as of this date, duly adopted by the directors of the corporation.

Date: \_\_\_\_\_

**Alturas Academy North, Inc.**

By: \_\_\_\_\_   
Its: Secretary

## Appendix D1: Resumes for all Currently Serving Board of Directors

Jared W. Allen

### **PROFESSIONAL EXPERIENCE**

**Attorney** □ **Beard St. Clair Gaffney (Idaho Falls)** **2010 – Present**

Guiding and directing clients through the legal system by providing them with the tools necessary to make complex business and critical life decisions in the best interests of themselves, their families, and their businesses; informing and persuading jurors, judges, arbitrators, mediators, and participants through the adversarial and dispute resolution processes; educating colleagues and community members on various legal and business topics through continuing education teaching opportunities.

**Area Manager and General Counsel** □ **Compax (Salt Lake City) 2007 –2010**

Utilized developed knowledge along with communication skills to inform supply chain, marketing, and purchasing personnel and help guide them through the development of product packaging. Utilized interpersonal skills to develop strong customer relations and improve sales year over year. Educated colleagues regarding various legal issues including regulatory compliance concerns and contracting best practices.

**Attorney** □ **Beard St. Clair Gaffney McNamara (Idaho Falls)** **1998 –2007**

Assisted in the supervision and career development of litigation staff including law clerks, legal assistants, paralegals, and associates. Educated colleagues on persuasive writing practices and other matters. Educated staff and leadership of corporate clients on human resource and workplace safety issues.

### **VOLUNTEER EXPERIENCE**

**Board Member** □ **Alturas International Academy (Idaho Falls)** **2015 – Present**

Member of founding board of this vibrant K-8 charter in Idaho Falls. Worked with fellow board members, administrators and educators through entire start up process including: development of chartering documents; navigating chartering process through local school district and on to Idaho Public Charter School Commission as authorized chartering entity; selecting and developing both temporary (1st year) and long term facilities; adoption of International Baccalaureate programs as school's foundational framework; development of transportation program; and supporting and guiding administration in ongoing operations.

### **EDUCATION**

**Juris Doctor** □ **University of Idaho College of Law (Moscow)** **Spring**  
**1998**

Cum Laude. Member of International Legal Honor Society of Phi Delta Phi.

**Bachelor of Arts, English** □ **Brigham Young University (Provo) Spring 1995**

## **Candise Gilbert**

### **EDUCATION**

B.S. Elementary Education, Utah State University, Logan, Utah, May 2004  
Emphasis: Science, Graduated Cum Laude, GPA 3.82  
A.S. Snow College, Ephraim, Utah, June 1996

### **WORK EXPERIENCE**

#### **Piano Teacher, Idaho Falls, ID 2007-current**

Teach weekly lessons to students, ranging in age from 7-adult. Instruction is tailored to the individual needs of each student. Regular, detailed communication with parents is imperative to a successful learning experience.

#### **English/Health Teacher, Salmon Middle School, Salmon, ID 2004-2005**

Taught 8th Grade English and Health, and 6th Grade Health. Served as Student Council Advisor and oversaw several student activities.

#### **Administrator/Head Teacher, International Language Program, Wuhan, China, January-June 2001**

Responsible for supervision and training of 45 English teachers as well as organization of school schedules and maintenance of records. Observed teachers regularly and ensured that curriculum was taught correctly and effectively.

### **VOLUNTEER EXPERIENCE**

#### **Volunteer English Teacher, Moscow, Russia, January- June 1997**

Learned and developed proficiency with provided curriculum. Taught English to kindergarten students. Participated in language and culture classes and excursions.

#### **Volunteer Church Representative, Sydney, Australia, January 1998-August 1999**

Daily interaction with public in sharing personal beliefs, assisted local congregations with organization and operation. Participated in various community service projects.

#### **Adoption Advocate/Educator, Idaho Falls, ID and Las Vegas, NV 2005-2013**

Conducted extensive research in order to develop curriculum to best meet the educational needs of adoptive couples in both Nevada and Idaho. Wrote and revised curriculum based on recommendations from Case Workers. Proposed several options for Agency consideration. Made changes as time, policies, and laws dictated. Communicate regularly with Agency personnel, birth parents, adoptees, and adoptive couples.

#### **Adoptive Parent**

Privileged to build my family in an unexpected yet miraculous manner. Educated myself and sought out a support system of other families in similar circumstances. Gracefully survived a 3 year contested adoption; it didn't win me any prizes, but it ought to have a spot on my resume! I have a genuine love for birth parents and all things adoption.

#### **Foster Parent**

For several years my husband and I have been foster parents in our region. I have gained an increased understanding of the socioeconomic challenges in our community and how they impact children. I have received training on how trauma affects growth and development of children.

#### **Classroom Volunteer**

As a mother my greatest desire is for the health and well-being of my family. I have made it a point to spend as much time as possible in my children's classroom, making myself an integral part of their education.

## Lee Stimpson

### SUMMARY OF QUALIFICATIONS

Experience utilizing Microsoft based technologies and data visualization tools including Power BI and SQL Server. Dependable team member experienced in mentoring and training. Frequently engaged in developing, building, and deploying reports or dashboards based on multiple data sets. Experienced in IT strategy and leadership. Dedicated to maintaining a reputation built on quality, service, and uncompromising ethics.

### SKILLS

Excel, HTML, Microsoft SQL Server, Office, Tableau, Power BI, Informer, and Crystal Reports, Dashboards and Reports, Data Analytics, Leadership Development, DAX. Some experience with Python, R, SSAS, SSIS, and SSRS.

### PROFESSIONAL PROFILE

#### *Data Modeling and Visualization Developer*

Idaho National Laboratory, Idaho Falls, ID  
Present

February 2021 -

- Leading data fluency training in a lab wide initiative to help foster a data driven culture
- Collaborated in developing site for data related training, information, FAQ's, and data access
- Guide data users through trouble shooting and development of reports
- Develop, deploy, and distribute Power BI reports and other data visualizations

#### *Director of Institutional Effectiveness*

College of Eastern Idaho, Idaho Falls, ID  
2021

April 2016 – February

- Extract data from database, analyze data, and complete reports with accurate and verifiable numbers
- Deliver ad hoc reports/dashboards/visualizations, and key performance indicators
- Develop, deploy, and distribute Power BI reports and other data visualizations
- Communicate technical topics in clear terms to multiple constituents and provide recommendations for business and operations challenges
- Mentor, train, and assist team of data analysts
- Leader in strategic planning, operational planning, and accreditation processes
- Chair and/or member of several committees and councils

#### *Service Advisor*

Burnsville Toyota, Burnsville, MN

2015 - 2016

- Listened to and discerned customers' concerns in order to consult about appropriate services
- Educated/informed as liaison between customers and the technicians, managers, and warranty companies
- Documented requirements and work accomplished according to best business practices

#### *HR Associate/Team Lead/Territory Director*

Envinsulate, Rosemount, MN

2014 - 2015



- Responsible in identifying, developing, and deploying Evinsulate strategic growth plans while managing teams, marketing, and sales growth activities
- Designed and implemented complex employee development programs based on analysis of employee performance measures
- Analyzed markets and potential markets for future marketing and sales initiatives

***Training & Professional Development***

Utah State University, Logan, UT 2012-2014

- Led the development and implementation of 3 major management training and development programs to better train and engage 3000 university employees
- Utilized Tableau to create dashboard displaying real time employee key indicators and information
- Calculated formulas from employee salary ranges in salary benchmark and realignment project
- Managed initiative to create digital portal to deliver cross-functional, on-demand, web based learning
- Designed and orchestrated training presentations including slides, handouts, support materials, tracking and evaluation materials; utilizing Microsoft Office, Adobe Creative Suite, Camtasia, websites, and video/audio productions

***English as a Second Language & Special Education Professional***

Sugar Salem School District, Sugar City, ID 2010-2011

- Redesigned data storage for ESL individual participant records
- Developed individual performance improvement plans through efficient interactions and inputs from key stakeholders including parents and administrators
- Provided Spanish to English and English to Spanish oral and written translation for the district and Spanish speaking families

***Recreation Coordination Intern***

Juvenile Correction Center, St. Anthony, ID 2010

- Organized and led individual and team building activities in a manner that youth were able to comprehend individual accountability inside of team objectives and goals
- Coordinated dozens of group activities and recreational outings to provide participants with opportunities to work together and strengthen team cohesion

***Warehouse Manager***

Boyle Fertilizer, Rigby, ID 2003-2011

- Responsible for warehouse inventory management and order packaging, shipping and delivery
- Managed multiple priorities, had to be extremely flexible in completing daily tasks and business goals
- Collected accurate numbers and details about all production processes in order to determine inventory restocking needs and customer billing statements

**EDUCATION**

**Master of Management Information Systems**

- 3.2 GPA

**Master of Human Resources**

- 3.2 GPA

Utah State University –

Jon M. Huntsman School of Business - 2014

**COMMUNITY LEADERSHIP**

***Board of Director***

Alturas International Academy , Idaho Falls, ID

2018-Present

***Board of Director***

Alturas Preparatory Academy, Idaho Falls, ID

2020-Present

***Team Lead***

Chicago Urban Studies Program, Victor, ID

2009-2010

## Jaime Mayo

### EDUCATION

Brigham Young University, Provo, UT 2004-2007

Ph.D. in Molecular Biology, 2007

Academic Emphases: Gene Regulation, Development, Protein Trafficking

Idaho State University, Pocatello, ID 2000-2003

B.S. in Microbiology, 2003

### POSITIONS AND EXPERIENCE

2021-current Owner and operator, Linden Lane Flower Farm

2021-current Secretary, District 495 and 560 school boards, Alturas

International Academy and Alturas Preparatory Academy

2021-2023 Development Committee Chair, District 495 and 560 school boards, Alturas International

Academy and Alturas Preparatory Academy

2018-2021 Member, District 495 school board, Alturas International Academy

2015-2020 Adjunct Faculty teaching online Genetics and Molecular Biology, Brigham Young University; Rexburg, ID

2010-2018: Adjunct Faculty teaching both online Immunology, online Cellular and Molecular Biology, and/or online Foundations of Science, Division of

Liberal Arts and Sciences, Mercy College of Health Sciences; Des Moines, IA

2008-2009: Adjunct Faculty teaching on-campus Health Science Microbiology, Division of Liberal Arts and Sciences, Mercy College of Health Sciences 2007-2008: Writer for the BYU Life Sciences magazine, Brigham Young University 2004-2007: Graduate Research Assistant in the lab of Dr. Laura C. Bridgewater, Department of Microbiology and Molecular Biology, Brigham Young

University

2005-2006: Graduate Committee member, Department of Microbiology and Molecular Biology, Brigham Young University

2005: Molecular Biology Teaching Assistant, Department of Microbiology and Molecular Biology, Brigham Young University

2002-2003: Research Assistant in the lab of Dr. Josh Pak, Department of Chemistry, Idaho State University

### HONORS AND AWARDS

Co-authored an awarded J.A. & Kathryn Albertson Foundation federal grant which funded the Alturas charter school expansion to include a secondary school, Alturas Preparatory Academy, 2020

Mercy College of Health Sciences Excellence in Teaching, Adjunct Faculty of the Year award, 2010

Selected for attendance at the National Institutes of Health Graduate Research Festival, 2006

Second Place, Presentation Competition at the Brigham Young University Department of Microbiology and Molecular Biology Annual Graduate Retreat, 2006

American Society for Biochemistry and Molecular Biology Graduate Travel Award, 2006

Second Place, Presentation Competition at the Brigham Young University Department of Microbiology and Molecular Biology Annual Graduate Retreat, 2005

Honorable Mention, National Science Foundation Graduate Research Fellowship Program, 2005

Brigham Young University Graduate Research Travel Award, for travel to a scientific conference, 2005

First Place, Poster Competition at the Brigham Young University Department of Microbiology and Molecular Biology Annual Graduate Retreat, 2004

Idaho State University Undergraduate Travel Award, for travel to a scientific conference, 2003  
National Dean's List, 2003  
Who's Who Among American College Students, 2003  
Idaho State University College of Arts and Sciences Dean's list, every semester attended, 2000-2003  
Idaho State University full tuition scholarship, 2000-2003

#### SCIENTIFIC PUBLICATIONS

1. Cordner, R.D., Friend, L.N., **Mayo**, J.L., Badgley, C., Wallmann, A., Stallings, C.N., Youg, P.L., Miles, D. R., Edwards, J.G., Bridgewater, L.C. 2017. The BMP2 nuclear variant, nBMP2, is expressed in mouse hippocampus and impacts memory. *Scientific Reports*, 7, Article ID 46464.
2. Bridgewater, L.C., **Mayo**, J.L., Evanson, B.G., Whitt, M. E., Dean, S. A., Yates, J.D., Holden, D.N., Schmidt, A.D., Fox, C.L., Dhunghel, S., Steed, K.S., Adam, M.M., Nichols, C.A., Loganathan, S.K., Barrow, J.R., Hancock, C.R. 2013. A Novel Bone Morphogenetic Protein 2 Mutant Mouse, nBmp2NLS, Displays Impaired Intracellular Ca<sup>2+</sup> Handling in Skeletal Muscle. *BioMed Research International*, vol. 2013, Article ID 125492.
3. \*Felin, J.E., \***Mayo**, J.L., Sudweeks, T., Meinhart, C., Moss, J.B., Bridgewater, L.C. 2010. Nuclear variants of bone morphogenetic proteins. *BMC Cell Biology*, 11:20 (\*equal authorship).
4. **Mayo**, J.L., Holden, D.N., Barrow, J.R., Bridgewater, L.C. 2009. The transcription factor Lc Maf participates in *Col27a1* regulation during chondrocyte maturation. *Experimental Cell Research*, 315, 2293-2300.
5. Pak J.J., **Mayo**, J.L., Shurdha, E. 2006. An efficient synthesis of 4,4',5,5'-tetraiododibenzo 24-crown-8 and its highly conjugated derivatives. *Tetrahedron Letters*, 47, 233-237.

#### ABSTRACTS

1. Cordner, R.D., Ventura, J., Blickenstaff, J., Walther, C., **Mayo**, J.L., Felin, J.E., Andreasen, B., Wallace, N., Cappechi, M.R., Edwards, J.G., and Bridgewater, L.C. 2010. Mice bearing a targeted mutation of nBmp2 display decreased memory capabilities. American Society for Biochemistry and Molecular Biology Annual Meeting, Anaheim, CA.
2. McCune, B.T., Finley, M., Schmidt, A.D., Fox, C., **Mayo**, J.L., and Bridgewater, L.C. 2010. Binding of nBmp2 to PLSCR1 suggests a possible mechanism for nBmp2 regulation of calcium-modulating proteins. American Society for Biochemistry and Molecular Biology Annual Meeting, Anaheim, CA.
3. Evanson, B.G., Schmidt, A.D., **Mayo**, J.L., Bridgewater, L.C., and Hancock, C.R.. 2010 Nuclear bone morphogenetic protein 2 mutant mice exhibit slowed skeletal muscle relaxation and decreased tetany in the gastrocnemius, plantaris, soleus muscle complex. American Society for Biochemistry and Molecular Biology Annual Meeting, Anaheim, CA.
4. Schmidt, A.D., Loganathan, S.K., Adam, M.M., Nichols, C.A., **Mayo**, J.L., Felin, F.E., Capecchi, M.R., Barrow, J.R., and Bridgewater, L.C. 2009. Mice bearing a targeted inactivation of nBmp2 show decreased muscle strength. American Society for Biochemistry and Molecular Biology Annual Meeting, New Orleans, LA.
5. Holden, D.N., **Mayo**, J.L., Barrow, J.R., and Bridgewater, L.C. 2009. The transcription factor Lc-Maf participates in *Col27a1* regulation during chondrocyte maturation. American Society for Biochemistry and Molecular Biology Annual Meeting, New Orleans, LA.
6. **Mayo**, J.L., Wilkinson, S., Felin, J.E., Lin, C.-Y., and Bridgewater, L.C. 2007. A potential role for the nuclear variant of Bmp2 (nBmp2) in carcinogenesis. American Association for Cancer Research Annual Meeting, Los Angeles, California.
7. Bridgewater, L.C., **Mayo**, J.L., and Felin, J.E. 2006. Nuclear localization of Bmp2. American Society for Matrix Biology Biannual Meeting, Nashville, Tennessee.
8. **Mayo**, J.L., Barrow, J.L., and Bridgewater, L.C. 2006. Coordinate regulation of *Col1a2* and *Col27a1* by the transcription factor Lc-Maf. American Society for Biochemistry and Molecular Biology Annual Meeting, San Francisco, California.

9. Felin, J.E., **Mayo**, J.L., and Bridgewater, L.C. 2006. Nuclear localization of BMP2. American Society for Biochemistry and Molecular Biology Annual Meeting, San Francisco, California.
10. **Mayo**, J.L., Bridgewater, L.C. 2005. Lc-Maf regulates the enhancer elements of the *Coll1a2* and *COL27A1* genes. American Society for Biochemistry and Molecular Biology Meeting, San Diego, CA.
11. \***Bates**, J.L., Pak, J.J. 2003. Preparation and study of crown ether-fused annulenes. National Conference on Undergraduate Research Meeting, Salt Lake City, UT. (\* maiden name)
12. \***Bates**, J.L., Pak, J.J. 2003. Preparation and study of crown ether-fused annulenes. Idaho State University Undergraduate Research Symposium, Pocatello, ID. (\*maiden name)

#### **ADDITIONAL PUBLICATIONS**

1. Mayo, J.L. 2008. Nutritional Outreach: Teaching the community to eat better. *Life Sciences*, Spring.
2. Mayo, J.L. 2008. The College Today: A Sampler. *Life Sciences*, Spring. 3.
- Mayo, J.L. 2007. An Eye on Patagonia. *BioAg*, Spring.

#### **COMPLETED RESEARCH SUPPORT**

No grant number Mayo (PI) 10/05/06 – 04/17/07 Graduate Research Fellowship Award, BYU Office of Graduate Studies  
“Nuclear Localization of Bmp2”

The primary goal of this research will be to analyze the mice we generated to contain a targeted mutation in the Bmp2 NLS so as to identify the physiological significance of nuclear Bmp2. Role: (PI)  
No grant number Bridgewater (PI) 10/05/06 - 12/14/06 Graduate Mentoring Research Award, BYU Office of Research and Creative Activities “Nuclear Localization of BMP-2 and a related TGF- $\beta$  family member”

The objective of this project is to finish breeding mice with the Bmp2 NLS mutation to homozygosity and to begin analysis on these mice. In addition, training of new undergraduate research assistants will be a focus.

Role: Graduate Research Assistant

No grant number Mayo (PI) 05/01/06 – 08/11/06 Cancer Research Summer Fellowship, BYU Cancer Research Center  
“Nuclear Localization of Bmp2”

The objective of this summer project is to finish construction of the targeting vector containing the Bmp2 NLS mutation, develop a mouse embryonic stem cell line harboring the desired mutation, and generate mice lacking nuclear Bmp2.

Role: PI

No grant number Mayo (PI) 09/29/05 – 04/18/06 Graduate Research Fellowship Award, BYU Office of Graduate Studies  
“Identification of a nuclear localization pathway for the BMP-2 propeptide and characterization of its role in cartilage and skeletal development”

The primary goal of this research was to determine a method whereby localization of BMP-2 in the nucleus can be blocked without disrupting secretion of the extracellular form in tissue culture and then to use this information in order to design a mouse embryonic stem cell line containing these characteristics.

Role: PI

No grant number Bridgewater (PI) 09/29/05-12/08/05 Graduate Mentoring Research Award, BYU Office of Research and Creative Activities “Identification and evaluation of candidate transcription factors that regulate the *Coll1a2* chondrocyte-specific enhancer elements”

The goal of this research is to analyze possible mechanisms for BMP-2 nuclear localization. Role: Graduate Research Assistant

No grant number Mayo (PI) 04/26/05 – 08/08/05 Cancer Research Summer Fellowship, BYU Cancer Research Center

“Analysis of the BMP-2 Nuclear Localization Signals”

The primary goal of this project was to verify the three database-predicted nuclear localization signals within the BMP-2 prepropeptide.

Role: PI

No grant number Bridgewater (PI) 09/30/04 - 12/9/04 Graduate Mentoring Research Award, BYU Office of Research and Creative Activities “Analysis of Lc-Maf as a regulator of cartilage gene transcription”

The goal of this project was to identify the role Lc-Maf plays in chondrocyte-specific collagen gene regulation including regulation capabilities, expression patterns and protein/DNA interactions.

Role: Graduate Research Assistant

No grant number Mayo (PI) 04/27/04 – 08/09/04 Cancer Research Summer Fellowship, BYU Cancer Research Center

“Chondrocyte-specific collagen gene regulation by Lc-Maf”

The objective of this project was to study the effect that the transcription factor Lc-Maf had on *Coll1a2* and *COL27A1* enhancer elements.

Role: PI

## **Richa Sabharwall**

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Dynamic and results-driven professional with experience in operations & business management, financial reporting, program development and project management. Leading projects in critical infrastructure security, national preparedness, and resilience from the conceptual stages of business development through planning, development to project management and execution.

### **Professional Experience**

#### ***Idaho National Laboratory***

##### **Program Manager, January '23- Present**

Critical Infrastructure and Security Resilience Division, National & Homeland Security Directorate

Leading and co-leading several large projects under the Department of Homeland Security portfolio for the Cybersecurity & Infrastructure Security Agency's (CISA) Stakeholder Engagement Division (SED) and Science and Technology's (S&T) National Urban Security Technology Laboratory's SAVER program. Project management lead for the INL Cooperative Research and Development Agreement (CRADA) under Department of Energy's (DOE) Grid Modernization effort.

##### **Senior Business Support Specialist, March '21 – December '22**

Infrastructure Assurance and Analysis (IAA) Division, National & Homeland Security Directorate

Provided support to senior- leadership, program, and project managers to facilitate execution of activities and processes to deliver strategic business objectives for multiple DHS programs and projects. Support meetings and develop strategic goals with external customers and stakeholders from industry, government focused on programmatic growth.

##### **Contract Specialist, December '19- March' 21**

*Business Management Directorate*

Established and managed industry subcontracts, standard research subcontracts and contracts with foreign vendors. Appointed as the Acquisition Liaison to the Nuclear Science and Technology Division, provide acquisition support to the directorate related to the prospective strategic partnership projects and CRADA's.

#### ***John & John PLLC***

##### **Accountant, September '16- December '19**

Performed account analysis for corporate clients, conducting tax research. Prepared tax returns for estates, trusts, S corporations, partnerships and individuals, for several local and regional firms.

#### ***McKinsey & Co***

##### **Information Analyst, 11/2005- 11/2006**

Collaborating with global client teams across industries with an emphasis on financial performance. Performed fundamental financial analyses to analyze and benchmark financials for large and medium scale companies.

***YES Bank Limited***

**Customer Service Executive, 3/2005-10/2005**

Portfolio management, counseling, and value generation for revenue-based products. Supported development and implementation of new customer attraction and retention proposals.

**Education**

Masters in Cybersecurity Law and Policy (Texas A&M University) On going Masters in Accounting and Finance from University of Leeds (UK) 2004 Bachelor of Commerce (Hons) from Panjab University (India) 2003



# SHAY MATTINGLY

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## CONTACT

- 📞 480-290-5547
- 📍 Ammon, Idaho
- ✉️ shay.mattingly@alturasacademy.org

## EDUCATION

### IDAHO FALLS HS

Class of 2005

### NATIONAL AESTHETIC INSTITUTE OF SCOTTSDALE

2005-2007

### MESA CC

Nursing Program  
2010-2012

## SKILLS

- Business Management
- Detail-Oriented
- Communication
- Organization
- Business Research
- Critical Thinking
- Project Management
- Teamwork

## ABOUT ME

I am a mom of two active boys and a wife to a busy husband. I own and help run three companies within my local community. In my free time I enjoy being in the mountains, whether it's hiking in the summer or skiing in the winter. My family and I love to travel and go camping. I have a strong passion for serving my community and being a voice for education while serving on the Alturas Academy school board.

## WORK EXPERIENCE

### TETON DESIGN HOMES (OWNER)

Lead Interior Designer (2019-present)

- prepare quotes and bid estimates to clients while recommending various services offered to meet their needs
- create computer generated sketches along with design boards that meet clients demands and wishes
- document and manage each jobs finances through Excel and bid sheets
- create invoices for clients, review requests and discuss practical design routes that fit the clients needs
- guide selection and installation process for all new builds and historic home projects
- consult with clients to clarify goals and stylistic expectations while provided frequent updates and making changes according to feedback
- work closely with builder, inspector, architects and other subcontractors to help meet job completion

### FOUR PEAK HOMES

Co-owner (2022-present)

- meeting one on one with potential clients
- consulting with clients to discuss wants, needs and specificities for their future custom home
- helping manage projects and job sites

### MOVE IN MAIDS LLC

2018-present

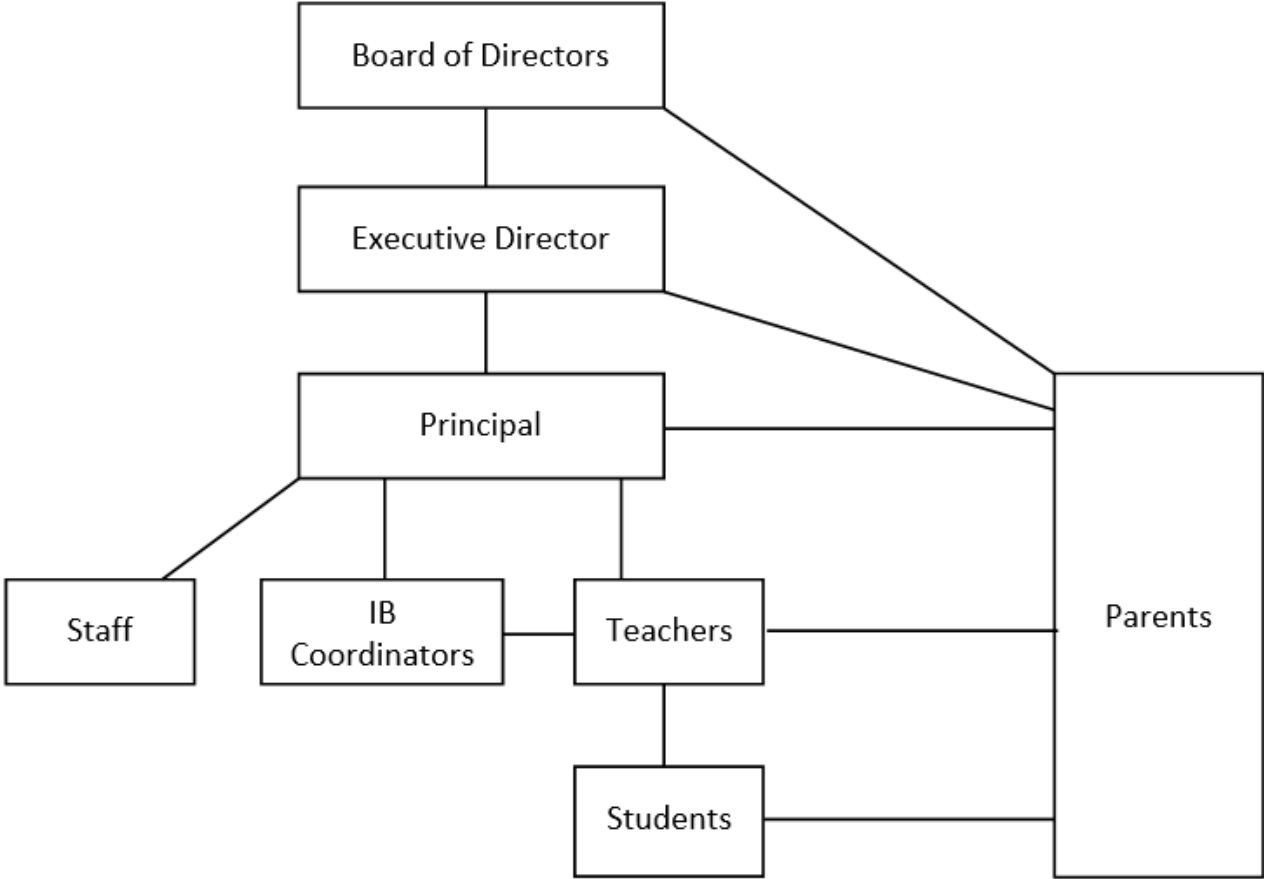
- organizing times with the home builder to provide final clean prior to homeowner moving into the home
- scheduling and managing employees scheduled cleaning times
- providing
- managing employee hours and pay schedules
- preparing invoices and managing subcontractor scheduling times

### Appendix D2: Board and Petitioning Group Chart

| Position                  | Description   |
|---------------------------|---|
| Board Chairman            | Participates in the hiring, monitoring, and evaluation of the school leader, and cultivates a constructive partnership with the school leader. Is the primary signing agent for all official board documents. Presides at all meetings of the board, and promotes meaningful dialogue. Is the contact for board members on board issues, and holds members accountable for carrying out roles and responsibilities. |
| President                 | Establishes the agenda and ensures all participants have access to necessary materials for board meetings. Serves as a chief liaison between the Board of Directors and the school administration. Responsible to ensure compliance with the charter, board handbook, and bylaws. Presides at board meeting in the absence of the chairman.   |
| Secretary                 | Keeps minutes of all board meetings. Sees that all public notices are duly posted. Is custodian of all board records, excepting financial records. Performs all duties incident to the office of secretary.   |
| Treasurer                 | Serves as custodian of all financial records and inventory lists. Tracks and records deposits. Serves as the chief liaison officer with the business manager for the school. Performs all duties incident to the office of treasurer.   |
| Governance Chair          | Maintains proper board composition and ensures that the board governs effectively. Provides leadership for training for board education. Orients new board members and ensures an effective board self-assessment process.  |
| Finance Chair             | Oversees the school's budget and asset management. Approves short-and long-term financial goals for the charter school. Recommends and monitors the budget, ensures compliance with strong policies, and raises financial concerns and solutions to safeguard the school's resources.   |
| Academic Excellence Chair | Monitors student performance against rigorous academic goals. Raises strategic issues for board discussion. Asks questions, provides advice, and holds the school leader accountable for results.   |

|                          |   |
|--------------------------|---|
| Development Chair        | Oversees the development of fundraising goals, leads activities to meet these goals. Engages the collective board and individual board members in regular fundraising activities for the school and in providing strategic direction, oversight, and accountability for the board's fundraising activities. |
| Strategic Planning Chair | Partners with the school leader to write, review, and propose changes to the school's long-term strategic plan. Creates and manages a timeline for the strategic planning process.  |

**Appendix E1: School Organization Chart**



## **Appendix E2: Resumes for Administrators**

Michelle Ball – Executive Director

### **Professional Profile**

- Professional educator with almost four decades of experience.
- Proven success in diversification teaching and thematic teaching.
- Skilled primary school teacher in both traditional and multi-age classrooms.
- Published author of K-6th grade Math, Science and Reading curricula.
- Mentor and advisor to new educators.
- Engaged, driven, enthusiastic, and passionate professional.

### **2021-Present**

#### **Alturas Preparatory Academy Charter School, Idaho Falls, ID**

- Co-founder and Executive Director

### **2016-Present**

#### **Alturas International Academy Charter School, Idaho Falls, ID**

- Co-founder and Executive Director

### **1981-2015**

#### **Idaho Falls School District #91, Idaho Falls, ID**

- Taught at three schools in District #91 – Ethel Boyes (Kindergarten), Emerson (Kindergarten), and Sunnyside Elementary (Kindergarten; 1st-3rd Grade Multi-Age Classroom).
- Practice small group learning and diversification teaching – tailor lessons to the instructional level of each student in my classroom.
- Develop curricula and individualized lessons that enable students to explore, expand, and deepen their knowledge of the subject.
- Written and awarded numerous grants ranging from \$1,000 to \$10,000 for technology and teaching tools in the classroom.
- Organized monthly programs during which students highlight their knowledge in Science, Math, Reading, Geography, and Social Studies.
- Twice co-chaired a committee that organized a 5k race for students, parents and the community that raised \$34,000 for classroom technology at Sunnyside.
- Served on the District's Math and Language Arts Adoption Committees.

- Provided professional instruction on best practices for teachers during the District's in-service days.

**2005 Fulbright Scholar, United States Department of State Bureau of Educational and Cultural Affairs, Prague, Czech Republic**

- Awarded a Fulbright tailored for teachers that included a six week program in Prague, Czech
- Republic in which elected officials, ministry representatives, teachers, professors, and former Soviet Union officials spoke about the Czech Republic.
- Developed and shared curricula about Czech and Eastern European history, culture and society that can be adapted for 1st through 6th grade students.

**1980-1981**

**Bonneville School District, Ammon, ID**

- Worked as a 3rd grade teacher at Ammon Elementary.

**1978-1980**

**Davis School District, Farmington, UT**

- Hired directly out of college to teach 3rd grade.

**Publications**

- Key participant in writing 1st Grade Language Guides for the Idaho State Department of Education Curricular Materials website (2005).
- Key participant in writing 1st Grade Reading Guides for the Idaho State Department of Education Curricular Materials website (2005).
- Co-wrote and published Brown Bag Science Series (Simple Machines; Weather; Senses), ESC Learning Systems, San Antonio, TX (individual books for 1st through 6th grade) (2003).
- Co-wrote and published Wake Up, Brain!! 300 Brain-Stretching Challenges for Language Arts, Math, Geography and More, ESC Learning Systems, San Antonio, TX (individual books for 1st through 6th grade) (2000).

**Awards**

- Wal-Mart Teacher of the Year for Idaho (2008).
- Recipient of "8 Who Makes A Difference Award" for community service for Eastern Idaho (2001).

## Grants

- Maeck Foundation grant for “Life of Fred” series to teach math creatively (2013).
- Maeck Foundation grant for thematic units in math (2011).
- Qwest Foundation grant recipient for 11 iPads and educational apps to teach “Out of this World, Out of the Ordinary,” a space unit aimed at enhancing technology in the classroom(2011).
- Maeck Foundation grant for T-shirts, T-shirt Jet press, Flip Camera and printer to enhance educational plays (2010).
- INL grant for a visual projector and “Insects Larger than Life” exploration (2009).

## Recognitions

- Nominated four times for the “Teacher of the Year Award” by the Post Register.
- Nominated six times for “Sylvan Learning Teacher of the Year Award.”
- Nominated for “Walt Disney Teacher of the Year Award.”
- Nominated twice for inclusion in “Who’s Who Among America’s Teachers.”

## Education

### **Bachelor of Science**

**University of Utah,**

**Salt Lake City, UT**

**Graduated 1977**

- Majored in Education with a focus on primary school.
- Dean’s List.

## **Brian Bingham –**

### **Career Objective:**

Dedicated and experienced educator with a proven track record of successfully establishing and growing educational institutions.

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### **Education:**

Idaho State University (Pocatello, Idaho)

2014-2017

- Masters of Education Administration
- Emphasis in Educational Leadership

Brigham Young University–Idaho (Rexburg, Idaho)

2009-2012

- Bachelor of Arts in Spanish Education, Minors in Physical Education and TESOL
- 

### **Experience:**

#### **Co-founder and Principal**

July

2021 - Current

*Alturas Preparatory Academy #560*

- Established the culture of the school, emphasizing academic excellence, inclusivity, and community engagement.
- Collaborated with executive director and board of directors to apply for and successfully receive the CSP Grant, and charter authorization from the Idaho Public Charter School Commission.
- Secured additional grant funding from BLUUM to support the opening of the school.
- Oversaw the design, construction, and furnishing of the school building in collaboration with Building Hope, architect Marla Morgan, interior designer Larkin Mungoven, and contractor Pro Builders.
- Successfully navigated the accreditation process for Cognia, receiving the "Accreditation with Distinction Award" for the 21-22 school year, placing Alturas Preparatory Academy among the top 96 schools worldwide.
- Obtained authorization for the IB Diploma Programme, making Alturas Preparatory Academy one of only two schools in Idaho to offer the full continuum of IB Programs.

#### **Principal**

July

2017 – July 2021

*Alturas International Academy #495*

- Help students become their best selves through discussion and dialogue
- Train and support teachers in fulfilling the vision and mission of the Charter
- Evaluate and give feedback to staff regarding their role in students learning
- Guide teachers and staff in adopting the Charter and International Baccalaureate Philosophy



- Oversaw the growth of the school from 250 to 550 students, with a student waitlist of over 400.
- Successfully managed Federal Programs audits and established a Special Education Program.
- Established a positive culture within the school, ensuring the safety and well-being of students and fostering strong relationships between staff and students.
- Skillfully addressed disagreements with parents, finding common ground to address underlying issues and maintain a supportive school community.
- Implemented effective onboarding processes for staff, ensuring alignment with the school's mission and vision.

**Spanish Teacher, Varsity Football Coach, Jr. High Head Track Coach**

*Hillcrest High School*

- Assist students to reach his or her own unique potential
  - Administer formative and summative assessments to determine student learning
  - Create common ECAs with other foreign language teachers
  - Collaborate with teachers through Professional Learning Communities
  - Educate the whole student through life-long lessons outside the classroom
- 

**Additional Skills and Qualifications:**

- Strong work ethic cultivated from upbringing on a farm.
- Fluent in Spanish, facilitating communication with diverse communities.

Volunteer work with refugees, assisting with shelter, food, and employment.

## **Carina VanPelt - Principal**

### **Objective**

To enhance and improve education for all students

### **Skills & Abilities**

#### **EDUCATIONAL LEADERSHIP**

- Implemented PLC process
- Ensure student academic proficiency and growth
- Weekly data analysis, teacher collaboration
- Research-based interventions
- Cultivated excellent instruction
- High quality professional development
- Developed and taught professional development classes
- Created curriculum rotation and vetting program to ensure teachers have the resources necessary to provide a first-rate education for each child
- Danielson observations
- Created positive work environment
- Provides clear expectations
- Strong listening, advocacy, and mediation skills
- Adept at crucial conversations
- Fostered Clear Communication
- Provided transparent and consistent communication to staff and families through text alerts, digital newsletters, and video highlights
- Delivered annual state of the school speeches to stakeholders
- Compassionate, calm, confidential, listener

#### **GROWING LEADERS**

- Chaired accreditation visits for schools in Portland and Salt Lake City
- Established Southeast Idaho Principal Group to address principal attrition
- Supervised several principals for educational administration internships
- Recruited, retained, and grew effective teachers
- Implemented Danielson Teacher Evaluations to supervise, train, and mentor teachers

#### **BEHAVIOR/SPECIAL SERVICES**

- Effectively IEP, MDT, and Manifest meetings
- Implemented a social emotional learning program
- Behavioral office visits from students decreased from an average of two per day to two per week
- Managed Title 1 services including qualifications, needs assessment, eligibility report, interventions, data analysis, and parent communications
- Implemented and managed 504 plans for 14% of the school population

## **TECHNOLOGY COORDINATOR**

- Facilitated technological advancements
  - Promethean Active Panels in every classroom,
  - Digital access for all available student curriculum
- Provided 1:1 technology for K-6<sup>th</sup> grade
- Site Coordinator Idaho Digital Learning Alliance (IDLA)
- Student Testing and Data Coordinator with MAP, STAR, and I-Ready

## **FINANCIAL RESPONSIBILITY**

- Grew Enrollment
  - 92 students to 183 students in eight years
- Fortified finances
  - Eliminated school debt of over \$100,000
  - Reviewed and managed scholarships
  - Obtained over \$800,000 in grant money
  - Acquired over \$450,000 in donations from community members
  - Ended each year with budget surplus (2012-current)

## **MANAGEMENT**

- Building Facilities Manager
- Safety Protocol, Safe Environment Trainer
- Food Service Director

## **Certifications/Trainings**

- Idaho Education Credential, Administrator (Pre-K-12); Standard Elementary (K-8)
- Accreditation Chair for Western Catholic Education Association
- Idaho Project Leadership
- Danielson Teacher Evaluation
- Professional Learning Communities Solution Tree
- Northwest Nazarene University Instructor
- CPR/First Aid

## **Experience**

**ASSISTANT PRINCIPAL | EAGLE ROCK MIDDLE SCHOOL | JUNE 2023 - CURRENT**

**PRINCIPAL | HOLY ROSARY CATHOLIC SCHOOL | JULY 2012 - JUNE 2023**

**TEACHER | GRADES 2<sup>ND</sup> – 8<sup>TH</sup> | CATHOLIC, CHARTER, AND PUBLIC SCHOOLS | 10 YEARS**

- Mountain Valley Elementary School, 4th grade, Ammon, ID
- Bridgewater Elementary School, 3rd grade, Ammon, ID
- White Pine Charter School, 5th and 6th grades, Ammon, ID
- Our Lady of Guadalupe School, 6th, 7th, and 8th grades, Florissant, MO
- St. Engelbert School, 4th grade, St. Louis, MO (100% F/R and 100% African American)
- Weil Elementary School, 2nd grade, Pittsburgh, PA

**SCHOOL BOARD MEMBER | ONALASKA SCHOOL DISTRICT**

## **Education**

**MASTER OF EDUCATION, EDUCATIONAL ADMINISTRATION | IDAHO STATE UNIVERSITY |  
DECEMBER 2012**

**BACHELOR OF SCIENCE, ELEMENTARY EDUCATION | DUQUESNE UNIVERSITY | MAY 1992**

## **Awards**

**EASTERN IDAHO WOMEN OF INFLUENCE (EDUCATION) - NOMINATION GENERAL  
EXCELLENCE IN ELEMENTARY EDUCATION AWARD**

**DUQUESNE VOLUNTEER AWARD**

## **Appendix F: Education Service Provider**

Not applicable.

## Appendix G: District Notice of Intent Letters

VIA EMAIL and US MAIL  
May 23, 2024

Chad Martin  
Superintendent  
Jefferson County School District 251  
3850 E 300 N  
Rigby, ID 83442

Dear Superintendent Martin,

Subject: Notice of Intent to Submit Charter Petition for Alturas Academy North

My name is Brian Bingham, and I am writing to inform you of our intention to submit a petition to the Idaho Public Charter School Commission (IPCSC) to establish a new public charter school, Alturas Academy North, within your district. I appreciate the time you took to visit with us back in April and look forward to helping the students in your district.

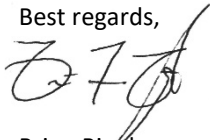
Alturas Academy North will be a tuition-free, public charter school that aims to provide an innovative and high-quality educational experience for students in our community. Our instructional model is centered around several core components, including small group instruction tailored to students' instructional levels, multiage classrooms, student collaboration, and the promotion of higher-order thinking skills. We believe that these elements will foster a nurturing and challenging environment where students can thrive academically and personally.

Our school will serve students in grades Kindergarten through 8th grade.

Please consider this letter as our official notice of intent to submit our charter petition to the IPCSC. Should you require any further information or wish to discuss our plans in more detail, please do not hesitate to reach out to me directly. We are more than willing to provide any additional details and address any questions or concerns you may have.

We look forward to enhancing the educational opportunities available to students in our community.

Best regards,



Brian Bingham  
Chief Growth Officer  
Alturas Academy  
2280 E 17<sup>th</sup> St  
Idaho Falls, ID 83404  
[brian.bingham@alturasacademy.org](mailto:brian.bingham@alturasacademy.org)  
208.680.3350

VIA EMAIL and US MAIL  
May 23, 2024

Karla LaOrange  
Superintendent  
Idaho Falls School District 91  
690 John Adams  
Idaho Falls, ID 83401

Dear Superintendent LaOrange,

Subject: Notice of Intent to Submit Charter Petition for Alturas Academy North

My name is Brian Bingham, and I am writing to inform you of our intention to submit a petition to the Idaho Public Charter School Commission (IPCSC) to establish a new public charter school, Alturas Academy North. The location of the school will be in Rigby, Idaho.

Although the school will not be located within the Idaho Falls School District, we plan to open up our enrollment to include students from the Idaho Falls School District as part of our primary enrollment area. This decision is based on our commitment to providing innovative and high-quality educational opportunities to a broader community.

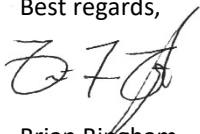
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We look forward to enhancing the educational opportunities available to students in our community.

Best regards,



Brian Bingham  
Chief Growth Officer  
Alturas Academy  
2280 E 17<sup>th</sup> St  
Idaho Falls, ID 83404  
[brian.bingham@alturasacademy.org](mailto:brian.bingham@alturasacademy.org)  
208.680.3350

VIA EMAIL and US MAIL  
May 23, 2024

Jeff Gee  
Superintendent  
Ririe School District 252  
13809 N 130th E  
Ririe, Idaho 83443

Dear Superintendent Gee,

Subject: Notice of Intent to Submit Charter Petition for Alturas Academy North

My name is Brian Bingham, and I am writing to inform you of our intention to submit a petition to the Idaho Public Charter School Commission (IPCSC) to establish a new public charter school, Alturas Academy North. The location of the school will be in Rigby, Idaho.

Although the school will not be located within the Ririe School District, we plan to open up our enrollment to include students from the Ririe School District as part of our primary enrollment area. This decision is based on our commitment to providing innovative and high-quality educational opportunities to a broader community.

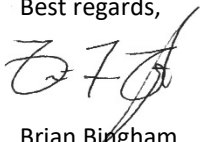
Alturas Academy North will be a tuition-free, public charter school that aims to provide an innovative and high-quality educational experience for students in our community. Our instructional model is centered around several core components, including small group instruction tailored to students' instructional levels, multiage classrooms, student collaboration, and the promotion of higher-order thinking skills. We believe that these elements will foster a nurturing and challenging environment where students can thrive academically and personally.

Our school will serve students in grades Kindergarten through 8th grade.

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We look forward to enhancing the educational opportunities available to students in our community.

Best regards,



Brian Bingham  
Chief Growth Officer  
Alturas Academy  
2280 E 17<sup>th</sup> St  
Idaho Falls, ID 83404  
[brian.bingham@alturasacademy.org](mailto:brian.bingham@alturasacademy.org)  
208.680.3350



VIA EMAIL and US MAIL  
May 23, 2024

Randy Lords  
Superintendent  
Madison County School District 321  
60 W Main St  
Rexburg, Idaho, 83440

Dear Superintendent Lords,

Subject: Notice of Intent to Submit Charter Petition for Alturas Academy North

My name is Brian Bingham, and I am writing to inform you of our intention to submit a petition to the Idaho Public Charter School Commission (IPCSC) to establish a new public charter school, Alturas Academy North. The location of the school will be in Rigby, Idaho.

Although the school will not be located within the Madison School District, we plan to open up our enrollment to include students from the Madison School District as part of our primary enrollment area. This decision is based on our commitment to providing innovative and high-quality educational opportunities to a broader community.

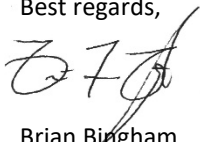
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We look forward to enhancing the educational opportunities available to students in our community.

Best regards,



Brian Bingham  
Chief Growth Officer  
Alturas Academy  
2280 E 17<sup>th</sup> St  
Idaho Falls, ID 83404  
[brian.bingham@alturasacademy.org](mailto:brian.bingham@alturasacademy.org)  
208.680.3350

VIA EMAIL and US MAIL  
May 23, 2024

Scott Woolstenhulme  
Superintendent  
Bonneville School District 93  
3497 North Ammon Road  
Idaho Falls, Idaho 83401

Dear Superintendent Woolstenhulme,

Subject: Notice of Intent to Submit Charter Petition for Alturas Academy North

My name is Brian Bingham, and I am writing to inform you of our intention to submit a petition to the Idaho Public Charter School Commission (IPCSC) to establish a new public charter school, Alturas Academy North. The location of the school will be in Rigby, Idaho.

Although the school will not be located within the Bonneville County School District, we plan to open up our enrollment to include students from the Bonneville County School District as part of our primary enrollment area. This decision is based on our commitment to providing innovative and high-quality educational opportunities to a broader community.

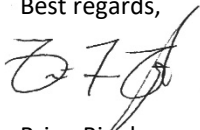
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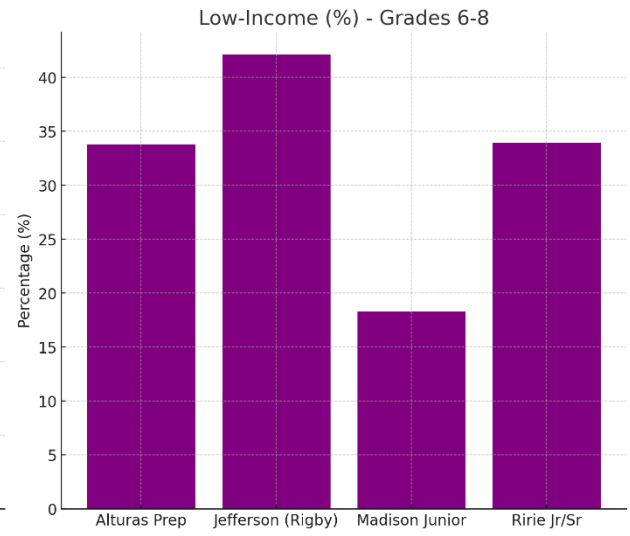
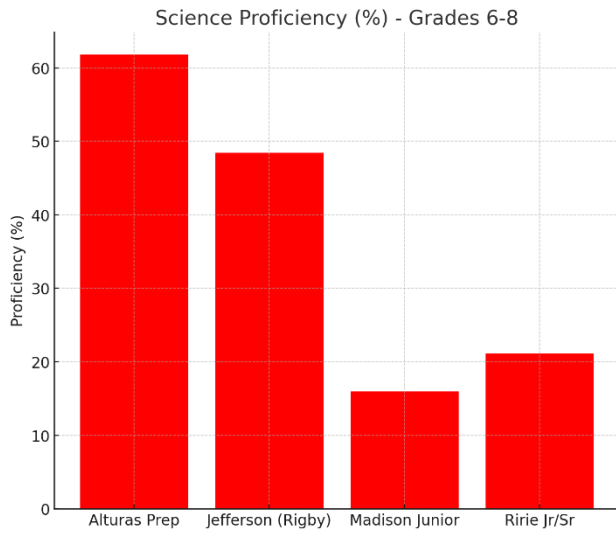
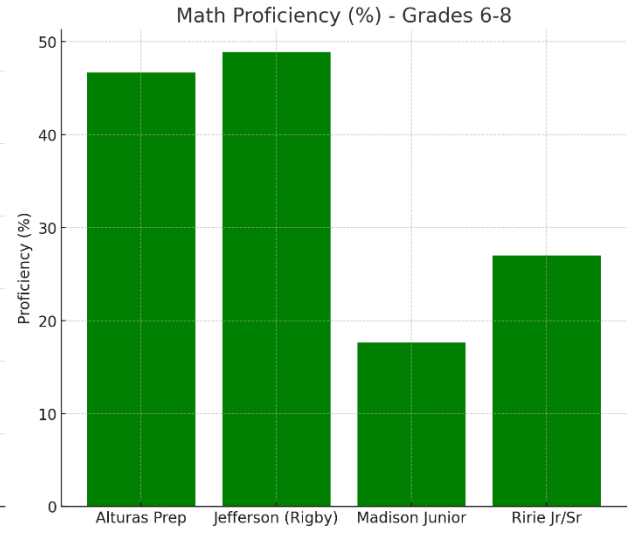
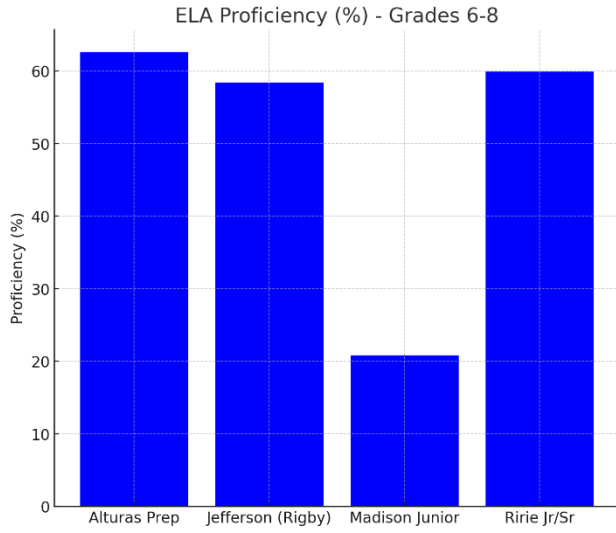
We look forward to enhancing the educational opportunities available to students in our community.

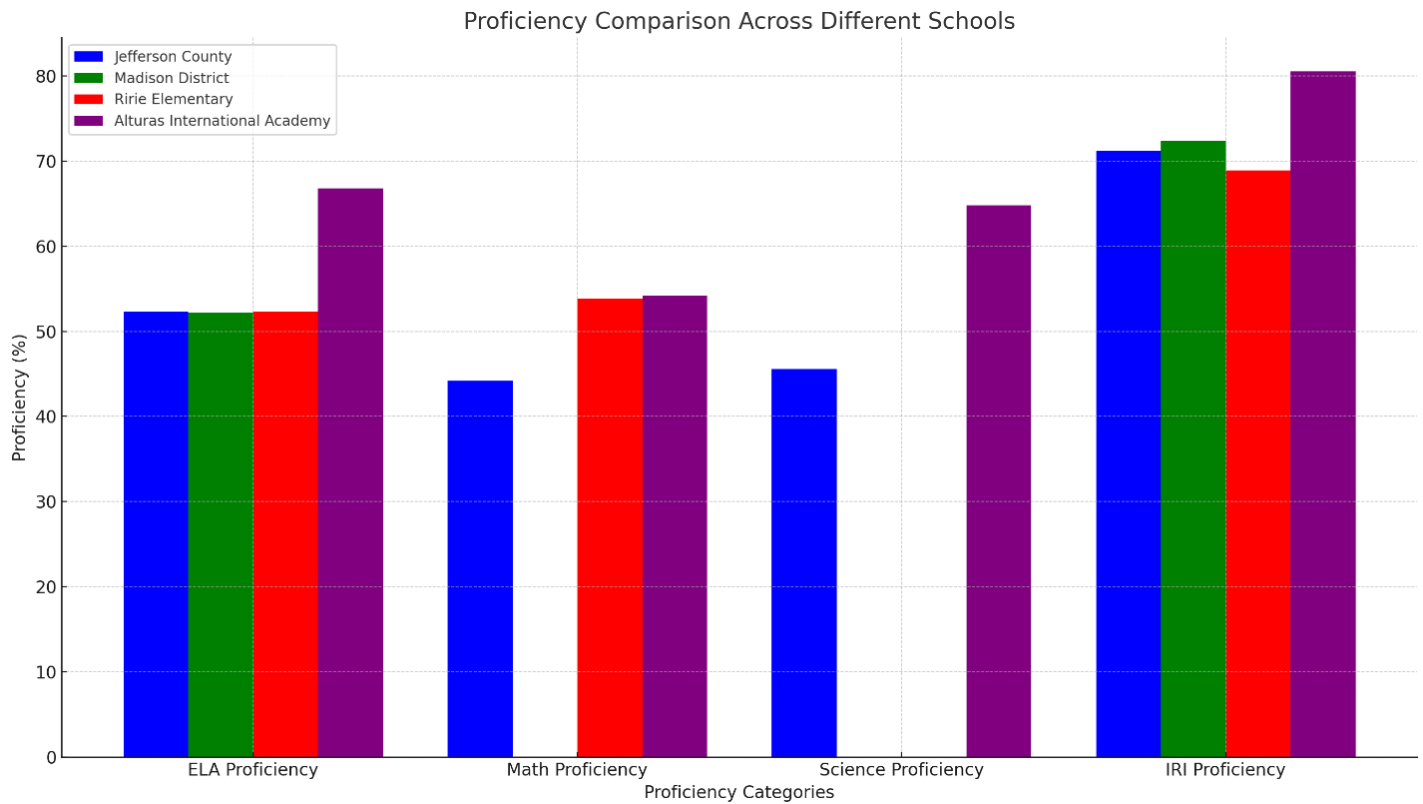
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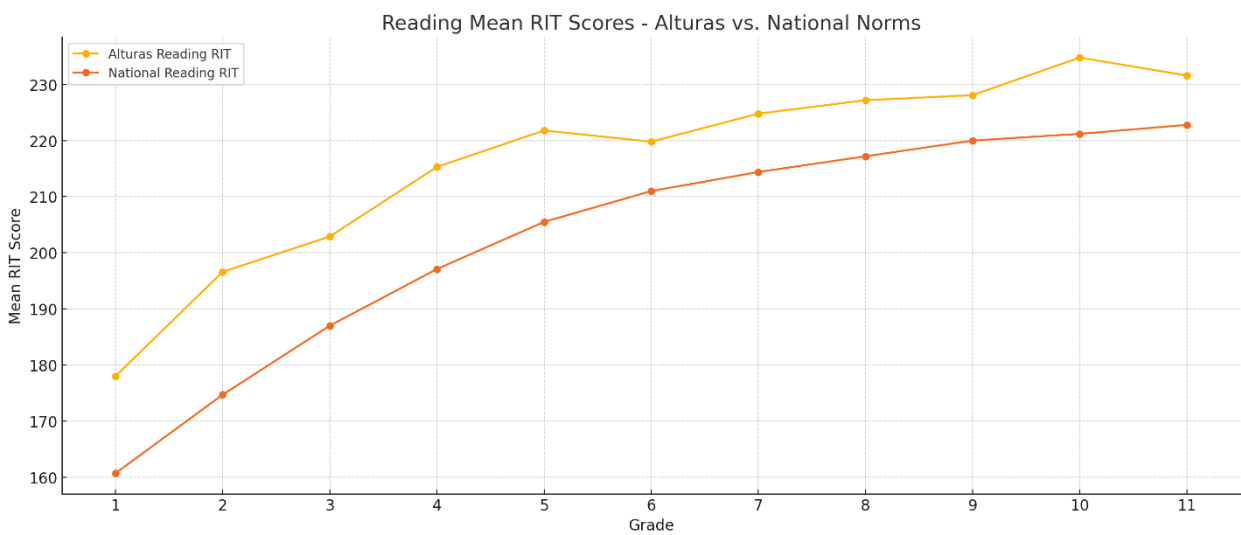
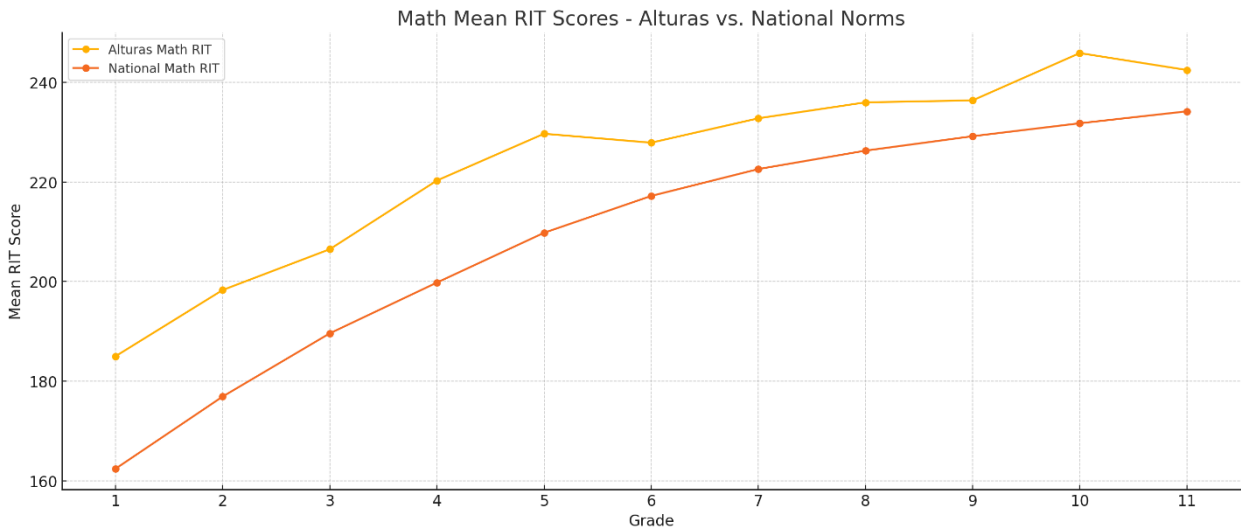
Brian Bingham  
Chief Growth Officer  
Alturas Academy  
2280 E 17<sup>th</sup> St  
Idaho Falls, ID 83404  
[brian.bingham@alturasacademy.org](mailto:brian.bingham@alturasacademy.org)  
208.680.3350

## Appendix H1 – Academic achievement data from AIA and APA





The ISAT data provides compelling evidence that the instructional model at Alturas Academy is both effective and replicable. The academy not only outperforms comparable schools in critical academic areas but also demonstrates that high levels of academic achievement are possible for students from diverse socioeconomic backgrounds. This success is attributed to the academy’s innovative instructional strategies that focus on individualized learning needs, collaborative environments, and critical thinking skills.



The NWEA MAP data illustrates that Alturas Academy's students perform significantly better than national norms in both math and reading. This highlights the effectiveness of Alturas' instructional strategies and its ability to provide superior academic outcomes compared to the national average.

## Best Practices and Research Based

The best practices incorporated in Alturas Academy's educational program are supported by a wealth of research. Here are some key studies and sources that support the various practices mentioned:

### 1. Inquiry-Based Learning

Minner, D. D., Levy, A. J., & Century, J. (2010). Inquiry-based science instruction—What is it and does it matter? Results from a research synthesis years 1984 to 2002. *Journal of Research in Science Teaching*, 47(4), 474-496. <https://doi.org/10.1002/tea.20347>

Aulls, M. W., & Shore, B. M. (2008). *Inquiry in education: The conceptual foundations for research as a curricular imperative*. Lawrence Erlbaum Associates.

### 2. Higher-Order Thinking Skills

Marzano, R. J. (1988). *Dimensions of thinking: A framework for curriculum and instruction*. Association for Supervision and Curriculum Development.

Abrami, P. C., Bernard, R. M., Borokhovski, E., Wade, A., Surkes, M. A., Tamim, R., & Zhang, D. (2008). Instructional interventions affecting critical thinking skills and dispositions: A stage 1 meta-analysis. *Review of Educational Research*, 78(4), 1102-1134. <https://doi.org/10.3102/0034654308326084>

### 3. Cross-Disciplinary Learning

Jacobs, H. H. (1989). *Interdisciplinary curriculum: Design and implementation*. Association for Supervision and Curriculum Development.

Boix Mansilla, V., & Duraisingh, E. D. (2007). Targeted assessment of students' interdisciplinary work: An empirically grounded framework proposed. *Journal of Higher Education*, 78(2), 215-237. <https://doi.org/10.1353/jhe.2007.0007>

### 4. Professional Development for Teachers:

Desimone, L. M. (2009). Improving impact studies of teachers' professional development: Toward better conceptualizations and measures. *Educational Researcher*, 38(3), 181-199. <https://doi.org/10.3102/0013189X08331140>

Darling-Hammond, L., Hyler, M. E., & Gardner, M. (2017). *Effective teacher professional development*. Learning Policy Institute. <https://learningpolicyinstitute.org/product/effective-teacher-professional-development-report>

### 5. Collaborative Learning Environments

Prince, M. (2004). Does active learning work? A review of the research. *Journal of Engineering Education*, 93(3), 223-231. <https://doi.org/10.1002/j.2168-9830.2004.tb00809.x>

Barkley, E. F., Cross, K. P., & Major, C. H. (2014). *Collaborative learning techniques: A handbook for college faculty* (2nd ed.). Jossey-Bass.

## 6. Student-Centered Instruction

Pane, J. F., Steiner, E. D., Baird, M. D., & Hamilton, L. S. (2015). Continued progress: Promising evidence on personalized learning. RAND Corporation. <https://doi.org/10.7249/RR1365>

Weimer, M. (2013). *Learner-centered teaching: Five key changes to practice* (2nd ed.). Jossey-Bass.

## 7. Use of Data to Inform Instruction:

Wayman, J. C., & Stringfield, S. (2006). Data use for school improvement: School practices and research perspectives. *American Journal of Education*, 112(4), 463-468. <https://doi.org/10.1086/505055>

Marsh, J. A., Pane, J. F., & Hamilton, L. S. (2006). Making sense of data-driven decision making in education: Evidence from recent RAND research. RAND Corporation. [https://www.rand.org/pubs/occasional\\_papers/OP170.html](https://www.rand.org/pubs/occasional_papers/OP170.html)

## 8. Integrated Technology

Purcell, K., Buchanan, J., & Friedrich, L. (2013). The impact of digital tools on student writing and how writing is taught in schools. Pew Research Center. <https://www.pewresearch.org/internet/2013/07/16/the-impact-of-digital-tools-on-student-writing-and-how-writing-is-taught-in-schools/>

Tamim, R. M., Bernard, R. M., Borokhovski, E., Abrami, P. C., & Schmid, R. F. (2011). What forty years of research says about the impact of technology on learning: A second-order meta-analysis and validation study. *Review of Educational Research*, 81(1), 4-28. <https://doi.org/10.3102/0034654310393361>

## 9. Focus on Social and Emotional Learning (SEL)

Durlak, J. A., Weissberg, R. P., Dymnicki, A. B., Taylor, R. D., & Schellinger, K. B. (2011). The impact of enhancing students' social and emotional learning: A meta-analysis of school-based universal interventions. *Child Development*, 82(1), 405-432. <https://doi.org/10.1111/j.1467-8624.2010.01564.x>

Jones, S. M., & Bouffard, S. M. (2012). Social and emotional learning in schools: From programs to strategies. *Social Policy Report*, 26(4), 1-33. <https://doi.org/10.1002/j.2379-3988.2012.tb00073.x>

## 10. Standards-Based Grading

Iamarino, D. L. (2014). The effects of standards-based grading on student performance in a high school biology course. *Journal of Research in Education*, 24(1), 43-55. <https://files.eric.ed.gov/fulltext/EJ1097980.pdf>

Guskey, T. R. (2011). Implementing standards-based grading. *Educational Leadership*, 69(3), 22-27. <http://www.ascd.org/publications/educational-leadership/nov11/vol69/num03/Implementing-Standards-Based-Grading.aspx>

## 11. Community and Global Awareness

Reimers, F. M. (2009). Global education and the development of global competence. *Harvard International Review*, 31(4), 24-27. <https://www.jstor.org/stable/42763114>

Conley, D. T. (2014). The impact of International Baccalaureate programmes on student learning: A review of research. International Baccalaureate Organization.  
<https://www.ibo.org/globalassets/publications/ib-research/conley-summary.pdf>

These studies and sources provide robust support for the educational practices implemented at Alturas Academy, demonstrating their effectiveness in enhancing student learning and preparing students for success in the 21st century.

### **Additional Evidence and Rewards**

Alturas Preparatory Academy received the Cognia “Accredited with Distinction” award in its inaugural year, 2021. The Cognia "Accredited with Distinction" award is a prestigious honor that recognizes schools demonstrating exceptional performance in educational quality and improvement. Alturas Preparatory Academy earned this distinction by meeting Cognia's rigorous standards, which assess various aspects of the educational environment, including teaching and learning effectiveness, leadership capacity, and resource utilization. This award signifies the school's commitment to excellence, continuous improvement, and its effectiveness in fostering student success, placing it among the top-tier educational institutions globally.

Alturas International Academy has been recognized in the US News Best Schools ranking, reflecting its outstanding academic performance and educational quality. This ranking evaluates schools based on multiple factors, including state assessment performance, graduation rates, and college readiness. For 2024, Alturas International Academy ranks in the top 20% of public schools in Idaho, with 51% of students achieving proficiency in math and 69% in reading, both surpassing state averages. This recognition highlights the academy's success in providing a high-quality education and preparing students for future academic endeavors, underscoring its reputation for academic excellence and effective educational practices <https://www.publicschoolreview.com/alturas-international-academy-profile>

Alturas International Academy has shown notable growth in student achievement according to MAP (Measures of Academic Progress) scores, comparing favorably at a national level. The MAP



assessments, which are designed to measure academic growth over time, provide critical insights into how well students are progressing.

For the 2022-2023 academic year, Alturas International Academy demonstrated significant growth across various grade levels in both math and reading:

***Math Performance.*** Grades 1 through 5 showed strong growth, with grade 4 students achieving a School Conditional Growth Index of 1.58, placing them in the 94th percentile nationally.

Overall, many students met or exceeded their projected growth targets, with the percentage of students meeting their growth projections ranging from 36% to 72% across different grades.

***Reading Performance.*** Grades 1 through 5 also exhibited substantial growth in reading, with grade 4 students achieving a School Conditional Growth Index of 2.21, placing them in the 99th percentile nationally.

These results highlight Alturas International Academy's effectiveness in fostering academic growth, with several grades performing well above national norms. This achievement is particularly significant given the rigorous standards of the MAP assessments, which are used widely across the United States to benchmark student performance.

## Appendix H2 – Letters from Bluum



Idaho Public Charter School Commission  
Chairman Alan Reed  
Vice-Chair Sherrilynn Bair  
514 W. Jefferson, Suite 303  
Boise, ID 83702

Dear Chairman Reed and Members of the Idaho Public Charter School Commission,

I am writing in support of the charter petition for Alturas Academy North (“AAN”). The Bluum team has worked closely with the Alturas schools, whose Chief Executive Officer is Michelle Ball. The Alturas schools are currently two schools—Alturas Preparatory Academy (APA) and Alturas International Academy (AIA).

APA and AIA are located in Idaho Falls. Bluum has partnered with APA’s and AIA’s board and leadership to raise \$3,945,000 over the last five years: \$2.993 million from J.A. and Kathryn Albertson Family Foundation (JKAF), \$800,000 in federal Charter Schools Program (CSP) funding and \$152,000 from other supporters. AAN is slated to open in August 2026.

Similarly, Bluum and its partners are committed to supporting AAN. As of the writing of this letter, JKAF has funded a \$135,000 Idaho New School Leader Fellowship for Carina VanPelt, and a \$65,000 New School Leader Fellowship for Brian Bingham, the current principal at Alturas Preparatory Academy. Carina is working with the Alturas schools to learn the Alturas model and how to implement it most effectively in Rigby, Idaho, in close partnership with Brian Bingham.

Idaho is fortunate to have an outstanding educator like Carina VanPelt committed to working for our students. She is supported by Michelle Ball, Brian Bingham and the Alturas board. Bluum is committed in writing to providing ongoing no-fee technical support for the Alturas schools. Please refer to the attached no-fee grant agreement.

Bluum will support the work of AAN and other future Alturas schools. Since 2015, Bluum has helped to allocate \$43,966,227 of JKAF funding, \$20,392,682 of federal CSP funding and \$8,639,223 of other philanthropic support for the growth and expansion of Idaho’s public charter schools and other schools of choice (see attachment Bluum Partner Schools & Philanthropic Support).

702 W Idaho Street, Suite 600 Boise, Idaho 83702  
BLUUM.ORG



Since philanthropic support for charter schools is allocated through Bluum, JKAF is no longer providing letters directly to schools regarding commitment of grant funds for charter petition purposes. Our intent is to work with JKAF to allocate startup funding to AAN, up to or in excess of \$2,100,000. However, those discussions cannot continue in earnest until such time that AAN is an authorized charter school in the State of Idaho. Please consider this letter as evidence to substantiate availability of the grant funds included in AAN's proposed budget but know that funding cannot be guaranteed until after the petitioners achieve the authorization milestone. I also want you to know that once authorized, AAN will be able to compete for the federal CSP grant, which could result in up to \$2 million in additional funding beyond what will be provided by JKAF. Other funding partners in Idaho are also interested in supporting AAN as needed.

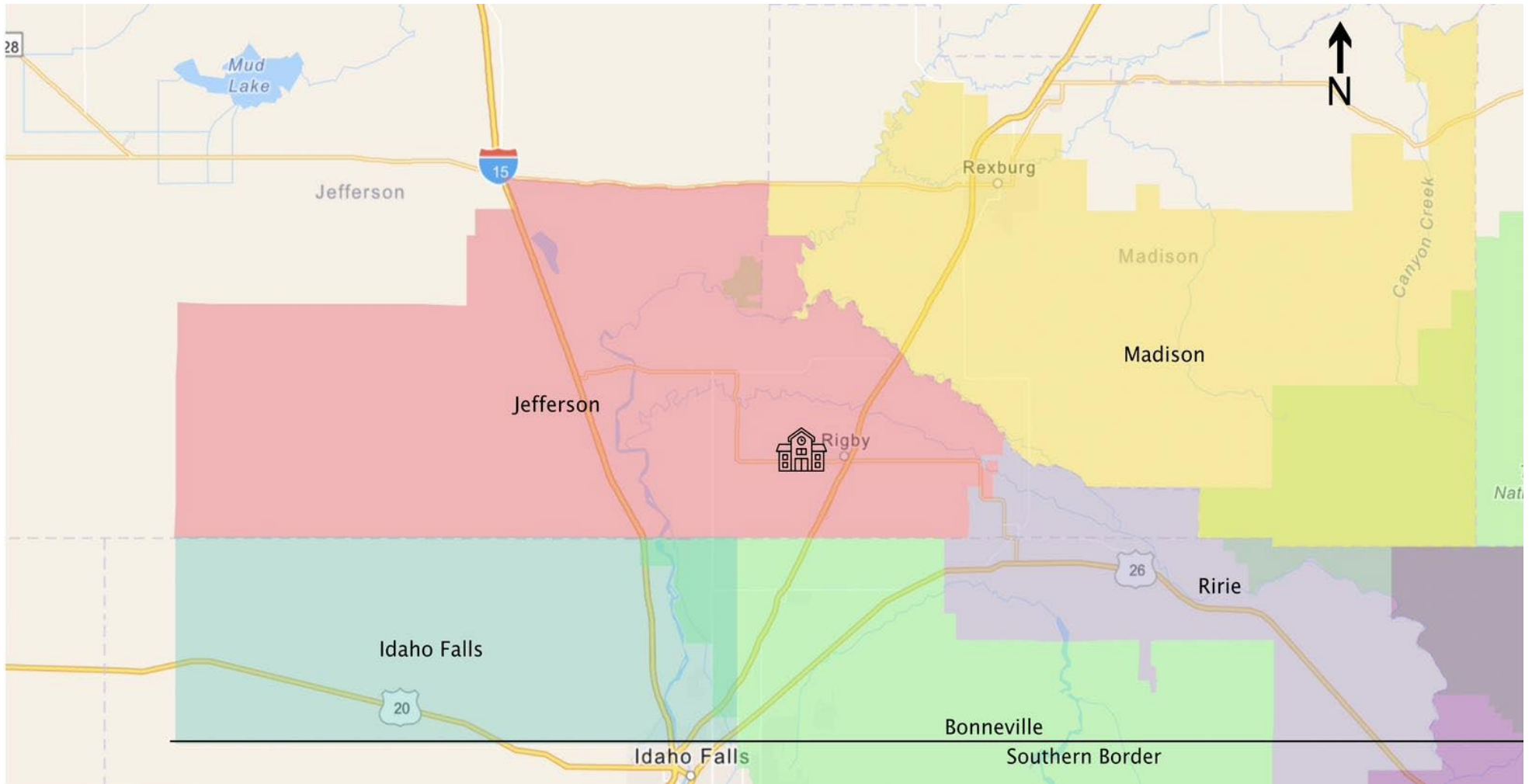
Bluum is proud to support the work of Alturas Academy North. We continue to do all we can to aid their efforts including helping to raise and provide grant support as we have for 40+ public charter schools across the state since 2015. We strongly encourage the Idaho Public Charter School Commission to support this important effort. We have and will continue to do so well into the future.

Sincerely,

Marc Carignan  
CFO

702 W Idaho Street, Suite 600 Boise, Idaho 83702  
BLUUM.ORG

### Appendix H3: Enrollment Area



**Appendix H4: Redacted Survey from Waitlisted Parents**

| Timestamp          | On a scale of 1 to 5, with 1 being "Not interested at all" and 5 being "Extremely interested," how interested would you be in enrolling your child at the school in Rigby if transportation were available? | What factors would influence your decision to enroll your child at the school in Rigby? | Would you be interested in attending an informational session to learn more about the school and its educational philosophy and model? | Any other feedback/questions/comments   |
|--------------------|---|---|--|---|
| 4/22/2024 10:09:47 | 1   | Proximity to home   | Yes  |   |
| 4/22/2024 10:10:54 | 5   | Proximity to home, Reput  | Yes  |   |
| 4/22/2024 10:10:59 | 5   | Proximity to home   | Yes  |   |
| 4/22/2024 10:11:00 | 5   | Reputation of school, Inst  | Yes  |   |
| 4/22/2024 10:11:12 | 1   | Proximity to home   | No   |   |
| 4/22/2024 10:11:28 | 4   | Reputation of school, Inst  | Yes  |   |
| 4/22/2024 10:11:41 | 1   | Proximity to home   | No   |   |
| 4/22/2024 10:11:42 | 5   | Instructional model of sch  | Yes  | My son is waitlisted for kindergarten this year. I would like to know more on pickup and drop off times in Idaho Falls. |
| 4/22/2024 10:11:43 | 4   | Reputation of school, Inst  | Yes  | I want my daughter to have a good school experience where she will grow and be able To learn without being bullied.     |
| 4/22/2024 10:11:54 | 2   | Proximity to home, Reput  | No   |   |
| 4/22/2024 10:11:59 | 5   | Recommendations from c  | Yes  |   |
| 4/22/2024 10:11:59 | 4   | Proximity to home, Instruc  | No   |   |
| 4/22/2024 10:12:02 | 4   | Proximity to home, Instruc  | Yes  |   |
| 4/22/2024 10:12:08 | 3   | Recommendations from c  | No   |   |
| 4/22/2024 10:12:09 | 1   | Proximity to home   | Yes  | Love alturus but concerned about the time traveling when school days are already long                                   |
| 4/22/2024 10:12:28 | 4   | Reputation of school, Inst  | Yes  | More information on transportation to and from Idaho Falls- times, locations, etc.                                      |
| 4/22/2024 10:12:31 | 1   | Proximity to home, Instruc  | No   |   |
| 4/22/2024 10:12:55 | 3   | Proximity to home   | Yes  |   |
| 4/22/2024 10:13:16 | 4   | Instructional model of sch  | Yes  |   |
| 4/22/2024 10:13:25 | 1   | Proximity to home   | No   |   |
| 4/22/2024 10:13:43 | 1   | None  | No   | Not interested  |

| Timestamp          | On a scale of 1 to 5, with 1 being "Not interested at all" and 5 being "Extremely interested," how interested would you be in enrolling your child at the school in Rigby if transportation were available? | What factors would influence your decision to enroll your child at the school in Rigby? | Would you be interested in attending an informational session to learn more about the school and its educational philosophy and model? | Any other feedback/questions/comments  |
|--------------------|---|---|--|--|
| 4/22/2024 10:13:44 | 4   | Proximity to home, Reput  | Yes  |  |
| 4/22/2024 10:13:50 | 4   | Instructional model of sch  | Yes  |  |
| 4/22/2024 10:14:34 | 5   | Reputation of school, Inst  | Yes  | If I were to enroll my daughter at the academy in Rigby, if any spots were to become available at the Idaho Falls location, would there be an opportunity to transfer them?<br><br>Thank you for the survey and opportunity! |
| 4/22/2024 10:15:03 | 5   | Instructional model of sch  | Yes  |  |
| 4/22/2024 10:15:14 | 5   | Instructional model of sch  | Yes  |  |
| 4/22/2024 10:15:24 | 1   | Don't live in Rigby and ha  | Yes  |  |
| 4/22/2024 10:16:18 | 1   | Proximity to home   | Yes  | Safety and reliability of transportation, especially during the winter will help enrollment decision.  |
| 4/22/2024 10:18:08 | 5   | Proximity to home, Reput  | Yes  |  |
| 4/22/2024 10:19:20 | 5   | Reputation of school, Inst  | Yes  |  |
| 4/22/2024 10:19:54 | 5   | Proximity to home, Reput  | Yes  |  |
| 4/22/2024 10:20:25 | 2   | Proximity to home, Reput  | No   |  |



| Timestamp          | On a scale of 1 to 5, with 1 being "Not interested at all" and 5 being "Extremely interested," how interested would you be in enrolling your child at the school in Rigby if transportation were available? | What factors would influence your decision to enroll your child at the school in Rigby? | Would you be interested in attending an informational session to learn more about the school and its educational philosophy and model? | Any other feedback/questions/comments  |
|--------------------|---|---|--|--|
| 4/22/2024 10:20:30 | 5   | Proximity to home, Reput  | Yes  | What would be the modes of transportation and will it be available during the winter months? School shootings are at an all time high, will there be security measures taken for deterrents (Gated school with no access to outsiders without going to the front office first, on site armed security)? Will instructional models exclude modern gender ideology in books and classrooms (majority state is traditional, we would like to retain those values)? The wage gaps are making it hard to hire creative and qualified individuals leading to hiring non qualified applicants leading to school abuse and sexual misconduct with kids. Will the school take measures to ensure that applicants are vetted and given jobs in accordance to qualifications and not due to affirmative action, will the school ensure not to hire individuals who are in the criminal justice system? Will you check their backgrounds? Will the school ensure that the location will not be in close proximity to predators who have been registered? |
| 4/22/2024 10:23:00 | 4   | Reputation of school, Inst  | Yes  |  |
| 4/22/2024 10:23:12 | 4   | Proximity to home, Instruc  | Yes  |  |
| 4/22/2024 10:26:38 | 5   | Reputation of school  | Yes  | There is the possibility that if he goes to Rigby he could later move to the Idaho Falls facility.   |
| 4/22/2024 10:27:33 | 4   | Proximity to home   | Yes  |  |
| 4/22/2024 10:28:12 | 3   | Proximity to home   | Yes  | If I lived in Rigby, I would ready to have my child going. Transportation would have to drop her off at my work (a daycare), and I'm not sure that's possible with bus route   |
| 4/22/2024 10:29:31 | 3   | Instructional model of sch  | No   |  |

| Timestamp          | On a scale of 1 to 5, with 1 being "Not interested at all" and 5 being "Extremely interested," how interested would you be in enrolling your child at the school in Rigby if transportation were available? | What factors would influence your decision to enroll your child at the school in Rigby? | Would you be interested in attending an informational session to learn more about the school and its educational philosophy and model? | Any other feedback/questions/comments   |
|--------------------|---|---|--|---|
| 4/22/2024 10:29:40 | 5   | Reputation of school, Inst  | Yes  | Transportation is my biggest concern since after school care is located in Idaho Falls.   |
| 4/22/2024 10:37:47 | 5   | Reputation of school, Inst  | No   |   |
| 4/22/2024 10:38:25 | 1   | Proximity to home   | No   |   |
| 4/22/2024 10:44:59 | 1   | Proximity to home, Reput  | No   |   |
| 4/22/2024 10:45:25 | 5   | Proximity to home, Reput  | Yes  |   |
| 4/22/2024 10:46:38 | 1   | Proximity to home   | No   | Being a resident of Idaho Falls, I wouldn't want to send my kids to Rigby for school. Too much time on a bus.   |
| 4/22/2024 10:49:12 | 3   | Proximity to home, Instruc  | Yes  |   |
| 4/22/2024 10:52:17 | 4   | Reputation of school, Inst  | Yes  | Because we are in Idaho Falls, I would like to know if it is an option to come back to the Idaho Falls campus if a spot opens up? If accepted, is it an option for my child to come visit the school and meet his potential teacher |
| 4/22/2024 10:54:53 | 5   | Proximity to home, Reput  | Yes  | He would be either a first or second grader by 2026. And my daughter would be a kindergartner. I'm wondering about the likelihood of them getting enrolled together.  |
| 4/22/2024 10:59:57 | 1   | Proximity to home, We liv   | Yes  | Would love to be informed on any available spots in Idaho Falls should you expand to Rigby.   |
| 4/22/2024 11:03:40 | 4   | Reputation of school, Rec   | No   |   |
| 4/22/2024 11:07:05 | 4   | Proximity to home, Reput  | No   | I have already taken a tour and learned what I need. At this point we just want our son in a school that has a learning model where he can thrive.  |
| 4/22/2024 11:10:04 | 3   | Proximity to home, Reput  | No   | The only reason I said no to an info session is because I've already been to one in Idaho Falls.  |
| 4/22/2024 11:10:08 | 5   | Proximity to home, Instruc  | Yes  |   |
| 4/22/2024 11:10:57 | 1   | Proximity to home   | Yes  |   |
| 4/22/2024 11:17:19 | 5   | Instructional model of sch  | Yes  |   |
| 4/22/2024 11:18:57 | 1   | Transportation to after sco   | No   |   |



| Timestamp          | On a scale of 1 to 5, with 1 being "Not interested at all" and 5 being "Extremely interested," how interested would you be in enrolling your child at the school in Rigby if transportation were available? | What factors would influence your decision to enroll your child at the school in Rigby? | Would you be interested in attending an informational session to learn more about the school and its educational philosophy and model? | Any other feedback/questions/comments  |
|--------------------|---|---|--|--|
| 4/22/2024 11:25:57 | 1   | Proximity to home, Reput  | Yes  | Why don't you open a second location in IF for everyone on the waitlist and bus the Rigby kids down? Parents probably work in IF anyway.   |
| 4/22/2024 11:27:08 | 5   | Reputation of school, Inst  | Yes  | We have been applying to the school for 3 years now and any opportunity to have my child get the education she deserves I'll take any chance we can. Thank you for offering this opportunity and we hope to be considered.   |
| 4/22/2024 11:49:11 | 1   | Proximity to home   | Yes  |  |
| 4/22/2024 12:13:27 | 1   | Proximity to home, Reput  | No   |  |
| 4/22/2024 12:14:26 | 5   | Reputation of school, Inst  | Yes  |  |
| 4/22/2024 12:17:16 | 5   | Proximity to home, Reput  | Yes  |  |
| 4/22/2024 12:26:54 | 5   | Proximity to home, Reput  | Yes  |  |
| 4/22/2024 12:54:10 | 5   | Proximity to home, Reput  | Yes  |  |
| 4/22/2024 12:59:40 | 2   | Proximity to home   | No   |  |
| 4/22/2024 13:21:16 | 5   | Transportation assistance   | Yes  | I want my daughter to attend Alturas she would be an asset. She is so smart and well mannered. I hope she could attend. Thank you  |
| 4/22/2024 13:23:57 | 2   | Reputation of school, Inst  | Yes  |  |
| 4/22/2024 14:10:34 | 5   | Proximity to home, Reput  | No   |  |
| 4/22/2024 14:19:34 | 5   | Proximity to home, Reput  | Yes  | We have been in a somewhat desperate search for resources for our autistic son and have been concerned about enrolling him in public school. I heard about Alturas from a therapist friend who mentioned it might be a good fit. We were excited that there might be another option available, but we learned that we were already past the lottery date. This announcement brought us some new hope that we might find somewhere that could provide a positive environment and education for our son. |
| 4/22/2024 14:26:46 | 3   | Proximity to home   | Yes  |  |

| Timestamp          | On a scale of 1 to 5, with 1 being "Not interested at all" and 5 being "Extremely interested," how interested would you be in enrolling your child at the school in Rigby if transportation were available? | What factors would influence your decision to enroll your child at the school in Rigby? | Would you be interested in attending an informational session to learn more about the school and its educational philosophy and model? | Any other feedback/questions/comments   |
|--------------------|---|---|--|---|
| 4/22/2024 15:07:42 | 1   | We are moving to Idaho Falls  | No   | We live Alturas and want to support it anywhere! We are moving to Idaho Falls in a few weeks so Rigby won't be on our list of schools to attend   |
| 4/22/2024 15:29:46 | 1   | Proximity to home, Too far  | Yes  |   |
| 4/22/2024 16:18:19 | 1   | Proximity to home   | No   |   |
| 4/22/2024 16:42:13 | 5   | Reputation of school, Inst  | No   |   |
| 4/22/2024 17:48:00 | 1   | Proximity to home   | Yes  |   |
| 4/22/2024 18:18:22 | 4   | Reputation of school, Inst  | No   |   |
| 4/22/2024 18:34:15 | 1   | It's too far I would not  | Yes  |   |
| 4/22/2024 19:48:34 | 4   | Proximity to home, Reput  | No   |   |
| 4/22/2024 21:02:59 | 3   | Proximity to home   | Yes  |   |
| 4/22/2024 22:33:11 | 1   | Proximity to home   | No   | How about a school site in Ammon?   |
| 4/23/2024 10:41:59 | 1   | Proximity to home, Instruc  | No   |   |
| 4/23/2024 15:52:15 | 5   | Proximity to home, Instruc  | Yes  |   |
| 4/24/2024 9:18:41  | 2   | Proximity to home, Recon  | No   |   |
| 4/24/2024 16:44:44 | 5   | Reputation of school, Inst  | Yes  | We've already toured the IF School  |
| 4/24/2024 22:20:29 | 5   | Reputation of school, Inst  | Yes  |   |
| 4/25/2024 11:51:57 | 1   | Proximity to home   | No   |   |
| 4/26/2024 6:59:14  | 5   | Reputation of school, Inst  | Yes  |   |
| 4/26/2024 21:38:07 | 3   | Proximity to home   | No   | It would be great for a Rigby school to be opened, but very difficult even with transportation to have our child attend there. We are in the Idaho Falls area and I believe it would be too long of a day for our young child to commute to and from Rigby on top of a full days schedule of education. |
| 4/27/2024 12:51:16 | 5   | We are considering moving   | No   |   |
| 4/27/2024 14:11:45 | 1   | Firearms in Rigby schools   | No   |   |

### **Appendix H5: Websites Used for Student Demand and Area Growth**

<https://idaho.hometownlocator.com/id/jefferson/rigby.cfm>

<https://www.neilsberg.com/insights/rigby-id-population-by-year/>

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

<https://cityofrigby.com/city-overview/>

<https://www.areavibes.com/rigby-id/demographics/>

<https://www.areavibes.com/rigby-id/schools/>

<https://www.census.gov/quickfacts/fact/table/jeffersoncountyidaho/PST045221>

<https://fred.stlouisfed.org/series/IDJEFF1POP>

<https://censusreporter.org/profiles/05000US16051-jefferson-county-id/>

<https://www.jeffersonsd251.org/district/>

<https://www.eastidahonews.com/2022/01/jefferson-school-district-asking-for-80-million-bond-for-new-school-and-other-projects/>

<https://www.youtube.com/@jeffersonjoinschooldistri2129/videos> (Data is from the description of the channel)



Petition Evaluation Report  
Alturas Academy North  
August 7<sup>th</sup>, 2024

Idaho Public Charter School Commission

514 W. Jefferson Street, Suite 303

Boise, Idaho 83702

Phone: (208)332-1561

[pcsc@osbe.idaho.gov](mailto:pcsc@osbe.idaho.gov)

Alan Reed, Chairman

Jacob Smith, Director

August 7<sup>th</sup>, 2024

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## Petition Review Summary

Alturas Academy North (AAN) proposes to serve 648 students in grades K-8 at capacity. If approved, this will be the third school governed by this board of directors. AAN is seeking to open in 2026 for grades K-5, and serve grades K-8 by the 2028-2029 school year.

The AAN petition evidences the team’s commitment to bringing a proven educational model to an area that does not currently have any operational charter schools. It is unclear whether there is sufficient demand for a charter school in the proposed attendance area, and additional documentation and evidence should be prioritized as part of the revision process.

The petition states that the school expects to receive grants from JKAF. While there is a letter of intent to support from Bluum, no signed or executed agreements between the school and JKAF/Bluum are included in the petition. A petition states that a financing plan was designed by Raymond James, and the school may partner with Building Hope to secure a subordinated loan and access the state’s Charter Revolving Loan program. Documentation of funding agreements was not provided after being requested in the initial petition evaluation report. Staff are unable to adequately analyze the financial section of the petition.

The petition does not currently meet the following Standards of Quality as detailed herein, and revisions should prioritize these: Section(s) II.1.A; II.1.B; IV.1.B

### Summary of Section Ratings

|  |
|--|
| Section 1: Educational Program ↓                     |
| <b>Meets Standard</b>                                |
| Section 3: Board Capacity and Governance Structure ↓ |
| <b>Meets Standard</b>                                |
| Section 5: School Leadership and Management ↓        |
| <b>Meets Standard</b>                                |

|   |
|---|
| Section 2: Financial & Facilities Plan ↓              |
| <b>Approaches Standard</b>                            |
| Section 4: Student Demand & Primary Attendance Area ↓ |
| <b>Approaches Standard</b>                            |
| Section 6: Virtual Schools ↓                          |
| Does Not Apply  |

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## Section I: Educational Program:

**Standard Rating: Meets Standard**

### Comments

The school will not contract with an Education Services Provider. The school intends to implement an International Baccalaureate (IB) program, and utilize the IB cross-disciplinary and higher-order thinking skills inherent in the model.

### Strengths:

- The educational program is proven effective at two other schools in the Alturas network, Alturas International Academy and Alturas Preparatory Academy.
- The International Baccalaureate program is well-researched and effective educational program.

### Concerns:

- There are no concerns about this section of the petition.

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## Section II: Financial and Facilities Plan

**Standard Rating: Approaches Standard**

### Comments

The school intends to build a new facility in Rigby, and funding will be provided via loans from Building Hope, the Charter Revolving Loan program, and other lenders. The school expects to receive grants from JKAF and other charter funding groups.

### Strengths:

- Bluum will provide back office services.
- The school network has demonstrated fiscal responsibility in two existing schools.
- The school plans to purchase school buses to assist with transportation.
- Schools that gain the financial support of JKAF, Building Hope, and Bluum have successful launches of new facilities.

### Concerns:

The petition does not currently provide executed documentation related to school financing options in order to provide a thorough financial assessment (e.g., Building Hope, JKAF, Charter Revolving Loan, Bluum/CSP Grant). While providing executed legal documents is not possible during a new charter petition process, the IPCSC may require further evidence of this nature at a future date, should the new charter petition be authorized.

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### Section III: Board Capacity and Governance Structure

**Standard Rating: Meets Standard**

#### Comments

The board is comprised of seven individuals, each with varied backgrounds that collectively provide expertise in areas pertinent to charter school governance. The board currently oversees two approved charter schools in the Idaho Public Charter School Commission portfolio.

The board has experience working with the proposed model, and is capable of providing high quality academic, operational and financial oversight.

#### Strengths:

- The proposed school's board is already operating two high-performing schools in the Idaho Public Charter School Commission's portfolio.

#### Concerns:

- The petition states that the Executive Director is employed by the Alturas Academy Network of Schools (page 52). Commission staff cannot determine whether this entity is registered with the Idaho Secretary of State.



## Governance Capacity Interview Summary

Interview Date: July 17<sup>th</sup>, 2024

Present: Jamie Mayo, Jared Allen, Lee Stimson, Shea Mattingly, Candise Gilbert

Not Present:

IPCSC Staff Present: Jared Dawson, Jenn Coffey, Jean Nichols

**Personal introductions – Please take a moment to introduce yourself and share a little about the role you’ve played in the petition process so far.**

**1. How do you define what a successful charter school looks like?**

Happy children, productive teachers and good test scores. Satisfaction, shareholders, evidence that children are learning. Have a strong model and stick to it.

**2. How is the board structured (e.g., terms, elections, board training, receive community feedback, etc.)**

Elections at annual meeting, in July, processes work really well. Board trainings do occur, have not done any formal training in a little while, over the years tried to expand (e.g., committees, etc.), have found that simple options to run board work better for governance. Keep a light pulse on it, able to keep tabs on it organically.

**3. What are some of your biggest lessons learned and changes made since your first school began operations? What challenges remain to be addressed?**

Retention is high, just celebrated first graduation, transition from founding board to governing board was challenging. Less heavily involved, do governance. Importance of fidelity to charter, had challenges to fidelity to charter.

**4. What are your plans for recruiting students? What are your thoughts on recruiting for a school in what might be considered a smaller market?**

Preliminary interest in enrollment, Brian did survey, etc. Hopefully excitement is reflected in whole community. Social media used pretty heavily in recruiting purposes. Have some families travelling from Rigby to IF, hundreds on waiting list, would likely transfer over.

**5. What has been or what will be the board's involvement in negotiating contracts, like purchasing the property, construction of the buildings, curriculum purchase, service providers?**

Would look much the same, they are involved in approving, etc., keeping charter true to what they're doing. Involved in some meetings, have opportunities to meet with people. Involved as needed, focused

**6. Do you have any questions for us?**

Answered general questions.

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## Section IV: Student Demand and Primary Attendance Area

### **Standard Rating: Approaches Standard**

#### Comments

Alturas Academy North will be located in an area with an increasing population. The population is primarily located in Jefferson School District, and comprises portions of other school districts as well. The school plans on purchasing four school buses to assist with transportation.

#### Strengths:

- The school will provide transportation within the primary attendance area.
- The school will make free and reduced-price meals available to students.

#### Concerns:

- The petitioning group will need to provide exact boundaries for the primary attendance area before a performance certificate is executed.
- The petition does not include documentation of the interest survey responses noted on page 60 of the petition.
- The petition appears to project enrollment for the school based upon enrollment numbers in grades outside of the proposed school (e.g., references to Rigby High School's current enrollment, etc.).

---

## Section V: School Leadership and Management

**Standard Rating: Meets Standard**

### Comments

Alturas Academy North has a principal and mentor (Chief Growth Officer for the Alturas network) who are currently Bluum fellows while they work to open the school. The school network also has an experienced Executive Director who oversees the two schools currently operating in the Alturas network. The Principal fellow has experience in the role, and the Chief Growth Officer for the Alturas network (previously an administrator for one of the network schools), will serve as a mentor.

### Strengths:

- The Alturas network team is experienced and is successfully operating two schools in the network, one of which was just renewed for another performance certificate term.

### Concerns:

- There are no concerns with this section.