

SUBJECT

Treasure Valley Classical Academy New Charter Petition

APPLICABLE STATUTE, RULE, OR POLICY

I.C. §33-52 Public Charter Schools

IDAPA 08.02.04 Rules Governing Public Charter Schools

BACKGROUND

Treasure Valley Classical Academy (TVCA) is a proposed new public charter school to be located in Fruitland, Idaho. The proposed school would offer a classical educational model and serve up to 702 students in grades K-12.

DISCUSSION

Educational Model:

TVCA's classical educational model is based on Hillsdale College's Barney Charter School Initiative (BCSI), which focuses on liberal arts and sciences, character, and civic virtue. If approved, BCSI will provide professional development and curriculum design to the school. Nearly twenty BCSI-affiliated schools have opened around the country since 2012. Academic performance at these schools is generally strong.

Evidence of Demand:

TVCA intends to serve 324 students in grades K-6 during its first year of operation. In an independent feasibility study, EcoNorthwest noted that meeting the enrollment targets in the rural attendance area appeared possible, but would require extensive marketing efforts. The petitioners identify student recruitment as one of their administrator's primary roles during the pre-opening year.

Leadership Capacity:

TVCA's board is enthusiastic about the classical model and school choice for their community. Several of the members have participated in board training at Hillsdale College. The board has some diversity of experience in the private and public sectors, but is new to charter schools and charter school governance.

TVCA has identified a school leader who has not yet obtained an administrative certificate in Idaho or any other state. Because the board believes this individual is critical to the success of the school, it will be important for them to ensure that his certification process continues on an appropriate schedule to permit him to perform the duties of an administrator.

Facilities Plan:

TVCA intends to lease and remodel Fruitland's original high school building, which is currently a community center. The facility offers sufficient office and classroom space for initial operations, as well as an auditorium and gym. Lead and asbestos abatement may be necessary due to the age of the building. As the school grows to capacity, a second construction phase will be needed add either portables or an additional structure to provide additional classrooms.

The petition includes two different plans for financing the facility, but TVCA has expressed its intent to proceed with option 2. The investment company Building Hope will purchase the facility and pay for its renovation and then lease it to TVCA. The cost of the lease is not documented in the petition.

Budget Evaluation:

TVCA has been granted startup funds from JKAF and a private donor to pay for the administrator's salary and benefits during the school's pre-operational year.

The school's revenue estimates appear to be calculated accurately for the number of students indicated in each budget scenario. However, PCSC staff is unable to evaluate the validity of the break-even budget because it is based on a significantly different facility plan than the Building Hope plan with which the petitioners have stated their intent to proceed.

In order to assess the school's likelihood of fiscal viability, it will be necessary to receive documentation of the facility cost, including lease or purchase agreement and necessary renovations, as well as actual enrollment following the initial lottery.

IMPACT

If the PCSC approves the petition, TVCA will be responsible for notifying the State Board of Education of such approval. The PCSC will have 75 days in which to execute a performance certificate with the school's governing board.

If the PCSC denies the petition, the petitioners could appeal to the State Superintendent of Instruction, or they could decide to not proceed further.

STAFF COMMENTS AND RECOMMENDATIONS

Staff recommends that the PCSC approve the Treasure Valley Classical Academy new charter petition with the following conditions, which are designed to support the petitioners' stated plans to establish a strong operational foundation for the school:

1. No later than May 29, 2019, TVCA will submit to the PCSC an active Idaho administrator's certification for the contracted principal in order for the school to exercise the option of opening in fall of 2019.
2. No later than May 29, 2019, TVCA will submit to the PCSC a budget that evidences the ability to remain fiscally stable for at least three years of operation based on the following:
 - a. The number of accepted enrollment offers, by grade level, and
 - b. A documented facility plan including:
 - i. A signed lease or purchase agreement, and
 - ii. Written contractor estimates for all required and necessary renovations, if negotiated separately from the lease or purchase agreement.

COMMISSION ACTION

A motion to approve the new charter petition for Treasure Valley Classical Academy's new charter petition with the following conditions:

1. No later than May 29, 2019, TVCA will submit to the PCSC an active Idaho administrator's certification for the contracted principal in order for the school to exercise the option of opening in fall of 2019.
2. No later than May 29, 2019, TVCA will submit to the PCSC a budget that evidences the ability to remain fiscally stable for at least three years of operation based on the following:
 - a. The number of accepted enrollment offers, by grade level, and
 - b. A documented facility plan including:
 - i. A signed lease or purchase agreement, and
 - ii. Written contractor estimates for all required and necessary renovations, if negotiated separately from the lease or purchase agreement.

OR

A motion to deny the Treasure Valley Classical Academy petition on the following ground(s):_____.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

Public Charter School Commission

PETITION FEEDBACK MEMORANDUM

July 18, 2018

Treasure Valley Classical Academy (TVCA)

Thank you for your interest in opening a new public charter school in Idaho. Your new charter petition will be considered in accordance with §33-5205, Idaho Code. The Public Charter School Commission (PCSC) office received your original petition on April 25, 2018 and provided feedback in order to assist you in strengthening your proposal. Remember to refer back to the New Charter Petitioner Guidance for additional support.

The PCSC office received your revised petition on June 25, 2018. Pursuant to Idaho statute and administrative rule, PCSC staff has reviewed the revised petition and developed the recommendation and evaluation below.

Hearing Date

The PCSC will hold a public hearing to consider the Treasure Valley Classical Academy petition on August 16, 2018, in Boise, Idaho.

Staff Recommendation

PCSC staff recommends that the Public Charter School Commission conditionally approve the petition for Treasure Valley Classical Academy.

INTRODUCTION

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| Cover Page | Meets standard |
| Table of Contents | Meets standard |
| Executive Summary | Meets standard |
| Mission Statement | Meets standard |

EDUCATIONAL PROGRAM

| | |
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| Description of Educational Philosophy, Instructional Practices, and Curriculum | The educational program includes instruction in Latin. The petition does not consider the potential staffing challenges associated with finding appropriate, certified personnel to fill this position. An operating charter school in the Treasure Valley has been unable to fill an open Latin teacher position. It is unclear if the petitioners would be willing to include an alternative language requirement in the case that a certified Latin teacher is unavailable. |
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| Expected Student Outcomes | <p>Meets standard</p> <p>Research indicates that schools that have adopted the Hillsdale Barney Charter School Initiative's academic model achieve high academic outcomes.</p> |
| Plan for Serving All Students | <p>The school is anticipating approximately 10% of its student population to qualify for Special Education services. However, the budget reflects only one SpEd FTE when the school is at capacity. The anticipated caseload (approximately 43 students for 1 teacher) by year three may be unmanageable under the current staffing plan.</p> <p>It appears that multiple sections were struck (as advised) from the first draft of the petition, but legislative formatting was not used to indicate such. Please remember to use complete legislative formatting in the future.</p> |
| Professional Development Plan | <p>Page 17 of the petition notes that the administrator, who is working on obtaining certification in another state (GA) will gain Idaho certification through reciprocity. It is strongly advised that the board communicate with the SDE promptly to ensure that timely Idaho certification is feasible.</p> <p>The professional development plan, while stronger with the inclusion of the Danielson model, is not specific or detailed in areas such as teacher orientation and onboarding. This is of particular concern with a demanding academic model.</p> |

FINANCIAL AND FACILITIES PLAN

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| Fiscal Philosophy and Spending Priorities | Meets standard |
| Financial Management Plan | Meets standard |
| Description of Facility Needs | Meets standard |

BOARD CAPACITY AND GOVERNANCE STRUCTURE

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|-------------------------------------|----------------|
| Description of Governance Structure | Meets standard |
| Founding Board Qualifications | Meets standard |
| Transition Plan | Meets standard |

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| Board Training and Recruitment | Meets standard |
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STUDENT DEMAND AND PRIMARY ATTENDANCE AREA

| Enrollment Capacity | <p>As enrollment is the primary source of operational funds, TVCA’s enrollment projections raise concern about the school’s long-term fiscal viability. (Also see notes in budget section.)</p> <p>The school’s proposed student yield* from the primary attendance area is 15-18%.</p> <table><tr><th>District</th><th>K</th><th>1</th><th>2</th><th>3</th><th>4</th><th>5</th><th>6</th><th>7</th><th>8</th><th>9</th><th>10</th><th>11</th><th>12</th></tr><tr><td>Payette</td><td>100</td><td>138</td><td>127</td><td>104</td><td>121</td><td>122</td><td>110</td><td>108</td><td>109</td><td>133</td><td>106</td><td>100</td><td>111</td></tr><tr><td>New Plymouth</td><td>71</td><td>67</td><td>75</td><td>70</td><td>83</td><td>76</td><td>91</td><td>75</td><td>83</td><td>78</td><td>83</td><td>78</td><td>70</td></tr><tr><td>Fruitland</td><td>127</td><td>141</td><td>133</td><td>144</td><td>134</td><td>141</td><td>132</td><td>144</td><td>156</td><td>128</td><td>138</td><td>144</td><td>128</td></tr><tr><td>Total</td><td>298</td><td>346</td><td>335</td><td>318</td><td>338</td><td>339</td><td>333</td><td>327</td><td>348</td><td>339</td><td>327</td><td>322</td><td>309</td></tr><tr><td>Student Yield %</td><td>18.12%</td><td>15.61%</td><td>16.12%</td><td>16.98%</td><td>15.98%</td><td>15.93%</td><td>16.22%</td><td>16.51%</td><td>15.52%</td><td>15.93%</td><td>16.51%</td><td>16.77%</td><td>17.48%</td></tr></table> <p>Based on the 2016 National Alliance for Public Charter Schools’ publication, “A Growing Movement,” in less than 50 school districts in the nation is the charter school student yield greater than 10%. No rural districts are currently on that list. More typically, the student yield is around 6%.</p> <p>The petition states that enrollment interest exists beyond the primary attendance area. The TVCA board expects the student yield to be closer to 7-8% because they include students from the Weiser, Parma, and Emmett school districts in addition to students in the primary attendance area.</p> <p>However, the distance from the Parma, Weiser, and Emmett school districts to the proposed school site is significant (16-28 miles) and raises questions about the number of families who will be able to commit to this transportation challenge long-term.</p> <p>Additionally, the enrollment plan at capacity (54 students in each grade K-12) does not sufficiently account for the level of attrition/enrollment shortfalls typically seen in Idaho charter schools’ upper grades.</p> <p><i>*Student yield refers to the percentage of publically educated students in a given area who choose to attend a charter school.</i></p> | District | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | Payette | 100 | 138 | 127 | 104 | 121 | 122 | 110 | 108 | 109 | 133 | 106 | 100 | 111 | New Plymouth | 71 | 67 | 75 | 70 | 83 | 76 | 91 | 75 | 83 | 78 | 83 | 78 | 70 | Fruitland | 127 | 141 | 133 | 144 | 134 | 141 | 132 | 144 | 156 | 128 | 138 | 144 | 128 | Total | 298 | 346 | 335 | 318 | 338 | 339 | 333 | 327 | 348 | 339 | 327 | 322 | 309 | Student Yield % | 18.12% | 15.61% | 16.12% | 16.98% | 15.98% | 15.93% | 16.22% | 16.51% | 15.52% | 15.93% | 16.51% | 16.77% | 17.48% |
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| District | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Payette | 100 | 138 | 127 | 104 | 121 | 122 | 110 | 108 | 109 | 133 | 106 | 100 | 111 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| New Plymouth | 71 | 67 | 75 | 70 | 83 | 76 | 91 | 75 | 83 | 78 | 83 | 78 | 70 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Fruitland | 127 | 141 | 133 | 144 | 134 | 141 | 132 | 144 | 156 | 128 | 138 | 144 | 128 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Total | 298 | 346 | 335 | 318 | 338 | 339 | 333 | 327 | 348 | 339 | 327 | 322 | 309 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Student Yield % | 18.12% | 15.61% | 16.12% | 16.98% | 15.98% | 15.93% | 16.22% | 16.51% | 15.52% | 15.93% | 16.51% | 16.77% | 17.48% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Primary Attendance Area | <p>Meets standard</p> <p>Citations for the demographic data presented in this section are not included.</p> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Community Need and Market Interest | <p>The petition does not include strong evidence to support the expected level of enrollment. An exceptionally high and well-documented market interest is necessary to provide adequate justification for the proposed student yield (percentage of public school population).</p> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

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| | <p>The petition cites a focus group as a primary source of evidence establishing market interest. However, only 12 parents (9 mothers and 3 fathers) were included in the focus group, offering a small sample size that may or may not be representative of the broader community.</p> <p>The revised petition indicates (on pages 5, 29, and 31) that hundreds of families are interested in the model and that the primary motivation for community interest in the model is dissatisfaction with district offerings. However, the board reports that most of the interested families are not willing to publically declare their support for the proposed school model.</p> <p>Overall, it is unclear whether market interest is sufficient to support the proposed enrollment of the school, particularly if transportation and/or nutrition are not provided.</p> |
| Strategies for Enrolling Underserved Families | <p>Meets standard</p> <p>The revised petition acknowledges that transportation and nutrition are important factors in meeting the needs of traditionally underserved families, but suggests that these services will not be available, at least not during their first year of operation.</p> |

APPENDICIES –

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|---------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Appendix A1 – A5: Budgets | <p>Pre-Opening Budget – The board indicates that, despite its importance, the line item for marketing is low (\$2,000) because this work is considered a primary duty for the school administrator during the pre-opening year. However, this may not take into account hard advertising costs such as printing, advertisement packages, logo design, and booth rentals.</p> <p>Operational Budgets – The revised version of the petition (page 22) indicates that the facility renovation cost is \$4.13 million, rather than the \$3.2 million reflected in the original version of the petition. However, the budgets do not show a corresponding increase in the relevant expenditures.</p> <p>The amount allocated for renovation in the year 1 break-even budget does not appear to correlate with the facilities templates, making their viability difficult to evaluate.</p> <p>The lease payment in the operational budgets reflect Facility Option 1 (\$40k/year). During the capacity interview, the board indicated that they are moving forward with Option 2. The Option 2 lease payment is not documented in the petition, though it will presumably be different from that provided with Option 1.</p> |
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| | <p>Nutrition revenue and expenditures are included in the budget, but the narrative indicates that the school will not have these programs in year one.</p> <p>Additionally, nutrition programs typically result in a financial loss (particularly in year one), rather than breaking even as the budget presently reflects.</p> <p>No funds are allocated for special education curricular material. The budget does not describe how the school will provide appropriate accommodations and modifications to ensure that the complex curricular materials and primary source documents (such as the Declaration of Independence) are accessible for all students with IEPs.</p> |
| Appendix A6: Facility Options | <p>Option 1 (operational budgets reflect option 1, though the petitioners indicate intent to proceed with option 2 instead) – The petitioners will lease the facility directly from AMI with no intent to purchase and will fund the renovations from their operating budget. The petition suggests that minimal renovation costs will be under \$150,000 for year one occupancy. It is unclear whether, if lead mitigation is required for occupancy, this option will remain viable.</p> <p>While the petition includes scope of work documentation from several contractors, the work is not price quoted. Based on recent renovations at other Idaho charter schools, an elevator alone can cost \$100K. The petitioners’ estimate for minimal renovations appears extremely low.</p> <p>Option 2 (not reflected in operational budgets) – The petitioners intend to work with Building Hope who will purchase the facility and fund the full renovation, leasing the facility back to the school.</p> <p>This facility option presents the estimated renovation costs at \$3.2 million with a total project cost of \$4.13 million. These renovation costs are also not documented and the lease payment for this option is not provided.</p> |
| Appendix B: Articles of Incorporation | Meets standard |
| Appendix B: Bylaws | Meets standard |
| Appendix C: Board Member Resumes | Meets standard |
| Appendix D: School Administration and Organizational Chart | The petitioners have selected a school leader and a resume is provided. The identified individual, though well experienced, does not hold the administrative certification that is required to perform the duties of a school principal in Idaho (including student discipline and teacher evaluation). The board should take steps to ensure that progress toward appropriate certification continues on schedule. |
| Appendix F: Supporting Documentation | Meets standard |

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| Additional Appendices (optional) | Meets standard |
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Idaho Public Charter School Commission New Petition Board Interview

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|------------------------------------|-------------------------------------------------------|
| Petitioning School | Treasure Valley Classical Academy (TVCA) |
| Date of Interview | July 2, 2018 |
| PCSC Staff who Conducted Interview | Tamara Baysinger, PCSC Director |
| | Kirsten Pochop, Senior Accountability Program Manager |
| | Jenn Thompson, Finance and Resource Program Manager |
| Board Members Interviewed | Charles Baines, Member |
| | Ronda Baines, Chair |
| | Ann Frei, Member |
| | Marv Lasnick, Vice-Chair |
| | Reegan Lasnick, Treasurer |
| | Emma Nelson, Member |
| | Julie Taylor, Member |

PCSC staff interviewed seven members of the Treasure Valley Classical Academy (TVCA) Board of Directors. The interview focused on certification requirements for administrators in Idaho, marketing plans to recruit families, facility costs, and the role of the authorizer.

TVCA's board members are enthusiastic about starting a charter school with a classical model sponsored by the Barney Charter School Initiative. The group includes three business people, a former Washington County Treasurer, and several homeschool parents. All members of the board stressed that they are looking for another educational choice for their children, grandchildren, and for the wider Payette County community. They explained their generalized dissatisfaction with the public school system, particularly social studies instruction.

Most of the board members have participated in the Brian Carpenter Board University Training Series, a well-regarded charter board training program. The Barney Initiative covered the costs for the training and if the TVCA petition is approved, board members will attend board training yearly.

The board understands that, due to the rural location of the school, a strong marketing effort will be necessary to meet TVCA's aggressive enrollment projections. Board members stressed that the principal will spend the majority of the pre-opening year recruiting families. The board appeared to be relying primarily on the principal's efforts to achieve full enrollment.

The designated principal is not yet certified in his home state or in Idaho, though the petitioners report he is working toward this goal. When asked about the certification process, the board did not express a clear understanding that their administrator must be certified not only in order to receive full funding for his position, but also to legally perform many of the key job responsibilities.

The petitioners also did not have a clear understanding of the role of the authorizer, seeing the PCSC as more of a support than oversight body. The interviewers explained that while the PCSC office is pleased to offer appropriate guidance and resources, the statutory role of an authorizer is primarily one of overseeing outcomes rather than directing inputs.

Strengths of the board:

- Enthusiasm for the mission and school choice
- Most members of the board have attended a high quality board training

Areas of concern:

- The board members have limited experience in public education and charters specifically
- The board does not appear to have a clear understanding of the marketing plan and appear to be minimally involved in the effort, though they recognize it is critical
- The board has an incomplete understanding of the role of the authorizer
- While seven members of the board were present, only a few members of the board actively participated in the interview

Treasure Valley Classical Academy

K-12
Opening 2018
School Location (Fruitland District #373)
Fruitland, Idaho 83619

~~April 25, 2018~~
June 25, 2018

Ronda Baines
PO Box 197
208.866.3344
info@tvacademy.org

Non Discrimination Statement:

Treasure Valley Classical Academy Charter does not discriminate on the basis of race, religion, color, national origin, sex, or disability 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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Tab 1 – Executive Summary, Vision, Mission

Executive Summary

Treasure Valley Classical Academy is being proposed as a tuition-free, open enrollment, public charter school open to students who reside within Payette County, Idaho, and surrounding areas. Treasure Valley Classical Academy is based on a disciplined, traditional, classical education curriculum utilizing the Core Knowledge Sequence. Treasure Valley Classical Academy will be one of several schools across the country affiliated with Hillsdale College's Barney Charter School Initiative (BCSI). Hillsdale College has been a champion of the classical liberal arts and sciences for over a century and a half. Hillsdale College has a long tradition of supporting people from many backgrounds being educated in the liberal arts. Hillsdale was the first American college to prohibit discrimination based on race, religion, or sex in its charter, and was the second college in the nation to grant four-year liberal arts degrees to women. The Hillsdale Barney Charter School Initiative is an ambitious program to begin and sustain classical charter schools across America. Through curriculum design and teacher training, the Barney Charter School Initiative helps create schools where students can receive a rich education in the liberal arts and sciences and in the principles of moral character and civic virtue. Charter schools assisted by Hillsdale College Barney Charter School Initiative adhere to, and are consistent with, the following key characteristics and components:

1. The centrality of the Western tradition in the study of history, literature, philosophy, and fine arts
2. A rich and recurring examination of the American literary, moral, philosophical, political, and historical traditions
3. The use of explicit phonics instruction leading to reading fluency, and the use of explicit grammar instruction leading to English language mastery
4. The teaching of Latin
5. The acknowledgement of objective standards of correctness, logic, beauty, weightiness, and truth intrinsic to the liberal arts
6. A school culture demanding moral virtue, decorum, respect, discipline, and studiousness among the students and faculty
7. A curriculum that is content-rich, balanced and strong across the four core disciplines of math, science, literature, and history
8. A faculty where well-educated and articulate teachers explicitly convey real knowledge to students using traditional teaching methods rather than using "student-centered learning" methods
9. A school that uses technology effectively but without diminishing the faculty leadership that is crucial to academic achievement
10. A school with a plan to serve grades K through 12, although the grades at school opening may be scaled back if reasonable

As recommended by Hillsdale College and its network of charter schools, Treasure Valley Classical Academy will utilize the Core Knowledge Sequence as its primary curriculum program in the elementary grades to reach its academic goals. The mission of the Core Knowledge Foundation of "Excellence and Equity for all children" aligns with the goals and vision of TVCA to serve all children in Payette county and the surrounding area. The Core Knowledge Sequence has been extensively implemented, studied, and proven to produce excellent results. Based on the proven track record of the Core Knowledge Sequence, the support of the Hillsdale College BCSI, and the success of other schools following a similar model, Treasure Valley Classical Academy is confident its educational goals are achievable.

Payette County, as the projected immediate charter impact area, consists of three public school districts in three separate towns. The public school districts in the charter school impact area have a high number (some cases up to 100%) of their students participating in the free and reduced lunch program The free and reduced lunch program which is an indicator of economic poverty within Idaho. Idaho Department of Education test data for SBAC English Language, SBAC Math, and ISAT Science test scores for 2017 reveal a continuing downward trend in academic proficiency that out of 292 elementary schools ranked, New Plymouth ranked 56th, down 8 from 2016, Fruitland school district ranked 155th, down 10 from 2015, but up 9 positions from 2016, and Payette ranked 261 which was a rank level drop of 41 from 2016. Of the districts with potential enrollment of students outside Payette county, Parma ranked 193rd, Weiser ranked 66th and Emmett, with two elementary schools, ranked 197th and 224st, with the second school dropping 80 levels of rank from the previous year. in the three school districts within Payette County and the public schools in Washington, Gem, and Canyon County that border Payette County. All of these public schools have seen drops, some very significant, in overall performance and ranking within the state school system over the past three (3) years. Idaho statewide average composite SAT scores for 2017 indicate 63% of students ready in English and Reading and 36% ready in Math.

In Idaho Code § 33-5202, one aspect of the legislative intent for charter schools is “Provide parents and students with expanded choices in the types of educational opportunities that are available within the public school system.” The growing list of letters of intent to enroll at Treasure Valley Classical Academy as gathered through the school website, supportive petition signatures and social media statistics illustrates the interest, support and desire within Payette County and the surrounding Treasure Valley for expanded choice and educational opportunities. None of the districts within Payette County utilize a traditional classical approach and a Core Knowledge Sequence based curriculum.

All but one of The founding board members of Treasure Valley Classical Academy live in Payette and Washington Counties and most have children or grandchildren who attend or have attended the area school districts. yet all of Because of personal experience and a large and growing dissatisfaction of the public schools from families, friends, and associates within the county and surrounding communities, the founding members desire are seeking educational alternatives that would provide a more rigorous and traditional form of teacher centered education. The founding board members have a broad range of specialties, working backgrounds and experience including business development, health care, finance, elementary, secondary and post-secondary education, food services, parliamentary procedure, technology and executive leadership. Five (5) of the founding board members have attended a three-day charter school governance course at Hillsdale College while three board members have attended the Responsibilities & Obligations of Charter School Boards training sponsored by Bluum in Boise during early April 2018. Three (3) of the founding board members have participated in and completed the required two-day Charter School 101 boot camp Start Workshop conducted by the Idaho Department of Education diverse backgrounds, experiences and training that have equipped them to pursue this alternative education endeavor. In collaboration with the proven Hillsdale Barney Charter School Initiative, the founding board of Treasure Valley Classical Academy seeks to provide a considerably different form of K through 12 education for all families in Payette County and the surrounding communities who desire an educational experience for their children other than the existing public school options, regardless of their social, ethnic, or economic situation.

Vision

The vision of Treasure Valley Classical Academy is to have a citizenry worthy of the legacy of our country's founders and the continuation of our American experiment, through a classical, great-books curriculum designed to engage the student in the highest matters and the deepest questions of Truth, Justice, Virtue, and Beauty.

Treasure Valley Classical Academy will educate students who will be stewards of the "Western Tradition" and the pillars of a free society. We believe that the diffusion of learning is essential to the perpetuation of this tradition. Therefore, our aim is to provide a classical liberal arts education that aims at understanding the highest matters and the deepest questions of Truth, Justice, Virtue, and Beauty. Where possible, we believe that we must engage those ideas and those principles in the original texts which have both intrinsic worth and beauty and are worthy of study and contemplation in and of themselves. We also find a clear expression of this legacy both in the founding documents of our country as an experiment in self-government under law and in the literary and scientific education of the founders themselves. As they sought to avoid the problems of pure democracy as seen in Athens and of a republic that gave way to an empire in Rome and despotism in Europe, we too must engage in those ideas in order to have a citizenry who understands the perils of each. TVCA will provide students the benefit of a content-rich, classical, great-books curriculum designed to engage the student in the ideas and principles of our nation's founding.

TVCA's aim is to develop the academic potential and personal character of each of its students, regardless of background, socio-economic status or ability, and to graduate them fully prepared to participate as intelligent, responsible, and active members of their community. Treasure Valley Classical Academy's vision for its students is not limited solely to their academic achievement and scores on standardized tests. Personal responsibility, ~~ethics~~ virtues and discipline will be modeled and expected. Treasure Valley Classical Academy students will also be endowed with a sense of civic responsibility along with a belief in striving for individual achievement.

Mission

The mission of Treasure Valley Classical Academy is to train the minds and improve the hearts of students through a classical, content-rich curriculum that emphasizes virtuous living, traditional learning, and civic responsibility.

Tab 2 – Educational Program

Treasure Valley Classical Academy (TVCA) is based on a disciplined, traditional, classical education curriculum format utilizing the Core Knowledge Sequence. Treasure Valley Classical Academy will be one of several schools across the country affiliated with Hillsdale College's Barney Charter School Initiative (BCSI). For over one hundred and seventy (170) years, Hillsdale College has been a champion of the classical liberal arts and sciences. Hillsdale College has a long tradition of supporting people from many backgrounds being educated in the liberal arts. Hillsdale was the first American college to prohibit discrimination based on race, religion, or sex in its charter, and was the second college in the nation to grant four-year liberal arts degrees to women. The Hillsdale Barney Charter School Initiative is an ambitious program to begin and sustain classical charter schools across America. There are currently seventeen (17) operational Hillsdale Barney Charter School Initiative supported charter schools throughout the United States. Each of the BCSI schools has been established and is supported in generally the same fashion utilizing the BCSI proven structure and method.

Through a contractual agreement with Hillsdale College, the Barney Charter School outreach will assist with the launch of TVCA. As per that contract (provided in appendix F), TVCA will look to Hillsdale College as the first and primary source of models, resources, and guidance to develop and operate our charter school's academic program including the academic mission, policies, curriculum and teaching practices consistent with the terms and conditions of our state approved charter application. Hillsdale College will assist TVCA, without charging a fee or seeking reimbursement, with the selection of a principal, development of curriculum, onsite and offsite teacher and governing board education, and at least once per academic year an onsite operational visit.

Description of Educational Philosophy

Classical Education upholds a standard of excellence and has proven itself over the course of time. Treasure Valley Classical Academy's high standards and research-based curriculum will provide students with a traditional education that will challenge them to excel not only in learning but also in character development. At TVCA high academic achievement, personal discipline, ethics, and responsibility will be consistently reinforced through the study of subjects in the classical tradition. Students will graduate from TVCA as highly literate and virtuous citizens who are well prepared to advance into any life endeavor and to inspire others.

Charter schools assisted by the Hillsdale College Barney Charter School Initiative adhere to, and are consistent with, the following key characteristics and components:

1. The centrality of the Western tradition in the study of history, literature, philosophy, and fine arts
2. A rich and recurring examination of the American literary, moral, philosophical, political, and historical traditions
3. The use of explicit phonics instruction leading to reading fluency, and the use of explicit grammar instruction leading to English language mastery
4. The teaching of Latin
5. The acknowledgement of objective standards of correctness, logic, beauty, weightiness, and truth intrinsic to the liberal arts
6. A school culture demanding moral virtue, decorum, respect, discipline, and studiousness among the students and faculty

7. A curriculum that is content-rich, balanced and strong across the four core disciplines of math, science, literature, and history
8. A faculty where well-educated and articulate teachers explicitly convey real knowledge to students using traditional teaching methods rather than using “student-centered learning” methods
9. A school that uses technology effectively but without diminishing the faculty leadership that is crucial to academic achievement
10. A school with a plan to serve grades K through 12, although the grades at school opening may be scaled back if reasonable.

In the classical school, teachers must possess knowledge (#8), authority (#9), and compassion (#6). These abilities allow for lessons with real weight, classrooms with order and discipline, and instruction with purpose and focus. Classes are not meandering and haphazard, but conducted in a professional and focused manner, understanding that every minute counts. Teachers must take preparation seriously and be watchful in the classroom so that all students meet with instruction, because the teachers recognize the grand project they have undertaken. Teachers who teach classically take responsibility for student learning in the classroom. They look for student comprehension during instruction.

Teaching classically treats the classroom activity with an appropriate degree and mixture of richness, dignity, wonder, and love of the subject so that those same qualities are cultivated in the student, enabling them to mature into knowledge and self-government so that, in the words of Thomas Jefferson, [Each] may “...work out his own greatest happiness.” (Peden, W, 1954)

TVCA will use three key programs in the curriculum: Riggs literacy, Singapore Math and Core Knowledge sequence. These programs were selected because they are designed to build foundations of knowledge in the elementary years. Because children learn by building on what they already know, this curriculum will benefit students with varying learning abilities. Emphasizing foundational skills and rich content, teachers not only effectively bring students with academic problems up to grade level but also strengthen the knowledge base and challenge the academic potential of every student at or above grade level.

In 2001, the Mayo Clinic released a study of almost 6,000 students who were evaluated to report the incidence of learning disabilities in students. The study concluded that over 80 percent of children identified as having learning disabilities have their primary academic problem in reading. The World Federation of Neurology defines reading disability as a disorder manifested by difficulty in learning to read despite conventional instruction, adequate intelligence and sociocultural opportunity. The actual incidence of reading disability representative of the total population is estimated to be at 5.3 percent to 11.8 percent, depending on the definition used to establish it, and more common in boys than girls. "These data demonstrate that reading disability is common among children and should be included among the differential diagnoses considered in children having problems with learning." (Mayo Clinic, 2001).

So how does the BCSI classical education model address the particular issues of learning and literacy? Students presenting academic difficulty need programs that address remediation directly and target specific deficiencies. The time-tested, multi-sensory, brain-based approach that addresses virtually every student's learning style is the Riggs method - *The Writing & Spelling Road to Reading & Thinking*. ~~as described in the earlier Educational Program section.~~ Riggs is appropriate for teaching all students the explicit phonics, reading, and language arts they must learn in order to succeed. Riggs provides a strong foundation for students who exhibit

academic progress, and will be an effective remedial program for students with academic challenges. ELL students will also benefit because Riggs provides limited concepts at a given time and is practiced until students achieve mastery. We believe one of the best forms of remediation is through a solid phonics program.

Treasure Valley Classical Academy's curriculum was selected to meet the needs of all students within Payette County, and we expect a population of students from diverse backgrounds and with diverse learning abilities. Our curriculum is time-tested and researched based, and has been successfully implemented for students from academically, socially, and economically varied backgrounds across the United States.

Jefferson, Thomas. *Notes on the State of Virginia*. Edited by William Peden. Chapel Hill: University of North Carolina Press for the Institute of Early American History and Culture, Williamsburg, Virginia, 1954.

"Mayo Clinic Study Finds Higher Incidence Rate of Reading Disability Among Boys." *ScienceDaily*, 15 Nov. 2001. Web. 9 Feb. 2017.

Instructional Practices and Curriculum

Treasure Valley Classical Academy will provide students a complete education that will challenge them to excel both in learning and character. This classical educational program will succeed through the academy's high standards and curriculum, supported by a closed well-regulated campus. The goal of Treasure Valley Classical Academy is to graduate students who are highly literate, prepared to continue academic achievement, and ready to become responsible members of their community. The curriculum has been carefully selected to facilitate those goals.

Treasure Valley Classical Academy will collaborate with Hillsdale College's Barney Charter School Initiative (BCSI) in design and execution of the educational program. There is no other school in the proposed attendance area, or the state of Idaho, that uses the Barney Charter School Initiative model; thus, TVCA will provide the parents and students of Payette County with expanded choices in the type of educational opportunities within the public school framework. BCSI has collaborated with more than a dozen other classical schools on this same task and has developed a curriculum that has shown success across a wide variety of student backgrounds. Their curriculum is characterized by a strong emphasis on language, content-richness in all subjects, a strong core curriculum, and a focus upon the historical, literary, and scientific traditions of the United States and of Western civilization at large.

In the earliest grades, the curriculum focuses primarily on language with the bulk of the school day given to teaching literacy and numeracy. Both subjects are foundational to a student's education, so the resources and methods deployed in each case must be consistent and excellent. TVCA will therefore use the Riggs Institute's *The Writing & Spelling Road to Reading & Thinking* to teach literacy and related skills alongside supplementary materials from Access Literacy, and the Singapore Math Program to teach numeracy.

The Riggs Institute's *The Writing & Spelling Road to Reading & Thinking* is a multi-sensory, brain-based approach for teaching phonics, spelling, reading, handwriting, and grammar. The Riggs program is closely related to the Orton-Gillingham and Spalding Methods and practitioners of these will quickly recognize the basics of the Riggs program. The Riggs program teaches the 71 letter-sound (phonogram) combinations used in the English language beginning with the easiest sight-to-sound correspondences, and working towards those that are most

complex. Syllabication is critical to a proper understanding of letter-sound relationships, so the Riggs program teaches syllabication from the beginning of kindergarten. Alongside learning phonograms and implementing these into a rigorous spelling and vocabulary regimen, students using the Riggs program will learn handwriting, including cursive handwriting. As students grasp the basics of English literacy, the program lays a foundation in basic grammar and composition.

The Singapore Math Program provides students with a strong conceptual foundation in basic mathematics. From the earliest grades, this program emphasizes concepts and mental math while employing physical and graphical illustrations of underlying mathematical rules and phenomena. The program presents mathematical skill building and problem solving such that students have a better understanding of not simply when to use a particular equation—but why. Moving students on to higher levels of skills before they're ready is not an option, so the program will be employed at each student's ability level. Ability-level groups will be determined at the beginning of each school year and adjustments will be made on an as-needed basis in order to best equip each student with the language of numeracy.

The central position of language in the curriculum continues throughout the elementary and middle school grades. In grades four (4) through six (6), students will learn Latin and Greek roots of English words. In grade seven (7) students begin learning formal Latin, and will continue with Latin through grade nine (9). Latin is introduced and taught alongside English so that students learn the structural underpinnings of their own language, expand their vocabulary, and improve their reading comprehension.

As students mature in their facility with language, the curriculum directs their time and intellectual energy into more content-based (as opposed to skill-based) aspects of the curriculum. The basis of these subjects from Kindergarten through grade eight (8) is the Core Knowledge Sequence made available through the Core Knowledge Foundation. TVCA will utilize the aspects of the Core Knowledge Sequence to meet or exceed all Idaho State Standards and benchmarks. The goal of Core Knowledge is to develop cultural literacy through a systematic curriculum that eliminates gaps and unnecessary repetition. This sequence was developed to provide comprehensive order to K-8 education with the intention of training students in the art, literature, science, history, math, and language that form their cultural and intellectual inheritance. The Core Knowledge Sequence was first published in 1988 and has been successfully employed and tested in hundreds of schools throughout the United States.

The Core Knowledge Sequence is based upon E.D. Hirsch's idea of cultural literacy, which makes it the ideal curriculum for a classical school (Hirsch, E.D., 1978). The Core Knowledge Sequence provides a grade-by-grade sequence of specific topics to be taught in grades K-8. It will provide the basic curricular framework for history, geography, literature, visual arts, music, and science at Treasure Valley Classical Academy. With cultural literacy as the guiding principle, the Core Knowledge sequence leads students through a comprehensive and grade-appropriate view of science, literature, art, music, and history. Topics which are especially important for cultural literacy are repeated in a spiraling fashion so that younger students build a firm but broad foundation in these topics while older students are able to achieve depth. The sequence provides a necessary order across grades and between schools and families, such that teachers can base their lessons upon what students have learned and will learn, and parents can anticipate what their students will learn in each grade. The Core Knowledge Foundation provides resources to support some, but not the entirety, of the sequence; therefore teachers are supported and encouraged to reach beyond the immediate resources and take

ownership of their own lessons. The BCSI has found this arrangement valuable in striking a balance between teacher support and teacher freedom.

Although the rhetoric surrounding a classical school often emphasizes the humanities, the sciences are no less important and will not play a secondary role at Treasure Valley Classical Academy. The Core Knowledge science program focuses on thematically linked science topics and biographies of great scientists. The order of the Core Knowledge program allows for regular repetition of the most important topics, such that students are well versed in the fundamentals by the time they reach high school. The science program is supported by Pearson's Science Explorer series, complete with integrated lab manuals and demonstrations, and Delta Science Content Readers. A complete overview of the BCSI K-12 science curriculum along with reference texts is included in Appendix F.

In high school, Treasure Valley Classical Academy will follow the BCSI course sequence. This includes four (4) years of history, literature, math, and science; three (3) years of foreign language; a full year of American government; and a semester each of economics and moral philosophy. In history, students begin with western civilization I & II in grade nine (9) and grade (10), learn American history alongside American government in grade eleven (11), and finish with a year of modern European history (1789-2000) in grade twelve (12). In literature, students read great works, usually in their entirety, with an emphasis on ancient and classical literature in grade nine (9), medieval and British literature in grade ten (10), American literature in grade eleven (11), and modern literature in grade twelve (12). The required track for science is biology, then chemistry, followed by two additional science classes in grade eleven (11) and twelve (12). In math, students will be able to take calculus and/or an equivalent level class (i.e., statistics) by grade twelve (12). In foreign language, students will be expected to take at least one (1) year Latin in high school and two (2) additional years of a foreign language—either Latin or a modern foreign language.

(Hirsch, E.D., Jr. (1987). *Cultural literacy: What every American needs to know*. Boston: Houghton Mifflin.)

Expected Student Outcome

TVCA will know we are achieving our mission when high standards of academic achievement and civic virtue provides optimal learning opportunities for all students, maintains a high consistent level of discipline, achieves high acceptance rates into post-secondary educational institutions, and when students demonstrate virtuous behavior through school work as well as school and community behavior.

Student academic performance is central to a school's existence. Student performance expectations must be aligned with the mission and the educational plan. The student performance expectations will provide student-centered goals that are SMART:

- **Specific**
- **Measurable**
- **Ambitious and Attainable**
- **Reflective of the school's mission**
- **Time-Specific with Target Dates**

Those goals are:

- By the end of TVCA's third year of operation (2022), 90% of continuously enrolled students assessed will score proficient or higher on the ISAT2.0 Reading and Math sections.
- In years 3-5 of operation, TVCA's scores on the ISAT will exceed those of the local districts.
- Once high school grades are established, TVCA will have a 90% graduation rate by its 3rd graduation cohort.
- ~~90% of our students who apply to post-secondary institutions will be accepted.~~
- To measure successful training in character development, TVCA will administer and review parent satisfaction surveys at the end of each academic year.

Testing

The following assessments will be used to monitor student progress:

- ISIP ER (K-3)
- ISAT2.0 and ISAT, Alts when appropriate (3-10 in both math and ELA)
- ISAT science (5, 7)
- science end-of-course exams (HS biology and/or chemistry)
- WIDA Access 2.0
- SAT exam (11)
- IELA (K-12, LEP only)
- NCSC alternative exam (3-8 and 11)
- PSAT (Grade 10, optional)
- Teacher-developed pre- and post-assessments
- Teacher-developed rubrics
- For grades k-8, TVCA will administer the Iowa Test of Basic Skills within the first month of opening and each subsequent spring thereafter. These comprehensive, nationally normed exams offer teachers a way to assess how well their students are learning and retaining the material they teach from Core Knowledge. The ITBS covers the content areas of mathematics, language arts, social studies, and science.
- Singapore Math assessments will be used as placement tests and as a means to demonstrate mastery of the material taught at each level.
- Starting in grade 8 and repeating as often as necessary in subsequent grades to pass the test, a civics test composed of the one hundred (100) questions used by officers of the United States citizenship and immigration services will be given and a passing grade of 90% expected.

Treasure Valley Classical Academy will participate in all state mandated testing. The school may have a test coordinator who will oversee the testing program and insure the testing process is followed with fidelity for all tests. Treasure Valley Classical Academy will work with stakeholders to help them understand the importance of the assessments and the information that can be gained from them.

Plan for Serving All Students

A public charter school, as with any public school, by law, must offer a continuum of services for *ALL* students. As stated above, Hillsdale College has a long, documented history of serving all segments of the population without reserve. Hillsdale's BCSI schools are expected to follow in that tradition. TVCA will continue to follow that expectation in the K-12 setting. As noted in our Vision Statement, as a public charter school, TVCA's aim is to develop the academic potential and personal character of each of its students regardless of background, socio-economic status or ability, and to graduate them fully prepared to participate as intelligent, responsible, and active members of their community. Treasure Valley Classical Academy's vision for its students is not limited solely to their academic achievement and scores on standardized tests. TVCA will serve both the special-needs and the exceptional-needs student.

One of the time-tested instructional approaches of the classical model, ability groupings, provides an example of finding and supporting any student's needs. Instructional supports and strategies are most effective through the use of flexible ability groupings in the core subjects of reading and math in the elementary grades. To best differentiate instruction, providing individualized supports for all learners while maintaining the same expectations of outcome, ability groupings will allow TVCA to tailor instructional techniques and class time to meet the needs of all students. Students may be placed into ability groupings upon admission using initial assessments that indicate strengths and weaknesses. Students may be moved across groupings as additional assessments suggest. Students are responsible for mastery of the same skills and concepts and are required to take the same assessments regardless of grouping. Using differentiated instructional strategies will enable teachers to optimize the learning of all students.

Gifted and Talented

As mentioned above, classical education, by its nature and process, upholds a standard of excellence and is challenging and academically rigorous at its core. Treasure Valley Classical Academy's high standards and research-based curriculum will provide students with a traditional education that will challenge them to excel not only in learning but also in character development. The curriculum and learning process at TVCA will provide a "Gifted and Talented" opportunity for every student. Within the BCSI framework, we do not often find that students are looking for something that goes above and beyond the content and skills that are already part of our program. There are rare cases, however, with truly exceptional children. In these cases, BCSI teachers usually recommend more advanced coursework (additional reading assignments or more difficult literature), ability-grouping in math (which is already the case), more attention from the teacher on skill-based areas like composition, and encouraging the particular student towards a leadership role in his/her class (e.g. "use your intellectual gifts to help your classmates understand the material").

Special Education

Treasure Valley Classical Academy will adopt and comply with the current Idaho Special Education Manual from the Idaho State Department of Education. Treasure Valley Classical Academy will use the forms for special education as outlined in the Special Education Manual. TVCA will ensure that all facilities are appropriately accessible to permit access by students with disabilities.

A certified special education teacher will be hired to facilitate special education programs. Classified assistants may be hired and trained to assist the special education teacher with the program. In affiliation with the principal, Child Find activities and evaluations will be completed at and in the appropriate time frame.

A continuum of services will be provided at TVCA. An IEP team (Individualized Education Program) will be established as set forth by IDEA and will include the student's general education teacher, a special education teacher, an administrative representative, parents, the student when appropriate, and other team members as appropriate to the needs of the student.

TVCA will plan to hire the special education teacher as early as possible so that incoming existing IEPs can be reviewed. The special education teacher and IEP team will review and, if necessary, revise current IEP's and consider the student's needs and continuum of placements and related services in order to meet the educational needs as soon as possible. Whether for students with existing or revised IEPs or for new students entering who are identified as needing an IEP, these plans will be developed that allow the student to be educated with mainstream peers within the least restrictive environment. A variety of educational settings may be made available according to the needs of the student as outlined in the IEP.

Outside agencies may be contracted to provide the following services: speech-language pathology, occupational therapy, physical therapy, and school psychologist services, etc. based on need. Special transportation may be provided for those students whose IEP requires that service. The need for extended school year, paraprofessional assistance, adaptive technology, positive behavioral supports and assistive technology may be considered and provided if deemed necessary according to the student's IEP.

When a student is referred, Treasure Valley Classical Academy will form an evaluation team comprised of members consistent with the requirements of the Idaho Special Education Manual to consider a student's eligibility for special education. The evaluation team reviews information from various sources including, but not limited to, response to intervention data, ISATs, classroom grades, formal and/or standardized assessments, curriculum based measurements and general progress in the curriculum. After reviewing all the data, the team then determines whether or not the student meets the criteria and demonstrates a need for special education.

Curriculum and materials that are research based will be used as the basis of programming for special education students. Behavior intervention plans will be utilized if a student has behavior that impacts their learning and/or the learning of others.

The IEP team will determine the best avenue and least restrictive environment regarding the student's needs. TVCA may utilize a Response to Intervention team meeting format to evaluate student response to research based interventions, consisting of problem identification, analysis of the problem, research based interventions, and progress monitoring.

Treasure Valley Classical Academy's website, brochures, and other media advertise that TVCA is a public school and provides free, appropriate education to students with disabilities. TVCA works to ensure that parent and student rights are protected, including personally identifiable information in student special education records.

English Learners

In order to meet the needs of bilingual and/or students who have limited English proficiency, TVCA will follow the guidelines of the State EL Guidance for Idaho Districts manual. English Language Learners (ELL) fall into three categories: (1) students whose primary home language is other than English, (2) students from heritage language groups needing enrichment and further development of English while maintaining fluency in their heritage language, and (3) any other students needing enrichment and further development of academic English. TVCA will use the required procedures to appropriately serve the language needs of English Language Learner students. These procedures may include the following:

1. Identification of the Primary or Home Language other than English by administering the Home Language Survey when students are enrolled.
2. If the Home Language Survey indicates a language other than English, administer the WIDA Access Placement Test (W-APT) to determine whether the student is proficient or non-proficient in all language domains and will be placed in an appropriate program within 30 days.
3. Student Evaluation – Student progress will be assessed annually until proficiency is attained.

For ELL students, the school may contract with an appropriately certified ESL or Bilingual teacher who can provide assistance within the classroom to the student if needed. Within classroom, the ESL teacher may provide support to the classroom teacher in the areas of scaffolding, which is providing instruction to aid in student comprehension of content and objectives. This includes strategies such as adjusting speech or providing appropriate background information and experiences to assist the students to grasp the content. In addition, other appropriate strategies will be used as a way to transcend language barriers including the use of visuals and demonstrations to communicate content and develop language skills with ELL students. The objective will be to enable the ELL student to achieve a mastery of English as soon as feasible.

Depending on the demographics, needs, and resources, one or more program models may be implemented (as per State EL Guidance for Idaho Districts manual):

- **in the classroom in a “push-in” setting** - teachers assist English language learners with differentiated instruction within the classroom so that students are able to access the curriculum presented;
- **in a “pull-out” setting** - students would be pulled out of the general classroom during non-core instructional time to receive intensive English instruction;

There are also features to assist ELL students in the base curriculum. Both the Riggs program and Singapore Math are designed to meet the individual needs of all students. As mentioned earlier, the Riggs program is a multi-sensory program that assesses where students are functioning, and offers highly targeted instruction. It has been used in the past to both prevent and correct learning disorders. The Riggs program is patterned after the Orton-Gillingham model of reading instruction for students who are dyslexic. Skills are presented in a specific order with opportunities for repetition. Students are assessed continually to determine mastery of skills. Riggs not only provides a strong foundation for students who exhibit academic progress, but will be an effective remedial program for students with academic challenges. ELL students benefit because Riggs provides limited concepts at a given time and is practiced until

students achieve mastery. We believe one of the best forms of remediation is through a solid phonics program.

Singapore Math is effective in addressing individual student needs as well. It lends itself to differentiation because of the three stages of learning contained in the materials: concrete, pictorial, and abstract. Students are continually assessed, so teachers know which students are ready to move throughout the stages. Students at the more concrete level are allowed to stay at that stage longer, with tools such as manipulatives, to assist in learning. Singapore Math has been used very successfully with students who are struggling learners in math in addition to students who are English language learners.

A 2007 longitudinal study led by Dr. Greg Duncan of Northwestern University concluded that early literacy and math skill acquisition is the greatest predictor of later learning (Duncan, G.J., et. al., 2007). By choosing sound research-based programs like Riggs and Singapore math, coupled with a classical curriculum that, by definition, is a literacy focused curriculum, we propose to provide students with these skills early on to ensure a successful academic future.

Duncan, G.J., et. al. (2007) School Readiness and Later Achievement. *Developmental Psychology*, Vol. 43, No. 6.

Professional Development Plan

Professional development for the upper and lower grade staff of TVCA will include the following topics but may vary from year to year based upon observations and the feedback BCSI support staff receive from principals and teachers (See Appendix F for a list of summer training topics from prior years):

Training and support on the topics Core Knowledge, Singapore Math, Riggs Literacy, Socratic Seminars, and Character Development Instruction will be provided at no charge by the Barney Charter School Initiative and their professional partners (including Access Literacy) on these subject areas. Core Knowledge and Singapore Math do not have proprietary training requirements and the BCSI training staff are qualified in all areas of the expected curriculum. Additional Professional Development Opportunities may occur on-site or by attending local, state, and/or national conferences.

Core Knowledge provides both lesson plans and an overview of topics for each grade level in the areas of language arts, history and geography, Visual arts, music, mathematics and science. The Barney Charter School Initiative staff guide teachers in what instructional resources are necessary to be purchased to fully deliver the curriculum. In cooperation with BCSI staff, TVCA will strive for appropriate training and technical assistance so that all school personnel will implement the curriculum correctly and are given the greatest possible support to accomplish this implementation.

Singapore Math contains different elements that comprise daily lessons (mental math, teacher directed, guided practice, activity, and independent practice) that align with their conceptual and skill building framework to teaching math. What needs to be included in a lesson, how the lesson is introduced and presented, how it progresses from the concrete to the abstract, and how to differentiate for students is clearly presented in a logical sequence that needs to be followed. Mastery of the material is expected before students move from one level to the next level. Singapore Math must be followed with fidelity in order for students to be successful. With BCSI staff support, teachers will be trained in assessing students, placing students in the appropriate skill groups, and in implementing the lessons using the Singapore strategies and

methods in foundations of number sense and foundations of model drawing. Teachers are also trained in the implementation of effective Singapore Math strategies in their classrooms. In addition to building Singapore Math expertise among staff, TVCA will provide training to increase Singapore Math capacity within the school by providing models that will utilize resources effectively.

The Socratic Seminar is a method of teaching designed to engage students in intellectual discussion by responding to questions using questions instead of answers. Prior to conducting a seminar, students are given a text to read. After the text has been read, open-ended questions are asked. With the support of BCSI staff and materials, training of TVCA teachers will occur in the following areas:

- What texts to be assigned that will support the mission of the school
- How to formulate questions that will encourage thinking, analyzing meaning, expression of ideas with clarity and confidence
- Norms for the group to follow
- How to train students in Socratic Seminar discussions

TVCA will provide training to help staff support students in the development of moral character. That training will likely include instruction in the following topics:

- Behavior Management
- Anger management, mediation, conflict resolution programs, bullying
- Effective communication
- How to integrate opportunities to discuss and model virtuous behavior within the curriculum
- Discussion techniques (like Socratic Seminars) to teach ethical reasoning

As each component of the curriculum is learned, professional development in scaffolding, differentiated instruction, cognitive approaches to learning and strategies to enhance memory need to be targeted to each program. Staff will learn how to implement these strategies and methods within the context of each of these programs.

Teachers will begin their training with instruction from the BCSI staff during the summer months of 2019, in order to be ready to implement the curriculum when school begins in August 2019. After the school year begins, the contract year for teachers each additional year will reflect additional days for professional development before the school year begins, during the school year, and after the school year ends.

Staff Performance Evaluation

Through a fellowship offered by the Albertson foundation and by a private donor, TVCA has secured the services of a BCSI experienced principal to move to Idaho and utilize a zero year to assist the founders with the staff hiring and development details prior to the 2019 opening date. In addition to his securing administrative credentials in Idaho via reciprocity agreement or alternative certification, the principal will be obtaining training in Idaho specific administrative procedures and responsibilities along with the Danielson Workshops provided by the State Department of Education.

At the beginning of the school term the principal will review the evaluation procedure with the faculty and staff. With prior notification, the principal will observe faculty members in classrooms to provide professional development, mentoring, and pedagogical refinement. A written evaluation may follow the Danielson Framework Rubric focusing on the individuals proficiency and performance in planning and preparation, classroom environment, instructional assessment, and professional responsibility. Feedback provided will be both formal and informal. For teachers with assigned mentors, the mentor shall attend the review as well, to ensure that guidance from the principal and the mentor is aligned. For each duty, staff shall be given a rating of Unsatisfactory, Basic, or Proficient (a fourth category of Distinguished may be adopted) along with written and verbal feedback of the behaviors that contributed to the rating. In the case of ratings less than Basic, the written and verbal feedback shall include concrete directives or suggestions on how to improve performance. Instances where the principal is forced to intervene between reviews to correct staff behavior shall be recorded in the personnel file by the principal. The written feedback shall be filed in the TVCA's internal personnel files for that staff member.

A staff member shall be placed on probation in the following circumstances:

- upon receiving an Unsatisfactory ~~Needs Improvement~~ rating for the same job function for several reviews in a row (principal discretion)
- case-by-case circumstances material to the educational environment of the school at the discretion of the principal

Tab 3 – Financial and Facilities Plan

Fiscal Philosophy and Spending Priorities

Treasure Valley Classical Academy will function as a non-profit organization managed under the “Idaho Nonprofit Corporation Act,” as outlined in TVCA’s Corporate Bylaws and Articles of Incorporation. Charter schools differ from ordinary non-profit corporations in a number of ways. In the case of finances and funding, charter schools are largely publicly funded but may receive some funding through philanthropic sources due to the responsibility of fulfilling the obligations of typical public schools but on a greatly reduced budget. Not only must the charter school choose their spending priorities carefully, but must have a heightened fiscal accountability and make wise fiscal choices. Charter school boards must practice robust financial oversight of management.

Treasure Valley Classical Academy’s fiscal philosophy is focused on the principle that all money will be prioritized to achieve excellent education of our students. TVCA will have a balanced operating budget. A balanced budget is defined as a budget which revenues are equal to expenditures. Our goal is to strive to have a budget with no deficit, but possibly a surplus, which will be saved in a contingency fund for unexpected needs that may arise. The budget will follow a realistic projection of future operating revenues and uses of funds. The budget will be prepared with thoughtful consideration of the mission of our school, and the requirements of the Idaho State Department of Education along with federal and local legislation.

TVCA will make every effort to ensure timely payments of all liabilities. Also, all expenditures will be regulated to make certain that sufficient funds are available to cover all financial obligations. TVCA’s goal is to eliminate the need to borrow money. To do this we will be resourceful in managing and allocating our resources as well as strategic in finding additional sources of funding.

TVCA will strive to be open and accountable in all relevant financial matters. The school will continue to communicate with all persons, groups, or organizations that have an interest or concern in our school. The TVCA website and other media will be used to make sure our information is easily accessible.

TVCA will make every effort to pay fair and competitive wages to its employees. These salaries will be reviewed routinely and in a timely manner, but no less than the beginning of each school year. This is an important tool in attracting and retaining a talented workforce.

TVCA values its relationships with all vendors in our community and beyond. Routine review of fiduciary relationships to ensure the reasonableness of fees paid, and that other contractual requirements are being met. These relationships may include, but are not limited to attorneys, auditors, elementary or secondary special education services, and facilities.

Financial Management Plan

The budget is prepared by the principal and approved by the governing board in compliance with Idaho Code § 33-801 and policy of the State Board of Education. It is presented at a public hearing in May (first reading) and June (second reading) of each year and is delivered to the

State Department of Education as required on or before July 15th prior to the beginning of the school year.

Income sources will include state allocation per pupil, federal grants, private grants, business partnerships and donations. The purchasing process will comply with Idaho Code § 33-601. The accounting records will be kept in accordance with generally accepted accounting principles and standards. The principal will be responsible for financial management with the daily monitoring of revenue and expenses and managing cash flow. Per TVCA's bylaws, the governing board has the task of ensuring the financial integrity of the TVCA's budget; therefore, the TVCA governing board exercises fiduciary oversight of the school's finances.

The founders of TVCA believe the affiliation with Hillsdale College BCSI provides critical support in the technical areas of starting a new charter school. Many charter schools are blindsided by a host of issues that are difficult to foresee. The experience, guidance, and rich network BCSI provides will be essential to TVCA's success. BCSI provides a two-day training session to BCSI schools and founders of future BCSI schools in board governance principles, including financial oversight.

Treasure Valley Classical Academy Governing Board will work in cooperation with an accounting representative of Blum, who the Idaho Charter School Network and/or its representation who will be handling all the back office procedures. This back office representative will train and provide guidance on Idaho state specific financial management, ensure that the board and school staff are aware of state-specific requirements,(see Appendix F for sample draft agreement), will review the school budget periodically and make appropriate budget adjustments. Amended budgets shall be submitted to the State Department of Education pursuant to Idaho Code Section § 33-701(9). TVCA will strive to maintain an operational reserve in order to account for any contingencies.

Dr. Brian Carpenter, who provides a portion of the Hillsdale board training, makes it clear in his seminars and in the subsequent training materials that the... "[principal and business manager] will be responsible for managing the school's financial position i.e. the routine spending decisions, maintaining financial records, making deposits, filing payroll taxes [etc.]. The governing board is responsible for the oversight of the school's financial management. The board's responsibility is to ensure that all management responsibilities are properly executed and that the school's money is reasonably safeguarded from risk."

According to the training and follow up materials, examples of "Oversight of financial management" includes (but is not limited to) policies that help the board ensure that:

1. Board members, other volunteers (e.g. lunchroom volunteers) and staff members with access to material amounts of school money are bonded
2. The school's money is on deposit only in places and investment vehicles approved by the board
3. Management expenditures are within approved budget parameters
4. Long range financial planning is conducted and that it reflects the board's priorities for the school
5. Documents such as IRS form 990 for schools that are 501(c)(3) are accurate and filed on a timely basis
6. Management is using auditor-approved accounting procedures and methods."

Dr. Carpenter goes on to state that... “Two of the most valuable financial oversight policies a board can have are:

1. An internal control policy (segregation of duties). Such a policy helps prevent any individual from having unfettered access to the school’s money. Failing to have such a policy can cost your school dearly...
2. An auditor selection policy through which the board takes the lead in selecting the auditor. Among other things, the board should ensure that the auditor is independent from management.” (Carpenter, Brian, 2011)

The pre-opening budget and assumptions can be found in Appendix A1.

The three-year operating budget and the breakeven budget can be found in Appendix A2.

The first-year cash flow projection can be found in Appendix A3.

Carpenter, Brian, L., (2011), BoardWiser™, Navigating the Intersection of Governance and Management Series, 7 of 12. Brian L. Carpenter PhD & Associates.

Description of Facility Needs

As noted in the education program section, Treasure Valley Classical Academy is based on a disciplined, traditional, classical education curriculum format utilizing the Core Knowledge Sequence. The two primary instructional strategies employed at TVCA will be the lecture and the Socratic method/discussion. The guiding principle for most K-12 instruction will be that instruction be “teacher centered.” Most of the time teacher centered instruction will take the form of a lecture, story, read-aloud, or teacher led discussion. Teacher-led discussion will help to model inquiry and analysis for students as a way of preparing them to engage in more open Socratic discussion in high school.

Being a teacher centered format requires rooms with individual desks and the ability to structure rooms to focus on the teacher’s instructional location, commonly the front of the class. TVCA anticipates the need for facilities that will accommodate up to 27 students per classroom as well as a commons area (which may double as lunchroom area) and staff and administrative offices. Treasure Valley Classical Academy may use the 850 square foot recommended size for classrooms as a minimum size.

For the 2019-20 school year TVCA will need 14 classrooms for grades Kindergarten to six (6), plus office, commons area and lunch facilities. Two options present themselves (See Appendix A4 for detailed documentation of conceptual budgetary costs of each facility option):

Option 1:

TVCA would lease the Fruitland Olde School Community Center on SW 3rd street (Main street) in Fruitland, Idaho, from Alma Mater Incorporated (AMI). The Olde School was the old Fruitland High School until 1986. The original center portion of the building was built in 1928. The west wing and gymnasium were added in 1939. The entire facility is approximately 27,300 square feet and consists of an upper and lower level in the main section and west wing, which houses the classrooms and auditorium and an east wing that is a gymnasium. The building was abandoned by the Fruitland School District in 1995 and purchased by Alma Mater Incorporated (AMI), a local nonprofit organization in 1996, with the purpose of converting the building into a community center. The lower level of the

original portion was remodeled in 1997. The remodel resulted in the lower area beneath the auditorium being converted to a dining and commons area by removing four existing classroom walls and opening the area up into a single space. The building has been occupied and in use since the AMI purchase. Under the current proposed plan of returning the facility to a school, there would need to be some concessions for creating classroom space in the open commons area. Potential classroom space would be approximately 16 to 20 rooms depending on how the gymnasium, auditorium and commons area are utilized in addition to the remaining classrooms. The proposed lease cost for the building would be \$40,000 per year (see AMI letter in Appendix F). Besides the positive aspects of the building being previously used as a school, there is the other aspect that many citizens and city leaders are eager to see the building returned to serving the community as a local school; it is a historic building that the city sees worth preserving and many families have positive memories about the school. The Old School provides existing classrooms, a library, an auditorium and a gymnasium. Because of the age of the building, there are some safety and accessibility updates that need to be brought up to current code for the building to be occupied as a school. The founding board has contracted with the nonprofit organization, Building Hope (see Appendix F for letter and predevelopment agreement), which has resulted in a structural evaluation. Building Hope will assist TVCA in remodeling and repairs to meet current public school structural and ADA requirements. This phased approach plan also includes expansion options as the grades fill utilizing the addition of portable classroom units on the vacant area adjacent to the southwest corner of the building.

Option 2:

This option would be a lease-to-own option through Building Hope. As mentioned in option 1 the facility was previously used for educational purposes. Building Hope would pursue purchase of the building pending charter approval. TVCA Building Hope would purchase and fully renovate the Fruitland Olde School Community Center on SW 3rd street (Main street) in Fruitland, Idaho. In addition to the information provided in option one, under the current proposed plan of returning the facility to a school, there would be four (4) new classrooms created in the open commons area downstairs below the auditorium. Potential classroom space in the existing building would be approximately 16 to 20 rooms depending on how the gymnasium and auditorium area are utilized in addition to the remaining classrooms. The purchase cost for the building is ~~\$250,000~~ \$268,500. Additional funding support for the full renovation would come from partnerships with various nonprofit organizations and philanthropic donations upon receiving an approved charter. For more detail on the property and structural condition see the Erstad Architects, ECI, and Stapley Engineering review documents in Appendix A4. The founding board has contracted with the nonprofit organization, Building Hope (see Appendix F for letter and predevelopment agreement), which has resulted in a structural evaluation and full renovation estimate of approximately ~~\$3.2 million~~ \$4.13 million. TVCA intends to contract with Building Hope to construct a two story addition in year three on the existing empty area on the southwest corner of the building to accommodate expansion into the junior high and high school grades. The contract for this expansion has not been negotiated, but will only be pursued if enrollment is on track to support the associated expense.

Tab 4 – Board Capacity and Governance Structure

Description of Governance Structure

Treasure Valley Classical Academy will be a legally and operationally independent entity, established by the nonprofit corporation's governing board. The governing board will be legally accountable for the operation of the charter school. There will be no less than 5 and no more than 9 members on the governing board. Board Officers will be President, Vice President, Secretary and Treasurer. Each will be elected at the annual meeting and serve for one year. See Article 6 of the TVCA Bylaws in Appendix B for a complete description of the officers roles, but in general:

- The President of the Governing Board shall preside at all meetings and shall appoint committees with approval of the Governing Board, shall have the right, as other members of the Governing Board, to make or second motions, to discuss questions, to vote, and may not act for or on behalf of the Governing Board without prior specific authority from a majority of the Governing Board to do so. It is the President's responsibility to ensure that Governance Board members uphold their commitments/responsibilities to the school.
- The Vice President shall perform the duties of the President in the absence of the President or at the request of the President. In the event a vacancy occurs in the presidency, the Vice President will act in the capacity of the President until the office has been filled by a vote of the Board membership.
- During the foundation period of the school the Treasurer may, at the request of the Board, deposit or disburse the funds of the Corporation or render an account of all transactions as Treasurer and of the financial condition of the Corporation. The Treasurer shall present an operating statement and report, since the last preceding regular Board meeting, to the Board at all regular meetings. Upon transition to a Governing Board the Treasurer shall be familiar with the fiscal affairs of the School and keep the Governing Board informed in the event that the School's Business Manager is unable to so act and assist the Governing Board with the oversight of the Corporations financial management as well as assist the Board in the development of financial policies and help ensure that performance aligns with the policy. The Treasurer shall not be a signor on any account nor shall have any authority to approve or authorize transactions or have responsibility for the financial performance of the school.
- The Secretary shall keep the minutes of the Governing Board meetings, assure that all notices are given in accordance with the provisions of the Charter Governing Board policies and as required by law; shall countersign, when required, all authorized bonds, contracts, deeds, leases, or other legal instruments; and in general perform all duties incident to the office of Secretary and such other duties as from time-to-time may be assigned to the Secretary by the Governing Board.

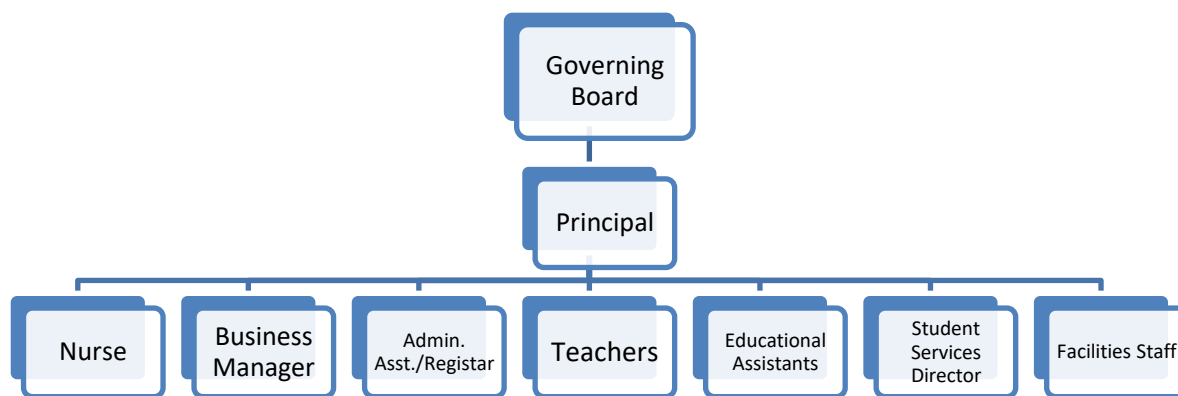
The governing board may create one or more committees and appoint two members of the governing board, one to act as committee chair. Additional members of the committees need not be directors. Each committee may have two or more members, who shall serve at the pleasure of the full governing board. The provisions of the Bylaws which govern meetings, action without meetings, and quorum and voting requirements of the governing board, shall apply to committees and their members as well.

Treasure Valley Classical Academy commits to adhering to all federal and state laws and rules and acknowledges its responsibility for identifying essential laws and regulations and complying with them. This includes Idaho's Open Meeting and Public Records laws.

See Article 4 of the TVCA bylaws in Appendix B for additional details on the membership, authority and powers of the governing board.

See Article 5 of the TVCA Bylaws in Appendix B for details on the governing board meetings and open meeting laws.

Treasure Valley Classical Academy will function as a non-profit organization, organized and managed under the "Idaho Nonprofit Corporation Act," as outlined in TVCA's Corporate Bylaws and Articles of Incorporation. Accordingly, the organizational flow chart representing the flow of information and the management structure is as follows:



(a) The Governing Board:

Treasure Valley Classical Academy shall be governed by the TVCA governing board and managed by its principal pursuant to the school's charter and duly adopted bylaws. The main purpose of the governing board is to ensure that the school accomplishes the outcome for which the school was chartered within all the pertinent parameters. The governing board will be responsible for adopting policy, overseeing the management of the school and ensuring financial compliance and responsibility. In addition, the governing board will ensure that the mission and goals of the charter are carried out by engaging in strategic planning. Governing board members will participate in fundraising activities as deemed necessary and appropriate by the Board. Governing board members will put the interests of the school first and will refrain from using the position for personal or partisan gain. The governing board will not be involved in the daily operations of the school, but will hire a principal, *who will be evaluated at least annually*. The governing board will make sure the principal manages TVCA in compliance with the Idaho State Charter Schools law and all state and federal laws and regulations. The governing board will also perform ongoing assessments of the school and its programs and its operations. The governing board will serve as liaison between TVCA and the school's authorizer.

The governing board also routinely assesses its own performance. Governing board members will participate in and develop short- and long-range plans for the school. The governing board

will monitor the effectiveness of the school's programs and implementation to see if the school has met the goals outlined in the plans.

In an effort to build a strong network of community supporters, TVCA may establish an "Advisory Board" to connect with individuals and organizations that can provide a pipeline for potential governing board members and assist with charitable donors. Recommendations of new board candidates and elections of the governing board will be held in accordance with TVCA Bylaws. As new governing board members are added, each will be provided an information packet, which contains information about the responsibilities of a board member. The packet will include, but is not limited to, governing board member roles, state statute for charter schools, ethical standards, open meeting laws, policies, financial reports, budgets, and other responsibilities. Each governing board member will have on record a signed copy of the Charter School Board Members Code of Conduct. Throughout the year, as decided by the board, there may be a training schedule to include, but not limited to, the roles/responsibilities of a governing board, review of the school's charter, review of Idaho school funding and financial audits, the governing board's ethical standards, and state statutes. As appropriate, the governing board will include other training such as the charter school board training seminars conducted at Hillsdale College. The TVCA governing board will also attend the Charter School Boot Camp training offered by the Idaho State Department of Education in Spring 2019.

See Article 4 of the TVCA bylaws in Appendix B for additional details on the membership, authority and powers of the governing board.

(b) The Principal:

The principal reports to the governing board at regular meetings about the school's operations. ~~The principal and~~ will be required to attend all governing board meetings. The principal will make the charter school perform and accomplish the outcome for which the school was chartered. The principal will be responsible for overall instructional leadership for the charter school, including the discipline of students, and the planning, operation and supervision of the educational program of the school. The principal shall have the responsibility for all personnel matters including having the authority to hire, discipline and terminate all school employees. The principal will periodically evaluate TVCA employees as provided for by TVCA policy. The principal, in partnership with the entire governing board, will decide upon a periodic evaluation of the principal's performance.

The principal will establish and maintain an appropriate community relations program. The principal shall uphold and enforce the charter, TVCA governing board policies and local, state, and federal laws and regulations. Personnel under the supervision of the principal, as identified in the organization charter include the student services director, business manager, administrative assistants/registrar/coordinator, and the teachers, educational assistants and ancillary staff.

(c) Business Manager:

The principal will utilize the Idaho Charter School Network (ICSN) and/or its representation as a business manager, who will assist in preparing, planning for, and presenting an annual school budget to the TVCA governing board. ~~The Blum accountant~~ ICSN representative is also

expected to be available at all governing board regular meetings to report on the financial status of the school and present budget adjustment requests to the governing board. The Bluum ICSN support staff will also be expected to keep the governing board apprised of changes in law, regulation and rules applicable to Idaho public school finances and to ensure that the governing board is made aware of any potential concerns about the school's finances. They will also work cooperatively with the school's principal so that both can keep the governing board well informed about the school's financial health.

(d) Teachers & Staff:

Teachers and staff will have regularly scheduled meetings with the principal where issues regarding school governance will be discussed. The principal will ensure that teachers' comments are regularly communicated to the governing board. The principal and the governing board will determine how to best address teacher comments regarding school governance. All school personnel will report to the principal. The principal will determine the most appropriate staffing requirements and structure for the administrative office, who will report directly to the principal. From time to time, school administrative staff may be asked to assist the board in preparing board packets, agendas, notices, etc. However, they shall remain under the direct supervision of the principal or his designee.

Board Oversight Responsibility

~~The governing board will be responsible for adopting policy, overseeing the management of the school overall compliance with academic standards and ensuring financial compliance and responsibility. In addition, the governing board will ensure that the mission and goals of the charter are carried out by engaging in strategic planning. The governing board will make sure the principal manages TVCA in compliance with the Idaho State Charter Schools law and all state and federal laws and regulations. The governing board will also perform ongoing assessments of the school and its programs and its operations. Governing board members will participate in and develop short- and long-range plans for the school. It will monitor the effectiveness of the school's programs and implementation to see if the school has met the goals outlined in the plans. Each governing board member will attend a Hillsdale College Charter School Board Training Seminar. Each governing board member will have on record a signed copy of the Charter School Board Members Code of Conduct. The governing board also routinely assesses its own performance.~~

Founding Board Qualifications

All but one (1) of the founding board members of Treasure Valley Classical Academy have children or grandchildren who attend or have attended the area school districts and all desire a more rigorous and traditional form of education. All but one of the founding board members have post-secondary degrees, two (2) have post graduate degrees, and have working backgrounds and experience in business development, health care, finance, elementary, secondary and post-secondary education, food services, parliamentary procedure, technology and executive leadership. Five (5) of the founding board members have attended a three-day charter school governance course at Hillsdale College (certificates pending for recent three (3)) while three (3) board members have attended the Responsibilities & Obligations of Charter School Boards training sponsored by Bluum in Boise during early April 2018 . Three (3) of the

founding board members have participated in and completed the two-day Charter School 101 ~~Boot Camp~~ Start! 101 Workshop conducted by the Idaho Department of Education (See Appendix C for board member resumes and certificates). TVCA is seeking prospective board members with training and experience in business, real estate or facilities management, marketing, community work, law, finance, accounting, entrepreneurship, and education. The TVCA founding board is also actively looking to recruit another board member who is active with the area Hispanic community and is bilingual. See Appendix C for the resumes of the current founding board members.

Transition Plan

Once the charter is approved and the management duties transferred to the principal, ~~is hired~~ the board will transition to its role as a governing entity. The current founding board is constantly seeking individuals to fill vacancies that will occur once the school is established. As per the bylaws, the board is seeking prospective board candidates to recruit with the goal of having representation of the entire impact area of the school. One key element of the transition is the delegation of the management duties to the principal and eventually the delegation by the principal to the back office staff and school staff under the principals direction. The main purpose of the governing board is to ensure that the school accomplishes the outcome for which the school was chartered within all the pertinent parameters. The board will relinquish management focus and the principal will make the charter school perform and accomplish the outcome for which the school was chartered. Considerable time is delegated to the topic of how to avoid board micromanagement and board “schizophrenia” during the three day board training provided by Dr. Brian Carpenter contracted by Hillsdale College. Additional material relating to the governing board’s role and responsibilities is provided by Dr. Carpenter as follow up training after the seminar.

Tab 5 – Student Demand and Primary Attendance Area Enrollment Capacity

Treasure Valley Classical Academy plans to open in the Fall of 2019 with grades kindergarten (K) through six (6). Subsequent grade levels will be added each subsequent year as students advance. ~~TVCA will reserve the option to combine grade levels in single classrooms in the event that we have a minimal number of students per grade during the startup period.~~ The minimum number of students required to financially break even the opening year is 235, which is approximately 6% of eligible school age children within the target ~~boundary~~ area. TVCA has however, decided on an opening target of 324 for grades K - 6, based on the current number of eligible school age children within the target ~~boundary~~ area.

The Hillsdale College Barney Charter School Initiative suggests forecasts a total student body at full enrollment of 702 students if each grade level were filled according to the optimized number suggested by the BCSI model.

Enrollment goals for the upcoming school years

| Grade | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 | Year 7 | Year 8 | Year 9 | Year 10 |
|-------|--------|--------|--------|--------|--------|--------|--------|--------|--------|---------|
| K | 54 | 54 | 54 | 54 | 54 | 54 | 54 | 54 | 54 | 54 |
| 1 | 54 | 54 | 54 | 54 | 54 | 54 | 54 | 54 | 54 | 54 |
| 2 | 54 | 54 | 54 | 54 | 54 | 54 | 54 | 54 | 54 | 54 |
| 3 | 54 | 54 | 54 | 54 | 54 | 54 | 54 | 54 | 54 | 54 |
| 4 | 54 | 54 | 54 | 54 | 54 | 54 | 54 | 54 | 54 | 54 |
| 5 | 27 | 54 | 54 | 54 | 54 | 54 | 54 | 54 | 54 | 54 |
| 6 | 27 | 27 | 54 | 54 | 54 | 54 | 54 | 54 | 54 | 54 |
| 7 | | 27 | 27 | 54 | 54 | 54 | 54 | 54 | 54 | 54 |
| 8 | | | 27 | 27 | 54 | 54 | 54 | 54 | 54 | 54 |
| 9 | | | | 27 | 27 | 54 | 54 | 54 | 54 | 54 |
| 10 | | | | | 27 | 27 | 54 | 54 | 54 | 54 |
| 11 | | | | | | 27 | 27 | 54 | 54 | 54 |
| 12 | | | | | | | 27 | 27 | 54 | 54 |
| Total | 324 | 378 | 432 | 486 | 540 | 594 | 648 | 675 | 702 | 702 |

The Hillsdale Barney Charter School Initiative model has found for the most optimum effect that each grade's total student census should not exceed a working goal of 54. The total is best divided into two sections of 27 students. The advantages to this are:

1. A class of 27 students is feasible to teach effectively given several key features of a good classical school: The culture is one of discipline, decorum, and order; the students are self-motivated or strongly encouraged and guided by the teacher and parent to be diligent in their studies; the teacher is focused on fostering a climate of serious academic accomplishment; and the curriculum is rich, robust, and interesting to the students.
2. The class size remains short of the psychological barrier of 30 in the minds of many people.
3. The class size permits the grades to be divided into ~~only~~ two sections ~~instead of three~~, which will therefore require fewer teachers than would otherwise be needed.

Within rural area charter schools that provide a K through 12 education, Idaho State Department of Education data suggests that, when looking at the overall number of students per grade as they advance from grade 6 to 7, there is the possibility of an attrition rate of up to 35%. From grade 8 to 9 there is evidence of student attrition as high as 45%. Student attrition through the rest of the high school years appears to be between 25% to 30% and in middle school grades around 10%. With this information in mind the potential enrollment at Treasure Valley Classical Academy might be reflected as per the following table:

Potential enrollment based on traditional attrition rates

| Grade | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 | Year 7 |
|-------|--------|--------|--------|--------|--------|--------|--------|
| K | 54 | 54 | 54 | 54 | 54 | 54 | 54 |
| 1 | 54 | 54 | 54 | 54 | 54 | 54 | 54 |
| 2 | 54 | 54 | 54 | 54 | 54 | 54 | 54 |
| 3 | 54 | 54 | 54 | 54 | 54 | 54 | 54 |
| 4 | 54 | 54 | 54 | 54 | 54 | 54 | 54 |
| 5 | 27 | 54 | 54 | 54 | 54 | 54 | 54 |
| 6 | 27 | 25 | 49 | 50 | 52 | 54 | 54 |
| 7 | | 18 | 18 | 35 | 33 | 40 | 54 |
| 8 | | | 16 | 16 | 32 | 32 | 35 |
| 9 | | | | 9 | 10 | 24 | 32 |
| 10 | | | | | 7 | 9 | 22 |
| 11 | | | | | | 6 | 9 |
| 12 | | | | | | | 6 |
| Total | 324 | 367 | 407 | 434 | 458 | 489 | 536 |

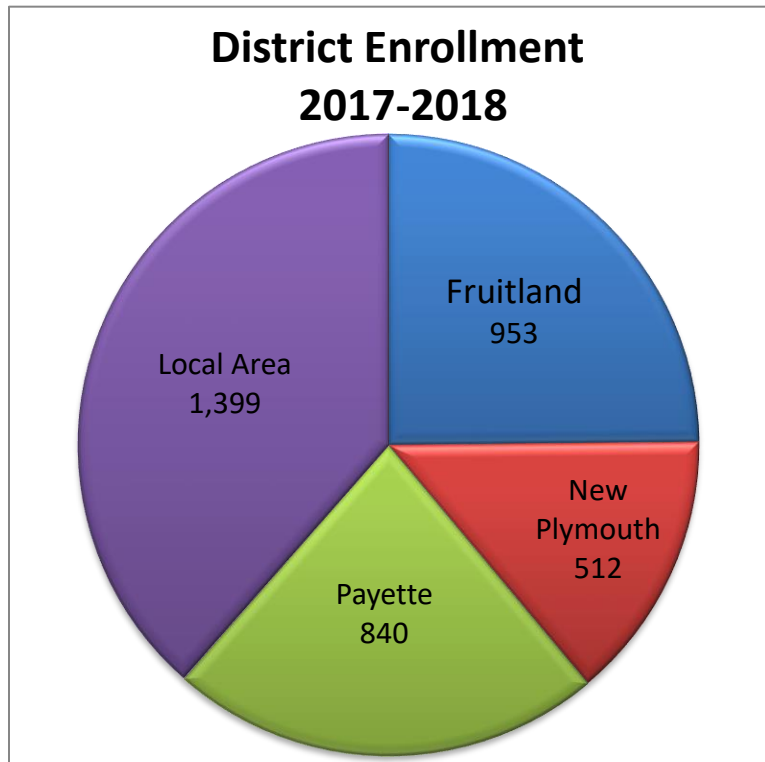
Because of the focus of the Hillsdale BCSI model on school culture and personal development as well as the planned addition of sports programs, a growing reputation both academically and culturally within the valley, an increasing availability of opportunities at TVCA as the school matures, and strict attention to developing the desire of families and students to remain at TVCA, the attrition rate should be expected to drop from the state norm between operating years four (4) and six (6). TVCA also anticipates a growing, steady pool of K-5 candidates as the school grows in reputation and performance and proves to be a successful educational choice.

Students residing in the Payette, New Plymouth and Fruitland school districts will be the primary target population along with homeschool families and all parents desiring a robust and traditional education for their children in the neighboring school districts of Washington, Gem, and Canyon Counties. will be considered part of the primary target population. Through the TVCA website generated letters of intent, Facebook and social media connections, seven public meeting/seminars, and hundreds of personal conversations, intent-to-enroll forms and petition signatures have been received from parents indicating their interest in enrolling their child/children in TVCA.

Primary Attendance Area

The primary attendance area for Treasure Valley Classical Academy is the area included in the Payette, New Plymouth, and Fruitland School districts located within the boundaries of Payette County. However, hundreds of face to face conversations at public outreach meetings and presentations conducted in Fruitland, Payette, and New Plymouth, petition signatures obtained at those meetings, social media connections, and letters of intent generated from parents' visits

to the TVCA website indicate serious interest there is potential for attendance from families in Weiser in the southern portion of Washington County, Emmett in western Gem County, and Parma in the northern portion of Canyon County, Idaho as well as homeschoolers throughout the region.



The potential effect of the initial target enrollment of Treasure Valley Classical Academy on the local and neighboring school districts would be minimal. If there were an even draw from each of the neighboring aforementioned school districts the impact of the preliminary 324 students would be 7-9% of the appropriate aged students enrolled in each district.

The graph to the left shows the number of students K – 6 grade in each district as of 2017-18 enrollment numbers, as well as the local surrounding area districts including a representative portion of homeschool students.

Demographics

The following information is a summary of the most recent (2017) population ethnic and financial demographics of the towns encompassing the public school districts that will fall within Payette county and the surrounding area.

| Town | Population | White | Hispanic | Other | Median Household income | Per Capita Income |
|--------------|------------|-------|----------|-------|-------------------------|-------------------|
| Payette | 7414 | 75.1% | 20.1% | 4.8% | \$45,047 | \$19,789 |
| New Plymouth | 1952 | 78.1% | 16.1% | 3.8% | \$33,946 | \$12,624 |
| Fruitland | 5136 | 74.1% | 18.8% | 7.1% | \$47,875 | \$17,545 |
| Weiser | 5317 | 67.7% | 29.2% | 3.1% | \$31,343 | \$15,037 |
| Parma | 2082 | 66.9% | 27.9% | 5.2% | \$31,705 | \$17,256 |
| Emmett | 6717 | 81.5% | 12.6% | 6% | \$30,331 | \$15,636 |

(US Census Bureau Quickfacts, www.census.gov/quickfacts/, and Factfinder.census.gov, internet 2018)

Community Needs and Market Interest

The founders of Treasure Valley Classical Academy along with the Hillsdale College Barney Charter School Initiative worry that today's educational practices shortchange young people and fail to provide them with the cultural, moral, and civic literacy necessary to live a productive and happy life. We see great opportunity in the resurgence of classical schools. Indeed, the demand

for traditional education on the part of students and parents promises to be one of the surest methods of reacquainting today's citizens with the nation's founding principles. An increasing number of people today, even young people, demonstrate a longing for the good, and the beautiful, and the true. And Such a longing is the first step on the road to true happiness.

As per Idaho Code § 33-5202, one aspect of the legislative intent for charter schools is to "Provide parents and students with expanded choices in the types of educational opportunities that are available within the public school system." There has evolved a large public outcry in the county for more educational choice and most of all the desire for educational alternatives outside of the current educational models being exercised by the local school districts. Dr. Brian Carpenter notes in his book *Charter School Board University* that ... "*Charter schools create an opportunity for parents and founders to exercise a higher degree of philosophical independence, compared to conventional public school philosophy.*" (Carpenter, Brian, L.,2006). The growing list of letters of intent to enroll at Treasure Valley Classical Academy and supportive petition signatures illustrate the interest, support and desire within Payette County and the surrounding Treasure Valley for expanded choice and educational opportunities.

(See Appendix F for petition signatures acquired at public presentations and meetings, preliminary letters of intent submitted through the TVCA website, and social media data via the TVCA Facebook page).

There is discontent and concern among parents of students in the three area school districts with the downward trend in literacy, be that of an academic, civic, or cultural nature, among students of all ages. Based on SBAC English Language, SBAC Math, and ISAT Science test scores released by the Idaho Department of Education for 2017, out of 292 elementary schools ranked, New Plymouth ranked 56th, down 8 from 2016, Fruitland school district ranked 155th, down 10 from 2015, but up 9 positions from 2016, and Payette ranked 261st, which was a rank level drop of 41 from 2016. Of the districts with potential enrollment of students outside Payette county, Parma ranked 193rd, Weiser ranked 66th, and Emmett, with two elementary schools, ranked 197th and 221st, with the second school dropping 80 levels of rank from the previous year. Idaho statewide average composite SAT scores for 2017 was 1006 with 63% of students ready in English and Reading and 36% ready in Math.

There is also a high degree of discontent among parents in the local districts of Payette county and the surrounding communities regarding the lack of detail and factual information within the teaching of history, particularly United States history and the related topics of civics and government. Specifically, the founding documents such as the Declaration of Independence and United States Constitution are not being thoroughly and accurately taught nor is the importance of the Founding Fathers and their sacrifice in helping to create the aforementioned documents and our nation. The BCSI classical education model utilizes primary source documents to present and teach accurate accounts of world history, US history and the American Founding. The Educational Program section gives a detailed description of classical education as applied by the Barney Charter School Initiative model.

Due to the reticence of many families in the respective area to be publically identified, it has been difficult to fully document and quantify the innumerable conversations, personal interactions, anecdotal experiences, and concerns with public schools that illustrate the desire and need for an educational alternative outside the current public schools. In March of 2018, a focus group research study was conducted by FDR Group, a professional survey organization from New York. The focus group consisted of parents of school age children who are attending, or may attend, public school in Payette County. The study was conducted over one evening and

broken into an open-ended segment about how parents view their local public schools and what their ideal school would look like, followed by a segment dedicated to gauging parents' response to the possibility of a new charter school coming to the area. The results of this survey support the various points of discontent and concern of parents throughout the potential impact area of TVCA. The survey is not yet published in full, but a current summary comments of findings and methodology document provided by FDR Group is included in Appendix F. In this summary are specific comments by parents about experiences and concerns with the current public schools such as, "My daughter is also a very high reader and she is being held back for the same reasons, because they are playing catch up. She doesn't get to do as much as she could do while she is in school because they are constantly waiting on other kids." And, "My son is in high school, does not have books. So he comes home completely clueless how to do his math...He takes a picture from his cell phone of his assignment during school and tries to do his math assignment from his phone. And we are like 'where's your book, how do we explain it?'"

The FDR focus group summary highlights parent's reactions and excitement regarding specific attributes of Treasure Valley Classical Academy's structure, educational format, and leadership, "...there's scheduling, and time, I just like the whole structure, there's structure. I think schedules for children are important. I think being on time is to show you respect." Another parent stated, "There are two parts to an education. One is knowledge which we learn on our own. The other is wisdom which we learn from other people's experiences or our own. That's why we want to know what Plato thought about certain things. We use his knowledge to enhance our wisdom."

The FDR focus group results completely align with the innumerable conversations, social media, and public meeting experiences the board has had over the last 3 years.

Another area study was conducted by EcoNorthwest of Portland, Oregon, at the request of Bluum and Building Hope. The resulting report entitled "Economic and Market Feasibilities of Two Proposed Charter Schools in the Treasure Valley Idaho", focused on Treasure Valley Classical Academy and another proposed charter school in a neighboring Canyon County district. Specifically, the report looked at:

1. Demographic and Market Demand Analysis

The report builds on the methods employed in a previous study of charter school opportunities in the Treasure Valley and makes use of updated data where feasible. In particular, the analysis compares locations of two potential new charter schools with locations housing similar existing charter schools. Comparison charter school enrollment trends are reviewed in light of the strength of their market potential. The analysis projected student-age populations, examined existing school performance and identified comparison charter school enrollment trends.

2. Support for USDA Grant

This effort examined the factors included in the USDA guidance of market feasibility given the siting locations for two new charter schools. The USDA guidance is written for the evaluation of enterprises producing market goods, but factors relevant to charter school sitings were discussed and evaluated.

3. PRODUCT: Market Report

The report summarizes the market feasibility for the two new charter schools and contain maps and graphics supporting the findings.

A copy of the report can be found in Appendix F. The report notes that, "Nearby district-run schools demonstrate a mix of academic performance. While expected growth in student-age populations is modest in the immediate surrounding area, TVCA expects to draw students from a broad geographic area, including the more robustly growing area of north Canyon County."

The EcoNorthwest report also mentions and supports the FDR study as it states, "TVCA is offering a distinctive program designed to appeal to a traditional set of academic and leadership values (this is borne out by focus group research conducted in the general vicinity)." Parents are quoted in the FDR study as saying, "I would like to see a little more patriotism in the classroom. When did they stop saying Pledge of Allegiance and learning history? They don't learn that any more." And, "I wanted my daughter to be shielded, we changed the news. We didn't want my 6 year old daughter worrying about any kind of incident happening at school. But the school took it upon themselves...I felt my parenting was a little bit violated, what I wanted my daughter not to know didn't matter."

The EcoNorthwest report draws attention to TVCA's principal as well: "Key to the Classical Academy is its leader Stephen Lambert who is a retired Air Force colonel with a distinguished military career, and has been running a highly-successful [Hillsdale Barney Charter] classical academy in Atlanta, GA. From a recent parent group meeting in Fruitland there seems to be a strong appetite for both a classical academy approach to education and to having a decorated retired Air Force colonel leading the school." A parent in the FDR study is quoted as stating, "A former AF officer with a distinguished career is going to love America and US history and that kind of thing."

As mentioned in the education section there is no other school in the proposed area, or the state of Idaho, that follows the Barney Charter School Initiative model, thus Treasure Valley Classical Academy will provide the parents and students of Payette County and the surrounding counties with expanded choices in the type of educational opportunities within the public school framework. The BCSI has developed a curriculum that has shown success across a wide variety of student backgrounds throughout the nation.

The EcoNorthwest report notes that, "In an effort to better understand the enrollment potential for the proposed charter schools, four comparison rural-based Idaho charter schools were selected for review." From this comparison the implication for enrollment was that, "Altogether, meeting the enrollment targets for TVCA is likely feasible, but will present a greater challenge than in the [other charter school]. A more aggressive marketing and information campaign might be an important aspect of achieving planned enrollment for this program, especially given no previous local operating presence within the region."

The BCSI-experienced principal that has been secured for a foundational zero year allows TVCA a unique opportunity. One of the primary duties the principal will focus on will be marketing and public education programs covering the unique educational and personal development benefits of the BCSI model. TVCA board members will assist the principal with various public outreach events in all of the communities in Payette county and the bordering

towns of Weiser, Emmett, Middleton, and Parma to introduce and explain how the BCSI model, via Treasure Valley Classical Academy, will provide an exceptional, classically based, traditional education to students and families throughout the area. In addition to the seminars and educational programs, the principal will also be engaged in a media and marketing campaign to expose the curriculum and opportunities offered by TVCA to the various ethnic and underserved families of the potential impact area. His marketing plan includes specific discussions with area preschools, homeschool organizations and co-ops, as well as civic and cultural organizations.

The EcoNorthwest report addresses the economic feasibility of TVCA and its impact on Fruitland and Payette County as it states, "...the charter school will occupy an available school building in a community with large numbers of family households with incomes below both the state and national averages. The building is fully supported by utilities and transportation infrastructure. The [forecasted] 53 direct school employees will cause total employment in the area to rise by 66 new jobs, which is well within the capacity of Payette County. Clearly, this project is economically feasible."

Carpenter, Brian, L.,(2006), Charter School Board University: An introductory course to effective charter board governance (1st Ed.),Mount Pleasant, MI: National Charter Schools Institute.

EcoNorthwest, (2018), "Economic and Market Feasibilities of Two Proposed Charter Schools in the Treasure Valley Idaho: Draft Report", Portland, Oregon.

Transportation Plan

Transportation to any school can be an important factor for attendance. "Transportation must be provided where practicable. For new charter schools this may mean providing transportation starting in the second year once it has been determined where students reside and bus routes can be determined."(PCSC charter school template 2017). Treasure Valley Classical Academy plans to offer transportation services for students in the primary attendance area as soon as is financially viable and based on enrollment numbers and distance from school location of students residence. This desire is to ensure that lack of transportation will not negatively affect students for whom transportation may be a barrier to attendance. Bus routes and potential localized pickup points will be determined once enrollment is finalized. These services may be provided by a contractor or by the school. At the appropriate time, Treasure Valley Classical Academy will follow transportation bidding process per Idaho Code § 33-1510. TVCA has been in contact with local busing providers based on conversations and initial estimates the cost to contract services may be as high as \$3000 per day, depending on the number of required routes, which would be cost prohibitive. TVCA is investigating the costs of purchasing buses and hiring drivers and staff as an alternative.

Currently TVCA has reached out to the surrounding school districts of Payette County to attempt to partner on their routes in some manner. The districts have either showed no interest in allowing TVCA to align with them or have stated that it is illegal for them to contract with TVCA and allow us to utilize their busing resources. TVCA has also reached out to local privatized busing companies asking for quotes.

A major benefit of the preferred Olde School Community Center location in Fruitland is that it is in the middle of downtown and is in close proximity to local neighborhoods which are in walking distance of the building for potential low income and underserved families.

School Lunch Program

TVCA does not want the lack of nutrition to be a barrier for students' attendance. Treasure Valley Classical Academy has reached out to the surrounding school districts in an attempt to form a cooperative relationship to utilize the existing school food facilities with no success. The districts have informed TVCA that their resources and staff are not available to accommodate TVCA's potential food service needs. TVCA has also reached out to a number of local contract food service agencies that support other local educational establishments. These resources have been reluctant to serve our food service needs until we have a stable number for enrollment, have established ourselves in the county, and have a kitchen facility. There have been some promising developments with local restaurants to participate in a program to provide sandwiches and meals and *TVCA is pursuing developing a program that would fit into the overall school budget*. For the initial startup period and until the student numbers and budget allowed, conditions could necessitate that parents provide sack lunches for the students.

With the Olde School Community Center in downtown Fruitland, plans and accommodations can be made to provide a lunch program on premises. TVCA will search for food service vendors willing to work with the charter school. Once the vendors have been identified and Requests for Proposals approved and initiated, TVCA will begin a lunch program. At that time, Treasure Valley Classical Academy will investigate the means to enroll in the National School Lunch Program (NSLP) and the Free and Reduced Lunch program (FRL). If TVCA decides to participate, information to obtain free and reduced lunch will be gathered during the enrollment and registration process. Appropriate documentation will be gathered annually and will meet the program requirements. Once TVCA joins the National School Lunch Program, all policies required by the program, including a wellness policy and guidelines regarding meals and snacks served at the school or school events, will be adopted.

Strategies for Enrolling Underserved Families

Payette County is composed of 24% single parent homes, 29.8% Hispanic households and approximately 3.5% other minorities. According to the 2015 US census, 15.7% of families in Payette County live in poverty. Twenty-two percent (22%) of children in Payette County live in poverty according to CountyHealthRankings.org. The public school districts in the charter school impact area have from 46.6% to up to 100% of their students participating in the free and reduced lunch program. The individuals within these demographic groups often compose underserved families. TVCA intends to reach out to each of these populations through information booths at community and local events, banners, billboards, community and household presentations, written advertising at local businesses, preschools, grocers, and banks, as well as radio and/or television advertisements. Many of these marketing methods are already underway through the founder's own efforts as well as volunteers. TVCA has acquired the volunteer services of a certified Spanish translator who is assisting with translation of social media posts, flyers, and advertising literature into Spanish. This volunteer will also be participating in outreach events that will be conducted by the principal for the local Hispanic community as well as assisting in filling out any necessary forms or applications as the school moves towards its opening.

Treasure Valley Classical Academy is fortunate to have an important affiliation with Hillsdale College Barney Charter School Initiative (BCSI). Hillsdale College has had access to the services of Pinkston Group, a public relations firm based in Washington, D.C., and have arranged for Pinkston Group to deliver a live, on-line two-hour training session to all board

members and leaders of BCSI schools and founders of future BCSI affiliated schools to help prepare spokespersons to conduct effective, message-driven interviews.

The 2016 Bluum report “Hispanic Parents Speak Out,” composed of information compiled from Hispanic parents in eastern and southern Idaho who had opted to send their students to non-traditional public schools, highlighted features valued by the Hispanic population that are perfectly aligned with the structure and goals of Treasure Valley Classical Academy. Among those features:

- *“The Hispanic parents ... interviewed prized a school that emphasized respect and good behavior. These were values they typically emphasized at home, and they wanted the school environment to reflect those priorities.”*
- *“Parents typically responded well to school uniforms or a strict dress code because these communicated that a school was serious about student behavior. To some, there was an additional practical benefit – uniforms simplified the challenge of dressing youngsters.”*
- *“Take pride in having good teachers that care about children and in the school’s preparation of students for college. Schools might also highlight specialized courses of study.” (FDR Group, 2016).*

Each of the features listed align with TVCA’s educational program, philosophy and school culture.

TVCA founders are currently in discussion with the executive director of the local Boys & Girls Club to partner with the club on an afterschool program as the club becomes solidly established at their new Payette location.

A final note regarding provisions for the underserved families and insuring that TVCA has the goal to serve all students in our impact area comes from the current edition of The Core Knowledge Sequence: Content and Skill Guidelines for Grades K – 8. The preface to the resource book reiterates the mission of the Core Knowledge Foundation as “Excellence and Equity for all Children.” Shortly after in the introduction, the manual reemphasizes that the “...Equal Access to Knowledge Promotes Excellence and Fairness.” The manual states, “Only by specifying the knowledge that all children should share can we guarantee equal access to that knowledge. In our current system, disadvantaged children especially suffer from low expectations that translate into watered-down curricula. In schools teaching the *Core Knowledge Sequence*, however, disadvantaged children, like all children, are exposed to a coherent core of challenging, interesting knowledge. This provides a foundation for later learning, but also makes up the common ground for communication in our diverse society.” (Core Knowledge, 2010).

The primary reasons that Treasure Valley Classical Academy has chosen the proven model utilized by the Hillsdale Barney Charter Initiative is the rich, classically based, traditional curriculum and methodology. The Hillsdale BCSI model has the potential to provide a superb education to any child regardless of their socioeconomic or cultural experience. There are many private school models that can provide this same form of excellent education around the region, and maybe within the state of Idaho, but the social demographic of the majority of the families in the area that TVCA has chosen to influence cannot support or take advantage of a

private school opportunity of this caliber. Families of school age children in Payette County and the rural areas of surrounding counties have no tuition-free choice besides the typical public school setting in which they are frustrated and in which they have lost faith as evidenced in the FDR report. By utilizing the opportunity of school choice in Idaho and a public charter school in the Hillsdale BCSI tradition, every child in the TVCA area of influence will have the educational opportunity of a lifetime.

FDR Group, (2016). Hispanic Parents Speak Out: Reflections from a series of focus groups with Hispanic parents in Idaho conducted for Bluum. Boise, ID.

Core Knowledge Foundation (2010). *Core Knowledge Sequence: Content guidelines for grades K-8*. Charlottesville, VA: Core Knowledge Foundation.

Treasure Valley Classical Academy Appendix

K-12
Opening 2019
School Location (Fruitland District #373)
Fruitland, Idaho 83619

~~April 25, 2018~~
June 25, 2018

Ronda Baines
PO Box 197
208.866.3344
info@tvacademy.org

Non Discrimination Statement:
Treasure Valley Classical Academy Charter does not discriminate on the basis of race, religion, color, national origin, sex, or disability 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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Appendix A1: Pre-Opening Budget

Narrative: Start-Up Budget

While the fellowship funds are included in the TVCA pre-operational year budget, the \$120,000 are held in an account with Bluum so they can assist with payroll distributions and disbursement of the remaining funds for TVCA travel and expense, marketing, etc.

Idaho Public Charter School Commission Charter Petition: Pre-Operational Budget

Worksheet Instructions: 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.

Pre-Operational Revenue

| Line Item / Account | Budget | Assumptions / Details / Sources |
|-----------------------------|---------------------|------------------------------------------------------------------------------------------------------------------|
| Donations and Contributions | 230,000.00 | \$60,000 from Williams' Fellowship \$60,000 from Albertson's fellowship \$110,000 from Williams' donation. |
| Loans | | |
| Grants | | |
| Other Revenue | | |
| REVENUE TOTAL | \$230,000.00 | |

Additional Notes or Details Regarding Revenues:

The \$120,000 identified as a Fellowship from Williams and Albertson is earmarked to hire our principal for a zero year, support some travel and expenses, and marketing/advertising. Being in place a year prior to opening will allow the principal to integrate into the community, market the school, hire staff, and help prepare for opening in Fall of 2019.

Pre-Operational Expenditures

Section 1: Staffing

| 1a: CERTIFIED STAFF | Budget | | Assumptions / Details / Sources |
|---------------------------------|------------|------------------|-------------------------------------------------------------------------|
| | FTE | Amount | |
| Classroom Teachers | | | |
| Elementary Teachers | | | |
| Secondary Teachers | | | |
| Specialty Teachers | | | |
| Classroom Teacher Subtotals | 0.0 | - | Average classroom size: |
| Special Education | FTE | Amount | |
| SPED Director / Coordinator | | | |
| Special Education Teacher | | | |
| Special Education Subtotals | 0.0 | - | Anticipated % Special Education Students: |
| Other Certified Staff | FTE | Amount | |
| Lead Administrator | 1.0 | 85,000.00 | Steve Lambert, TVCA Principal salary from July 1, 2018 to June 30, 2019 |
| Assistant Administrator | | | |
| Other Certified Staff Subtotals | 1.0 | 85,000.00 | |
| CERTIFIED STAFF TOTAL | 1.0 | 85,000.00 | |

| 1b: CLASSIFIED STAFF | Budget | | Assumptions / Details / Sources |
|-------------------------------|------------|-----------------|------------------------------------------------------------|
| Position | FTE | Amount | |
| Paraprofessionals- General | | | |
| Paraprofessionals- SPED | | | |
| Admin / Front Office Staff | 0.3 | 7,800.00 | front office admin for 3 months prior to 2019 school year. |
| CLASSIFIED STAFF TOTAL | 0.3 | 7,800.00 | |

| 1c: BENEFITS | Budget | | Assumptions / Details / Sources |
|-------------------------------------|--------|------------------|----------------------------------------------------------------------------------|
| Type | Rate | Amount | |
| Retirement | | 10,505.00 | |
| Workers comp | | 65.00 | |
| FICA/Medicare | | 7,099.00 | |
| Group insurance | | 811.00 | Steve is retired Air Force and doesn't need insurance, so this only covers admin |
| Paid time off (provide assumptions) | | 1,114.00 | |
| BENEFITS TOTAL | | 19,594.00 | |

| | | |
|-----------------------------------------------|-------------------|--|
| CERTIFIED & CLASSIFIED STAFF TOTAL | 92,800.00 | |
| TOTAL STAFF & BENEFITS TOTAL | 112,394.00 | |

| Section 2: Educational Program | | |
|-----------------------------------------------------------|---------------|----------------------------------------|
| 2a: OVERALL EDUCATION PROGRAM COSTS | Budget | Assumptions / Details / Sources |
| Professional Development | | |
| SPED Contract Services | | |
| Other Contract Services (i.e. accounting, HR, management) | | |
| Office Supplies | | |
| Membership Dues (if applicable) | | |
| OVERALL EDUCATION PROGRAM TOTAL | - | |

| 2b: ELEMENTARY PROGRAM | Budget | Assumptions / Details / Sources |
|----------------------------------------------------|---------------|----------------------------------------|
| Elementary Curriculum | | |
| Elementary Instructional Supplies & Consumables | | |
| Elementary Special Education Curricular Materials | | |
| Elementary Contract Services (provide assumptions) | | |
| ELEMENTARY PROGRAM TOTAL | - | |

| 2c: SECONDARY PROGRAM | Budget | Assumptions / Details / Sources |
|---------------------------------------------------|---------------|----------------------------------------|
| Secondary Curriculum | | |
| Secondary Instructional Supplies & Consumables | | |
| Secondary Special Education Curricular Materials | | |
| Secondary Contract Services (provide assumptions) | | |
| SECONDARY PROGRAM TOTAL | - | |
| EDUCATIONAL PROGRAM TOTAL | - | |

Additional Notes or Details Regarding Educational Program Expenditures:

| Section 3: Technology | | |
|---------------------------------------------------------------------|---------------|----------------------------------------|
| Line Item / Account | Budget | Assumptions / Details / Sources |
| Internet Access | | |
| Contract Services | | |
| Technology Software & Licenses | | |
| Computers for Staff Use | | |
| Computers for Student Use | | |
| Other Technology Hardware (i.e. document cameras, projectors, etc.) | | |
| TECHNOLOGY TOTAL | - | |

Additional Notes or Details Regarding Technology Expenditures:

| Section 4: Non-Facilities Capital Outlay | | |
|---------------------------------------------------------------------------------------|---------------|----------------------------------------|
| Line Item / Account | Budget | Assumptions / Details / Sources |
| Furniture (school-wide) | | |
| Kitchen Equipment (warming oven, salad bar, etc.) | | |
| Other Capital Outlay (i.e. library, kitchen small wares, maintenance equipment, etc.) | | |
| CAPITAL OUTLAY TOTAL | - | |

Additional Notes or Details Regarding Non-Facilities Capital Outlay Expenditures:

| Section 5: Board of Directors | | |
|------------------------------------------------------------------------|-----------------|-------------------------------------------------------------------------------|
| Line Item / Account | Budget | Assumptions / Details / Sources |
| Board Training | | |
| Legal | | |
| Insurance (property, liability, E & O, etc.) | 8,417.00 | Board insurance and three months worth of property, liability, etc. insurance |
| Audit | | |
| BOARD OF DIRECTORS TOTAL | 8,417.00 | |
| Additional Notes or Details regarding Board of Directors Expenditures: | | |

| Section 6: Facilities Details (consistent with facilities template) | | |
|----------------------------------------------------------------------------------------------------------------|-------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Line Item / Account | Budget | Assumptions / Details / Sources |
| Mortgage or Lease | 9,999.00 | Estimate getting into facility 3 months prior to school year (April - June 2019) |
| Construction / Remodeling (if applicable) | 91,532.00 | Pre-opening and year 1 include funds to remodel facility with emphasis on bringing it up to code for a safe and secure facility for students. Facility funds from year 1 will contribute to remodel work done prior to opening, terms NET 30 or 60. |
| Repairs and Maintenance | | |
| Facilities Maintenance Contracts (i.e. snow removal, lawn care, custodial security, etc.) | 500.00 | Estimated for 3 months. |
| Utilities (i.e. gas, electric, water, etc.) | 4,960.00 | Estimated for 3 months. |
| Phone | | |
| Other Facilities Related Costs (specify) | | |
| FACILITIES TOTAL | 106,991.00 | |
| Additional Notes or Details Regarding Facilities Expenditures: | | |
| Total budgeted in pre-opening and year 1 for bringing existing building up to code is approximately \$208,000. | | |

| Section 7: Transportation | | |
|-------------------------------------------------------|---------------|---------------------------------|
| Line Item / Account | Budget | Assumptions / Details / Sources |
| Daily Transportation | | |
| Special Transportation (i.e. SPED, field trips, etc.) | | |
| Other Transportation Costs (specify) | | |
| TRANSPORTATION TOTAL | \$0.00 | |
| Additional Notes or Details: | | |

| Section 8: Nutrition | | |
|------------------------------|----------|---------------------------------|
| Line Item / Account | Budget | Assumptions / Details / Sources |
| Food Costs | | |
| Non-Food Costs | | |
| OTHER TOTAL | - | |
| Additional Notes or Details: | | |

| Section 9: Other Expenditures | | |
|-------------------------------|-----------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Line Item / Account | Budget | Assumptions / Details / Sources |
| Advertising | 2,000.00 | Some money from the Fellowship, which supports the principal in year zero, is targeted for advertising. In addition, the principal is expected to spend a significant portion of time in year zero on community outreach (marketing) activities. |
| OTHER TOTAL | 2,000.00 | |
| Additional Notes or Details: | | |

Appendix A2: Three-Year Operating and Break-even Budget

Narrative: Operational Budgets

Any net income will be put into a contingency fund. Our break-even budget is based upon 235 students, which is below our targeted enrollment in year 1. Expense projections were made based on actual quotes, comparable charter school budgets, and our best forecasts.

Idaho Public Charter School Commission

Charter Petition: Operational Budgets

Worksheet Instructions: 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.

Operational Revenue

| Anticipated Enrollment for Each Scenario: | 235 | 324 | 367 | 407 | |
|-------------------------------------------|--------------------------|-------------------------------|-----------------------|-----------------------|---------------------------------------------------------------|
| Line Item / Account | Break-Even Year 1 Budget | Full Enrollment Year 1 Budget | Year 2 Budget | Year 3 Budget | Assumptions / Details / Sources |
| Donations and Contributions | \$0.00 | | | | |
| Loans | \$0.00 | | | | |
| Grants | \$35,000.00 | \$35,000.00 | \$78,000.00 | \$94,000.00 | IDEA PART B FUNDS, Title I and II |
| Entitlement | \$300,089.00 | \$410,036.00 | \$499,681.00 | \$587,431.00 | M & O Revenue Templates in appendix |
| Salary and Benefit Apportionment | \$817,680.00 | \$1,107,790.00 | \$1,364,524.00 | \$1,615,974.00 | M & O Revenue Templates in appendix |
| Transportation Allowance | \$0.00 | \$0.00 | \$0.00 | \$0.00 | |
| Nutrition Reimbursements | \$59,043.75 | \$81,405.00 | \$92,208.75 | \$102,258.75 | \$335 per enrolled student (estimating 75% FRL) |
| Special Distributions | | | | | |
| Charter School Facilities | \$92,120.00 | \$127,008.00 | \$143,864.00 | \$159,544.00 | \$392 * projected enrollment |
| Content and Curriculum | \$2,118.00 | \$2,894.00 | \$3,424.00 | \$3,908.00 | \$200 per support unit |
| Continuous Improvement Plans and Training | \$6,600.00 | \$6,600.00 | \$6,600.00 | \$6,600.00 | This is for Idaho State Certified board training. |
| Gifted Talented | \$3,395.00 | \$3,544.00 | \$3,617.00 | \$3,684.00 | \$3,000 plus 6% enrollment * \$28 |
| Leadership Premiums | \$11,124.00 | \$15,169.00 | \$19,214.00 | \$21,236.00 | \$850 per inst staff and \$161.25 per inst staff for benefits |
| IT Staffing | \$5,000.00 | \$5,000.00 | \$5,000.00 | \$5,000.00 | |
| Math and Science Requirement | \$0.00 | \$0.00 | \$0.00 | \$0.00 | |
| Professional Development | \$22,015.00 | \$24,455.00 | \$27,505.00 | \$29,030.00 | \$15000 plus \$610 per inst |
| Safe and Drug-Free Schools | \$4,902.00 | \$6,001.00 | \$6,532.00 | \$7,026.00 | \$2,000 + 13 per ADA |
| Technology (i.e. infrastructure) | \$31,163.00 | \$35,390.00 | \$37,433.00 | \$39,333.00 | 2016-2017 = \$5K to \$20K + \$50 per mid-term |
| Advanced Opportunities | | | | | |
| College and Career Advisors/ Mentors | \$5,000.00 | \$5,000.00 | \$5,000.00 | \$5,000.00 | Estimating on the low end |
| Literacy Proficiency | NA | NA | | | |
| Limited English Proficient (LEP) | NA | NA | | | Not included due to dependency on testing. |
| School Facilities (Lottery) | NA | NA | \$22,314.00 | \$24,746.00 | |
| REVENUE TOTAL | \$1,395,249.75 | \$1,865,292.00 | \$2,314,916.75 | \$2,704,770.75 | |

Operational Expenditures**Section 1: Staffing**

| 1a: CERTIFIED STAFF | Break-Even Budget | | Full Enrollment Year 1 Budget | | Year 2 Budget | | Year 3 Budget | | Assumptions / Details / Sources |
|---------------------------------|----------------------|-------------------|----------------------------------|---------------------|---------------|-----------------------|---------------|-----------------------|-----------------------------------------------|
| | FTE | Amount | FTE | Amount | FTE | Amount | FTE | Amount | |
| Classroom Teachers | 8.0 | 377,000.00 | 11.00 | 515,750.00 | 13.00 | 634,025.00 | 14.00 | 712,600.00 | |
| Elementary Teachers | 0.0 | | - | | 2.00 | 96,250.00 | 3.00 | 150,000.00 | |
| Secondary Teachers | 2.0 | 92,500.00 | 3.00 | 138,750.00 | 3.00 | 144,375.00 | 3.00 | 150,000.00 | |
| Specialty Teachers | 10.00 | 469,500.00 | 14.00 | 654,500.00 | 18.00 | 874,650.00 | 20.00 | 1,012,600.00 | Average classroom size: 27 |
| Classroom Teacher Subtotals | | | | | | | | | |
| Special Education | FTE | Amount | FTE | Amount | FTE | Amount | FTE | Amount | |
| SPED Director | 1.0 | 49,750.00 | 1.00 | 49,750.00 | 1.00 | 52,325.00 | 1.00 | 54,200.00 | |
| Special Education Teacher | | | | | | | | | |
| Special Education Subtotals | 1.00 | 49,750.00 | 1.00 | 49,750.00 | 1.00 | 52,325.00 | 1.00 | 54,200.00 | Anticipated % Special Education Students: 10% |
| Other Certified Staff | FTE | Amount | FTE | Amount | FTE | Amount | FTE | Amount | |
| Lead Administrator | 1.0 | 90,000.00 | 1.00 | 90,000.00 | 1.00 | 94,500.00 | 1.00 | 99,200.00 | |
| Assistant Administrator | | | | | | | 1.00 | 62,000.00 | |
| Other Certified Staff Subtotals | 1.00 | 90,000.00 | 1.00 | 90,000.00 | 1.00 | 94,500.00 | 2.00 | 161,200.00 | |
| CERTIFIED STAFF TOTAL | 12.00 | 609,250.00 | 16.00 | \$794,250.00 | 20.00 | \$1,021,475.00 | 23.00 | \$1,228,000.00 | |

| 1b: CLASSIFIED STAFF | Break-Even Budget | | Full Enrollment Year 1 Budget | | Year 2 Budget | | Year 3 Budget | | Assumptions / Details / Sources |
|-------------------------------|----------------------|------------------|----------------------------------|-------------------|---------------|-------------------|---------------|-------------------|---------------------------------------------------------------------------------------------|
| Position | FTE | Amount | FTE | Amount | FTE | Amount | FTE | Amount | |
| Paraprofessionals- General | 3.0 | 36,000.00 | 3.00 | 36,000.00 | 4.00 | 49,440.00 | 5.00 | 61,800.00 | Full Time Aides for K, 1, and 2 in year 1, estimate needing additional in following years. |
| Paraprofessionals- SPED | | | 1.00 | 18,000.00 | 2.00 | 37,080.00 | 2.00 | 37,080.00 | Increased to help address 10% SPED estimate. |
| Admin / Front Office Staff | 1.0 | 31,200.00 | 1.00 | 31,200.00 | 1.00 | 32,136.00 | 1.00 | 32,136.00 | |
| Other | 1.7 | 29,547.00 | 1.70 | 29,547.00 | 2.80 | 83,423.00 | 3.40 | 139,480.00 | part-time nurse in yr 1, full-time afterword janitor; teacher salary adjustments in year 3. |
| CLASSIFIED STAFF TOTAL | 5.70 | 96,747.00 | 6.70 | 114,747.00 | 9.80 | 202,079.00 | 11.40 | 270,496.00 | |

| 1c: BENEFITS | Break-Even Budget | | Full Enrollment Year 1 Budget | | Year 2 Budget | | Year 3 Budget | | Assumptions / Details / Sources |
|-----------------------------------------------|----------------------|-------------------|----------------------------------|---------------------|---------------|-----------------------|---------------|-----------------------|---------------------------------|
| Type | Rate | Amount | Rate | Amount | Rate | Amount | Rate | Amount | |
| Retirement | 11.32% | 79,919.00 | 11.32% | 102,898.00 | 11.32% | 138,506.00 | 11.32% | 169,630.00 | |
| Workers comp/ FICA/ Medicare | 7.72% | 54,503.00 | 7.72% | 70,174.00 | 7.72% | 94,458.00 | 7.72% | 115,684.00 | |
| Group Insurance (Medical/Dental) | 10.40% | 73,424.00 | 13.00% | 118,170.00 | 13.00% | 159,062.00 | 15.00% | 224,774.00 | |
| Paid time off (provide assumptions) | 1.20% | 8,472.00 | 1.20% | 10,908.00 | 1.20% | 14,693.00 | 1.20% | 17,982.00 | |
| BENEFITS TOTAL | | 216,318.00 | | 302,150.00 | | 406,709.00 | | 528,070.00 | |
| CERTIFIED & CLASSIFIED STAFF TOTAL | | 705,997.00 | | 908,997.00 | | \$1,223,554.00 | | \$1,498,496.00 | |
| TOTAL STAFF & BENEFITS TOTAL | | 922,315.00 | | 1,211,147.00 | | \$1,630,263.00 | | \$2,026,566.00 | |

Section 2: Educational Program

| 2a: OVERALL EDUCATION PROGRAM COSTS | Break-Even Budget | | Full Enrollment Year 1 Budget | | Year 2 Budget | | Year 3 Budget | | Assumptions / Details / Sources |
|-----------------------------------------------------------|----------------------|------------------|----------------------------------|------------------|---------------|------------------|---------------|------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Professional Development | | 22,015.00 | | 24,455.00 | | 27,505.00 | | 29,030.00 | Training for all instructional staff will include, but not be limited to, roundtrip airfare to attend BCSI's training on Singapore Math, Core Knowledge, and other curricular choices. |
| SPED Contract Services | | 12,180.00 | | 12,180.00 | | 14,500.00 | | 14,500.00 | Elementary services = \$12,180 each year and secondary begin in year 2 and add \$2,320 in that year and year 3. Estimates are based on similar sized charter school services. |
| Membership Dues | | | | | | | | | |
| Authorizer Fee | | 12,500.00 | | 12,500.00 | | 12,500.00 | | 12,500.00 | Average from charter schools |
| Other Contract Services (i.e. accounting, HR, management) | | 37,000.00 | | 37,000.00 | | 37,000.00 | | 37,000.00 | ICSN Back office support |
| Office Supplies | | | | | | | | | |
| OVERALL EDUCATION PROGRAM TOTAL | | 83,695.00 | | 86,135.00 | | 91,505.00 | | 93,030.00 | |

| 2b: ELEMENTARY PROGRAM | Break-Even Budget | | Full Enrollment Year 1 Budget | | Year 2 Budget | | Year 3 Budget | | Assumptions / Details / Sources |
|----------------------------------------------------|----------------------|------------------|----------------------------------|------------------|---------------|------------------|---------------|------------------|-------------------------------------------------------------------|
| Elementary Curriculum | | 17,625.00 | | 24,300.00 | | 26,175.00 | | 27,975.00 | \$75 per student |
| Elementary Instructional Supplies & Consumables | | 23,500.00 | | 32,400.00 | | 34,900.00 | | 37,300.00 | \$100 per student for instructional material and testing supplies |
| Elementary Special Education Curricular Materials | | | | | | | | | |
| Elementary Contract Services (provide assumptions) | | | | | | | | | |
| ELEMENTARY PROGRAM TOTAL | | 41,125.00 | | 56,700.00 | | 61,075.00 | | 65,275.00 | |

| 2c: SECONDARY PROGRAM | Break-Even Budget | | Full Enrollment Year 1 Budget | | Year 2 Budget | | Year 3 Budget | | Assumptions / Details / Sources |
|---------------------------------------------------|----------------------|-------------------|----------------------------------|-------------------|-------------------|--|-------------------|--|-------------------------------------------------------------------|
| Secondary Curriculum | | | | | 11,700.00 | | 22,100.00 | | \$650 per student |
| Secondary Instructional Supplies & Consumables | | | | | 7,650.00 | | 14,450.00 | | \$425 per student for instructional material and testing supplies |
| Secondary Special Education Curricular Materials | | | | | | | | | |
| Secondary Contract Services (provide assumptions) | | | | | | | | | |
| SECONDARY PROGRAM TOTAL | | - | | - | 19,350.00 | | 36,550.00 | | |
| EDUCATIONAL PROGRAM TOTAL | | 124,820.00 | | 142,835.00 | 171,930.00 | | 194,855.00 | | |

Additional Notes or Details Regarding Educational Program Expenditures:

The curriculum estimates are based on numbers from other BCSI schools that use core knowledge curriculum. No funds have been allocated for special education curriculum due to the fact that the planned curriculum is already remedial for students. Only on a case by case basis, demanded by the IEP or 504, will additional curriculum be deemed necessary and purchased using general funds.

| Section 3: Technology | | | | | |
|---------------------------------------------------------------------|-------------------|--------------------------------------|------------------|------------------|---------------------------------------------------------|
| Line Item / Account | Break-Even Budget | Year 1 Full Enrollment Year 1 Budget | Year 2 Budget | Year 3 Budget | Assumptions / Details / Sources |
| Internet Access | 3,504.00 | 3,504.00 | 3,504.00 | 3,504.00 | Cable One 103 Enterprise and 5 static IP's |
| Contracted Services | | | | | |
| Technology Software & Licenses | | | | | |
| Computers for Staff Use | 12,500.00 | 16,500.00 | 9,000.00 | 3,500.00 | \$1000 per teacher |
| Computers for Student Use | 12,400.00 | 12,400.00 | | | \$5,700 for Chromebooks and \$500 for cart (two sets) |
| Other Technology Hardware (i.e. document cameras, projectors, etc.) | 14,524.00 | 16,624.00 | 11,685.00 | 8,799.00 | Network AP, phones, printers, and copier for admin area |
| TECHNOLOGY TOTAL | 42,928.00 | 49,028.00 | 24,189.00 | 15,803.00 | |
| Additional Notes or Details Regarding Technology Expenditures: | | | | | |

| Section 4: Non-Facilities Capital Outlay | | | | | |
|---------------------------------------------------------------------------------------|-------------------|--------------------------------------|------------------|-----------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Line Item / Account | Break-Even Budget | Year 1 Full Enrollment Year 1 Budget | Year 2 Budget | Year 3 Budget | Assumptions / Details / Sources |
| Furniture (school-wide) | 26,888.00 | 36,458.00 | 17,525.00 | 6,703.00 | Desks and chairs at \$65 per student; desks and chairs at \$400 per teacher; bookshelves and file cabinets at \$310 per; bulletin and dry erase boards at \$125 per |
| Kitchen Equipment (warming oven, salad bar, etc.) | | | | | |
| Other Capital Outlay (i.e. library, kitchen small wares, maintenance equipment, etc.) | | | | | |
| CAPITAL OUTLAY TOTAL | 26,888.00 | 36,458.00 | 17,525.00 | 6,703.00 | |
| Additional Notes or Details Regarding Non-Facilities Capital Outlay Expenditures: | | | | | |

| Section 5: Board of Directors | | | | | |
|----------------------------------------------------------------------------------------------|-------------------|--------------------------------------|------------------|------------------|----------------------------------------------------------------------------------------------------------------------------------------------|
| Line Item / Account | Break-Even Budget | Year 1 Full Enrollment Year 1 Budget | Year 2 Budget | Year 3 Budget | Assumptions / Details / Sources |
| Board Training | 6,600.00 | 6,600.00 | 6,600.00 | 6,600.00 | Travel to Hillsdale BCSI (flight & car rental). Training will be approved by SDE prior, to ensure compliance to ID state certified trainers. |
| Legal | 12,000.00 | 12,000.00 | 12,000.00 | 12,000.00 | 30 hours @ \$150/hr |
| Insurance (property, liability, E & O, etc.) | 15,500.00 | 15,500.00 | 15,500.00 | 15,500.00 | Best estimate, application in process |
| Audit | 5,000.00 | 5,000.00 | 5,000.00 | 5,000.00 | Audit and tax prep by Quest CPA's |
| BOARD OF DIRECTORS TOTALS | 39,100.00 | 39,100.00 | 42,100.00 | 42,100.00 | |
| Additional Notes or Details Regarding Board of Directors Expenditures: | | | | | |
| The lawyer and audit numbers are from an agreement with a lawyer and quote from Quest CPA's. | | | | | |

| Section 6: Facilities Details (consistent with facilities template) | | | | | |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------|--------------------------------------|-------------------|-------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Line Item / Account | Break-Even Budget | Year 1 Full Enrollment Year 1 Budget | Year 2 Budget | Year 3 Budget | Assumptions / Details / Sources |
| Mortgage or Lease | 39,996.00 | 39,996.00 | 78,385.00 | 78,385.00 | Lease from AMI at \$3,333 per month. Year two adds lease payment of \$3,199 per month for quad trailer to support growth. |
| Construction / Remodeling (if applicable) | 60,811.00 | 116,511.00 | 145,860.00 | 120,000.00 | Pre-opening and year 1 include funds to remodel facility with emphasis on bringing it up to code for a safe and secure facility for students. The \$55,700 difference in break-even and year 1 budget includes paint and temporary wall partitions which would be excluded if we don't have the funds. Years 2 funds support the prep work for the addition of a quad trailer to support growth. Year 3 funds support further improvements to the facility. |
| Repairs and Maintenance | 15,600.00 | 15,600.00 | 15,600.00 | 20,000.00 | |
| Facilities Maintenance Contracts (i.e. snow removal; trash; lawn care, custodial, security, etc.) | 1,800.00 | 1,800.00 | 1,800.00 | 1,800.00 | |
| Utilities (i.e. gas, electric, water, etc.) | 39,000.00 | 39,000.00 | 45,000.00 | 45,000.00 | Based upon current facility costs with estimated enrollment. |
| Phone | | | | | |
| Other Facilities Related Costs (specify) | | | | | |
| FACILITIES TOTAL | 157,207.00 | 212,907.00 | 286,645.00 | 265,185.00 | |
| Additional Notes or Details Regarding Facilities Expenditures: | | | | | |
| This budget represents the facilities option #1, to lease and remodel the existing old high school building, bringing it up to code for a safe learning environment for TVCA students. Total budgeted in pre-opening and year 1 for bringing existing building up to code is approximately \$208,000. The construction funds in year 2 is to support preparation for a quad trailer, and the funds in year 3 are meant for further remodel work on the main facility. | | | | | |

| Section 7: Transportation | | | | | |
|--------------------------------------------------------------------|-------------------|--------------------------------------|---------------|---------------|---------------------------------|
| Line Item / Account | Break-Even Budget | Year 1 Full Enrollment Year 1 Budget | Year 2 Budget | Year 3 Budget | Assumptions / Details / Sources |
| Daily Transportation | | | | | |
| Special Transportation (i.e. SPED, field trips, etc.) | | | | | |
| Other Transportation Costs (specify) | | | | | |
| TRANSPORTATION TOTAL | \$0.00 | \$0.00 | \$0.00 | \$0.00 | |
| Additional Notes or Details Regarding Transportation Expenditures: | | | | | |

| Section 8: Nutrition Program | | | | | |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------|--------------------------------------|------------------|-------------------|------------------------------------------------|
| Line Item / Account | Break-Even Budget | Year 1 Full Enrollment Year 1 Budget | Year 2 Budget | Year 3 Budget | Assumptions / Details / Sources |
| Food Costs | 36,016.69 | 49,657.05 | 56,247.34 | 62,377.84 | Estimated at 61% of \$335 per enrolled student |
| Non-Food Costs | 23,027.06 | 31,747.95 | 35,961.41 | 39,880.91 | Estimated at 39% of \$335 per enrolled student |
| NUTRITION TOTAL | 59,043.75 | 81,405.00 | 92,208.75 | 102,258.75 | |
| Additional Notes or Details Regarding Other Expenditures: | | | | | |
| With help from our financial support group, the Idaho Charter School Network, there is strong support to break even in year 1 given their experience helping Heritage Community, Idaho Arts, and other charter schools with their nutrition programs. The \$335 per enrolled student is an average rate of Rolling Hills, Heritage Community, and Idaho Arts nutrition programs. | | | | | |

| Section 9: Other Expenditures | | | | | |
|-----------------------------------------------------------|-------------------|--------------------------------------|------------------|------------------|-----------------------------------|
| Line Item / Account | Break-Even Budget | Year 1 Full Enrollment Year 1 Budget | Year 2 Budget | Year 3 Budget | Assumptions / Details / Sources |
| Teacher Awards | 9,350.00 | 12,750.00 | 16,150.00 | 17,850.00 | |
| Advertising & Misc | 13,500.00 | 13,500.00 | 13,500.00 | 13,500.00 | Continued marketing of the school |
| OTHER TOTAL | 22,850.00 | 26,250.00 | 29,650.00 | 31,350.00 | |
| Additional Notes or Details Regarding Other Expenditures: | | | | | |

| List of Attachments | |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------|
| [If you have supporting documentation related to your budget assumptions or cash flow (cost-breakdowns, contract services quotes, etc.), please list them here and identify their location.] | |
| Attachment Title | Location in Appendices |
| TVCA Estimated-State-MO-Revenue BE | |
| TVCA Estimated-State-MO-Revenue Year 1 | |
| TVCA Estimated-State-MO-Revenue Year 2 | |
| TVCA Estimated-State-MO-Revenue Year 3 | |
| | |
| | |

| TVCA YEAR BREAK-EVEN ESTIMATING M & O STATE SUPPORT REVENUE | | | | |
|----------------------------------------------------------------|----------------------------------------------------------------------------|------------------------------|-------------------------------|---------------------------------------------|
| | | | | Rev Code |
| 1 | Number of Support Units - 2018 - 2019 (Best 28 Weeks ADA - Units) | | 10.59 | |
| 2. | State Distribution Factor - Per Unit - 2018-2019 | \$ | 28,337 | increases, we ar |
| 3. | Entitlement (line 1 x line 2) | \$ | 300,089 | |
| 4. | Salary Apportionment: 1st Reporting Period Units (From SBA Template) | | 10.59 | |
| | | | | |
| | Administrative Index | Average Instructional Salary | Average Pupil Services Salary | Total SBA plus Allowances from SBA Template |
| | 1.29410 | \$46,250 | \$46,614 | \$ 687,299 |
| 5. | Estimated Base Support (line 3 + line 4) | \$ | 987,388 | 431100 |
| 6. | Add: Benefit Apportionment | \$ | 130,381 | 431800 |
| 7. | Add: Approved Border Contracts | \$ | | 431500 |
| 8. | Add: Approved Exceptional Child Support | \$ | | 431400 |
| 9. | Add: Approved Tuition Equivalency | \$ | | 431600 |
| 10. | Add: Transportation Allowance | \$ | | 431200 |
| 11. | Adjustments | \$ | | |
| 12. | Total Estimated SDE State Support (lines 5 + 6 + 7 + 8 + 9 + 10 + 11) | \$ | 1,117,769 | |
| Revenue in Lieu of Taxes: (n/a for District Charters) | | | | |
| 13. | Agricultural Equipment Tax Replacement Money from State Tax Commission | \$ | | |
| 14. | Personal Property Tax Replacement Money from State Tax Commission | \$ | | |
| | Total Revenue in Lieu of Taxes (line 13) | | 0 | 438000 |
| *** RETURN THIS PAGE TO THE STATE DEPARTMENT OF EDUCATION *** | | | | |
| School District Name: Treasure Valley Classical Academy | | School District Number: | | TBD |

| TVCA YEAR 1 ESTIMATING M & O STATE SUPPORT REVENUE | | | | Rev Code | | | | | | | | |
|---------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------|---------------------------------------------|-------------------------------|---------------------------------------------|---------|----------|----------|------------|--|--|--|
| 1 | Number of Support Units - 2018 - 2019 (Best 28 Weeks ADA - Units) | | 14.47 | | | | | | | | | |
| 2. | State Distribution Factor - Per Unit - 2018-2019 | \$ | 28,337 | increases, we ar | | | | | | | | |
| 3. | Entitlement (line 1 x line 2) | \$ | 410,036 | | | | | | | | | |
| 4. | Salary Apportionment: 1st Reporting Period Units (From SBA Template) | | 14.47 | | | | | | | | | |
| | <table border="1"> <thead> <tr> <th>Administrative Index</th> <th>Average Instructional Salary</th> <th>Average Pupil Services Salary</th> <th>Total SBA plus Allowances from SBA Template</th> </tr> </thead> <tbody> <tr> <td>1.29410</td> <td>\$46,250</td> <td>\$46,614</td> <td>\$ 935,353</td> </tr> </tbody> </table> | Administrative Index | Average Instructional Salary | Average Pupil Services Salary | Total SBA plus Allowances from SBA Template | 1.29410 | \$46,250 | \$46,614 | \$ 935,353 | | | |
| Administrative Index | Average Instructional Salary | Average Pupil Services Salary | Total SBA plus Allowances from SBA Template | | | | | | | | | |
| 1.29410 | \$46,250 | \$46,614 | \$ 935,353 | | | | | | | | | |
| 5. | Estimated Base Support (line 3 + line 4) | \$ | 1,345,390 | 431100 | | | | | | | | |
| 6. | Add: Benefit Apportionment | \$ | 177,437 | 431800 | | | | | | | | |
| 7. | Add: Approved Border Contracts | \$ | | 431500 | | | | | | | | |
| 8. | Add: Approved Exceptional Child Support | \$ | | 431400 | | | | | | | | |
| 9. | Add: Approved Tuition Equivalency | \$ | | 431600 | | | | | | | | |
| 10. | Add: Transportation Allowance | \$ | | 431200 | | | | | | | | |
| 11. | Adjustments | \$ | | | | | | | | | | |
| 12. | Total Estimated SDE State Support (lines 5 + 6 + 7 + 8 + 9 + 10 + 11) | \$ | 1,522,826 | | | | | | | | | |
| Revenue in Lieu of Taxes: (n/a for District Charters) | | | | | | | | | | | | |
| 13. | Agricultural Equipment Tax Replacement Money from State Tax Commission | \$ | | | | | | | | | | |
| 14. | Personal Property Tax Replacement Money from State Tax Commission | \$ | | | | | | | | | | |
| | Total Revenue in Lieu of Taxes (line 13) | | 0 | 438000 | | | | | | | | |
| *** RETURN THIS PAGE TO THE STATE DEPARTMENT OF EDUCATION *** | | | | | | | | | | | | |
| School District Name: Treasure Valley Classical Academy | | School District Number: | | TBD | | | | | | | | |

| TVCA YEAR 2 | | | | Rev Code | | | | | | | | |
|---------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------|---------------------------------------------|-------------------------------|---------------------------------------------|---------|----------|----------|--------------|--|--|--|
| ESTIMATING M & O STATE SUPPORT REVENUE | | | | | | | | | | | | |
| 1 | Number of Support Units - 2018 - 2019 (Best 28 Weeks ADA - Units) | | 17.12 | | | | | | | | | |
| 2. | State Distribution Factor - Per Unit - 2018-2019 | \$ | \$ 29,187 | increases, we ar | | | | | | | | |
| 3. | Entitlement (line 1 x line 2) | \$ | 499,681 | | | | | | | | | |
| 4. | Salary Apportionment: 1st Reporting Period Units (From SBA Template) | | 17.12 | | | | | | | | | |
| | <table border="1"> <thead> <tr> <th>Administrative Index</th> <th>Average Instructional Salary</th> <th>Average Pupil Services Salary</th> <th>Total SBA plus Allowances from SBA Template</th> </tr> </thead> <tbody> <tr> <td>1.34260</td> <td>\$48,125</td> <td>\$50,000</td> <td>\$ 1,146,948</td> </tr> </tbody> </table> | Administrative Index | Average Instructional Salary | Average Pupil Services Salary | Total SBA plus Allowances from SBA Template | 1.34260 | \$48,125 | \$50,000 | \$ 1,146,948 | | | |
| Administrative Index | Average Instructional Salary | Average Pupil Services Salary | Total SBA plus Allowances from SBA Template | | | | | | | | | |
| 1.34260 | \$48,125 | \$50,000 | \$ 1,146,948 | | | | | | | | | |
| 5. | Estimated Base Support (line 3 + line 4) | \$ | 1,646,629 | 431100 | | | | | | | | |
| 6. | Add: Benefit Apportionment | \$ | 217,576 | 431800 | | | | | | | | |
| 7. | Add: Approved Border Contracts | \$ | | 431500 | | | | | | | | |
| 8. | Add: Approved Exceptional Child Support | \$ | | 431400 | | | | | | | | |
| 9. | Add: Approved Tuition Equivalency | \$ | | 431600 | | | | | | | | |
| 10. | Add: Transportation Allowance | \$ | | 431200 | | | | | | | | |
| 11. | Adjustments | \$ | | | | | | | | | | |
| 12. | Total Estimated SDE State Support (lines 5 + 6 + 7 + 8 + 9 + 10 + 11) | \$ | 1,864,205 | | | | | | | | | |
| Revenue in Lieu of Taxes: (n/a for District Charters) | | | | | | | | | | | | |
| 13. | Agricultural Equipment Tax Replacement Money from State Tax Commission | \$ | | | | | | | | | | |
| 14. | Personal Property Tax Replacement Money from State Tax Commission | \$ | | | | | | | | | | |
| | Total Revenue in Lieu of Taxes (line 13) | | 0 | 438000 | | | | | | | | |
| *** RETURN THIS PAGE TO THE STATE DEPARTMENT OF EDUCATION *** | | | | | | | | | | | | |
| School District Name: Treasure Valley Classical Academy | | School District Number: | | TBD | | | | | | | | |

| TVCA YEAR 3 | | | | Rev Code | | | | | | | | |
|---------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------|---------------------------------------------|-------------------------------|---------------------------------------------|---------|----------|----------|--------------|--|--|--|
| ESTIMATING M & O STATE SUPPORT REVENUE | | | | | | | | | | | | |
| 1 | Number of Support Units - 2018 - 2019 (Best 28 Weeks ADA - Units) | | 19.54 | | | | | | | | | |
| 2 | State Distribution Factor - Per Unit - 2018-2019 | \$ | \$ 30,063 | increases, we ar | | | | | | | | |
| 3 | Entitlement (line 1 x line 2) | \$ | 587,431 | | | | | | | | | |
| 4 | Salary Apportionment: 1st Reporting Period Units (From SBA Template) | | 19.54 | | | | | | | | | |
| | <table border="1"> <thead> <tr> <th>Administrative Index</th> <th>Average Instructional Salary</th> <th>Average Pupil Services Salary</th> <th>Total SBA plus Allowances from SBA Template</th> </tr> </thead> <tbody> <tr> <td>1.39290</td> <td>\$50,000</td> <td>\$50,000</td> <td>\$ 1,358,304</td> </tr> </tbody> </table> | Administrative Index | Average Instructional Salary | Average Pupil Services Salary | Total SBA plus Allowances from SBA Template | 1.39290 | \$50,000 | \$50,000 | \$ 1,358,304 | | | |
| Administrative Index | Average Instructional Salary | Average Pupil Services Salary | Total SBA plus Allowances from SBA Template | | | | | | | | | |
| 1.39290 | \$50,000 | \$50,000 | \$ 1,358,304 | | | | | | | | | |
| 5 | Estimated Base Support (line 3 + line 4) | \$ | 1,945,735 | 431100 | | | | | | | | |
| 6 | Add: Benefit Apportionment | \$ | 257,670 | 431800 | | | | | | | | |
| 7 | Add: Approved Border Contracts | \$ | | 431500 | | | | | | | | |
| 8 | Add: Approved Exceptional Child Support | \$ | | 431400 | | | | | | | | |
| 9 | Add: Approved Tuition Equivalency | \$ | | 431600 | | | | | | | | |
| 10 | Add: Transportation Allowance | \$ | | 431200 | | | | | | | | |
| 11 | Adjustments | \$ | | | | | | | | | | |
| 12 | Total Estimated SDE State Support (lines 5 + 6 + 7 + 8 + 9 + 10 + 11) | \$ | 2,203,405 | | | | | | | | | |
| Revenue in Lieu of Taxes: (n/a for District Charters) | | | | | | | | | | | | |
| 13 | Agricultural Equipment Tax Replacement Money from State Tax Commission | \$ | | | | | | | | | | |
| 14 | Personal Property Tax Replacement Money from State Tax Commission | \$ | | | | | | | | | | |
| | Total Revenue in Lieu of Taxes (line 13) | | 0 | 438000 | | | | | | | | |
| *** RETURN THIS PAGE TO THE STATE DEPARTMENT OF EDUCATION *** | | | | | | | | | | | | |
| School District Name: Treasure Valley Classical Academy | | School District Number: | | TBD | | | | | | | | |

| Cash Flow Operational Year 1 | | | | | | |
|-------------------------------------|-----------------------|--------------------|---------------------|---------------------|---------------------|---------------------|
| Year 1 | | | | | | |
| | Budgeted | JUL | AUG | SEPT | OCT | NOV |
| Student Enrollment Capacity | 324 | | | | | |
| Revenue | | | | | | |
| Donations and Contributions | 0 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 |
| Loans | 0 | | | | | |
| Grants | 35,000 | | | | | |
| Cash on hand from pre-op budget | 96,685 | \$96,685.00 | | | | |
| Entitlement | 410,036 | | \$205,018.00 | | | \$82,007.20 |
| Salary and Benefit Apportionment | 1,107,790 | | \$553,895.00 | | | \$221,558.00 |
| Transportation Allowance | 0 | | \$0.00 | | | \$0.00 |
| Nutrition Reimbursements | 81,405 | | | | \$9,045.00 | \$9,045.00 |
| Special Distributions | 231,061 | | | | | |
| Total Revenue | \$1,961,977.00 | \$96,685.00 | \$758,913.00 | \$0.00 | \$9,045.00 | \$312,610.20 |
| | | | | | | |
| Expenditures | | | | | | |
| Salaries and Benefits | 1,211,147.00 | \$20,000.00 | \$100,928.92 | \$100,928.92 | \$100,928.92 | \$100,928.92 |
| Education Program | 142,835.00 | \$28,567.00 | \$114,268.00 | | | |
| Technology Totals | 49,028.00 | \$9,805.60 | \$39,222.40 | | | |
| Capital Outlay Totals | 36,458.00 | \$14,583.20 | \$21,874.80 | | | |
| Board of Directors | 39,100.00 | \$8,750.00 | \$1,000.00 | \$1,000.00 | \$1,000.00 | \$1,000.00 |
| Facilities | 212,907.00 | \$8,033.00 | \$124,544.00 | \$8,033.00 | \$8,033.00 | \$8,033.00 |
| Transportation | \$0.00 | | | | | |
| Nutrition | 81,405.00 | | | \$9,045.00 | \$9,045.00 | \$9,045.00 |
| Other | 26,250.00 | \$2,000.00 | \$2,000.00 | \$3,000.00 | \$2,000.00 | |
| Total Expenditures | \$1,799,130.00 | \$91,738.80 | \$403,838.12 | \$122,006.92 | \$121,006.92 | \$119,006.92 |
| | | | | | | |
| Cash Flow | | | | | | |
| Operational Cash Flow | | \$4,946.20 | \$355,074.88 | (\$122,006.92) | (\$111,961.92) | \$193,603.28 |
| Cash on Hand | | | \$4,946.20 | \$360,021.08 | \$238,014.17 | \$126,052.25 |
| Cash End of Period | | \$4,946.20 | \$360,021.08 | \$238,014.17 | \$126,052.25 | \$319,655.53 |

| DEC | JAN | FEB | MAR | APR | MAY | JUNE | Total |
|----------------|----------------|--------------|----------------|---------------|--------------|---------------|----------------|
| | | | | | | | |
| \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 |
| | | | | | | | \$0.00 |
| | | | | | \$35,000.00 | | \$35,000.00 |
| | | | | | | | |
| | | \$82,007.20 | | | \$41,003.60 | | \$410,036.00 |
| | | \$221,558.00 | | | \$110,779.00 | | \$1,107,790.00 |
| | | \$0.00 | | | \$0.00 | | \$0.00 |
| \$9,045.00 | \$9,045.00 | \$9,045.00 | \$9,045.00 | \$9,045.00 | \$9,045.00 | \$9,045.00 | \$81,405.00 |
| \$3,465.92 | \$2,772.73 | \$54,530.40 | | \$26,572.02 | \$122,231.27 | \$21,488.67 | \$231,061.00 |
| \$12,510.92 | \$11,817.73 | \$367,140.60 | \$9,045.00 | \$35,617.02 | \$318,058.87 | \$30,533.67 | \$1,865,292.00 |
| | | | | | | | |
| \$100,928.92 | \$100,928.92 | \$100,928.92 | \$100,928.92 | \$100,928.92 | \$100,928.92 | \$100,928.92 | \$1,130,218.08 |
| | | | | | | | \$142,835.00 |
| | | | | | | | \$49,028.00 |
| | | | | | | | \$36,458.00 |
| \$1,000.00 | \$8,750.00 | \$1,000.00 | \$1,000.00 | \$7,600.00 | \$6,000.00 | \$1,000.00 | \$39,100.00 |
| \$8,033.00 | \$8,033.00 | \$8,033.00 | \$8,033.00 | \$8,033.00 | \$8,033.00 | \$8,033.00 | \$212,907.00 |
| | | | | | | | \$0.00 |
| \$9,045.00 | \$9,045.00 | \$9,045.00 | \$9,045.00 | \$9,045.00 | \$9,045.00 | | \$81,405.00 |
| \$3,000.00 | \$2,000.00 | \$2,000.00 | \$5,000.00 | \$2,250.00 | | \$3,000.00 | \$26,250.00 |
| \$122,006.92 | \$128,756.92 | \$121,006.92 | \$124,006.92 | \$127,856.92 | \$124,006.92 | \$112,961.92 | \$1,718,201.08 |
| | | | | | | | |
| | | | | | | | |
| (\$109,496.00) | (\$116,939.18) | \$246,133.68 | (\$114,961.92) | (\$92,239.90) | \$194,051.95 | (\$82,428.24) | \$147,090.92 |
| \$319,655.53 | \$210,159.53 | \$93,220.35 | \$339,354.03 | \$224,392.11 | \$132,152.21 | \$326,204.16 | \$243,775.92 |
| \$210,159.53 | \$93,220.35 | \$339,354.03 | \$224,392.11 | \$132,152.21 | \$326,204.16 | \$243,775.92 | \$390,866.83 |

Narrative: 1st Year Cash Flow

The base support fund distribution is estimated on the August 1st, August 15, November 15, February 15, and May 15 payments, with the understanding that these are approximate, and may require adjustments towards the end of the fiscal year. Special distribution calculations were calculated using the formulas given, and distributed in the February and May dates, with the understanding that the numbers and distribution dates are approximate and may change. The salaries and wages are calculated using 12 equal payments throughout the year.

Financial Summary

Worksheet Instructions: This page will auto-populate as you complete the Pre-Operational and Operational Budget tabs.

Revenue

| Anticipated Enrollment for Each Scenario: | | 235 | 324 | 367 | 407 |
|-------------------------------------------|------------------------|--------------------------|-------------------------------|-----------------------|-----------------------|
| | Pre-Operational Budget | Break-Even Year 1 Budget | Full Enrollment Year 1 Budget | Year 2 Budget | Year 3 Budget |
| Contributions/ Donations | \$230,000.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 |
| Loans | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 |
| Grants | \$0.00 | \$35,000.00 | \$35,000.00 | \$78,000.00 | \$94,000.00 |
| Base Support | NA | \$300,089.00 | \$410,036.00 | \$499,681.00 | \$587,431.00 |
| Salary and Benefit Apportionment | NA | \$817,680.00 | \$1,107,790.00 | \$1,364,524.00 | \$1,615,974.00 |
| Nutrition Reimbursement | NA | \$59,043.75 | \$81,405.00 | \$92,208.75 | \$102,258.75 |
| Special Distributions | NA | \$183,437.00 | \$231,061.00 | \$280,503.00 | \$305,107.00 |
| REVENUE TOTAL | 230,000.00 | \$1,395,249.75 | \$1,865,292.00 | \$2,314,916.75 | \$2,704,770.75 |

Expenditures

| | Pre-Operational Budget | Break-Even Year 1 Budget | Full Enrollment Year 1 Budget | Year 2 Budget | Year 3 Budget |
|----------------------------|------------------------|--------------------------|-------------------------------|-----------------------|-----------------------|
| Staff and Benefit Totals | 112,394.00 | 922,315.00 | 1,211,147.00 | 1,630,263.00 | 2,026,566.00 |
| Educational Program Totals | \$0.00 | 124,820.00 | 142,835.00 | 171,930.00 | 194,855.00 |
| Technology Totals | \$0.00 | 42,928.00 | 49,028.00 | 24,189.00 | 15,803.00 |
| Capital Outlay Totals | \$0.00 | 26,888.00 | 36,458.00 | 16,755.00 | 5,723.00 |
| Board of Directors Totals | \$8,417.00 | 39,100.00 | 39,100.00 | 42,100.00 | 42,100.00 |
| Facilities Totals | \$106,991.00 | 157,207.00 | 212,907.00 | 286,645.00 | 265,185.00 |
| Transportation Totals | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 |
| Nutrition Totals | - | 59,043.75 | 81,405.00 | 92,208.75 | 102,258.75 |
| Other | 2,000.00 | 22,850.00 | 26,250.00 | 29,650.00 | 31,350.00 |
| EXPENSE TOTAL | 229,802.00 | \$1,395,151.75 | \$1,799,130.00 | \$2,293,740.75 | \$2,683,840.75 |

| | | | | | |
|--------------------------------|---------------|-----------------|--------------------|--------------------|---------------------|
| OPERATING INCOME (LOSS) | 198.00 | \$98.00 | \$66,162.00 | \$21,176.00 | \$20,930.00 |
| PREVIOUS YEAR CARRYOVER | | 198.00 | \$296.00 | \$66,458.00 | \$87,634.00 |
| NET INCOME (LOSS) | 198.00 | \$296.00 | \$66,458.00 | \$87,634.00 | \$108,564.00 |

Appendix A4: Facility Options

Idaho Public Charter School Commission Charter Petition: Facility Details

| | |
|-----------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------|
| School Name: Treasure Valley Classical Academy | Details for (in order of preference): Option 1 |
| Facility Name / Title: Fruitland Olde School Community Center | Option Status: Likely |
| Location Address: 500 SW 3 rd St., Fruitland, ID 83619 | Primary Vendor Information (if applicable) [Please include vendor name, address, website, and phone number.] |

Narrative

TVCA would lease the Fruitland Olde School Community Center on SW 3rd street (Main street) in Fruitland, Idaho, from Alma Mater Incorporated (AMI). The Olde School was the original Fruitland High School until 1986. The center portion of the building was built in 1928. The west wing and gymnasium were added in 1939. The entire facility is approximately 27,300 square feet and consists of an upper and lower level in the main section and west wing, which houses the classrooms and auditorium and an east wing that is a gymnasium. The building was abandoned by the Fruitland School District in 1995 and purchased by Alma Mater Incorporated (AMI), a local nonprofit organization in 1996, with the purpose of converting the building into a community center. The lower level of the original portion was remodeled in 1997. The remodel resulted in the lower area beneath the auditorium being converted to a dining and commons area by removing four existing classroom walls and opening the area up into a single space. The building has been occupied and in use since the AMI purchase. Under the current proposed plan of returning the facility to a school, there would need to be some concessions for creating classroom space in the open commons area. Potential classroom space would be approximately 16 to 20 rooms depending on how the gymnasium, auditorium and commons area are utilized in addition to the remaining classrooms. The proposed lease cost for the building would be \$40,000 per year (see AMI letter in Appendix H6 E). Besides the positive aspects of the building being previously used as a school, there is the other aspect that many citizens and city leaders are eager to see the building returned to serving the community as a local school; it is a historic building that the city sees worth preserving and many families have positive memories about the school. The Old School provides existing classrooms, a library, an auditorium and a gymnasium. Because of the age of the building, there are some safety and accessibility updates that need to be brought up to current code for the building to be occupied as a school. The founding board has contracted with the nonprofit organization, Building Hope (see Appendix H6 E for letter and predevelopment agreement), which has resulted in a structural evaluation. Building Hope will assist TVCA in remodeling and repairs to meet current public school structural and ADA requirements. This phased approach plan also includes expansion options as the grades fill utilizing the addition of portable classroom units on the vacant area adjacent to the southwest corner of the building.

Draft Facility Budgets**Pre-Opening Expenses (required)**

[Please insert rows as needed]

| Description | Qty | Unit Cost | Total Cost | Comments |
|---------------------------|-----|-----------|------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Mortgage of Lease | | 3333 | \$9,999 | Lease for April - June |
| Construction / Remodeling | | | \$91,532 | Pre-opening and year 1 include funds to remodel facility with emphasis on bringing it up to code for a safe and secure facility for students. Facility funds from year 1 will contribute to remodel work done prior to opening, terms NET 30 or 60. |
| Maintenance | | | \$500 | Estimated for April - June |
| Utilities | | | \$4,960 | Estimated for April - June |
| TOTAL Pre-Opening Costs | | | \$106,991 | |

Operating Expenses: Year 1 & Year 2 (required)

[Please insert rows as needed]

| Description | Year 1 Qty | Year 1 Unit Cost | Year 1 Total Cost | Year 2 Qty | Year 2 Unit Cost | Year 2 Total Cost | Comments |
|---------------------------|------------|------------------|-------------------|--------------------|------------------|-------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Mortgage or Lease | | | \$39,996 | | | \$78,385 | Lease from AMI at \$3,333 per month. Year two adds lease payment of \$3,199 per month for quad trailer to support growth. |
| Construction / Remodeling | | | \$116,511 | | | \$155,860 | Pre-opening and year 1 include funds to remodel facility with emphasis on bringing it up to code for a safe and secure facility for students. Years 2 funds support the prep work for the addition of a quad trailer to support growth. Year 3 funds support further improvements to the facilities. |
| Repairs & Maintenance | | | \$15,600 | | | \$15,600 | |
| Facilities Maintenance | | | \$1,800 | | | \$1,800 | |
| Utilities | | | \$39,000 | | | \$45,000 | Based upon current facility costs with estimated enrollment. |
| TOTAL Year 1 Costs | | | \$212,907 | TOTAL Year 2 Costs | | | \$296,645 |

Operating Expenses: Year 3 (required) & Year 4 or Future Expansion (optional)

[Please insert rows as needed]

| Description | Year 3 Qty | Year 3 Unit Cost | Year 3 Total Cost | 4 / Exp Qty | Year 4 or Expansion Unit Cost | Year 4 or Expansion Total Cost | Comments |
|---------------------------|------------|------------------|-------------------|---------------------------------|-------------------------------|--------------------------------|----------|
| Mortgage or Lease | | | \$78,385 | | | | |
| Construction / Remodeling | | | \$230,000 | | | | |
| Repairs & Maintenance | | | \$20,000 | | | | |
| Facilities Maintenance | | | \$1,800 | | | | |
| Utilities | | | \$45,000 | | | | |
| TOTAL Year 3 Costs | | | \$375,185 | TOTAL Year 4 or Expansion Costs | | | |

This budget represents the facilities option #1, to lease and remodel the existing old high school building, bringing it up to code for a safe learning environment for TVCA students. Total budgeted in pre-opening and year 1 for bringing existing building up to code is \$208,043. The construction funds in year 2 is to support preparation for a quad trailer, and the funds in year 3 are meant for further remodel work on the main facility.

List of Attachments

Attachments (required)

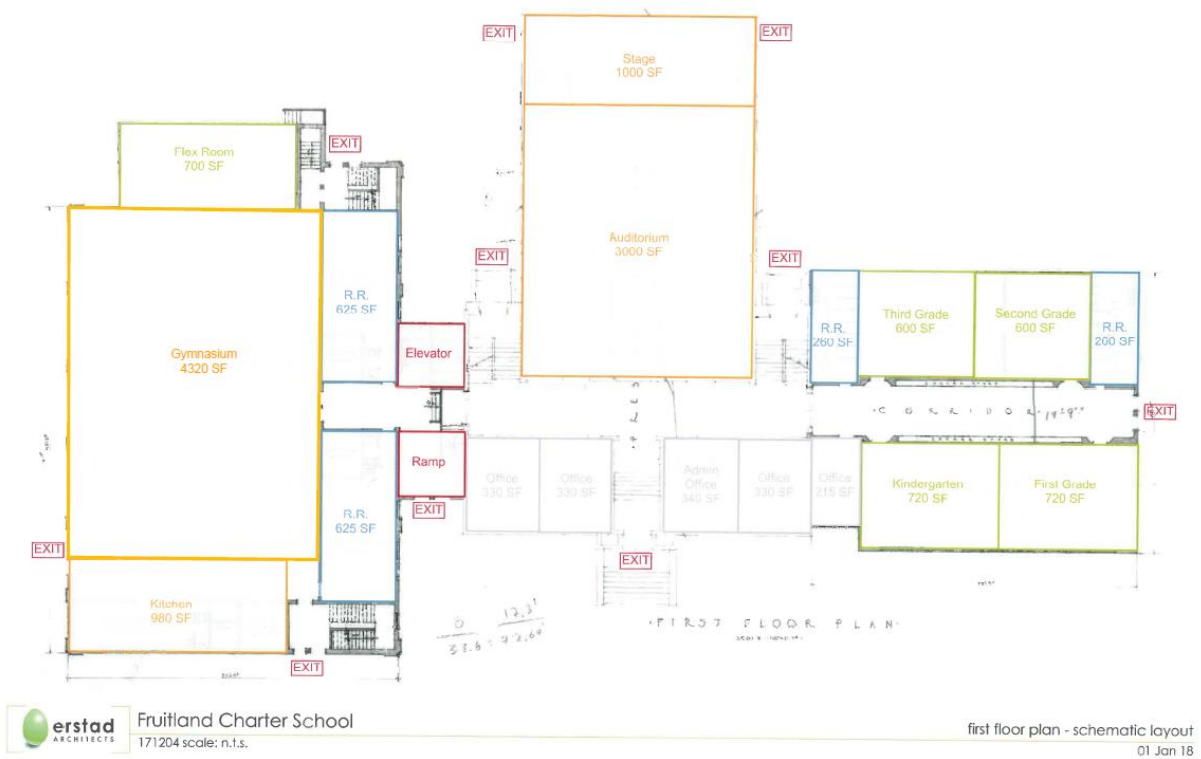
[Please insert rows as needed. List all documents related to this facility's location, costs, etc.]

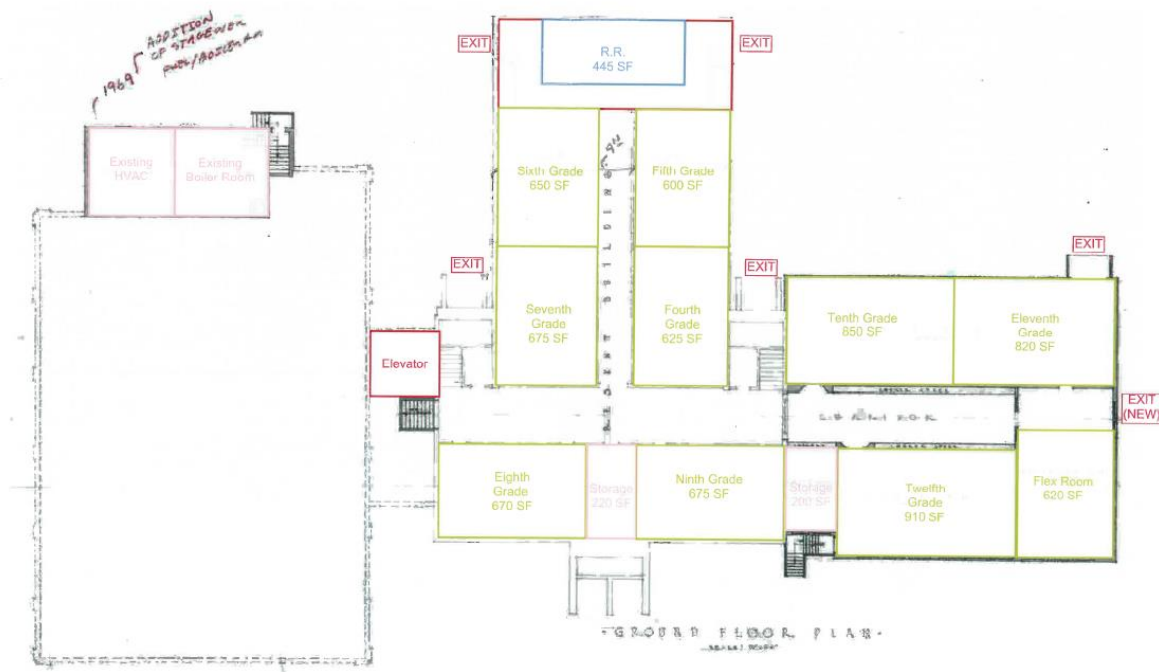
| Attachment Title | Brief Description | Notes or Considerations |
|----------------------------|---------------------------------------|--------------------------------------------|
| Property | Arial and elevation view of building | |
| Ground Floor | Lower floor plan of existing building | Conceptual notes for remodel included |
| First Floor | Upper floor plan of existing building | |
| Erstad Architects letter | summary of building walk through | |
| ECI letter | Review notes on building | |
| Stapely Engineering letter | Building inspection letter | Observations from 2015 inspection for City |





Conceptual floor plan of Old School showing various remodel/renovation options:





Fruitland Charter School
171204 scale: n.t.s.

ground/basement floor plan - schematic layout
01 Jan 18



310 no. 5th street • boise, idaho 83702 • phone 208.331.9031 • fax 208.331.9035 • email: info@erstadarchitects.com

Summary Review

eA #171204 – Building Hope – Treasure Valley Classical Academy
Project Location: 500 SW 3rd St. Fruitland, ID

March 26, 2018

Building Hope
910 17th St NW Ste 1100
Washington, DC 20006

The purpose of this review is to provide a narrative of the feasibility findings for the existing building at 500 SW 3rd Street in Fruitland, Idaho. These findings will help determine the scope needed per city & state required code (2015 IBC) to change this building back into a school for grades K-12. Additional items may not be required by code but are necessary for the function of a school. Due diligence documents provided by a report by Hummel Architects from 2015, erstad Architects, ECI Engineering, Stapley Engineering, and conversations/onsite visits between these parties, Guho Construction, Building Hope, the building owner and the City of Fruitland were used to compile this report. Please refer to the attached documents for more information.

Site – City Requirements

- Provide drop off for busses & parents
- Provide parking as required by city
- School site checklist (traffic engineer)

Architectural Review – Code Compliance + ADA

- Circulation
 - Add elevator to 3 levels
 - Add new 24' entry ramp to side entrance – necessary access to floor with elevator
 - Create hallway in basement to existing exit
 - Rebuild all concrete stairs at existing entries – in disrepair
 - Add handrails to all stairs (interior + exterior)
 - Add guardrails to mezzanine + other city required areas
- Restrooms
 - add min. 4 stalls/sinks in basement @ existing
- Asbestos abatement throughout – ceiling tiles, insulation around piping, floor tiles, other areas as discovered through demo & further investigation
- ADA
 - Replace all door hardware with levers/push bars
 - Verify all thresholds are 3/4" max. AFF
 - Verify existing interior + exterior ramps meet code compliant slopes
 - Verify existing restrooms meet ADA, modify accordingly
- Interior signage – janitor, restrooms, mechanical, fire riser
- Fire extinguishers – update and add as necessary

- If some rooms are not used, such as changing areas in Gym, they need to be permanently locked due to non code compliant level changes – to be verified with code official that this is an acceptable solution.
- Anticipating appropriate architectural response to:
 - Mechanical, Electrical, Plumbing + Structural needs + requirements
 - Fire sprinkler requirements

Architectural Review – Maintenance/Functionality

- Roof
 - Replace/patch portions of roof @ Gym & Auditorium
 - Tuck point existing brick
 - Replace roof at back entrance to gym, replace fascia
- Replace + add new gutters & downspouts where required
- Create new commercial kitchen in Gym area
- Replace missing windows as needed
- Remove cast iron radiators & associated piping throughout
- Add markerboards, clocks, intercom/speakers to classrooms
- Add phone & data to each classroom, office
- Add/replace exterior signage
- Create 4 classrooms in basement open area
- Drywall/plaster repair throughout – walls & ceilings, water damage
- Patch + repair existing floor coverings as necessary
- Verify existing interior stair tread heights with city
- Security for Lockdown – add access control or cameras as needed

Please let me know if you have any further comments or questions.

Thank you!



Adrienne Lane-Martin, NCIDQ
Project Manager

Attachments:

2015 Structural Review by Stapley Engineering
2018 Mechanical, Plumbing & Electrical Review by ECI Engineering



March 26, 2018

Adrienne Lane-Martin
Erstad Architects
310 N. 5th Street
Boise, ID 83705

SUBJECT: BUILDING HOPE CHARTER SCHOOL – FRUITLAND, ID

Dear Adrienne,

This letter includes our field observations of the Mechanical, Electrical, Plumbing, and Life Safeway systems for the Building Hope Charter School renovation project. The existing building that will be renovated by the Charter School is the original High School Building in Fruitland, ID.

This report is based on our building walk through on March 8, 2018. It is also based on our building walk through on April 21, 2015 and our conversations with Konnie Baines during both walk throughs.

The goal of this report is to summarize the existing systems, identify the major Code issues, and provide recommendations regarding the renovation of the existing building for the Building Hope Charter School.

1. Plumbing

- a. Domestic Water Service #1: There is an existing domestic water service that enters the building in a mechanical room at the front (South side) of the building. The existing water main inside the building is a 1 ½" service. The service will need to be upgraded with a backflow prevention device to meet current Code. We anticipate that this existing 1 ½" service will be adequately size for the Building's new usage for the Charter School. We recommend a plumbing contractor be retained to evaluate the condition of the existing domestic water piping and recommend if it should be re-used or replaced. The existing piping is galvanized where visible at the service entrance. The section of piping that extends out the front wall appears to have been replaced.
- b. Domestic Water Service #2: There is an existing domestic water service that enters the building in the lower Boiler Room below the Gymnasium stage on the North side of the building. This water service does have a backflow preventer. This service may need to be upgraded to serve a new Kitchen in this area. The schematic design phase should evaluate if maintaining two separate water services will be allowed and desirable for the Charter School.
- c. Sanitary Sewer: It is our understanding that the existing sanitary sewer City main is routed under the existing building and receive some maintenance in 2014 to preserve the integrity of the sewer main. Since plumbing plans are not available for the existing sanitary sewer below the building, we recommend a plumbing contractor be retained to provide a video scope study of the existing sanitary sewer system. This study should include the locations, sizes, and condition of the existing sanitary below the building to the point of connection at the City main line.

Building Hope Charter School
Page 2

- d. **Water Heaters:** The existing building has electrical water heaters service the existing restrooms and kitchen. The existing water heaters are in working condition and appear to be re-usable for the Charter School. Consideration should be given to replacing the existing electric water heaters with natural gas water heaters to lower the operating costs. New water heaters will be required for the new hot water fixtures and kitchen. Natural gas water heaters are recommended for the new water heaters.
- e. **Natural Gas:** The existing natural gas meter is located on the North side of the building. The schematic design phase should include estimating the total new connected natural gas load and contacting Intermountain Gas to determine if a new meter or gas main to the building would be required. It is anticipated the existing service line to the building will be adequate, but the meter may need to be replace to handle the larger natural gas loads required by the new Kitchen and HVAC Ventilation systems.
- f. **Roof Drainage:** The existing rain water leaders routed in plastic piping on the outside of the building at the back of the building will need to be replaced and will need to have new anchors to the exterior wall.

2. Heating, Ventilating, and Air Conditioning

- a. **Ventilation:** The existing HVAC systems do not provide outside ventilation air. This will be required for all occupied spaces to meet the International Mechanical Code. This will add significant heating and cooling loads to the building to heat and cool the required ventilation air.
- b. **Main Level:** The main level is served by 90% efficient furnaces with cooling coils installed in approximately 2000. These systems are in working condition, but are nearing the end of their anticipated life expectancy. The existing equipment will not be adequately sized once ventilation air is added.
- c. **Basement:** The basement is served by 90% efficient furnaces installed in approximately 2000. The basement has heating capability only, and does not have cooling capability. These systems are in working condition, but are nearing the end of their anticipated life expectancy. The existing equipment will not be adequately sized once ventilation air is added.
- d. **Auditorium:** The Auditorium is served by four 80% efficient natural gas furnaces located in the cold attic. The Auditorium does not have any cooling.
- e. **Gymnasium:** The Gymnasium is served by two 80% efficient natural gas unit heaters. The Gymnasium does not have any cooling.
- f. **Controls:** The existing HVAC equipment is controlled by programmable thermostats.
- g. **Abandoned Coal Boiler:** The existing coal boiler and associated radiators and steam piping have been abandoned. The existing piping insulation should be tested for suspected asbestos. Any existing asbestos will need to be properly abated. It is recommended that all existing steam piping and radiators be removed from the building.

- h. Recommendation for HVAC System Renovation: New HVAC systems are recommended to provide Code-required outside air ventilation and adequately-sized heating and cooling systems throughout the building.

- 1) Classroom, Offices, Corridors: The following two HVAC system options should be investigated during the Schematic Design phase to determine the most cost-effective system for the Charter School.

Option 1: A new high efficiency Variable Refrigerant Flow (VRF) HVAC system with a separate Dedicated Outside Air System is recommended. The VRF fan coil units will include non-ducted units for the classrooms and ducted units for offices and corridors. The ventilation system will include a natural gas heating and DX cooling make-up air unit with outside air ductwork routed to each occupied space.

Option 2: Unit Ventilators for the classrooms with outside air ducted through the wall under the window in each classroom. This would require a new wall opening for each classroom. Natural gas heating and DX cooling packaged rooftop units for the Offices and Corridors.

- 2) Auditorium: Packaged natural gas heating and DX cooling units with fully modulating outside air dampers are recommended. These systems would be ducted up on the outside of the building with ductwork routed above the ceiling in the cold attic. Demand control ventilation will be required by the Energy Code. This will include carbon dioxide sensors in the Auditorium that control the outside air dampers according to the number of occupants in the space.
- 3) Gymnasium: The same HVAC system recommended for the Auditorium is recommended for the Gymnasium. The Energy Code will require the Gymnasium's packaged HVAC units to include outside air economizers to provide free cooling. Economizers are not required for the Auditorium if the Auditorium is occupied less than 10 hours per week.
- 4) Controls: A low voltage central control system is recommended for the HVAC systems. This will provide remote access to the control system and the ability to program the occupied and unoccupied temperature setpoints according to the school calendar.
- 5) Commissioning: The Energy Code will require HVAC Commissioning in addition to the Air Balancing.

3. Fire Sprinkler

- a. The existing building does not have a fire sprinkler system. The Building's new usage for the Charter School will require the addition of a fire sprinkler system. We are in the process of obtaining the latest fire flow data from the City of Fruitland. We will provide an update regarding the available water pressure and flow upon receiving this information.

The schematic design phase should include locations for an exterior fire department connection and post indicator valve. It should also include a new interior fire riser at the front of the building with a new fire water line routed to the City water main in the street.

Building Hope Charter School
Page 4

4. Electrical – Power

- a. The existing 600 ampere 120/240 single phase Main Switchgear is mounted in a required Life Safety Emergency Egress stair/corridor. It violates more than one NEC code and will have to be moved and probably be replaced on the exterior of the building. This is an acceptable solution, but the single phase will most likely become an issue when the proper mechanical upgrades in the building are addressed. It is probable that a new three phase 208Y/120v electrical service will be needed.
- b. The existing primary service is presently coming to the building via an overhead primary line which extends over the school grassed area. We will need to check Civil, Architectural, and Electrical site plan codes for school yards in the state of Idaho. We believe the bare 12470 volt cable poses a life safety issue if the line falls into the school yard, and that it will not be allowed to remain.

Two possible solutions include:

1. Provide a new three phase primary service below grade to a new pad mounted three phase transformer located behind the building.
2. Provide a new primary three phase line overhead South of the school fence line to a drop pole for a pad mounted three phase transformer or overhead pole mounted three phase transformer.

We will need to work with Idaho Power during the schematic design phase to determine the most cost-effective solution. A review of easement availability and requirements will also need to be performed.

- c. There are a significant number of junction boxes without the proper covers on them. The covers will have to be provided.
- d. All outlets near water sources throughout the building will also have to be replaced with the GFCI type receptacles where the outlets are to remain. All exterior outlets will also have to be replaced with GFCI WP receptacles. If the existing kitchen will remain in the first phase, all outlets in the existing kitchen will have to be replaced with GFCI type receptacles.
- e. All exterior HVAC equipment will require a GFCI WP receptacle within 25 feet of each piece of equipment.
- f. There are multiple panelboards located throughout the building. Approximately 2/3's of the existing panels are the original panels and will need to be replaced because they have reached the end of their operational lives. New panels will need to be provided throughout the building.

5. Electrical – Lighting

- a. The emergency lighting system, including egress lighting and exit lighting, are not in working order and will have to be addressed with new fixtures.
- b. There are T12 fluorescent light fixtures and the incandescent fixtures throughout the building. These fixtures are at the end of their life expectancy and will need to be

Building Hope Charter School
Page 5

replaced. A conversation with the City will be necessary to determine if the Energy Code will require the existing light fixtures to be replaced.

- c. The existing exterior lighting does not include code-required life safety lighting at the exterior doors. This lighting will need to be added. New exterior lighting fixtures may also be appropriate depending on the architectural goals for the exterior of the building.

6. Electrical – Data

- a. The existing building contains Cat 5, Cat 5E, and a small amount of Cat 6 data cabling. It is feasible that some of this data cable may be re-used with new data cable provide as required for the new usage.

7. Electrical – Telephone

- a. The existing voice telephone cable is Cat 3. This will need to be replaced with Cat 5 or Cat 6 cable for voice telephone.

8. Electrical – Internet Connection

- a. A new high speed internet service will be required for the Charter School.

9. Fire Alarm

- a. The existing fire alarm system will need to be replaced with a new voice and addressable system per NFPA 72 and 75. The new fire alarm system will tie into the new fire sprinkler system.

Please let us know if you have any questions.

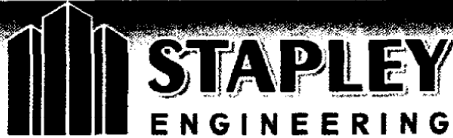
Sincerely,



Cathy L. Miller, P.E.
Mechanical Engineer



Leslie A. Stith, P.E.
Electrical Engineer



8701 W. Hackamore Dr.
Boise, Idaho 83709
email: stapleyengr@stapley.net

phone: (208) 375-8240
fax: (208) 375-8257
web: www.stapely.net

May 7, 2015

Mr. Carl Hipwell
Pharmer Engineering
1998 West Judith Lane
Boise, Idaho 83705

RE: Old High School – Building Evaluation
500 SW 3rd Street
Fruitland, Idaho
Project Number: 15044.L01

Dear Carl:

I am writing in regards to my site visit and observation on April 23, 2015 of the existing building located at 500 SW 3rd Street, Fruitland Idaho. The purpose of this visit and observation was to visually evaluate the existing building as related to its structural components and systems for the potential conversion of the building to a new city hall and possibly the police station for the city.

Site Observations and Existing Construction

Based on my observations and review of a partial set of building plans, the building was constructed in the following phases:

The original building was constructed in 1929 and comprises the central portion of the building as it currently exists and consists of main level that has an office/classroom portion that has a footprint of approximately 78'x35' and an auditorium that has a foot print of about 50'x63'. There is a basement level under this entire portion of the building. There is a balcony on the north side of the auditorium and a stage area on the south side auditorium.

There was an addition to the building in 1938, which comprises a two story classroom addition to the west of the original building and a single story gymnasium that occurs on the east side of the original building. The classroom portion has a footprint of approximately 72'x62'. There is a main level, as well as, a basement level in this portion of the building. The main level aligns with the original buildings floor elevation. The basement level of this portion has a ramp that changes about 12" in elevation between the original and the classroom addition. The gymnasium has a footprint of approximately 73'x98' and has a balcony on the north and west sides of the gym. The finished floor of the gymnasium is about 6' below the finished floor of the original building's main floor. As a part of the gym addition, there was a Boiler and Fuel room added at the south end of the gym. The footprint of this area is about 38'x18' and has a finished floor elevation that is about 9' below the finished floor of the gym.

There was an addition in 1969, which consists of a stage area on the south end of the gymnasium. This stage area is located over the Boiler/Fuel Room that was part of the 1938 addition.

Based on the site observations and the partial plans of the 1938 addition, the 1929 and 1938 phases at the classroom area appear to be constructed with the same type of structural elements. The roof is constructed with 2x8 joists at 24" on center at the roof elevation and 2x8 at 24" on center at the ceiling elevation. These joists span from the exterior walls and bear on the corridor walls. Over the corridor, the roof framing consists of 2x8 joists at 24" on center lapped with the joists that occur over the classroom. At the ceiling level over the corridor, the plans indicate that

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STAPLEY ENGINEERING
May 7, 2015
Project Number 15044.L01

there is an 8" concrete slab that span between the corridor walls.

The floor structure at the classroom areas consists of 3x14 joists spaced at 16" on center that span between the exterior walls and the corridor walls. These joists were observed in the south west corner of the 1938 addition and appear to be in good condition. The partial plans indicate that there is a concrete joist and slab that span between the corridor walls.

The roof over the auditorium area is constructed with 2x8 roof joists at 24" on center that span about 9' between 12x12 timbers. The 12x12 timbers span approximately 15' between timber trusses that span approximately 50' between the exterior east and west walls of this area. The roof framing members in this area were observed and appear to be in good condition.

The roof over the gymnasium area is constructed with 2x12 joists at 24" on center that span about 17' between 'arch rib' trusses. The 'arch rib' trusses span about 72' between the exterior east and west walls of this area.

The interior corridor walls from the 1938 plans appear to be either cast in place concrete or multi-wythe brick. These walls were not observable as they are currently covered with plaster. The plans indicate that these walls extend from the top of footing to the ceiling elevation above the main level. The exterior walls based on the partial plans and on site observation at the class room and auditorium areas are constructed with cast in place concrete from top of footing to main level elevation which is about 6'-0" above exterior grade. Above this elevation, the walls are constructed with multi-wythe brick. The gymnasium foundation walls are cast in place concrete from top of footing to about 1'-0" above exterior grade and then multi-wythe brick above. At the auditorium and at the gymnasium exterior walls, there are brick pilasters that have been built into the walls to support the truss bearings. The walls at the 1969 addition at the gymnasium stage addition appears to be giant brick constructed on top of the existing concrete stem walls for the Boiler/Fuel Room and the roof over this area is wood framed joists. There are concrete lintels over the windows on the north and south sides of the classroom area and at the openings in the walls around the gymnasium.

Based on my visual observations, the existing structure that could be observed appears to be in good condition, except at several locations around the exterior of the building, where there are mortar joints that have deteriorated and the mortar has fallen out of the brick joints. This appears to be typically at or near the tops of parapet walls or where roof gutter down spouts occur. Also, there are some small cracks in several of the lintels above the windows in the class room area.

Limited Structural Analysis

Based on these observations and partial plans, I have performed some limited structural analysis of the floor joists and roof joists at the classroom and gymnasium addition to estimate the floor live load capacity and the roof snow load capacity. From this analysis, I estimate the floor live load capacity at the classroom area and the gymnasium area to be 60 psf. The estimated roof snow load capacity at the class room area is 15 psf for the joist and the gymnasium area is 25 psf. This analysis is based on the framing members being Douglas Fir/Larch # 1 material, which based on condition of the elements that were visible is a reasonable assumption.

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STAPLEY ENGINEERING
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The current building code, the IBC 2012, requires a floor live load of 100 psf for assembly areas without fixed seating (ie gymnasium) and 60 psf for assembly areas with fixed seating (ie auditorium). The required floor live load for office area occupancy is 50 psf plus a 15 psf allowance for partitions. The required floor live load for lobbies and first floor corridors is 100 psf.

As can be seen, the existing floor system is deficient as related to the required code floor live loads; however, it is possible to modify the existing floor framing systems to achieve the code required loads. The necessary modifications are beyond the scope of this report, but there are methods to increase the load carrying capacity of the system, such as adding additional supports to shorten the spans or 'sistering' new joists to the existing joists.

Based on the site observations and review of the partial plans, the existing lateral force resisting system (ie wind and seismic resistance) is achieved by ordinary plain masonry bearing/shear walls and ordinary plan concrete shear walls. These types of systems are not permitted by the current building code for the Seismic Design Category that the building is subject to. The necessary modifications to the lateral force resisting system are beyond the scope of this report and would require an analysis based on the International Building Code 2012 and the International Existing Building Code 2012, but some of the elements that would need to be upgraded based on my experience with similar types of structures would be the anchorage of the existing walls to the roof and floor systems, bracing of the brick walls for out of plane loading particularly for the tall walls of the gymnasium and the auditorium and addition of new reinforced concrete or masonry shear walls at various locations around the building.

Opinion

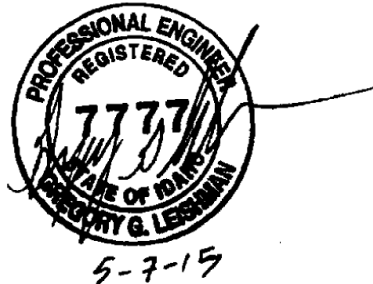
Based on my site observations and review of the existing plans, I am of the opinion that the existing structural systems are in good condition. As noted, there are several structural items that need to be need to be further evaluated and possibly upgraded (ie floor framing and lateral force resisting systems), if the city choose to proceed with converting the existing building into a City Hall/City Office and/or Police Station.

Please call if you have any questions.

Sincerely,



Gregory G. Leishman, P.E., S.E.
GGL/mtd



Idaho Public Charter School Commission Charter Petition: Facility Details

| | |
|-----------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------|
| School Name: Treasure Valley Classical Academy | Details for (in order of preference): Option 2 |
| Facility Name / Title: Fruitland Olde School Community Center | Option Status: Possible |
| Location Address: 500 SW 3 rd St., Fruitland, ID 83619 | Primary Vendor Information (if applicable) [Please include vendor name, address, website, and phone number.] |

Narrative

This option would be a lease-to-own option through Building Hope. As mentioned in option 1 the facility was previously used for educational purposes. Building Hope would pursue purchase of the building from AMI pending charter approval. TVCA Building Hope would purchase and fully renovate the Fruitland Olde School Community Center on SW 3rd street (Main street) in Fruitland, Idaho. In addition to the information provided in option one, under the current proposed plan of returning the facility to a school, there would be 4 new classrooms created in the open commons area downstairs below the auditorium. Potential classroom space in the existing building would be approximately 16 to 20 rooms depending on how the gymnasium and auditorium area are utilized in addition to the remaining classrooms. The purchase cost for the building is \$250,000-\$268,500. Additional funding support for the full renovation would come from partnerships with various nonprofit organizations and philanthropic donations upon receiving an approved charter. For more detail on the property and structural condition see the Erstad Architects, ECI, and Stapley Engineering review documents in Appendix A4. The founding board has contracted with the nonprofit organization, Building Hope (see Appendix F for letter and predevelopment agreement), which has resulted in a structural evaluation and full renovation estimate of approximately \$3.2 million \$4.13 million. TVCA intends to contract with Building Hope to construct a two story addition in year three on the existing empty area on the southwest corner of the building to accommodate expansion into the junior high and high school grades. The contract for this expansion has not been negotiated, but will only be pursued if enrollment is on track to support the associated expense.

Draft Facility Budgets

Pre-Opening Expenses (required)

[Please insert rows as needed]

| Description | Qty | Unit Cost | Total Cost | Comments |
|-----------------------------------|-----|-----------|--------------------|-------------------------------------------------------------------------------------------------------------|
| Purchase | | | \$268,500 | |
| Construction / Remodeling | | | \$3,200,000 | High estimate based on possible lead abatement. Includes contingency funds |
| Soft Costs | | | \$583,600 | Studies, financing and acquisition costs, legal fees, Engineering fees, permits, includes contingency funds |
| Equipment and fixtures (supplies) | | | \$77,738 | Furniture and technology equipment |
| TOTAL Pre-Opening Costs | | | \$4,129,838 | |

Operating Expenses: Year 1 & Year 2 (required)

[Please insert rows as needed]

| Description | Year 1 Qty | Year 1 Unit Cost | Year 1 Total Cost | Year 2 Qty | Year 2 Unit Cost | Year 2 Total Cost | Comments |
|---------------------------|------------|------------------|-------------------|---------------------------|------------------|-------------------|-----------------|
| Utilities/ gas | | | \$16,300 | | | \$16,300 | |
| Utilities/ Electric | | | \$9,000 | | | \$9,000 | |
| Utilities/ other | | | \$1,800 | | | \$1,800 | |
| Maintenance | | | \$15,600 | | | \$15,600 | |
| | | | | | | | |
| TOTAL Year 1 Costs | | | \$42,700 | TOTAL Year 2 Costs | | | \$42,700 |

Operating Expenses: Year 3 (required) & Year 4 or Future Expansion (optional)

[Please insert rows as needed]

| Description | Year 3 Qty | Year 3 Unit Cost | Year 3 Total Cost | 4 / Exp Qty | Year 4 or Expansion Unit Cost | Year 4 or Expansion Total Cost | Comments |
|---------------------|------------|--------------------|-------------------|-------------|---------------------------------|--------------------------------|----------|
| Utilities/gas | | | \$16,300 | | | | |
| Utilities/ Electric | | | \$9,000 | | | | |
| Utilities/ other | | | \$1,800 | | | | |
| Maintenance | | | \$15,600 | | | | |
| | | TOTAL Year 3 Costs | \$42,700 | | TOTAL Year 4 or Expansion Costs | | |

List of Attachments**Attachments (required)**

[Please insert rows as needed. List all documents related to this facility's location, costs, etc.]

| Attachment Title | Brief Description | Notes or Considerations |
|----------------------------|---------------------------------------|--------------------------------------------|
| Property | Arial and Elevation view | |
| Ground Floor | Lower floor plan of existing building | Conceptual notes for remodel included |
| First Floor | Upper floor plan of existing building | |
| Erstad Architects letter | summary of building walk through | |
| ECI letter | Review notes on building | |
| Stapley Engineering letter | Building inspection Letter | Observations from 2015 inspection for City |

Appendix B: Articles of Incorporation and Bylaws

201


ARTICLES OF INCORPORATION
 (Non-Profit)

Title 30, Chapters 21 and 30, Idaho Code

Filing fee: \$30 typed, \$50 not typed

Complete and submit the form in **duplicate**.

FILED EFFECTIVE

2016 OCT 17 AM 11:42

SECRETARY OF STATE
STATE OF IDAHO**Article 1:** The name of the corporation shall be:

Treasure Valley Classical Academy Inc

Article 2: The purpose for which the corporation is organized is: State of Idaho Charter School Law

requires the founders to incorporate Treasure Valley Classical Academy Charter School.

Article 3: Registered agent name and address:

Reece M. Hrizuk

224 SW 3rd St. Fruitland, Idaho 83619

(Name)

(Address)

Article 4: The board of directors shall consist of no fewer than three (3) people. The names and addresses of the initial directors are:

Ronda Baines

2130 NE 16th St. Fruitland, Idaho 83619

(Name)

(Address)

Marvin Lasnick

5635 Sunset Rd. Fruitland, Idaho 83619

(Name)

(Address)

Reegan Lasnick

5635 Sunset Rd. Fruitland, Idaho 83619

(Name)

(Address)

Article 5: Incorporator name(s) and address(es):

Ronda Baines

2130 NE 16th St. Fruitland, Idaho 83619

(Name)

(Address)

Marvin Lasnick

5635 Sunset Rd. Fruitland, Idaho 83619

(Name)

(Address)

Reegan Lasnick

5635 Sunset Rd. Fruitland, Idaho 83619

(Name)

(Address)

Article 6: The mailing address of the corporation shall be:

P.O. Box 197 Fruitland, Idaho 83619

(Address)

Article 7: The corporation (☐ does ☒ does not) have voting members.**Article 8:** Upon dissolution the assets shall be distributed: according to the Idaho Statutes: Title 33, Education, Chapter 52 regarding Public Charter Schools: 33-5212 paragraphs 1 and 2.

Signatures of all incorporators:

Printed Name: Ronda Baines

Signature: Ronda Baines

Printed Name: Marvin Lasnick

Signature: Marvin Lasnick

Printed Name: Reegan Lasnick

Signature: Reegan Lasnick

Revised 08/2015

Secretary of State use only

IDAHO SECRETARY OF STATE

10/17/2016 05:00

CK:7773 CT:104633 BH:1551253

1@ 30.00 = 30.00 INC NONP #2

C211475

TREASURE VALLEY CLASSICAL ACADEMY

By-Laws



MAY 1, 2017

ARTICLE 1 - PURPOSE

As set forth in the Articles of Incorporation, the Treasure Valley Classical Academy, Inc. is organized exclusively for educational purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code, 1986, or the corresponding provision of any future federal law.

Notwithstanding any other provision of these Bylaws to the contrary, the Corporation shall not carry on any activities not permitted of:

- a) A corporation exempt from Federal income tax under Section 501(c)(3) of the Internal Revenue Code of 1986 or the corresponding provisions of any future Federal income tax code; or
- b) A corporation, contributions to which are deductible under Section 170(c)(2) of the Internal Revenue Code of 1986, or the corresponding provisions of any future Federal income tax code.

ARTICLE 2 - OFFICES

The principal's office shall be located within the County of Payette, State of Idaho, at such place as the Governing Board of Directors shall from time to time designate. Additional offices may be maintained at such other places as the Governing Board of Directors may designate. The Corporation shall continuously maintain within Payette County a registered office at such place as may be designated by the Governing Board of Directors.

ARTICLE 3 - MEMBERSHIP

The Corporation shall have no members. Any action which would otherwise by law require approval by a majority of all members or approval by the members shall require only approval of the Governing Board. All rights, which would otherwise by law vest in the members, shall vest in the Governing Board.

ARTICLE 4 – GOVERNING BOARD

The Governing Board will serve as the governing body of Treasure Valley Classical Academy (TVCA) Charter School.

1. Governing Board Membership.

- a. **Number of Board Members:** The number of Directors shall not be less than five (5) nor more than nine (9). The number of Directors may be increased or decreased from time by time by amendment to the Bylaws. No decrease shall shorten the term of any incumbent Director nor shall the number of Directors be decreased at any time to less than three.
- b. **Procedure for Electing Board Members:** Governing Board Directors shall be elected by a majority vote of the existing Board and selected from the nominations submitted by Board members. Elections will be conducted at an annual meeting designated for elections after submission and review of nominees.

- c. **Term of Board Members:** The initial Board of Directors shall consist of those persons named in the Articles of Incorporation and any other Directors elected by the then-current Governing Board or appointed in accordance with these bylaws. Such persons shall hold office until the first annual election of Directors. Election of Board members shall occur at each annual meeting of the Board of Directors. Each Director shall be elected for a term of three years with the exception of the initial board. The initial board member terms will be staggered at one year intervals beginning with chair number one until each position has expired. Each Director shall hold office until the annual meeting when his or her term expires until his or her successor has been elected and qualified.
- d. **Compensation:** Governing Board members will not receive compensation for their service
- e. **Vacancies:** A vacancy on the Governing Board shall be filled by majority vote of the remaining members of the Governing Board of Directors after a review of submitted nominees.
- f. **Resignation and Removal.** Subject to the provisions of Section 30-30-69 of the Idaho Nonprofit Public Corporation Act, any Director may resign effective upon giving written notice to the President, or the Secretary of the Governing Board, unless the notice specifies a later effective time. If the resignation is effective at a future time, a successor may be selected before such time, to take office when the resignation becomes effective. A Director may be removed without cause by a majority of the Directors then in office.
- g. **Nominating:** The Governing Board will develop a policy to ensure that membership to the Governing Board will include a broad range of expertise, including background in education, science, legal, administrative, educational, financial and related fields. Governing Board members must also meet additional eligibility requirements as stipulated in TVCA founding documents. The Governing Board will notify the school's community and the community at large of position opening on the school's governing body.

2. Authority of the Governing Board.

- a. **General:** The Governing Board is the governing body of the charter school and is responsible for ensuring the fair and uniform application of all federal, state and local laws in the operation of the School as well as the School's charter and policies. The School will be operated for the educational benefit of its Students. The Governing Board is the policymaking body for the School. The Governing Board will exercise leadership primarily through the formulation, adoption, implementation and periodic review of policies. Furthermore, the Governing Board has the task of ensuring the financial integrity of the TVCA's budget; therefore, the TVCA Governing Board exercises fiduciary oversight of the school's finances.
- b. **Delegation to the Principal:** The Governing Board shall concern itself primarily with broad questions of policy, oversight and with the appraisal of results rather than with administrative detail. The application of policies is an administrative task to be performed by the principal and designated staff, and they shall be held responsible for the effective implementation of Governing Board policies. The principal shall be held responsible for keeping the Governing Board informed of all matters within its

- purview so that the Governing Board can fulfill the above described functions of a governing body. The principal will have primary responsibility for all aspects of the school's operations and programs, including the day-to-day management, operations and implementation of the school's charter and Governing Board policies. The teachers and staff of TVCA will report to the principal, except in cases where there is a conflict of interest between the principal and a staff member. In such cases, the Governing Board will establish a reporting chain to eliminate the conflict.
- c. **Individual Member's Authority:** A member of the Governing Board is a public officer, but has no power or authority individually. The charter vests power in the Governing Board, and not in the members, either individually or otherwise and these powers must be exercised by the Governing Board at a public meeting in regular or special called meetings, with action duly recorded in its minutes.
 - d. **Binding Authority:** The Governing Board shall not be bound in any way by any action or statement on the part of any individual Governing Board member except when such a statement or action is in pursuance of specific instructions from the Governing Board. Any such exception shall be stated in the minutes of a Governing Board meeting.
 - e. **Advanced Notice:** The Governing Board recognizes the importance of timely communication among its members and between the Governing Board and the principal. The principal or his/her designee will strive to ensure that the Governing Board is given prior notice of matters submitted by members for deliberation at meetings. Notice should be sufficiently ahead of meetings to comply with the meeting notice requirements under the Idaho Open Meeting laws.
3. **Power of the Governing Board.** The Governing Board's powers and authority are set forth in the TVCA Charter and the Idaho Code and all applicable laws and regulations. Complete and final control of all matters pertaining to the School's educational system shall be vested in the Governing Board. The Governing Board of TVCA shall include the following powers and duties:
- a. Those powers as set forth in the TVCA Charter that are not inconsistent with federal or state laws or constitutions, or as otherwise set forth in the Public Charter Schools Act as amended.
 - b. Employ the principal of TVCA, establish evaluation criteria for the principal, and perform annual evaluations of the principal's performance.
 - c. Delegate administrative and supervisory functions of the principal of TVCA when appropriate.
 - d. Approval of the annual budget of anticipated income and expenditures, and direct the preparation of the annual financial audit report required by Idaho law.
 - e. Have the capacity to sue or be sued.
 - f. Contract for services with any school district, a university or college or any third party for the use of a facility, its operation and maintenance and the provision of any service or activity that TVCA is required to perform in order to carry out the educational program described in its charter
 - g. Acquire and dispose of real and personal property provided that at the termination of the charter, all assets of the charter shall disposed of in accordance with Idaho law

- h. Accept or reject any charitable gift, grant, devise or bequest not otherwise contrary to law or the terms of the charter
 - i. Contract for provision of financial management, food services, and education related services or other services
4. **Quorum of Directors and Actions by the Governing Board.** Unless a greater proportion is required by law, a majority of the Directors then in office shall constitute a quorum for the transaction of business. If a quorum is present at the commencement of a meeting, a quorum shall be deemed present throughout such proceedings. Except as otherwise provided by law or by the Articles of Incorporation or these Bylaws, the act of a majority of the Directors present at a meeting at which a quorum is present shall be the act of the Governing Board.
5. **Committees.** The Governing Board of Directors, by resolution adopted by a majority of Directors in office, may designate and appoint one or more committees, each consisting of two or more Directors, which committees shall have and exercise the authority of the Governing Board of Directors in the governance of the Corporation. However, no committee shall have the authority to amend or repeal these Bylaws, elect or remove any Officer or Director, adopt a plan of merger, or authorize the voluntary dissolution of the Corporation. Committees shall be required to comply with the Idaho Open Meeting laws.
6. **Rights of Inspection.** Every Director has the right to inspect and copy all books, records and documents of every kind and to inspect the physical properties of the Corporation provided such inspection is conducted at a reasonable time after reasonable notice, and provided that such right of inspection and copying is subject to the Corporation's obligations to maintain the confidentiality of certain books, records and documents under any applicable federal, state or local law.

ARTICLE 5 – GOVERNING BOARD MEETINGS

1. **Place of Meeting.** Meetings of the Governing Board of Directors, regular or special, may be held at such place within or without the State of Idaho and upon such notice as may be prescribed by resolution of the Governing Board of Directors and the place at which such meetings shall be held shall be stated in the notice and call of meeting. No change in the place of meeting shall be made within three (3) days before the day on which an election of Directors is to be held.
2. **Annual Meeting.** The annual meeting of the Directors of the Corporation for the election of Directors to succeed those whose terms expire and for the transaction of other business as may properly come before the meeting, shall be held each year on the third Monday of July, if not a legal holiday, and if a legal holiday, then on the day following, at 7:00 o'clock p.m. If the annual meeting of the Directors be not held as herein prescribed, the election of Directors and Officers may be held at any meeting called thereafter pursuant to these Bylaws.
3. **Regular Meetings.** Regular meetings of the Directors of the Corporation will be scheduled for the third Monday of each month.
4. **Special Meetings.** Special meetings may be called by the President or by any two (2) Directors of the Governing Board and held at any time.
5. **Meetings Open to the Public.** Except as provided herein, all meetings shall be open to the public and all persons shall be permitted to attend any meeting.

6. **Notice of Meeting.** Notice of the time and place of the annual meeting of the Directors or of any monthly meetings of the Directors shall be by written or printed notice of the same posted at the Charter School. The Governing Board Secretary may email or physically deliver the agenda and meeting notice to Governing Board members. No special meeting shall be held without at least a twenty-four (24) hour meeting notice unless an emergency exists. The notice for a special meeting shall include at a minimum the meeting date, time, place and name of the Charter School calling for the meeting. All meeting notices shall comply with the Idaho Open Meeting laws.
7. **Meeting Minutes.** The Directors of the Corporation shall provide for the taking of written minutes of all its meetings. However, neither a full transcript nor a recording of the meeting shall be required. All minutes shall be available to the public within a reasonable time after the meeting, and shall include at least the following information: (a) All members of the Directors of the Corporation present; (b) All motions, resolutions, orders, or ordinances proposed and their disposition; (c) The results of all votes, and upon the request of a member, the vote of each member, by name. Minutes of any executive sessions held by the Directors of the Corporation under Title 74, Chapter 2 of the Idaho Code may be limited to material, the disclosure of which is not inconsistent with the provisions of section 74-206, Idaho Code, but must contain sufficient detail to convey the general tenor of the meeting. Unofficial minutes should be delivered to Directors in advance of the next regularly scheduled meeting of the Governing Board with the agenda for the next Governing Board meeting. Minutes need not be read publicly, provided that Directors have had an opportunity to review them before adoption. A file of permanent minutes of Governing Board meetings shall be maintained in the office of the Governing Board Secretary or his/her designate, to be made available within a reasonable period of time after a meeting for inspection upon written request.
8. **Executive Sessions.** “Executive session” means any meeting or part of a meeting which is closed to any persons for deliberation on certain matters. An executive session may be held by the Directors of the Corporation for any of the reasons specified in Title 74, Chapter 2, Idaho Code. In order to convene into a duly authorized executive session all of the following must occur: 1) a member of the Governing Board of the Corporation must move for holding of an executive session and the motion must state the specific subsections for going into executive session; 2) two-thirds (2/3) of the Directors of the Corporation must vote in favor of holding of such executive session; and 3) said vote must be by roll call and recorded in the minutes of the meeting showing the individual vote of each Director present. No executive session may be held for the purpose of taking any final action or making any final decision. Unless otherwise allowed by law, no Director of the Corporation may disclose the content of an executive session to an outside source.
9. **Consent Agenda.** To expedite business at a Governing Board meeting, the Governing Board approves the use of a consent agenda, which includes those items considered to be routine in nature. Any item which appears on the consent agenda may be removed by any Director. Any Director who wishes to remove an item from the consent agenda shall give advance notice in a timely manner to the Secretary of the Governing Board. The remaining items will be voted on by a single motion. The approved motion will be recorded in the minutes, including a listing of all items appearing on the consent agenda.
10. **Meeting Conduct and Order of Business.** General rules of parliamentary procedure are used for every Governing Board meeting. Robert’s Rules of Order may be used as a guide at

any meeting. The items of business shall be reflected on the agenda. In order to efficiently manage the meeting, agenda items may be addressed in any order, at the discretion of the President. Voting shall be by acclamation or show of hands.

11. **Emergency.** An emergency meeting or agenda item is one necessitated by unforeseen circumstances that if not addressed immediately by the Governing Board, will likely result in injury or damage to persons or property or substantial financial loss to the public body.

ARTICLE 6 – OFFICERS AND DUTIES

1. **General.** The Officers of the Corporation shall be a President, a Vice President, a Secretary, and a Treasurer. Any number of offices may be held by the same person, except that neither the Secretary nor the Treasurer may serve concurrently as the President. Officers of the Corporation shall also be Directors of the Corporation. The Officers shall be elected each year at the annual meeting by the Governing Board and serve at the pleasure of the Governing Board for a term of one (1) year when their respective successor shall be elected. Individual Officers of the Corporation, have no authority over school affairs, except as provided by law or as authorized by the Governing Board.
2. **Removal.** Any Officer may be removed, for cause, by a majority of the Directors then in office.
3. **Vacancies.** A vacancy in any office because of death, resignation, removal, disqualification or any other cause shall be filled in the manner prescribed in these Bylaws for regular election or appointment to such office, provided that such vacancies shall be filled as they occur and not on an annual basis.
4. **Officers.**
 - a. **President:** The President of the Governing Board shall preside at all meetings and shall appoint committees with approval of the Governing Board. He / She shall have the right, as other members of the Governing Board, to make or second motions, to discuss questions, and to vote. The President of the Governing Board may not act for or on behalf of the Governing Board without prior specific authority from a majority of the Governing Board to do so. All communications addressed to the President shall be considered by him or her for appropriate action, which consideration may include consulting with legal counsel, and consideration by the Governing Board. The President shall sign legal documents as required by law and perform such other duties as may be prescribed by the Governing Board. It is the President's responsibility to ensure that Governance Board members uphold their commitments/responsibilities to the school. The President is responsible for compiling the topics for business to be placed on the agenda. Any member of the Governing Board may offer items to be heard or discussed at any meeting of the Board.
 - b. **Vice President:** The Vice President shall perform the duties of the President in the absence of the President or at the request of the President. In the event a vacancy occurs in the presidency, the Vice President will act in the capacity of the President until the office has been filled by a vote of the Board membership.
 - c. **Treasurer:** During the foundation period of the school the Treasurer may, at the request of the Board: (1) deposit, or cause to be deposited, all money and other valuables in the name and to the credit of the Corporation with such depositories as

- may be designated from time to time by the Board; (2) disburse the funds of the Corporation as may be ordered by the Board; or (3) may render to the Board, upon request, an account of all transactions as Treasurer and of the financial condition of the Corporation. The Treasurer shall present an operating statement and report, since the last preceding regular Board meeting, to the Board at all regular meetings. Upon transition to a Governing Board the Treasurer shall be familiar with the fiscal affairs of the School and keep the Governing Board informed thereof in the event that the School's Business Manager is unable to so act. He / She will have knowledge of public school finance laws, rules and policies. The Treasurer will assist the Governing Board with the oversight of the Corporations financial management. The Treasurer will assist the Board in the development of financial policies and help ensure that performance aligns with the policy. The Treasurer shall not be a signor on any account nor shall have any authority to approve or authorize transactions or have responsibility for the financial performance of the school.
- d. **Secretary:** The Secretary shall keep the minutes of the Governing Board meetings, subject to the direction of the President, assure that all notices are given in accordance with the provisions of the Charter Governing Board policies and as required by law; shall countersign, when required, all authorized bonds, contracts, deeds, leases, or other legal instruments; and in general perform all duties incident to the office of Secretary and such other duties as from time-to-time may be assigned to the Secretary by the Governing Board. The Board may appoint a designee to assist with the responsibilities of the Secretary as described herein, including recording and transcribing the minutes of the meetings, posting notices and agendas and preparing packets for the Governing Board's review. The Board Secretary will review the minutes prior to presentation to the Governance Board for approval. The Secretary shall be responsible for presenting the minutes to the Board at meetings.

ARTICLE 7 – CHARTER SCHOOL POLICY

1. **Adoption and Amendment of Policies** The adoption of new policies and the revision and amending of existing policies shall be the sole responsibility of the Governing Board of Directors. All policies shall conform to local, state, and federal laws as well as to the rules and regulations of the Idaho Department of Education. Proposed new policies and proposed changes in existing policies shall be presented in writing for reading and discussion at a regular or special Governing Board meeting. Such proposals may be referred to the principal for detailed study as needed prior to Governing Board action on the proposal. The Governing Board encourages the principal to contact other experts to have potential Governing Board policy researched. Interested parties, including any Governing Board member, citizen, or employee of the Governing Board may submit views, present data or arguments, orally or in writing, in support of or in opposition to proposed policy. Any written statement by a person relative to a proposed policy or amendment should be directed to the Governing Board Secretary prior to the second reading.

Proposed new policies and proposed changes in existing policies shall undergo a minimum of two (2) readings in the following manner:

- a. At a regular or special Governing Board meeting the proposed new or amended policy shall be presented in writing for reading and discussion.
- b. The final vote for adoption shall take place not earlier than at the second reading of the particular policy.

Although approval of a new or amended policy requires a minimum of two (2) readings, accelerated approval may be granted by the Governing Board in lieu of formal policy to meet emergency conditions or special events which will take place before formal action can be taken. Accelerated approval must be by specific motion of the Governing Board.

All new or amended policies shall become effective upon adoption, unless a specific effective date is provided in the motion for adoption.

Policies as adopted or amended shall be made a part of the minutes of the meeting at which action was taken, and shall also be included in the Charter School's policy manual. Policies of the Charter School shall be reviewed annually by the Governing Board.

2. **Administration in Absence of Policy.** In cases where action must be taken before the next Governing Board meeting and where the Governing Board has provided no policies or guides for administrative actions, the principal shall have power to act.

His/her decisions, however, shall be subject to review by action of the Governing Board at its next regular meeting. In addition, it shall be the duty of the principal to inform the Governing Board of such action and the need for policy.

3. **Suspension of Policies** Under circumstances which require a waiver of a policy, the policy may be suspended by a majority vote of the members present. In order to suspend a policy, all Directors must have received written notice of the meeting which included a proposal to suspend the policies with an explanation of the purpose of such proposed suspension. If such a proposal is not made in writing in advance of the meeting, the policies may only be suspended by a unanimous vote of all Directors present.
4. **Policy Manuals.** The principal shall develop and maintain a current policy manual which contains the policies of the Charter School. Each administrator, as well as staff, students and other residents, shall have ready access to the manual. All policy manuals distributed to anyone shall remain the property of the Charter School and shall be subject to recall or revision at any time.
5. **Administrative Procedures.** The principal shall develop such administrative procedures as are necessary to ensure consistent implementation of policies adopted by the Governing Board. When a written procedure is developed, the principal shall submit it to the Governing Board as an information item. Such procedures need not be approved by the Governing Board, though they may be revised when it appears that they are not consistent with the Governing Board's intentions as expressed in its policies. On controversial topics, the principal may request prior Governing Board approval.

ARTICLE 8 - PUBLIC RECORDS REQUESTS

1. **Records Available to Public.** Every person has the right to examine and take a copy of any Charter School record at all reasonable times. All Charter School records except those restricted by state and federal law shall be available to citizens for inspection at the office of the principal or at a place designated by the principal.
2. **Written Records Request Required** All persons or entities requesting records must make a written request which includes the person or entity's name, mailing address and telephone number.
3. **Response to Request for Examination of Public Records.** The Charter School shall either grant or deny a person's written request to examine or copy public records within three (3) working days of the date of the receipt of a request for public records. If a longer period of time is needed to locate or retrieve the records, the Charter School shall notify the person requesting the records of the same and provide the records to such person not later than ten (10) working days following the request. If the Charter School fails to respond within ten (10) working days after the requested is submitted, the request shall be deemed to be denied.

If the Charter School denies a person or entity's request to examine or copy records or denies in part and grants in part the request to examine and/or copy the records, the person legally responsible for administering the Charter School shall notify the person or entity in writing of the denial or partial denial of the request for the public record. In addition, the notice of denial or partial denial shall state that the attorney for the Charter School has reviewed the request or shall state that the Charter School has had an opportunity to consult with an attorney regarding the request for examination or copying of a record and has chosen not to do so. The notice of denial or partial denial shall also indicate the statutory authority for the denial and clearly indicate the right to appeal the denial or partial denial and the time periods for doing so.

4. **Other Provisions of the Public Writings Law** Pursuant to Title 33 Chapter 52 of the Idaho Code, all other provision of Title 74, Chapter 1 of the Idaho Code shall be applicable to a request for public records in the same manner that a traditional school and the Governing Boards of school trustees are subject to those provisions.

ARTICLE 9 - CONFLICTS OF INTEREST

1. **Direct or Indirect Pecuniary Interests** No Director shall have a pecuniary interest directly or indirectly in any contract or other transaction pertaining to the maintenance or conduct of the authorized chartering entity or Charter School.
2. **Contracts Involving a Person Related to a Director within the Second Degree.** The Governing Board of Directors may accept and award contracts involving the public charter school to businesses in which the Director or a person related to him by blood or marriage within the second degree has a direct or indirect interest, provided that the procedures set out in Idaho Code §§ 18-1361 or 18-1361A are determined by legal counsel for the Governing Board to be not applicable or followed.

3. **Contracts Involving the Spouse of a Director.** Unless it is determined by legal counsel for the Governing Board to be proper and except as provided in Idaho Code §§ 18-1361 or 18-1361A, the Governing Board of Directors of any public charter school shall not enter into or execute any contract with the spouse of any member of such Governing Board, the terms of which said contract require, or will require, the payment or delivery of any public charter school funds, moneys or property to such spouse. Any opinion from the Governing Board's legal counsel shall be in writing.
4. **Consideration of Employment Involving a Person Related to a Director or a Director's Spouse within the Second Degree.** When any relative of any Director or relative of the spouse of a Director related by affinity or consanguinity within the second degree is to be considered for employment in a public charter school, such Director shall abstain from voting in the election of such relative, and shall be absent from the meeting while such employment is being considered and determined.

ARTICLE 10 - MISCELLANEOUS

1. **Fiscal Affairs:** The fiscal year of the Corporation shall be from July 1st to June 30th.
2. **Checks, Drafts, Etc:** All checks, drafts, or other orders for the payment of money and all notes or other evidences of indebtedness issued in the name of the School shall be signed by a minimum of two Officers or agents of the School as designated by the Governing Board. Separation of duties policy will be maintained for monetary matters so as to separate disbursement and payment of funds from review or reconciliation of accounts and ledgers. Duties will be designated among Board members by assignment from the Board President.
3. **Books and Records:** The Governing Council shall keep accurate and complete books and records of the actions of the Governing Council, which records shall be open to inspection by the members of the Governing Council at any time, or members of the public pursuant to the Inspection of Public Records Act, Idaho Title 74, Chapter 1.

ARTICLE 11 - NOTICES

1. **Manner of Giving Notice.** Whenever provisions of any statute or these Bylaws require notice to be given to any Director, Officer or other individual, they shall not be construed to mean personal notice. Such notice shall be given in writing and placed on the bulletin Governing Board of the Corporation in sufficient amount of time prior to the meeting or action to be taken as required by statute, the Articles of Incorporation or these Bylaws; said notice need not be given individually and may be given in one notice document.
2. **Waiver** A waiver of any notice in writing, signed by a Director or Officer, whether before or after the time stated in said waiver for holding a meeting, or presence at any such meeting, shall be deemed equivalent to a notice required to be given to any Director, or individual.

ARTICLE 12 - DISSOLUTION

~~Upon dissolution of the Corporation, assets shall be distributed to creditors pursuant to Section 33-5212 of the Idaho Code. Remaining assets would be held in public trust until they could be put to same or similar charitable use, by a nonprofit corporation which is organized and operated exclusively for educational purposes and which has established their tax exempt status under Section 501(c)(3) of the Internal Revenue Code of 1986, or to a state or local government for public purpose as determined by the Governing Board.~~

As per Idaho code 33-5212:

In the event of a public charter school closure for any reason, the assets of the school shall be distributed first to satisfy outstanding payroll obligations for employees of the school, including any tax, public employee retirement system and other employee benefit obligations, then to creditors of the school, and then to the authorized chartering entity in the case of a public charter school authorized by the board of a local school district. In the case of a public charter school authorized by any other authorized chartering entity, any remaining assets shall be distributed to the public school income fund. Assets purchased using federal funds shall be returned to the authorized chartering entity for redistribution among other public charter schools. If the assets of the school are insufficient to pay all parties to whom the school owes compensation, the prioritization of the distribution of assets may be determined by decree of a court of law.

ARTICLE 13 - AMENDMENTS

New Bylaws may be adopted or these Bylaws may be amended or repealed by an affirmative vote of at least two-thirds of the Governing Board then in office at a duly noticed regular or special meeting of the Governing Board. Whenever any amendment or new Bylaws are adopted, copies shall be placed in the Book of Bylaws with the original Bylaws, and immediately after them and shall not take effect until copied. If any Bylaws are repealed, the fact of repeal with the date of the meeting at which the repeal was enacted must be stated in the book and until so stated, the repeal must not take effect. Whenever any provision of the Bylaws is either amended or repealed, a marginal note shall be made thereon indicating the place or page where the amendment or repeal may be found.

ARTICLE 14 – FOUNDING DOCUMENTS

The Governing Council is charged with holding true faith and allegiance to The Treasure Valley Classical Academy Charter School's Founding Documents. The Founding documents of The Treasure Valley Classical Academy Charter School include but may not limited to:

1. Treasure Valley Classical Academy Mission Statement
2. Treasure Valley Classical Academy Definition of a Classical Education
3. Treasure Valley Classical Academy Description of Core Knowledge

Once adopted these documents may not be changed, altered, suspended or revoked except by a decision of at least Two-Thirds of the entire Governing Board then serving as Board members. The decision to modify, alter, suspend or revoke any of these documents must be accompanied by a certification that the voting member has read and understood the changes, and the ramifications of such a change.

CERTIFICATE OF BYLAWS I certify that I am the initial agent of Treasure Valley Classical Academy, Inc., an Idaho Nonprofit Corporation, and that the foregoing Bylaws, constitute the Bylaws of such corporation.

IN WITNESS WHEREOF, I have signed my name to this Certificate

as of this 1st day of May, 2017.

By: Ronda Baines
President of the Governing Board
Treasure Valley Classical Academy, Inc.

Attest: [Signature]
Secretary
Treasure Valley Classical Academy, Inc.

The undersigned Secretary of Treasure Valley Classical Academy, Inc. hereby attests that the foregoing By-Laws represent a true and correct copy of the By-Laws adopted by the Treasure Valley Classical Academy, Inc. Governing Board at a duly noticed meeting.

[Signature]
Secretary

Treasure Valley Classical Academy Founding Board

Proposal for Amendment.

To Amend:

ARTICLE 12 - DISSOLUTION

Currently reads:

Upon dissolution of the Corporation, assets shall be distributed to creditors pursuant to Section 33-5212 of the Idaho Code. Remaining assets would be held in public trust until they could be put to same or similar charitable use, by a nonprofit corporation which is organized and operated exclusively for educational purposes and which has established their tax-exempt status under Section 501(c)(3) of the Internal Revenue Code of 1986, or to a state or local government for public purpose as determined by the Governing Board.

Amend to read:

ARTICLE 12 - DISSOLUTION

As per Idaho code 33-5212:

In the event of a public charter school closure for any reason, the assets of the school shall be distributed first to satisfy outstanding payroll obligations for employees of the school, including any tax, public employee retirement system and other employee benefit obligations, then to creditors of the school, and then to the authorized chartering entity in the case of a public charter school authorized by the board of a local school district. In the case of a public charter school authorized by any other authorized chartering entity, any remaining assets shall be distributed to the public school income fund. Assets purchased using federal funds shall be returned to the authorized chartering entity for redistribution among other public charter schools. If the assets of the school are insufficient to pay all parties to whom the school owes compensation, the prioritization of the distribution of assets may be determined by decree of a court of law.

History:

Date approved: 2/19/18

Voting members present:

1. Ronda Baines, Founding Board President
2. [Signature], Founding Board Secretary
3. Emma Nelson, Board Member
4. Ann [Signature], Board Member
5. Julie Taylor, Founding Board Member
6. [Signature], Founding Board Vice President
7. Reagan Lashin, Founding Board Treasurer

TVCA Founding Documents

Mission

The mission of Treasure Valley Classical Academy is to train the minds and improve the hearts of students through a classical content-rich curriculum that emphasize virtuous living, traditional learning, and civic responsibility.

What is Classical Education?

Modern Classical schools take an approach to education characterized by a traditional liberal arts and sciences curriculum, and an orientation towards truth, beauty, and goodness that aims to cultivate wise and virtuous citizens. Classical Education is rooted in an approach that goes back to ancient Greece and Rome and developed over a long period of time in the West and is the same tried and true education the American founders received. To be “classical” means to uphold a standard of excellence and teaches students judgment according to those standards. This modern Classical Education gives children appropriate knowledge at their appropriate level of development and utilizes traditional teaching methods endorsing the idea of cultural and civic literacy.

Core Knowledge

The Core Knowledge Sequence functions as the grammar stage of classical education's Trivium and is the result of the pioneering work of education reformer E. D. Hirsch. Core Knowledge is a knowledge-rich curriculum sequence that effectively builds in students the grammar of each subject area preparing them for more advanced studies in later grades.

Core Knowledge is a systematic course sequence built upon the following ideas: 1) learning is built upon previous learning, 2) reading comprehension and overall academic success are dependent upon solid academic background knowledge, 3) there is a common body of knowledge all citizens should learn, i.e. cultural literacy, and 4) students must be better prepared to become more informed and responsible citizens of our republic. The Core Knowledge Sequence offers a coherent, knowledge-rich curriculum beginning in Kindergarten. Each year, students gain in content knowledge in history, literature, science, art, and music. Additionally, each grade year builds on the previous year to provide congruency and avoid redundancies. Students benefit from integration across the curriculum.

Appendix C: Board of Directors and Petitioning Group

CHARLES S. BAINES

2130 NE 16th Street
Fruitland, Idaho 83619
208-761-9426

fieldservicesolutions@gmail.com

EXPERIENCE

ANDRITZ SEPARATIONS

Regional Service Support Manager, Northwest Region

2013-Present

- Responsible for 8 state region as aftermarket, customer support and equipment service sales.
- Received Service Sales award first full year covering Washington, Oregon, Idaho, Montana, Wyoming, Montana, North Dakota, South Dakota, and Minnesota, territory.

FIELD SERVICE SOLUTIONS, LLC

2002- 2013

Technical field services, startup, training, troubleshooting for environmental treatment equipment manufacturers.

GOBLE SAMPSON ASSOCIATES, INC., Issaquah, WA

1999-2002

Environmental Sales and Service Rep. of Water and Wastewater treatment Equipment

- Responsible for Eastern Washington, Eastern Oregon and Northern Idaho Territory.
- Exceeded sales goal first year as full commission sales representative by 17%.
- Solely responsible for Service and technical support of several of represented lines of equipment throughout Northwest office territory.

ASTEC / Magic Valley Labs, Twin Falls, Idaho

1998 - 1999

Customer service and outside support for environmental consulting and analytical laboratory field service specializing in water quality analysis and wastewater / environmental issues.

CITY OF FRUITLAND, Fruitland, Idaho

1992 - 1998

Manage, maintain, and monitor industrial and municipal wastewater treatment facilities while providing liaison services between city and industries on permit compliance.

- Initiated professional quality assurance services to reduce outside consulting fees by 85%.
- Increased municipal and industrial wastewater monitoring capabilities by 150% by developing and initiating field and laboratory testing criterion and equipment inventory.
- Developed and instituted methodology that increased waste water treatment efficiency in waste water lagoon by 75% while reducing compliance violations by 80%.

- Elected to serve as: Chairman Lower Payette River Watershed Advisory Group (WAG) Technical Advisory Committee, Municipal representative Lower Payette River WAG, and Executive Committee member Lower Payette River WAG.

UNIVERSITY OF IDAHO, Moscow, Idaho**1989 - 1992**

Graduate Research Assistant providing analysis and field research for contracted river and lake survey for public utility district.

- Designed, implemented and completed field research project on aquatic insect/aquatic macrophyte community interrelationships resulting in base-line community composition data for public utility hydro re-licensing efforts.
- Finalized research project data on three-year water quality survey of riverine reservoir study for public utility.
- Planned, implemented and supervised student field research and sampling projects.
- Provided guidance and instruction in restoration of aquatic habitat of existing stream reach.

IDAHO POWER COMPANY, Boise, Idaho**1988 - 1989**

Assisted Fisheries and Water Quality biologists in acquisition and analysis of baseline data for re-licensing of hydro-power facilities on the Idaho/Oregon reaches of the Snake River.

- Developed first quantifiable fisheries and water quality data for Snake River reservoirs by conducting baseline fishery and water quality survey of mid and lower Snake River reservoirs.
- Assisted in the establishment of fishing guidelines and regulations by developing age-class profile of mid and lower Snake River fish species.

EDUCATION/CERTIFICATION**UNIVERSITY OF IDAHO**

Masters of Fisheries Resources
(Aquatic Ecology Emphasis)

BOISE STATE UNIVERSITY

Bachelor of Science - Biology
(Secondary Education option)

REFERENCES

Shannon Coy **206 743-5472**

Bill Pahl **208 739-8122**



RONDA A. BAINES
 2130 NE 16th St.
 Fruitland, ID 83619
 208-866-3344
ronda_baines@msn.com

Work Experience:

| | |
|--------------------------------------------------------------------------|----------------|
| Associate Teacher, St. Joseph Academy | 2015 - 2018 |
| Co-Owner River Road Ranches, LLC, and River Road livestock, LLC | 2013 - present |
| Home Educator | 2005 - 2018 |
| Corporate Gift and Incentive Salesperson, Baines & Associates | 1999 - 2006 |
| Consultant and Sales, Artistry Cosmetics | 1993 - 1999 |
| Substitute Teacher, Fruitland, Ontario and New Plymouth School Districts | 1992 - 1995 |
| Third Grade Teacher, St Mary's School | 1990 - 1992 |
| Jewelry Sales Associate, J.C. Penney's (summertime employment) | 1990 |
| Personnel Secretary, May Trucking (summertime employment) | 1987 - 1989 |

Volunteer and Leadership Experience:

| | |
|--------------------------------------------------------------------------|----------------|
| TVCA Founder and President | 2015 - present |
| Secular Carmelite Member | 2015 - present |
| Corpus Christi Volunteer, Adult Formation, Music | 2013 - present |
| Arts West School for the Performing Arts Parent Group Organizer & Leader | 2008 - 2012 |
| Vacation Bible School Volunteer | 2007 - 2012 |
| CHE of TV Home Educator Group Volunteer | 2005 - 2012 |
| Marriage Preparation Educator, Mary Queen of Peace Parish | 2001-2004 |
| Challenger Elementary Volunteer | 1999 - 2004 |
| Four Rivers Cultural Center Ball Committee Volunteer | 1997 - 1999 |
| Catholic Women's League Member | 1992 - 1999 |
| Holy Family Community Thanksgiving Dinner Co-Chairperson | 1998 |

Education:

| | |
|--------------------------------------------------------------------|-------------|
| Hillsdale College, Barney Charter Initiative School Board Training | 2016 |
| International Leadership Development (quarterly training) | 1993 - 2003 |
| Bachelors of Education from University of Idaho | 1990 |

Skills Set:

Organized leadership; creative classroom management; strategic educational planning/implementation; project management skills; fund-raising skills; cold-call sales experience; farming/physical labor experience; book-keeping/administrative for small business; corporate sales and customer service/account support for large scale accounts; communication skills in public presentation/telephone/interpersonal; secretarial skills; accountability and effectiveness in goal achievement; team player; problem-solving skills; strong networker; creative/artistic; life-long learner; self-disciplined and persistent.

References

Brendan Earl, 208 514-5453

Tina Bolin, 208 642-3110

**Think Charter Schools
it's all about the students**



Certificate of Attendance

This certificate is awarded to

Ronda Baines

**Charter Start! 101 Workshop
February 18-19, 2016**

Michelle Clement Taylor
School Choice Coordinator



HILLSDALE COLLEGE
PURSUING TRUTH • DEFENDING LIBERTY SINCE 1844

THIS IS TO CERTIFY THAT

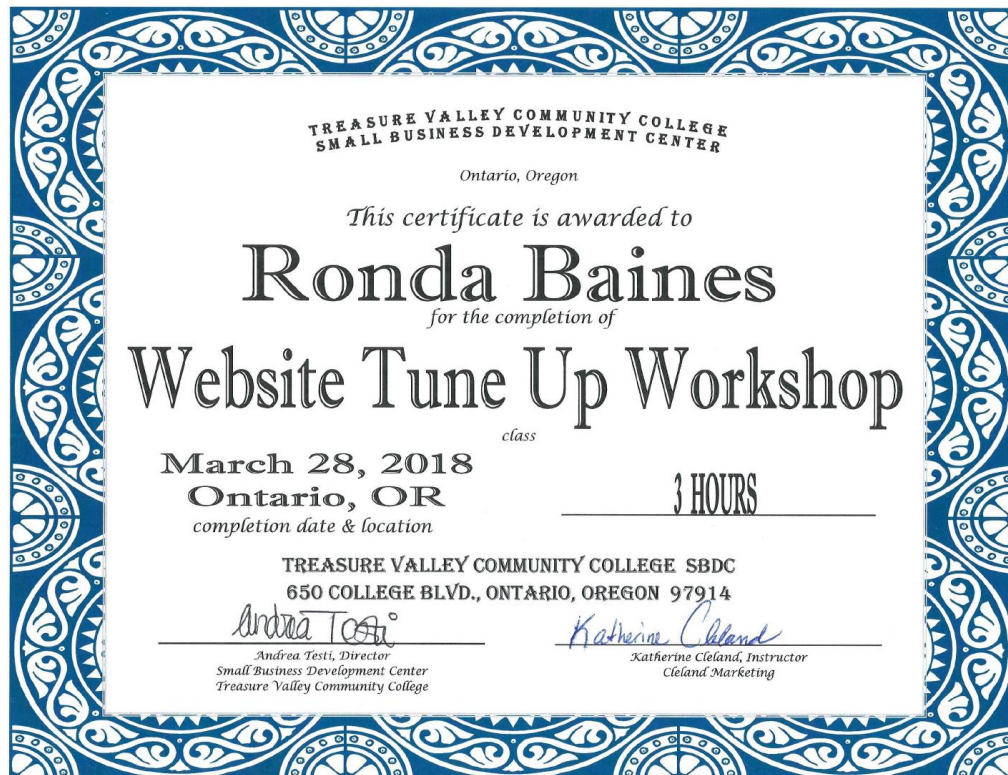
Ronda Baines

HAS RECEIVED 10 CONTACT HOURS OF INSTRUCTION AT THE HILLSDALE COLLEGE
BARNEY CHARTER SCHOOL INITIATIVE BOARD TRAINING

NOVEMBER 10-12, 2016
HILLSDALE, MICHIGAN

Phillip W. Kilgore

PHILLIP W. KILGORE
DIRECTOR, BARNEY CHARTER SCHOOL INITIATIVE



Marv Lasnick

5635 Sunset Rd., Fruitland, ID 83619
(208) 452-5316 mlasnick@micron.com

Chief Technology Officer

White Cup, LLC Boise, ID, April 2017 to Present

- Participating with the senior management team in establishing governance processes of direction and control ensuring that objectives are achieved, risks are managed appropriately, and the firm's technological resources are used responsibly.
- Establishing long-range direction of the company's technology consulting and professional services function.
- Identify technology trends and evolving social behavior that may support or impede the success of the business.
- Directing the activities necessary to keep the internal technology infrastructure running seamlessly, efficiently, and effectively while ensuring compliance with established standards and policies.
- Establishing and fostering an IT team culture via a policy driven approach with documented and repeatable processes, reward for innovative and repeated success, and a team approach to new initiatives.
- Communicate technology strategies to clients, partners, staff, investors and other stakeholders as necessary.

Enterprise Project Management Office

Micron Technology, Inc. Boise, ID, Dec 2014 to March 2017

- Co-founded an enterprise PMO focused on improving end to end enterprise level processes.
- Led efforts to improve Product Lifecycle Management, a strategic priority for Micron, to be competitive in time to market and time to break-even metrics.

Corporate Project Management Office

Micron Technology, Inc. Boise, ID, (*)

- *Co-founded* a Corporate PMO in mid-2007 with executive sponsorship from the VP of IT and the Senior VP of Operations (* in conjunction with managing the IT PMO).
- Set minimum process standards for project, program, and portfolio management.
- Connected several department portfolio processes.
- Defined formal job descriptions for Project and Program Managers.
- Led the analysis and selection of appropriate toolsets for project and portfolio management.
- Mentored new functional PMO's to improve their speed to startup and value delivery.

IT Project Management Office

Micron Technology, Inc. Boise, ID, Sept 2007 – Nov 2014

- *Founded* the IT project management office, supporting the global IT organization.
- Established and facilitated the portfolio process to manage project level demand for IT. The first cycle resulted in reducing the number of active projects from over 450 to approximately 80.
- Integrated the IT Portfolio process with the capital planning process, resulting in a tighter budget variance through improved planning and more predictable execution.
- Facilitated annual meetings with Micron's executive team to turn strategy into measurable business drivers, used in project selection and prioritization.
- Managed the IT operations portfolio.
- Initiated and continually improved resource management processes and systems, contributing to a more efficient and effective matrix organization.

OPERATIONAL EXPERIENCE**IT Central Team Manager**

Micron Technology, Inc. Boise, ID, 2004–2007

- Established the Central Team manager role charted to align worldwide IT operations.
- Led a team through internal analysis of how to globalize Micron's IT department which was implemented with an annual savings in the millions.
- Led the formalization and creation of IT Operations Centers at major fabrication sites utilizing benchmarking data and best practice. This benefited Micron by decreasing downtime and increasing customer satisfaction within the 1st year.
- Coached IT department in the use of Kepner-Tregoe decision and problem analysis processes, resulting in more accurate root cause analysis and decreased downtime.

Department Manager - Corporate Products and Tools

Micron Technology, Inc. Boise, ID, 1999–2003

- Directed an organization of 58 professionals tasked with providing enterprise-wide IT services.
- Services under my direction included: E-mail, paging, document management, incident tracking, web services, directory services, EDI systems, reporting services, and systems programming.
- Successfully instituted strategic changes to roles and responsibilities within my department, streamlining operations and increasing output by formalizing project management.
- Extensive vendor management experience, including maintenance contracts, implementation service agreements, purchase agreements, and escalation management.
- Participated on many successful task force teams, such as: Sarbanes Oxley, business continuity, M&A, and corporate IT release process.

REEGAN LASNICK

5635 Sunset Rd Fruitland, ID
(208)850-1124

Experience

Financial Center Manager

Washington Mutual, FSB Boise, ID 1996-1998

- Provided sales leadership for the financial center to meet or exceed productions goals.
- Ensured Assistant Financial Center Manager provides personnel management and supervision for subordinate staff.
- Provided coordination with financial center operations.
- Supervised the Assistant Financial Manager's contribution to increased loan production consistent with Bank goals and policies.
- Actively represented the Bank within the service area subject to applicable laws.
- Communicated with subsidiaries and other financial center managers on pertinent sales, service and operating issues.
- Developed and maintained knowledge of organization structure, corporate "vital few", and key business strategies.

Assistant Manager level III

Washington Mutual, FSB Boise, ID 1994-1996

- Provided personnel management and supervision for financial center employees.
- Acted as liaison among financial center personnel, head office administration and various operational support departments on matters affecting the financial center.
- Provided operational control.
- Contributed to increased loan production consistent with goals and policies by providing effective origination and processing of lending products.
- Kept staff informed on personnel policies and procedures, products and training opportunities.

Account Representative

- Sold bank's products and services

Merchant Teller

- In charge of bank vault

Education

Bachelor of Arts, Management and Organizational Leadership

George Fox University Newberg, OR

Awards and Acknowledgements

- 1998 Premier Group Winner for most profitable branch in the Northwest Region
- Washington Mutual United Way coordinator for the State of Idaho

Reference

- Camille Cooper 208 867-8449

**Think Charter Schools
it's all about the students**



Certificate of Attendance

This certificate is awarded to

Reegan Lasnick

Charter Start! 101 Workshop

February 18-19, 2016

Michelle Clement Taylor

School Choice Coordinator



JULIE TAYLOR

12224 Hwy 95, Payette, Idaho 83661 ♦ H: 208-642-7232 ♦ taylor56889@msn.com

PROFESSIONAL SUMMARY

Highly self-motivated person with great people and communication skills enhanced while our military family was living around the world and in employment situations with people of all ages.

Have dealt with numbers and paperwork accurately on work computer programs at the schools.

Willing to work hard and to learn what it takes to perform the job

SKILLS

Customer-Oriented

High level of accuracy

Excellent attention to detail

Interpersonal skills

Highly dependable

Self-motivated

Fast learner

WORK HISTORY

Cafeteria Worker,

Fruitland, Idaho School System – 1100 N Penn. Ave., Fruitland, Idaho 83619

Operated the lunchroom computer validating the accounts of each child and collecting the necessary funds for their accounts

Balanced the computer lunch fund account

Accessed computerized financial information to answer questions related to specific accounts.

Prepared, cooked, and served food items for the school lunches using ovens, stoves, large mixers, and other tools needed to prepare the meals.

Organized, prepared, cooked, and served breakfast food items for High School or Middle School

Vendor,

Base Exchange – Base Exchange at Rhein Main Air Force Base, Germany

Displayed, inventoried, and ordered Home Décor items and body lotions/perfumes.

Cafeteria Personnel,

Mountain Home High School – 300 South 11 East, Mountain Home, Idaho

Cooked and prepared meals.

Operated the dishwasher and fryer.

Managed the lobby snack bar.

Special Education Aide, 08/1992 to 05/1994

Pinedale Elementary – P.O. Box 549, Pinedale, Wyoming 83941

Wrote lesson plans for children with special needs.

Taught students with special needs.

Shadowed, tutored, and tested abilities for special needs children.

Bank Teller,

First Security Bank – Payette, Idaho 83661

Conducted money transactions of all amounts

Collected deposits and payments

Cashed checks and bonds

Sold money orders and cashier checks

- Mailed bank statements
- Balanced my transactions daily
- Operated the bank's check balancing machine
- Provided operational support for high-volume financial institution.
- Accessed microfiche financial information to answer questions related to specific accounts.

EDUCATION

Due to constant moving in the Air Force with my family I only finished a couple of years: Business Management,
BYU Idaho (Ricks College), Boise State University, College of Maryland, Central Texas College - Idaho, Portugal, Germany

Experience,

Girls State- I have been the Girls State Chairman, through the American Legion Auxiliary, over 12 years now. We interview Junior Girls from Weiser, Payette, Fruitland, and New Plymouth to attend the Girls State Session at NNU in Nampa where they learn and apply running the American Government from city level to state level.

I home schooled two of our children through the Middle School Calvert program for a year.

I home schooled 3 grandchildren for 3 years through the on-line K-12 program.

I have worked with youth, all ages, for several years through our church programs.



Emma Goode Nelson

EDUCATION

DOCTORATE IN PHYSICAL THERAPY • Pacific University 05/2017
BACHELOR OF SCIENCE IN EXERCISE SCIENCE AND HEALTH • University of Idaho 05/2013

WORK EXPERIENCE/VOLUNTEER

PHYSICAL THERAPIST • Rehabilitation Management Associates • Ontario, OR • Nampa, ID 08/2017-present
PHYSICAL THERAPY AIDE/MARKETING MANAGER • Advanced Orthopedic • Newberg, OR 10/2014-05/2015
RESEARCH ASSISTANT • University of Idaho • Moscow, ID 01/2012-05/2012
DEVELOPMENTAL TECHNICIAN • Gem State Developmental Center • Meridian, ID summer 2011
VOLUNTEER: Ride for Joy • therapeutic riding program • Emmett, ID summer 2016
VOLUNTEER: Fun Fitness • Special Olympics • Oregon summer 2013-15
VOLUNTEER: Gritman Medical Center • Waiting room wellness model • Moscow, Idaho 2012
VOLUNTEER: AWANA • International youth program • Emmett, ID 09/2004-05/2008

INTERNSHIPS

OUTPATIENT ORTHOPEDIC • Logan Regional Medical Center • Logan, UT 03/2017-05/2017

- Managed 95-100% of the client case load for weeks 8-9.
- Performed 20 running analyses for athletes of all skill levels and assisted with 10 bike fits.
- Earned certificate in Examination and Treatment of Running Injuries, applying techniques to clinical practice.
- Utilized PTAs and rehab aides to maintain time management and quality of patient care.

ACUTE CARE • Logan Regional Medical Center • Logan, UT 02/2017-03/2017

- Managed 100% of the simple client case load and 85% of the complex client case load.
- Determined discharge planning in collaboration with interprofessional care team.
- Volunteered in wound clinic, which included care for diabetic wounds and intro to hyperbaric wound care.
- Defensible patient documentation, using iCentra EMR.

OUTPATIENT NEUROLOGY • Saint Charles Medical Center • Bend, OR 08/2016-10/2016

- Managed 85% of the simple client case load and 60% of the complex client case load.
- Planned and facilitated a journal club which will be continued at the clinic.
- Collaborated with other health professions to decide the best plan of care for mutual clients.
- Efficient patient documentation, using Paragon Clinical Care Station.

OUTPATIENT ORTHOPEDIC • Home Town PT • Fairbanks, AK 01/2016-02/2016

- Routinely performed patient specific prognostic and diagnostic exams to evaluate muscle, nerve, joint, and functional abilities, based on current literature.
- Facilitated patient's progress with 50% independence in regards to their personal and clinical goals.
- Documented in such a way that accurately reflected charges billed.

LICENSE/HONORS/MISCELLANEOUS

- Licensed Physical Therapist • State of Oregon • State of Idaho 06/2017-03/2018
- APTA member 08/2013-present
- First Aid, CPR, AED certified • American Heart Association 08/2010-present
- Western Athletic Conference All-Academic Honoree 2011-2012
- Academic scholarship • Phi Theta Kappa 2010-2012
- Language: Introductory level Spanish

1919 3rd Ave S • Payette, Idaho • 83661 • (208) 739-7853 • enelson517@gmail.com

ANN FREI
 124 Gray Ave
 Weiser ID 83672
 208-549-3707
ann_m_frei@msn.com

EXPERIENCE

| | |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|
| Washington County Treasurer | 1999-2015 |
| <ul style="list-style-type: none"> - Billed and collected property taxes for county - Invested monies for the county – long term and short term - Public administrator for estates with no known heirs - Running the office in the courthouse - Sat on the founding board for the continuing education certification program for the treasurers - Sat on State Tax Rules committee for about 10 years - Was active in Idaho Association of County Treasurers, going through the chairs and was president of the association. During this time I worked and accomplished our 504-(C)(4) status - Was named to the National Association of County Collectors, Treasurers and Finance Officers Education Committee | |
| Weiser City Treasurer | 1985-1999 |
| <ul style="list-style-type: none"> - Bookkeeper for the city...accounts payable and receivables - Treasurer for the city...investing long and short term | |
| Farmwife | 1972-1994 |
| <ul style="list-style-type: none"> - Bookkeeping for farm and dairy - Household - Helped farm, driving tractor and Cat equipment | |

Before marriage in 1971, worked in veterinary office, architect's office, a car dealership and in banking.

EDUCATION

| | |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|
| Mt. Angel College – Mt. Angel, OR | 1966-1968 |
| Boise State College | 1969-1970 |
| North Idaho College-3 rd level the Certified Finance Executive (education for Professional Development-100 hours) for Idaho treasurers | 2002-2005 |
| University of Missouri, St. Louis – Chancellor's Certificate in Public Administration Finance Master, through the university's Graduate School Public Policy Administration Program | 2010-2013 |

References:

| | |
|---------------|--------------------|
| Sherry Nuxoll | 208-451-5166, cell |
| Judy Boyle | 208-631-2123, cell |

Individuals who have helped and supported the efforts of the founding board over the last several years to bring this project to fruition:

| Petitioning Group | | | | |
|-------------------|-------------------------------------------------------|------------------------|----------------------|-------------------|
| Name | Role | Longterm/s hortterm | Volunteer/Contracted | Founder Yes/No |
| Ronda Baines | Founding Board Member / President | Long | Volunteer | Yes |
| Charles Baines | Founding Board Member / Secretary | Long | Volunteer | Yes |
| Marvin Lasnick | Founding Board Member/ Vice-President | Long | Volunteer | Yes |
| Reegan Lasnick | Founding Board Member/Treasurer | Long | Volunteer | Yes |
| Julie Taylor | Founding Board Member | Long | Volunteer | Yes |
| Emma Nelson | Founding Board Member | Long | Volunteer | Yes |
| Anne Frei | Founding Board Member | Long | Volunteer | Yes |
| Howard Rynearson | Founding Board Member (retired) | short | Volunteer | Yes |
| Larry Lundin | retired board member from Washington county | short | volunteer | no |
| Jenny Stice | Face Book Administrator, research, posting, marketing | long | Volunteer | yes |
| Jamie Lewellen | Face book marketer and fundraiser | long | Volunteer | yes |
| Chris Yorgason | Yorgason Law—Charter School Law | long | contracted | no |
| Tom Inloes | TCI Corp. Mapping Contractor/site planner | short | volunteer | no |
| Leroy Atwood | Developer—advisor for building/school site | short | volunteer | no |
| Joy Woodworth | parent volunteer, calling tree, marketing | short | volunteer | no |
| Merry Pierce | community meetings/calling tree | short | vounteer | no |
| Gordon Clark | donated furniture acquisition and storage | short | volunteer | no |
| Paige Gehm | volunteer coordinator, marketing | short | volunteer | no |
| Hollie Watson | parent volunteer at events | long | volunteer | no |
| Ken Bishop | The Biz Zone, marketing materials and printing | long | contracted | no |
| Reece Hritzuk | Business lawyer— Articles of Incorporation | long | volunteer | no |
| Konnie Baines | meeting space, storage of donated furniture, editor | long | volunteer | no |
| Lynda Hall | petition editor | short | vounteer | no |
| Chris Jones | Project manager—evaluation of old buildings | short | volunteer | no |
| Elizabeth Cabrera | Hispanic outreach and translation | long | volunteer | no |

Those individuals identified as founders will have their school age children eligible for consideration as founders children for purposes of registration or lottery .

Resume of Hispanic outreach volunteer and translator.

Elizabeth Cabrera

745 NW 2nd Ave.

Ontario, OR 97914

(541) 212-3312 Cell

elizabeth.cabrera@state.or.us

elizabethcabrera0412@gmail.com

Objective

Seeking a position where I can provide excellent customer service and where I can expand my skill level.

Skills

1. I am a positive, intelligent, fast learner, responsible and take responsibility for my own actions.
2. I have Great Customer Service Skills
3. I am Bilingual – Speak and write Spanish
4. I have 17 years of Medical Terminology
5. I know the following programs: MS Word, Excel, Outlook, Meditech, People soft, GroupWise, DHR, Oregon Access, MMIS, CAPI, ONE, RMSS, EDMS.

Employment History

Department of Human Services

186 East Lane #4

Ontario, OR 97914

541-889-7553

Office Specialist II

November 2011 to present

Provide great customer service to our consumers in our office or over the phone. I complete basic screenings to see if they meet criteria for any of our APD programs. I am the Homecare worker coordinator, Qualified Entity Designee and Voter registration coordinator. I am knowledgeable in DHR and Oregon Access and know who to update basic information and transfer cases to other branches in the state. Also knowledgeable in MMIS, CAPI, ONE, EDMS, RMSS.

Saint Alphonsus Medical Center – Ontario

351 SW 9th St.

Ontario, OR 97914

541-889-1-7000

Spanish Medical Interpreter

June 2000 to present

Interpret from English to Spanish or Spanish to English with patients that have a language barrier. I respect patient culture

and beliefs. Certified by AHEC Program. Follow Oregon state law and regulation regarding interpreting and translating.

Human Resource Clerk January 2011 to June 2011

I perform a wide variety of duties in support of the Human Resource Depart. My duties include: Customer service, maintaining files, distribution of various communication and forms, correspondence preparation, create spreadsheets, keep track of licensures and certification for the employees, report generation and other general clerical duties as assigned.

Central Scheduling Tech August 2006 to November 2011

Responsible for accurate coordination and implementation of scheduling for various hospital departments. Coordinate and integrate the appropriate resources available for each patient, collaborating with various departments if and when necessary.

Outreach Patient Financial August 2008 to January 2011
Counselor

Meet with self-pay patients. Interview patients in person or by phone to find a resource programs that can assist them with their hospital bill. Assist them to fill out financial assistance application, county applications and set-up monthly payment plans.

Patient Customer Service June 2000 to August 2006
Representative

Greet patients; register them for their outpatient services. Obtain their demographic, insurance and diagnosis information. Collect co-pays, deductibles and or monthly payments. Operate the main switchboard, filing, mail sorting, and direct patients to go to the correct department.

Emergency Room Unit August 2005 to August 2006
Coordinator

Coordinate the Emergency department. Enter necessary orders for labs, x-rays, diagnostic imaging. Stock all the patient rooms. Complete appropriate paper work for patients to be transferred to another facility.

| Education | Name | Year | Location |
|------------------|--------------------------------------------------------------------------------------------------|-------------|-----------------|
| | Treasure Valley Community College G.E.D | 1998 | Ontario, OR |
| | Treasure Valley Community College Basic Office Skills Course | 2000 | Ontario, OR |
| | Boise State University Certified Nursing Assistant | 2005 | Fruitland, ID |
| | Cascade East Area Health Education Center Spanish Health Care Interpreter Certification | 2009 | Ontario, OR |

| References | Name | Phone Number |
|-------------------|-----------------|---------------------|
| | Lisa Barlow | 541-212-3035 |
| | Bertha Calderon | 208-810-3432 |
| | Sharon Chandler | 208-408-9372 |
| | Rosa Vargas | 541-881-7355 |

Appendix D: School Administration and Organizational Chart

STEPHEN P. LAMBERT

7405 Samples Field Road, Cumming, GA 30040
 334.782.0969 (mobile)
 404.369.3500 (work)
 splambert@verizon.net (private)
 slambert@atlantaclassical.org (work)

Profile

Thoroughly tested leader with a proven track record in educational leadership, senior management, and public policy development—with a participatory and team-oriented leadership style. Career experience spans a wide variety of roles in academia and research, national security policy, and teaching, including positions such as principal, assistant principal, course director, assistant professor, executive officer, strategic politico-military affairs planner, and operational leadership positions at multiple levels.

Key Skills

- Leadership & Senior Management
- Collaborative & Organizational Teaming
- Public Policy Development
- Project Management and Execution
- Civic Leader & Stakeholder Engagement
- Operating & Capital Budget Management
- Curriculum Development & Management
- Qualitative Research Design & Execution

Experience

- **Principal**, Atlanta Classical Academy, Atlanta, GA (Jun '17 – Present)
 Hand-picked by the governance board of Northside Education, Inc., to lead Atlanta Classical Academy, a Barney Charter School Initiative school with 630 students and a 67-member faculty and staff. The school is thriving with a 1,200 student wait list. Overseas a \$6.3M annual program, as well as an annual fundraising and a multi-year capital campaign. Atlanta Classical Academy is currently at K-11 expanding to K-12 next year.
- **Assistant Principal**, Atlanta Classical Academy, Atlanta, GA (Jul '14 – May '17)
 Competitively selected to help stand up and lead the flagship charter school for Northside Education, Inc., an Atlanta-based 501-C3 Non-Profit Corp with the goal of establishing a world-class classical charter school in collaboration with the nationally-known Barney Charter School Initiative. Oversaw a \$6.1M annual program, including community support, a capital campaign, all IT and logistical support services, a 65-member staff, and a 590-member student body. Served as end-to-end project officer for a Summer 2016 \$1.5M high school expansion construction project.
- **Director**, USAF Commanders' Prof Dev School, Montgomery, AL (Jul '12 - Jun '14)
 Led and supervised a hand-picked staff and faculty in planning and delivering a select suite of senior executive leadership training courses that prepare over 1,400 senior management

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professionals annually for top leadership billets. Engaged with the most senior stakeholders to serve as key mentors and adjuncts in delivering a senior executive-level curriculum spanning a broad range of topics in business management, organizational culture, airfield operations, global flight operations, and all aspects of large organization leadership.

- **Vice Commander**, 86th Airlift Wing, Ramstein Air Base, Germany (Jun '10 - Jun '12)

Responsible for the Air Force's largest overseas airfield complex with supervision over 9,392 personnel, 2 additional satellite airports, as well as 11 geographically separated European operating locations from the United Kingdom to Turkey. Oversaw a \$330M flight and ground operations budget and \$700M in capital improvements on \$7.3B in infrastructure. Directed all airport landside and airside operations. Led and directed day-to-day stakeholder engagements with the mayors and political leadership of five neighboring municipalities.

- **Air Power Strategist**, Chief of Staff Strategic Studies Group, Headquarters US Air Force, Washington D.C. (Aug '09 - May '10)

- **National Defense Fellow**, Fletcher School of Law and Diplomacy, Tufts University, Boston, MA (Jul '08 - Jul '09)

- **Commander**, 729th Air Mobility Squadron, Azores, Portugal (Jul '06 - Jun '08)

Held overall responsibility for a 132-member unit tasked with operating Lajes airfield and logistics hub. Routinely coordinated with U.S. and international partner nations to facilitate mission support, safety, and security. Oversaw \$42.8M worth of equipment and facilities, a \$11.7M special purpose vehicle fleet, and a \$2.8M annual budget. Responsible for oversight and quality assurance inspections on a \$700M commercial airlift services contract.

- **Commander**, 447th Expeditionary Ops Support Squadron, Baghdad (Jan - Jun '07)

Held overall responsibility for all airfield operations at Baghdad International Airport (BIAP) during the 2007 Presidential-directed Baghdad surge. As the Senior Airfield Authority for BIAP, designed and executed a high-density operational plan fusing commercial, contract, and military flight operations, and directed and led all maintenance, air traffic control, intelligence, weather, and airfield management functions. Integrated 120 helicopters into round-the-clock combat operations at BIAP. Orchestrated uninterrupted combat air space control for over 52,000 takeoffs and landings during the operational surge.

- **Executive Assistant**, Deputy Director for Pol-Mil Affairs (Europe), Directorate of Strategic Plans and Policy, J-5, Joint Staff, Pentagon (Apr '05 - Jun '06)

Assisted the J-5 Deputy Director in all aspects of his role as principal regional strategy and policy advisor to the Chairman of the Joint Chiefs of Staff. Led day-to-day staff actions and developed and staffed strategies, correspondence, and briefings for the Secretary of Defense and Chairman of the Joint Chiefs of Staff.

- **Strategic Pol-Mil Planner**, Directorate for Strategic Plans and Policy, J-5, Joint Staff, Pentagon (Jul '04 - Mar '05)

- **Research Fellow**, Center for Strategic Intelligence Research, National Military Intelligence College, Bolling AFB, Washington D.C. (Feb '03 - Jun '04)

- **Special Missions Pilot**, 99th Airlift Squadron, Andrews AFB, MD (Apr '01- Jan '03)

Competitively selected as a pilot in a unit directly supporting the President, Vice President, members of the Cabinet, the U.S. Congress, and other U.S. and foreign dignitaries.

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- **KC-10 Instructor Pilot**, 6th Air Refueling Sq, Travis AFB, CA (Nov '98 - Mar '01)
- **Course Director and Assistant Professor**, 34th Education Squadron, US Air Force Academy, Colorado Springs, CO (Dec '96 - Oct '98)
- **Graduate Student**, Naval Postgraduate School, Monterey, CA (Apr '95 - Nov '96)
- **KC-10 Pilot**, 709th Air Refueling Squadron, March AFB, CA (Mar '93 - Mar '95)
- **KC-135R Pilot**, 70th Air Refueling Squadron, Grissom AFB, IN (Oct '91 - Feb '93)
- **Student Pilot**, 97th Flying Training Squadron, Williams AFB, AZ (May '90 - Oct '91)

Education

- National Defense Fellow, Fletcher School of Law & Diplomacy, Tufts University, Boston, MA, 2009.
 - Research Fellowship, National Military Intelligence College, Washington D.C., 2004.
 - MA in National Security Affairs, Naval Postgraduate School, Monterey, CA, 1995.
 - BS in Political Science, USAF Academy, Colorado Springs, CO, 1990.
-

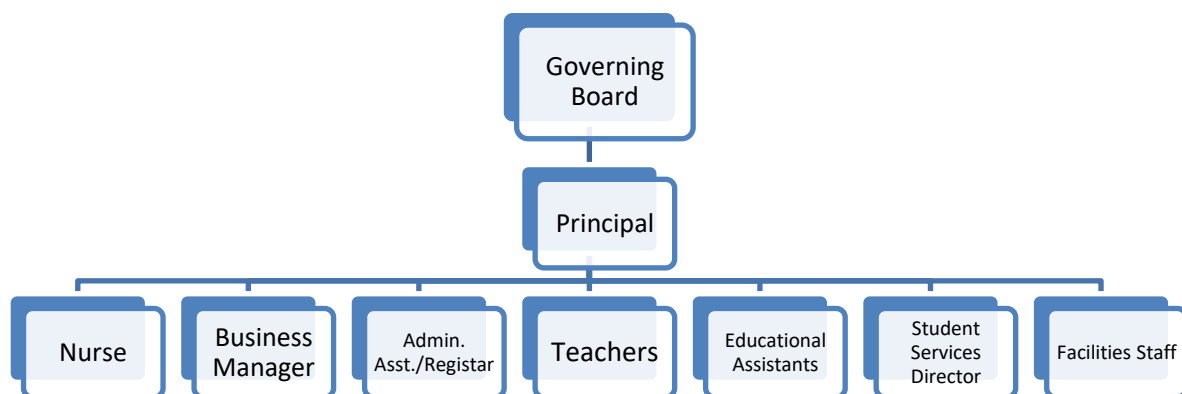
Recognition, Awards, and Publications

- **Major Department of Defense Decorations (1995 - 2014)**
Legion of Merit, Defense Meritorious Service Medal, Meritorious Service medal, Aerial Achievement Medal, and Air Force Commendation Medal.
- **Air Mobility Command Small Air Terminal of the Year & Air Mobility Command Center of the Year (2007)**
Selected as the best of 24 world-wide airfields that provide aerial port, cargo, passenger, logistics, and maintenance servicing for global Department of Defense flight operations.
- **Academic, Research, and Training Awards**
Distinguished Graduate, Squadron Officer School (2000)
US Air Force Robert E. Linhard Award for Outstanding Research (1997 & 1998)
Allen E. Dorn Outstanding US Air Force Academy Researcher (1998)
Philip D. Caine Instructor of the Year, US Air Force Academy (1997)
Distinguished Graduate, Naval Postgraduate School (1996)
Distinguished Graduate, Combat Crew Training School, KC-135R (1992)
- **Publications**
From 1996 – 2010, awarded 9 individual research grants (totaling over \$65,000) by the Institute for National Security Studies, the US Air Force Air Staff, and the Center for Strategic Intelligence Research (Defense Intelligence Agency).
Numerous articles published in various national security periodicals.

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Organizational flow chart representing the flow of information and the management structure



Appendix E: Education Service Provider

(Not Applicable)

Appendix F: Supporting Documentation

Hillsdale BCSI Contract

AGREEMENT

This is an Agreement (the "Agreement") dated as of 8/22, 2017, between Hillsdale College, a Michigan nonprofit corporation ("Hillsdale College"), and Treasure Valley Classical Academy Inc., an Idaho non profit corporation ("TVCA Corporation").

RECITALS

A. Hillsdale College desires, through its Barney Charter School Initiative, to assist the launch of K-12 charter schools based on a classical liberal arts model. These schools will have a strong civics component that will equip students to understand and defend the principles of the American founding. Through this initiative, Hillsdale College can express its philosophy of education in a K-12 school setting, a philosophy that defines good education as did America's founders and rejects the Progressive educational philosophy. Charter Schools assisted by Hillsdale College commit to embrace and uphold the following key characteristics:

- (1) The centrality of the Western tradition in the study of history, literature, philosophy, and fine arts;
- (2) A rich and recurring examination of the American literary, moral, philosophical, political, and historical traditions;
- (3) The use of explicit phonics instruction leading to reading fluency, and the use of explicit grammar instruction leading to English language mastery;
- (4) The teaching of Latin;
- (5) The acknowledgement of objective standards of correctness, logic, beauty, weightiness, and truth intrinsic to the liberal arts;
- (6) A school culture demanding moral virtue, decorum, respect, discipline, and studiousness among the students and faculty;
- (7) A curriculum that is content-rich, balanced and strong across the four core disciplines of math, science, literature, and history;
- (8) A faculty where well-educated and articulate teachers explicitly convey real knowledge to students using traditional teaching methods rather than "student-centered learning" methods;
- (9) A school that uses technology effectively but without diminishing the faculty leadership that is crucial to academic achievement; and
- (10) A school with a plan to serve grades K through 12, although the grades at school opening may be scaled back if reasonable.

B. TVCA Corporation intends to apply to be recognized by the Internal Revenue Service ("IRS") as a tax-exempt entity under Section 501(c)(3) of the Internal Revenue Code of 1986, as amended (the "Code") which is a public charity under Section 509(a) of the Code.

Detroit_14716605_2

C. TVCA Corporation is applying for a charter from the Idaho Public Charter School Commission (the "Authorizing Agency") to operate a charter school. That charter school will be named "Treasure Valley Classical Academy" ("Charter School").

D. Hillsdale College has determined that the mission of TVCA Corporation (the "Mission") is consistent with the mission of the Barney Charter School Initiative and agreed to provide assistance to TVCA Corporation without charging a fee to, or seeking reimbursement from, TVCA Corporation, on the terms and conditions stated in this Agreement.

E. TVCA Corporation accepts such assistance from Hillsdale College without charging a fee to, or seeking reimbursement of expenses from, Hillsdale College, and agrees to the terms and conditions stated in this Agreement.

F. Nothing in this Agreement creates or is intended to create a partnership, employer-employee relationship, agency relationship, or any relationship implying or ceding any control over TVCA Corporation, Charter School, the governance of Charter School, or the operations of Charter School to Hillsdale College, or any of Hillsdale College's employees, agents, or representatives.

AGREEMENT

1. Statement of Purposes.

The purpose of this Agreement is to set forth the terms and conditions by which Hillsdale College will provide assistance to TVCA Corporation to enable TVCA Corporation to launch Charter School.

2. TVCA Corporation Agrees To:

(a) Obtain Tax Exempt Status.

TVCA Corporation shall, as soon as reasonably possible, take all reasonable steps to obtain from the Internal Revenue Service recognition that TVCA Corporation is a tax-exempt entity under Section 501(c)(3) of the Code which is a public charity under Section 509(a) of the Code. TVCA Corporation shall give Hillsdale College a copy of its tax-exemption letter from the IRS promptly upon its receipt of same from the IRS.

(b) Operation of Charter School.

Charter School shall be operated in accordance with (i) all terms and conditions of this Agreement, (ii) the Mission, and (iii) all requirements of the Authorizing Agency for operating Charter School (including, without limitation, the Authorizing Agency's minimum educational standards and the student performance standards identified in TVCA Corporation's charter application). (Collectively, all terms and conditions of this Agreement, the Mission, and all requirements of the Authorizing Agency for operating Charter School are referred to as the "Requirements.") TVCA Corporation shall operate Charter School in the best classical and civic traditions. Should any of the terms and conditions of this Agreement with respect to Charter School be inconsistent with the Authorizing Agency's minimum educational standards and/or student performance standards identified in TVCA Corporation's charter application, the

Authorizing Agency's minimum educational standards and/or student performance standards identified in TVCA Corporation's charter application shall control.

(c) Consultation with Hillsdale College.

TVCA Corporation shall look to Hillsdale College as the first and primary source of models, resources, and guidance on the development and operation of Charter School's academic program, including, without limitation, the academic mission, academic policies, curriculum, and teaching practices, consistent with the terms and conditions of Charter School's approved charter application. In all instances, the terms and conditions of Charter School's approved charter application shall control. Hillsdale College may, in Hillsdale College's discretion, provide advice to TVCA Corporation with respect to strategies for the operation of Charter School (including, without limitation, with respect to improving the performance or progress of students attending Charter School); provided, however, the decision whether to implement any particular strategy (whether suggested by Hillsdale College or not) shall be made solely by TVCA Corporation, and TVCA Corporation shall not be required to implement any strategy suggested by Hillsdale College.

(d) Provide Reports.

TVCA Corporation agrees to provide to Hillsdale College the following information:

(i) Initial Documents.

Within fifteen (15) days after this Agreement has been fully executed, TVCA Corporation shall furnish to Hillsdale College the following (to the extent not previously furnished to Hillsdale College):

- (1) Articles of Incorporation of TVCA Corporation.
- (2) By-laws of TVCA Corporation.
- (3) Mission Statement for Charter School.

(ii) Additional Documents Prior to Opening of Charter School.

As soon as reasonably practicable after this Agreement has been fully executed, TVCA Corporation shall furnish to Hillsdale College the following:

- (1) Charter School Application filed with the Authorizing Agency.
- (2) Any written response from the Authorizing Agency.
- (3) Tax exemption letter from the IRS for TVCA Corporation.
- (4) Curriculum description.
- (5) School policy handbook.
- (6) Parent satisfaction survey that TVCA Corporation intends to use to measure the satisfaction of the parents of the students attending Charter School.

(iii) Additional Documents After the End of Charter School's First Year.

By the end of Charter School's first year, TVCA Corporation shall furnish to Hillsdale College all documents furnished to the Authorizing Agency during Charter School's first year or upon the completion of Charter School's first year.

(iv) Documents Available During Visitations.

TVCA Corporation agrees to have available for review by Hillsdale College during Hillsdale College's visitation to Charter School the following documents, subject to the Family Educational Rights and Privacy Act ("FERPA"), 20 USC § 1232g, and any other applicable privacy restrictions imposed as a matter of law:

- (1) Reports of the performance of the students in each grade of Charter School.
- (2) Attendance records for the students in each grade of Charter School, including, without limitation, in the aggregate for each grade, the following: enrollment, student absences, teacher absences, and tardiness.
- (3) Reports of the results of any parent, teacher, or student satisfaction survey conducted since the last visit by Hillsdale College.
- (4) Report of all complaints or issues (other than frivolous complaints or issues) raised by parents, teachers, or members of the community since the last visit by Hillsdale College; all steps taken or to be taken by Charter School in connection with such complaints or issues; and the resolution (if any) of such complaints or issues.
- (5) Report of each visitation by representatives of, or significant interaction with, the Authorizing Agency and all steps taken or to be taken by Charter School in connection with such visitation or interaction.
- (6) Any update to a previous report given to Hillsdale College which is not otherwise addressed in Sections 2(d)(iv)(1) through 2(d)(iv)(5).

(v) Quarterly Documents.

Within forty-five (45) days after the end of each calendar quarter through the calendar quarter ending September 30, 2023, TVCA Corporation shall furnish to Hillsdale College all of the following with respect to such calendar quarter:

- (1) Income statement for TVCA Corporation for such calendar quarter (and if a separate income statement is prepared for Charter School, the income statement for Charter School for such calendar quarter).
- (2) Balance sheet for TVCA Corporation as of the end of such calendar quarter (and if a separate balance sheet is prepared for Charter School, the balance sheet for Charter School for such calendar quarter).

- (3) Student headcount for each grade of Charter School as of the last date of such calendar quarter.

(vi) Annual Documents.

By October 1 of each calendar year, starting October 1, 2018, through October 1, 2023, TVCA Corporation shall furnish to Hillsdale College an annual report, which includes all of the following:

- (1) Whether TVCA Corporation has been recognized as a tax-exempt entity and if not previously provided, a copy of its tax-exemption letter from the IRS, and whether there have been any changes to its tax-exempt status.
- (2) Any amendments to the Articles of Incorporation or By-Laws of TVCA Corporation or a statement that no such amendments were made.
- (3) All updates to the Mission statement, curriculum description, and school policy handbook or a statement that no such updates were made.
- (4) Any report which was submitted to the Authorizing Agency during the previous calendar year or an explanation why no such report was submitted to the Authorizing Agency.
- (5) Subject to FERPA and any other applicable privacy restrictions imposed as a matter of law, reports of the standardized test results of the students in each grade of Charter School during the prior year (including, without limitation, any tests required by the State of Idaho, SAT, ACT, other college entrance tests, and Advanced Placement tests) or a statement that no such tests were conducted and an explanation why no such tests were conducted.

(vii) Periodic Reporting.

Subject to FERPA and any other applicable privacy restrictions imposed as a matter of law, as soon as practicable after the relevant event, TVCA Corporation shall notify Hillsdale College (in writing, by email or facsimile, or orally) of the following, with TVCA Corporation evaluating what qualifies for each:

- (1) Significant interactions with the Authorizing Agency;
- (2) Significant interactions with any parent of a student attending Charter School;
- (3) Significant interactions with community leaders;
- (4) Any other event that can reasonably be described as newsworthy, extraordinary, or a significant event in the life of Charter School.

3. Hillsdale College Agrees To:

- (a) Candidate for Principal.**

Hillsdale College shall assist TVCA Corporation with the selection of a principal for Charter School by soliciting for candidates for the position of principal of Charter School and if one or more potential candidates are identified, notifying TVCA Corporation of the names and contact information for such potential candidate or candidates. TVCA Corporation shall consult with Hillsdale College with respect to the selection of the principal; however, the choice of the principal shall be solely the decision of TVCA Corporation and TVCA Corporation shall not be required to hire any candidate proposed by Hillsdale College.

(b) Development of Curriculum of Charter School.

Hillsdale College shall provide to TVCA Corporation a general model for a curriculum of a charter school. Hillsdale College shall provide assistance with the development of the curriculum of Charter School by supplying sample statements of principles, course outlines, suggesting resources, and reviewing and commenting on the proposed curriculum and teaching materials prepared by Charter School. All decisions with respect to the curriculum and teaching materials of Charter School shall be made solely by TVCA Corporation and shall be consistent with applicable laws and regulations and with the approved charter application for Charter School.

(c) Teacher Education.

Hillsdale College shall provide teacher education seminars of a duration, scope, and location to be determined by Hillsdale College, without charging a fee to, or seeking reimbursement of expenses from, TVCA Corporation or Charter School, but providing, at a minimum, a two-day seminar in each year of this Agreement, starting in the first academic year of Charter School (the "Teacher Education Seminar"). The location of each Teacher Education Seminar, the determination of the courses offered during each Teacher Education Seminar, the faculty chosen to teach such courses, the number of attendees invited to each course, and any prerequisites for attending each course shall be solely the decisions of Hillsdale College. TVCA Corporation shall determine which teachers to invite as attendees.

(d) Visitation.

Upon reasonable notice and with prior permission, and subject to Charter School's visitation policies and procedures, Hillsdale College shall be entitled to make periodic visits to Charter School in order to observe the operation of Charter School, including, without limitation, the climate or culture at Charter School, teacher performance, use of the curriculum, student performance, and meetings with members of the community. Hillsdale College, in its discretion, shall determine the number of visits, the length of each visit, the subject matter or matters being observed in each visit, and the individuals who will represent Hillsdale College during such visit. Hillsdale College may give advice with respect to the operation of Charter School which, in Hillsdale College's judgment, would improve the operation of Charter School so that Charter School will be operated in accordance with all of the Requirements and will be operated in such a way as to educate students in the best classical and civic traditions. Hillsdale College shall not charge a fee to, or seek reimbursement from, TVCA Corporation or Charter School with respect to such visits. Hillsdale College is not required to give any such advice. TVCA Corporation shall cooperate with Hillsdale College to arrange such visits and to maximize the observation opportunities as requested by Hillsdale College (subject to Charter School's visitation policies and procedures); provided, however, the decision whether to implement any advice (whether

suggested by Hillsdale College or not) shall be made solely by TVCA Corporation, and TVCA Corporation shall not be required to follow any advice suggested by Hillsdale College. The visits by Hillsdale College to Charter School pursuant to this Section 3(d) shall be in addition to any visits by Hillsdale College to Charter School pursuant to Section 3(e)(v).

(e) Endorsement.

(i) Rigorous Standards.

The name "Hillsdale College" is well-known and highly regarded. Its name has become a "brand" and is associated with rigorous academic standards in liberal arts education; excellence in teaching; a deep understanding of civics; a commitment to the principles of the American founding; and institutional independence.

(ii) Statements Indicating Endorsement.

TVCA Corporation acknowledges that Hillsdale College's name, services marks, and logo, including as embodied in endorsement language (collectively, "Marks"), reflect a considerable investment by Hillsdale College in its educational services, and symbolizes its valuable goodwill. TVCA Corporation desires to hold Charter School out as being endorsed by, associated with, or sponsored by Hillsdale College. Hillsdale College agrees to permit the use of its Marks, if desired by TVCA Corporation, solely in accordance with the terms of this Agreement. This license is limited to the physical premises of Charter School and the authorized activities of Charter School. This license is nonexclusive and nontransferable. TVCA Corporation may not sublicense the use of the Marks. TVCA Corporation may not take any legal actions to enforce rights relating to the Marks.

(iii) Submission of Proposed Uses.

TVCA Corporation shall provide Hillsdale College with copies of where it desires to use the Marks, including the proposed endorsement language, the medium (web site, newsletters, merchandise, promotional spot on the radio/television, etc., signage, merchandise (such as Charter School jerseys or backpacks), and the like), and the proposed duration of use. Hillsdale College may, in its sole discretion approve or reject such proposed use, and may request additional information or place limitations on such use. Unless approval has been given in advance in writing, the proposed request shall be deemed rejected.

(iv) Conditions.

To use the Marks, TVCA Corporation must be in compliance with all terms of this Agreement and all applicable laws. To use the Marks, Charter School must be a model of excellence in the community in terms of the following:

- (1) Graduation rates;
- (2) Physical environment (safe, clean, and free of illegal drugs, violence, and crime);
- (3) Emphasizing the centrality of the Western tradition in the study of history, literature, philosophy, and fine arts;

- (4) Providing a rich and recurring examination of the American literary, moral, philosophical, political, and historical traditions;
- (5) The use of explicit phonics instruction leading to reading fluency, and the use of explicit grammar instruction leading to English language mastery;
- (6) The teaching of Latin;
- (7) The acknowledgement of objective standards of correctness, logic, beauty, weightiness, and truth intrinsic to the liberal arts;
- (8) Providing a school culture demanding moral virtue, decorum, respect, discipline, and studiousness among the students and faculty;
- (9) Providing a curriculum that is content-rich, balanced and strong across the four core disciplines of math, science, literature, and history;
- (10) Maintaining a faculty where well-educated and articulate teachers explicitly convey real knowledge to students using traditional teaching methods rather than “student-centered learning” methods;
- (11) Being a school that uses technology effectively but without diminishing the faculty leadership that is crucial to academic achievement; and
- (12) Being a school with a plan to serve grades K through 12, although the grades at school opening may be scaled back if reasonable.

The Marks may not be used in connection with the name, logo, or reference to any person or entity other than TVCA Corporation in connection with Charter School without the express written permission of Hillsdale College. TVCA Corporation shall not permit a third party to place a lien, mortgage, security instrument, or other legal claim of right or interest in the Marks or tangible material embodying the Marks.

(v) Inspection.

Yearly, or more often if requested by Hillsdale College, TVCA Corporation shall provide Hillsdale College with copies of representative materials and signage evidencing use of the Marks. Upon reasonable notice and with prior permission, and subject to Charter School’s visitation policies and procedures, Hillsdale College shall be entitled to make periodic visits to Charter School to confirm compliance with the applicable terms of this Agreement. If Hillsdale College discovers any nonconformities, it shall notify TVCA Corporation in writing and TVCA Corporation shall promptly correct such nonconformity in order to comply with the terms of this Agreement.

(vi) Goodwill.

TVCA Corporation acknowledges that its use of the Marks is permissive and that it acquires no legal rights or goodwill in the Marks. All use of the Marks inures to the benefit of

Hillsdale College. If requested, TVCA Corporation shall execute any legal documents evidencing the foregoing.

(vii) Termination of Use of Marks.

Termination of this Agreement shall automatically terminate the permission to use the Marks. Hillsdale College may terminate the permission to use the Marks at any time for any reason. Hillsdale College shall give written notice of its intent to terminate such use (or of a particular use) and the effective date of termination.

(viii) Injunctive Relief.

Unauthorized use of the Marks, including use after termination or expiration of this Agreement and use outside the scope of the license, will cause damage to Hillsdale College that may not be adequately compensated through monetary damages. Hillsdale College shall be entitled to equitable relief, including temporary, preliminary, and/or permanent injunctive relief, to remedy an actual or threatened unauthorized use of the Marks. TVCA Corporation agrees to the entry of an order for equitable remedies in the event that it violates any trademark right of Hillsdale College, including relief by way of mandatory or prohibitory injunctions, an accounting, and disgorgement of benefits.

4. Representations by TVCA Corporation.

(a) Public Charity Status of TVCA Corporation.

TVCA Corporation represents and warrants to Hillsdale College that it will use its best efforts to obtain a determination letter from the IRS that TVCA Corporation is a tax-exempt entity which is a public charity and not a private foundation and once such determination letter is obtained, TVCA Corporation agrees to use its best efforts to maintain TVCA Corporation as a tax exempt entity. TVCA Corporation acknowledges that Hillsdale College is not responsible for TVCA Corporation obtaining such a determination letter. TVCA Corporation further acknowledges that Hillsdale College is making no representation that Hillsdale College's assistance to Charter School will not cause TVCA Corporation to be denied such a determination letter, or once such a determination letter is obtained, to lose its status as a tax-exempt entity which is a public charity and not a private foundation.

TVCA Corporation represents and warrants to Hillsdale College that TVCA Corporation agrees to use its best efforts to obtain a charter to operate Charter School and to ensure that TVCA Corporation's actions, and the actions of Charter School, do not cause Charter School to lose its charter. TVCA Corporation acknowledges that Hillsdale College is not responsible for Charter School obtaining or maintaining its charter. TVCA Corporation further acknowledges that Hillsdale College is making no representation that Hillsdale College's assistance to Charter School will not cause Charter School to be denied a charter, or once a charter is obtained, to lose its charter.

(b) Authority to Sign.

TVCA Corporation represents and warrants to Hillsdale College that TVCA Corporation has the authority to sign this Agreement and the undersigned officer of TVCA Corporation has

the authority to sign on behalf of TVCA Corporation and bind TVCA Corporation to this Agreement.

(c) Survival of Representations.

TVCA Corporation's representations and warranties shall survive the termination of this Agreement.

5. Consultations with Hillsdale College; Hillsdale College's Discretion.

Except as provided in Section 3(e) and the next sentence, whenever TVCA Corporation is required to consult with Hillsdale College under this Agreement, the recommendations of Hillsdale College shall be solely advisory and not binding upon TVCA Corporation. All determinations, decisions, and exercises of judgment by Hillsdale College relating to the use of the Marks by TVCA Corporation shall be made in Hillsdale College's sole and absolute discretion, and such determinations, decisions, and judgments shall be conclusive.

6. Limitation of Hillsdale College's Liability.

Hillsdale College shall not be liable to TVCA Corporation, to Charter School, to any student at Charter School, to any applicant to Charter School, or to any other person for any claim with respect to (a) any Teacher Education Seminar for the faculty of Charter School provided by Hillsdale College; (b) the operation of Charter School; (c) Charter School's compliance with any requirements under federal, state, or local law; (d) TVCA Corporation's compliance with any requirements under federal, state, or local law (including law applicable to obtaining and retaining its tax-exempt character and obtaining and retaining its charter to run a charter school); (e) any damage or injury to any person or entity at Charter School; or (f) any other claim that is in any way related to Charter School or TVCA Corporation. Hillsdale College shall not control the operations of Charter School, the governance of Charter School, or the adherence of Charter School to the Mission. Hillsdale College is not guaranteeing to any person the success of the operations of Charter School. TVCA Corporation shall indemnify, and hold Hillsdale College harmless, from all loss or damage (including attorney's fees) due to any claim made against Hillsdale College with respect to the Charter School.

7. Termination of this Agreement.

(a) Term of this Agreement.

If not terminated earlier, this Agreement shall terminate on January 1, 2024.

(b) Automatic Termination Prior to January 1, 2024.

This Agreement shall automatically terminate upon any of the following events: (i) the conclusion of the relationship between Charter School and TVCA Corporation; (ii) filing of a petition in bankruptcy by Charter School or its creditors or by TVCA Corporation or its creditors; (iii) assignment for the benefit of creditors or distribution of all or substantially all the assets of Charter School or TVCA Corporation; (iv) dissolution of Charter School or TVCA Corporation; (v) cessation of operations of Charter School; (vi) use by TVCA Corporation of this Agreement as collateral for a loan; (vii) the failure to obtain a school charter within a reasonable period of time (as determined by Hillsdale College in its sole discretion) or once obtained, the revocation or termination of TVCA Corporation's charter; or (viii) the failure of TVCA

Corporation to obtain a determination letter from the IRS that it is a tax-exempt entity which is a public charity and not a private foundation, or once obtained, it loses its status as a tax-exempt entity which is a public charity and not a private foundation. TVCA Corporation shall provide written notice to Hillsdale College of any event which causes termination of this Agreement pursuant to this Section 7(b) within ten (10) days after such event.

(c) Permissive Termination.

Either party may terminate this Agreement at any time, upon sixty (60) days' written notice to the other for any reason, including, without limitation, that Charter School is no longer adhering to (as determined in the sole discretion of Hillsdale College), or no longer desires to adhere to (in the sole discretion of TVCA Corporation), the key characteristics and components listed in Recital A.

(d) After Termination.

After the termination of this Agreement, neither TVCA Corporation nor Charter School shall have any right to use any of the Marks and none of Hillsdale College, TVCA Corporation, or Charter School shall have any rights or obligations under this Agreement.

8. Notice and Communications.

All notices, documents, or communications (oral or written) to or with a party to this Agreement which are required or permitted under this Agreement shall be delivered or given to the person designated below for such party at the address, facsimile number, electronic address, or phone number designated below for such person. All written notices, documents, or communications to or with a party to this Agreement which are required or permitted under this Agreement shall be deemed to have been adequately delivered if delivered personally; delivered by courier; sent by first class mail; sent by certified mail; sent by private delivery service; or sent by properly directed and identified facsimile or other electronic transmission. A written notice shall be deemed to have been received by the recipient two days after being delivered pursuant to this Section 8. A party to this Agreement may change the person designated as such party's recipient of notices, documents, or communications (or the address, facsimile number, electronic address, or phone number for such person) by a written notice to the other party pursuant to this Section 8.

9. Amendment.

This Agreement shall not be altered, modified, suspended, or abrogated except by a writing signed on behalf of each of Hillsdale College and TVCA Corporation.

10. Assignment.

Neither party to this Agreement can assign any of its rights under this Agreement. Hillsdale College may delegate any of its obligations under this Agreement to one or more agents as Hillsdale College determines in its discretion.

11. Severability.

If any term, section, or condition of this Agreement, to any extent, is deemed invalid or unenforceable, the remainder of this Agreement shall be valid and enforceable to the fullest extent permitted by law.

12. Waiver.

The failure of either party to insist in any instance upon the strict performance of any of the terms and conditions contained in this Agreement shall not be construed as a waiver of the breach of such term or condition or any other term or condition in this Agreement, and the same shall nevertheless continue in full force and effect.

13. Entire Understanding.

This Agreement contains the entire understanding of the parties and replaces any previous or contemporaneous written or oral communications, promises, or understandings.

14. Governing Law.

This Agreement shall be governed by and construed in accordance with the laws of the Idaho of Michigan, except that the operation of Charter School and the requirements for Charter School to be a charter school shall be governed by and construed in accordance with Idaho law.

15. Counterparts.

This Agreement may be signed in duplicate counterparts, each of which shall constitute an original, and both of which shall comprise one and the same agreement.

16. Approval.

By signing this Agreement, all parties acknowledge their agreement to and their understanding and acceptance of the terms and conditions of this Agreement.

(Signature page follows.)

The parties have signed this Agreement as of the date written above.

HILLSDALE COLLEGE,
a Michigan nonprofit corporation

By: 

Mr. Richard P. Pewé Jr.
Chief Administrative Officer

Person to receive notices, documents, and
communications on behalf of Hillsdale College:

Name: Phillip W. Kilgore
Director of Barney Charter School
Initiative
Address: Hillsdale College
33 E. College Street
Hillsdale, Michigan 49242
Email: pkilgore@hillsdale.edu
Phone: 517-607-2307
Fax: 517-607-2658

**TREASURE VALLEY CLASSICAL ACADEMY
INC.,**

An Idaho non profit corporation

By: 

Its:

President of the Board

Person to receive notices, documents, and
communications on behalf of Treasure Valley
Classical Academy Inc.:

Name: Ronda Baines
Address: 2130 NE 16th St.
Fruitland, ID 83619
Email: ronda_baines@msn.com
Phone: 208.866.3344
Fax: N/A

TVCA
P.O. Box 197
Fruitland, ID 83619
info@tvcacademy.org

Curriculum Resources

| Grade | Topics Covered | Teacher Materials | Student Materials |
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| K | Core Knowledge: <ul style="list-style-type: none"> Plants and Plant Growth Animals and Their Needs Human Body (Five Senses) Introduction to Magnetism Seasons and Weather Taking Care of the Earth Science Biographies of Carver, Goodall, Wright Brothers, Bentley | Teacher's Editions of Pearson/Prentice Hall Science Explorer series: <ul style="list-style-type: none"> <i>Animals</i> <i>Electricity and Magnetism</i> <i>Environmental Science</i> <i>From Bacteria to Plants</i> <i>Human Biology and Health</i> <i>Integrated Lab Manual</i> <i>The Nature of Science and Technology</i> <i>Weather and Climate</i> Various trade books and other read-aloud resources by authors such as Alike, Gail Gibbons, and Seymour Simon | None |
| 1 | Core Knowledge: <ul style="list-style-type: none"> Living Things and Their Environments Human Body (Body Systems) Matter Properties of Matter: Measurement Introduction to Electricity Astronomy The Earth Science Biographies of Edison, Jenner, Pasteur, Cousteau | Teacher's Editions of Pearson/Prentice Hall Science Explorer series: <ul style="list-style-type: none"> <i>Animals</i> <i>Astronomy</i> <i>Chemical Building Blocks</i> <i>Earth's Changing Surface</i> <i>Earth's Waters</i> <i>Electricity and Magnetism</i> <i>Environmental Science</i> <i>Human Biology and Health</i> <i>Integrated Lab Manual</i> <i>The Nature of Science and Technology</i> Various trade books and other read-aloud resources by authors such as Alike, Gail Gibbons, and Millicent Selsam | <i>ScienceSaurus: A Student Handbook</i> (yellow softcover), Houghton Mifflin Harcourt |
| 2 | Core Knowledge: <ul style="list-style-type: none"> Cycles in Nature (Seasonal, Life, Water) Insects Human Body (Cells; Digestive and Excretory Systems) | Teacher's Editions of Pearson/Prentice Hall Science Explorer series: <ul style="list-style-type: none"> <i>Animals</i> <i>Cells and Heredity</i> <i>Earth's Waters</i> <i>Electricity and Magnetism</i> | <i>ScienceSaurus: A Student Handbook</i> (red softcover), Houghton Mifflin Harcourt |

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| | <ul style="list-style-type: none"> • Magnetism • Simple Machines • Science Biographies of van Leeuwenhoek, McCoy, Nightingale, Williams, Fabre | <ul style="list-style-type: none"> • <i>From Bacteria to Plants</i> • <i>Human Biology and Health</i> • <i>Integrated Lab Manual</i> • <i>Motion, Forces, and Energy</i> <p>Various trade books and other read-aloud resources by authors such as Gail Gibbons and Demi</p> | |
| 3 | <p>Core Knowledge:</p> <ul style="list-style-type: none"> • Introduction to Classification of Animals • Human Body (Muscular, Skeletal, and Nervous Systems; Vision and Hearing) • Light and Optics • Sound • Ecology • Astronomy • Science Biographies of Bell, Copernicus, Jemison, Muir, Halley | <p>Teacher's Editions of Pearson/Prentice Hall Science Explorer series:</p> <ul style="list-style-type: none"> • <i>Astronomy</i> • <i>Earth's Waters</i> • <i>Environmental Science</i> • <i>Human Biology and Health</i> • <i>Integrated Lab Manual</i> • <i>Inside Earth</i> • <i>The Nature of Science and Technology</i> • <i>Sound and Light</i> <p>Teacher's Editions of the DeltaScience ContentReaders series (purple editions) listed in the "Student Materials" column</p> <p>Various trade books and other resources to help deliver lessons on the science biographies</p> | <p>DeltaScience ContentReaders series (purple editions):</p> <ul style="list-style-type: none"> • <i>Changes in Ecosystems</i> • <i>Earth, Moon, and Sun System</i> • <i>Ecosystems</i> • <i>Heat and Light Energy</i> • <i>Human Body Systems</i> • <i>Our Solar System and Beyond</i> • <i>Sound Energy</i> <p><i>ScienceSaurus: A Student Handbook</i> (blue softcover), Houghton Mifflin Harcourt</p> |

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| 4 | <p>Core Knowledge:</p> <ul style="list-style-type: none"> • Human Body (Circulatory and Respiratory Systems) • Chemistry: Basic Terms and Concepts • Electricity • Geology: The Earth and Its Changes • Meteorology • Science Biographies of Banneker, Blackwell, Drew, Faraday, Hutton | <p>Teacher's Editions of Pearson/Prentice Hall Science Explorer series:</p> <ul style="list-style-type: none"> • <i>Chemical Building Blocks</i> • <i>Chemical Interactions</i> • <i>Earth's Changing Surface</i> • <i>Electricity and Magnetism</i> • <i>Human Biology and Health</i> • <i>Inside Earth</i> • <i>Integrated Lab Manual</i> • <i>The Nature of Science and Technology</i> • <i>Weather and Climate</i> <p>Teacher's Editions of the DeltaScience ContentReaders series (purple editions) listed in the "Student Materials" column</p> <p>Various trade books and other resources to help deliver lessons on the science biographies</p> | <p>DeltaScience ContentReaders series (purple editions):</p> <ul style="list-style-type: none"> • <i>Air and Water</i> • <i>Electricity and Magnetism</i> • <i>Inside Earth</i> • <i>Human Body Systems</i> • <i>Properties of Matter</i> • <i>Soils</i> • <i>Weather and Climate</i> • <i>Weathering and Erosion</i> <p><i>ScienceSaurus: A Student Handbook</i> (green softcover), Houghton Mifflin Harcourt</p> |
| 5 | <p>Core Knowledge:</p> <ul style="list-style-type: none"> • Classifying Living Things • Cells: Structures and Processes • Plant Structures and Processes • Life Cycles and Reproduction • Human Body (Endocrine and Reproductive Systems) • Chemistry: Matter and Change • Science Biographies of Julian, Just, Linnaeus, Dalton | <p>Teacher's Editions of Pearson/Prentice Hall Science Explorer series:</p> <ul style="list-style-type: none"> • <i>Animals</i> • <i>Cells and Heredity</i> • <i>Chemical Building Blocks</i> • <i>From Bacteria to Plants</i> • <i>Human Biology and Health</i> • <i>Integrated Lab Manual</i> • <i>The Nature of Science and Technology</i> <p>Various trade books and other resources to help deliver lessons on the science biographies</p> | <p>Student Editions of Pearson/Prentice Hall Science Explorer series:</p> <ul style="list-style-type: none"> • <i>Chemical Building Blocks</i> • <i>From Bacteria to Plants</i> <p><i>ScienceSaurus: A Student Handbook</i> (green softcover), Houghton Mifflin Harcourt</p> |

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| 6 | <p>Core Knowledge:</p> <ul style="list-style-type: none"> • Plate Tectonics • Oceans • Astronomy: Gravity, Stars, and Galaxies • Energy, Heat, and Energy Transfer • Human Body: Lymphatic and Immune Systems • Science Biographies of Curie, Latimer, Newton, Wegener, Fleming, Joule | <p>Teacher's Editions of Pearson/Prentice Hall Science Explorer series:</p> <ul style="list-style-type: none"> • <i>Astronomy</i> • <i>Chemical Building Blocks</i> • <i>Earth's Waters</i> • <i>Inside Earth</i> • <i>Integrated Lab Manual</i> • <i>Motion, Forces, and Energy</i> • <i>The Nature of Science and Technology</i> <p>Various trade books and other resources to help deliver lessons on the science biographies</p> | <p>Student Editions of Pearson/Prentice Hall Science Explorer series:</p> <ul style="list-style-type: none"> • <i>Earth's Waters</i> • <i>Inside Earth</i> • <i>Motion, Forces, and Energy</i> |
| 7 | <p>Core Knowledge:</p> <ul style="list-style-type: none"> • Atomic Structure • Chemical Bonds and Reactions • Cell Division and Genetics • Chemistry of Food and Respiration (from 8th grade CK Sequence) • History of the Earth and Life Forms • Evolution • Science Biographies of Darwin, Lavoisier, Meitner, Mendeleev, Mendel, Bohr, Hodgkin | <p>Teacher's Editions of Pearson/Prentice Hall Science Explorer series:</p> <ul style="list-style-type: none"> • <i>Cells and Heredity</i> • <i>Chemical Building Blocks</i> • <i>Chemical Interactions</i> • <i>Earth's Changing Surface</i> • <i>Human Biology and Health</i> • <i>Integrated Lab Manual</i> • <i>The Nature of Science and Technology</i> <p>Various trade books and other resources to help deliver lessons on the science biographies</p> | <p>Student Editions of Pearson/Prentice Hall Science Explorer series:</p> <ul style="list-style-type: none"> • <i>Cells and Heredity</i> • <i>Chemical Building Blocks</i> • <i>Chemical Interactions</i> |
| 8 | <p>Core Knowledge:</p> <ul style="list-style-type: none"> • Physics • Electricity and Magnetism • Electromagnetic Radiation and Light • Sound Waves • Science Biographies of Einstein, Maxwell, Steinmetz, Franklin, Tesla | <p>Teacher's Edition of <i>Conceptual Physics</i> by Paul Hewitt</p> <p>Various trade books and other resources to help deliver lessons on the science biographies</p> | <p>Student Edition and Student Lab Manual of <i>Conceptual Physics</i> by Paul Hewitt</p> |
| 9 | Biology I | Teacher's Edition of textbook chosen from "Student Materials" column | <p>Teacher preference among the following:</p> <ul style="list-style-type: none"> • <i>BSCS Biology: A Molecular Approach</i> • <i>Biology</i>, Robert Miller |

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| | | | and Joseph Levine • <i>Biology</i> , Peter H. Raven and George B. Johnson |
| 10 * | Chemistry I | Teacher's Edition of <i>Modern Chemistry</i> , Mickey Sarquis and Jerry L. Sarquis (Holt McDougal) | Student Edition of <i>Modern Chemistry</i> , Mickey Sarquis and Jerry L. Sarquis (Holt McDougal) |
| 11 ** | Physics I | Teacher's Edition of <i>Physics</i> , Raymond A. Serway and Jerry S. Faughn (Holt McDougal) | Teacher's Edition of <i>Physics</i> , Raymond A. Serway and Jerry S. Faughn (Holt McDougal) |
| 12 | Biology II, Chemistry II, Physics II, Earth Science, or another science elective | Biology II: Teacher's Edition of textbook chosen from "Student Materials" column Chemistry II: Teacher's Edition of <i>Chemistry</i> , Steven S. Zumdahl and Susan A. Zumdahl Physics II: Teacher's Edition of textbook chosen from "Student Materials" column Earth Science: Teacher's Edition of <i>Earth Science</i> , Edward J. Tarbuck and Frederick K. Lutgens | Biology II: Teacher preference from the following: • <i>Biology</i> , Sylvia M. Mader • <i>Campbell Biology</i> , Jane B. Reece Chemistry II: Student Edition of <i>Chemistry</i> , Steven S. Zumdahl and Susan A. Zumdahl Physics II: Teacher preference from the following: • <i>College Physics</i> , Raymond A. Serway and Chris Vuille • <i>Physics: Principles with Applications</i> , Douglas C. Giancoli Earth Science: Student Edition of <i>Earth Science</i> , Edward J. Tarbuck and Frederick K. Lutgens |

*10th grade students who have not yet successfully completed Algebra I should delay taking Chemistry until 11th grade. The 10th grade science course for these students would be Introduction to Physical and Earth Science, using *Conceptual Physical Science* by Paul Hewitt. Topics in this course would include unit conversion, dimensional analysis, other Algebra-based chemistry and physics topics, comprehension of conceptual physical science topics, and an introduction to earth science and astronomy.

**11th grade students could take Biology II, Chemistry II, or a science elective rather than Physics. Four years of science, including Biology and Chemistry, are required for graduation. Physics is not a graduation requirement.

Summer Teacher Training Topics

| Monday, June 19 | | | | | | | | | |
|-----------------|------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------|-------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------|-------------------------------------------------|----------------------------------------|--|--|
| 6:00pm-7:00pm | Dinner <i>Grewcock Student Union</i> | | | | | | | | |
| 7:15pm-8:30pm | Plenary Session: Classical Education – 2017: News and Contemporary Issues Mr. Kilgore <i>Phillips Auditorium</i> | | | | | | | | |
| 8:30pm-10:00pm | Hospitality <i>Searle Center</i> | | | | | | | | |
| Time | Tuesday, June 20 | | | | | | | | |
| 7:30am-8:15am | Breakfast <i>Grewcock Student Union</i> | | | | | | | | |
| 8:30am-10:00am | Introducing Geography: Presenting Maps and Spatial Awareness to Young Students Mr. Coykendall 39 | Lesson Planning 101 Dr. Coupland 31 | Riggs: Practicing Reading in K-1 st Mrs. Kardatzke, Mrs. Furno & Mrs. Hitchman 42 | Art: How to Think about 20 th Century Art Professor Bushey 22 | | | | | |
| 10:00am-10:20am | Break <i>Beverages Provided in Lane & Sage Center Lobby</i> | | | | | | | | |
| 10:20am-11:50am | What are Fairy Tales and Fables, and Why Should I Teach Them? Dr. Coupland 42 | Demo Literature Read Aloud Ms. Pacioretty 14 | Science: Human Body Workshop Mrs. Cousar, & Mrs. Fleming 28 | Riggs: 1 st Grade Grammar, Writing, and Notebooks Mrs. Kardatzke, Mrs. Furno & Mrs. Hitchman 18 | Art: Projects on a Shoestring Budget Mr. Little 18 | Music: Voice Techniques Mrs. Holmes 14 | | | |
| 11:50am-1:00pm | Lunch <i>Grewcock Student Union</i> | | | | | | | | |
| 1:15pm-2:45pm | Teaching World Religions in 1 st Grade Mr. Coykendall 16 | Demo Science Lesson Ms. Davis 13 | Riggs: 2 nd Grade Grammar, Writing, and Notebooks Mrs. Kardatzke, Mrs. Furno, & Mrs. Hitchman 28 | Progressing Past Finger Counting Mr. Gregg 42 | Art: Studio Session #1 Prof. Knecht 17 | Music: Rehearsal Vocalizers Mrs. Holmes 8 | Music: Appreciation Mrs. Eddy 10 | | |
| 3:30pm-6:00pm | Leisure Activities <i>See Handout for Location Information</i> | | | | | | | | |
| 6:00pm-7:00pm | Dinner <i>Searle Center</i> | | | | | | | | |
| 7:15pm-8:45pm | Trivia Night <i>Searle Center</i> | | | | | | | | |
| 8:45pm-10:00pm | Hospitality <i>Searle Center</i> | | | | | | | | |

BCSI Teacher Training: Kindergarten - 2nd Grade, Art, & Music
Hillside College
June 19-21, 2017

| Wednesday, June 21 | | | | | | |
|---------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------|------------------------------------------------------------------------------------------|
| Time | Breakfast | | | | | |
| 7:30am-8:15am | <i>Grewcock Student Union</i> | | | | | |
| 8:30am-10:00am | Literature & History: Myth & Legend Mrs. Galluta & Mr. Coykendall 16 | The Art of Teaching Panel Ms. Pacioretty, Mrs. Coyle, & Ms. Davis 25 | "Look & Talk": Getting Students to Notice Mathematical Relationships Mr. Gregg 47 | Riggs: Practicing Reading in 2 nd Grade Mrs. Fumo, & Mrs. Hitchman 12 | Art: Applying Classical Education to K-6 Mr. Little 16 | Music: Developing Your Musical Mental Map Dr. Knecht 17 |
| 10:00am-10:20am | Break | | | | | |
| 10:20am-11:50am | <i>Beverages Provided in Searle Center Lobby</i> | | | | | |
| 11:50am-1:00pm | Plenary Session: SPED for Gen Ed Mrs. Kardatzke, Mrs. Fumo, & Mrs. Smith <i>Phillips Auditorium</i> | | | | | |
| 1:15pm-2:45pm | Lunch <i>Grewcock Student Union</i> | | | | | |
| | Reading a Story with Your Students Dr. Coupland & Mrs. Galluta 21 | Demo History Lesson Mrs. Coyle 19 | Riggs: Gathering and Using Data on Spelling- Writing, and Reading Mrs. Kardatzke & Mrs. Fumo 38 | Science: Preview of an Instructional Manual for 2 nd Grade Science Mrs. Fleming 19 | Art: Studio Session #2 Prof. Knecht 17 | Music: Repertoire for Young Classical School Singers Mrs. Holmes 9 |
| 3:30pm-6:00pm | Leisure Activities | | | | | |
| 6:00pm-7:00pm | <i>See Handout for Location Information</i> | | | | | |
| 7:15pm-8:45pm | Dinner <i>Grewcock Student Union</i> | | | | | |
| 8:45pm-10:00pm | Plenary Session: Considerations as Literacy Increases: Seatwork, Assignments, & Assessments Mrs. Kardatzke & Mrs. Fumo <i>Phillips Auditorium</i> | | | | | |
| | Hospitality <i>Searle Center</i> | | | | | |
| Time | Thursday, June 22 | | | | | |
| 7:30am-8:15am | Breakfast and Departure <i>Grewcock Student Union</i> | | | | | |

BCSI Teacher Training: 3rd Grade – 6th Grade, & SPED
Hillsdale College
June 25-27, 2017

| Sunday, June 25 | | | | | |
|-----------------|------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
| Time | | | | | |
| 6:00pm-7:00pm | Dinner <i>Greewood Student Union</i> | | | | |
| 7:15pm-8:30pm | Plenary Session: Classical Education – 2017: News and Contemporary Issues Mr. Kilgore <i>Phillips Auditorium</i> | | | | |
| 8:30pm-10:00pm | Hospitality <i>Searle Center</i> | | | | |
| Time | | | | | |
| 7:30am-8:15am | Breakfast <i>Greewood Student Union</i> | | | | |
| 8:30am-10:00am | Literature & History: Myth & Legend Mrs. Gallutia 24 | Demo Literature Lesson Ms. Miravalle 36 | 6 th Grade History: Scope, Pitfalls, & Resources Mr. Coykendall 8 | Lesson Planning 101 Dr. Coupland 19 | Science: Human Body Workshop Mrs. Fleming 14 |
| | | | | | SPED: Dyslexia Support Through Riggs Mrs. Hitchman 46 |
| 10:00am-10:20am | Break <i>Beverages Provided in Searle Center Lobby</i> | | | | |
| 10:20am-11:50am | Plenary Session: SPED for Gen Ed Mrs. Kardatzke, Mrs. Smith, & Mrs. Coleman <i>Phillips Auditorium</i> | | | | |
| 11:50am-1:00pm | Lunch <i>Greewood Student Union</i> | | | | |
| 1:15pm-2:45pm | Reading a Story with Your Students Dr. Coupland & Mrs. Gallutia 26 | Knights & Sultans & Children, Oh My! The Crusades in Myth & History Dr. Moye 15 | Riggs: Navigating Resources and Difficulties in 3 rd Grade Mrs. Kardatzke & Mrs. Furno 21 | Beyond Speed Tests and Flash Cards: Math Fact Memorization Strategies Mr. Gregg 33 | Demo Science Lesson Ms. Harner 16 |
| | | | | | SPED: Reading Intervention & Riggs Intervention Mrs. Hitchman 36 |
| 3:30pm-6:00pm | Leisure Activities <i>See Handout For Location Information</i> | | | | |
| 6:00pm-7:00pm | Dinner <i>Searle Center</i> | | | | |
| 7:15pm-8:45pm | Trivia Night <i>Searle Center</i> | | | | |
| 8:45pm-10:00pm | Hospitality <i>Searle Center</i> | | | | |

BCSI Teacher Training: 3rd Grade – 6th Grade, & SPED
Hillsdale College
June 25-27, 2017

| Tuesday, June 27 | | | | | | |
|-------------------------|----------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------|
| Time | Breakfast | | | | | |
| 7:30am-8:15am | <i>Grewcock Student Union</i> | | | | | |
| 8:30am-10:00am | Teaching Students to Write and Refine Paragraphs: 3 rd -4 th Grade Dr. Coupland 42 | "Meeting Making": Developing Cohesiveness Among Grade-Level Colleagues Dr. Mahoney 14 | Designing Assignments & Assessments Mr. Coykendall, Mrs. Fleming, Mr. Gregg 28 | Intro to Well-Ordered Language Level III Mrs. Peters 19 | Core Knowledge Astronomy Dr. Dolch 10 | SPED: Framing the Structure of SPED Mrs. Kardatzke & Mrs. Furno 34 |
| 10:00am-10:20am | Break <i>Beverages Provided in Lane</i> | | | | | |
| 10:20am-11:50am | Teaching Shakespeare in 5 th -6 th Grade Mrs. Gialluta 31 | Julius Caesar: Tyrant or Hero Mr. Caros 10 | Bar Modeling 201: Advanced Singapore Techniques Dr. Mahoney 35 | Riggs: Supporting & Remediating Reading Challenges in 4 th -6 th Grade: Mrs. Kardatzke, Mrs. Furno, & Mrs. Hitchman 33 | Well-Ordered Language Level II Refresher Mrs. Peters 4 | SPED: Shedding New Light on Old Problems: Creative Math Intervention Strategies Mr. Gregg 34 |
| 11:50am-1:00pm | Lunch <i>Grewcock Student Union</i> | | | | | |
| 1:15pm-2:45pm | Teaching Students to Connect Paragraphs and Refine an Essay: 5 th -6 th Grade Dr. Coupland 34 | Well-Ordered Language Level I Refresher Mrs. Peters 7 | Singapore Math Forum Dr. Mahoney 27 | Demo History Lesson Mrs. James 24 | Grading & Gradebook Mrs. Fleming 22 | SPED: Writing IEP's with Purpose Mrs. Kardatzke, & Mrs. Smith 33 |
| 3:30pm-6:00pm | Leisure Activities | | | | | |
| 6:00pm-7:00pm | <i>See Handout For Location Information</i> | | | | | |
| 7:15pm-8:45pm | Dinner <i>Grewcock Student Union</i> | | | | | |
| 8:45pm-10:00pm | Plenary Session: The Art of Teaching Ms. Miravalle, Ms. Hamer, Mrs. James <i>Phillips Auditorium</i> | | | | | |
| Time | Hospitality <i>Searle Center</i> | | | | | |
| 7:30am-8:15am | Wednesday, June 28 | | | | | |
| | Breakfast and Departure <i>Grewcock Student Union</i> | | | | | |

Past Summer Training Topics: K-6**Kindergarten:**

- 2016: Literacy – Kardatzke & Furno
Literature Model Lesson – Peters
Lesson Preparation – Fleming & Coykendall
Math Model Lesson – Gregg
Classwork, Homework, Assessments – Coupland, Kilgore, Coykendall
Science Model Lesson – Cousar
- 2015: Grammar - Coupland
History Lesson Design – Moore
Orthography – Kardatzke & Furno
Grade Level Forum
Literature – Coupland
Math – Abram
Science Lesson Design – Cousar
- 2014: Math – Treloar
Science – Young
Literature – Coupland & Peters
History (Monumental History) – Moore
Riggs - Furno

1st Grade:

- 2016: Literature Model Lesson – Peters
Lesson Preparation – Fleming & Coykendall
Literacy – Kardatzke & Furno
Classwork, Homework, Assessments – Coupland, Kilgore, Fleming, Coykendall
Science Model Lesson – Cousar
Math Model Lesson – Gregg
- 2015: Grammar - Coupland
History Lesson Design – Moore
Orthography – Kardatzke & Furno
Grade Level Forum
Literature – Coupland
Math – Abram
Science Lesson Design – Cousar
- 2014: History (Early American Civilizations and Encounters During Exploration) – Birzer
Math – Treloar
Science – Young
Literature – Coupland & Peters
Riggs – Furno

2nd Grade:

- 2016: History Model Lesson – Pan
Literature Model Lesson – Peters
Lesson Preparation – Fleming & Coykendall
Math Model Lesson – Gregg
Literacy – Kardatzke & Furno
Classwork, Homework, Assessments – Coupland, Kilgore, Coykendall
- 2015: Grammar - Coupland
History Lesson Design – Moore
Orthography – Kardatzke & Furno
Grade Level Forum
Literature – Coupland
Math – Abram
Science Lesson Design – Cousar
- 2014: Literature – Coupland & Peters
History (Native Americans and Westward Expansion) – Birzer
Math – Treloar
Science – Young
Riggs – Kardatzke

3rd Grade:

- 2016: Literature Model Lesson – Peters
History Model Lesson – Heitzenrater
Grammar: Well-Ordered Language Level I – Peters
Lesson Preparation – Fleming & Coykendall
Literacy – Kardatzke & Furno
Math Model Lesson – Gregg
Composition – Coupland
- 2015: Grammar - Coupland
History Lesson Design – Moore
Orthography – Kardatzke & Furno
Grade Level Forum
Literature – Coupland
Math – Abram
Science Lesson Design – Cousar
- 2014: Science – Young
Literature – Coupland & Peters
History (Explorers and Colonists)
Math – Treloar
Riggs – Kardatzke

4th Grade:

- 2016: Literacy – Kardatzke & Furno
 Literature Model Lesson – Peters
 Composition – Coupland
 Grammar: Well-Ordered Language Level II – Peters
 Lesson Preparation – Fleming & Coykendall
 Math Model Lesson – Gregg
 History Model Lesson – Heitzenrater
- 2015: Socratic Method – Lehman
 Singapore Math: Theory and Research behind Singapore Math – Mahoney
 Singapore Math: Strategies for Place Value – Mahoney
 Singapore Math: Strategies for Algorithm Development - Mahoney
 Singapore Math: Problem Solving with Bar Models - Mahoney
 Singapore Math: Lesson and Unit Planning Workshop – Mahoney
 History Lesson Design – Moore
 Grade Level Forum
 Science Lesson Design – Huff
 Orthography – Furno & Kardatzke
 Grammar – Coupland & Peters
- 2014: Literature (Gulliver’s Travels) – Kearney
 Math – Treloar
 Grammar – Coupland & Peters
 Composition – Jackson
 History (Knights & Patriots) – Moore
 Science - Young

5th Grade:

- 2016: History Model Lesson – Heitzenrater
 Lesson Preparation – Fleming & Coykendall
 Math Model Lesson – Gregg
 Grammar Refresher for Teachers – Coupland
 Composition – Coupland
 Literature Model Lesson – Moore & Gallutia
 Literacy – Kardatzke & Furno
- 2015: Socratic Method – Lehman
 Singapore Math: Theory and Research behind Singapore Math – Mahoney
 Singapore Math: Strategies for Place Value – Mahoney
 Singapore Math: Strategies for Algorithm Development - Mahoney
 Singapore Math: Problem Solving with Bar Models - Mahoney
 Singapore Math: Lesson and Unit Planning Workshop – Mahoney
 History Lesson Design – Moore
 Grade Level Forum
 Science Lesson Design – Huff
 Orthography – Furno & Kardatzke
 Grammar – Coupland & Peters

2014: Math – Treloar
Grammar – Coupland & Peters
Literature (Tom Sawyer) – Busch
Science – Young
Composition – Jackson
History (The Renaissance) – Gaetano

6th Grade:

2016: Lesson Preparation – Fleming & Coykendall
Math Model Lesson – Gregg
Literacy – Kardatzke & Furno
Grammar Refresher for Teachers – Coupland
Composition – Gallutia
History Model Lesson – Heitzenrater
Literature Model Lesson – Gallutia

2015: Socratic Method – Lehman
Singapore Math: Theory and Research behind Singapore Math – Mahoney
Singapore Math: Strategies for Place Value – Mahoney
Singapore Math: Strategies for Algorithm Development - Mahoney
Singapore Math: Problem Solving with Bar Models - Mahoney
Singapore Math: Lesson and Unit Planning Workshop – Mahoney
History Lesson Design – Moore
Grade Level Forum
Science Lesson Design – Huff
Orthography – Furno & Kardatzke
Grammar – Coupland & Peters

2014: Grammar – Coupland & Peters
Literature (The Odyssey) – Smith
Math – Treloar
History (The Elementary Capstone) – Moore
Science – Young
Composition - Jackson

Plenary Sessions:

2016: Teaching “Classically” – Kilgore
Panel: Supporting Struggling Students – Kardatzke, Fleming, Hitchman

2014: Foundations of Classical Education – Moore
Riggs “201” – Kardatzke & Furno
Culture, Discipline, and Classroom Management – Moore, Coupland, Fleming

Community Interest

| Student Last Name | Student First Name | Grade | City |
|-------------------|--------------------|-------|--------------|
| Lasnick | Johnny | 4th | Fruitland |
| Geary | Tennyson | 1st | Fruitland |
| Geary | Charlotte | 4th | Fruitland |
| Geary | Jayce | 10th | Fruitland |
| Haley | Andrew | 6th | Payette |
| Haley | Elizabeth | 3rd | Payette |
| Johnson | Colleen | 5th | Fruitland |
| Johnson | Marcus | 2nd | Fruitland |
| Johnson | Alec | 1st | Fruitland |
| Becker | Trey | 5th | Payette |
| Baughman | Cutler | 2nd | Fruitland |
| Baughman | Truett | K | Fruitland |
| Olivia | Sanders | 5th | Weiser |
| Cornia | Maximus | 2nd | Payette |
| Cornia | Orion | K | Payette |
| Mullenaux | Madeleine | 2nd | Fruitland |
| Mullenaux | Joshua | K | Fruitland |
| Calkins | Rylie | 5th | Fruitland |
| Calkins | Mollie | 3rd | Fruitland |
| Evenden | Grayson | 2nd | Other |
| Evenden | Levi | K | Other |
| Stice | Danielle | K | Fruitland |
| Mcalistet | Lillian | 5th | Fruitland |
| Tippetts | Charlotte | K | Fruitland |
| Rebmann | Kaleb | K | Fruitland |
| Ruth | Eadyn | 5th | Payette |
| Ruth | Faelyn | 4th | Payette |
| Kauvaka | Howard | K | Payette |
| Kauvaka | Daniel II | K | Payette |
| Fowler | Colter | 1st | Fruitland |
| Hicks | Liam | 4th | Weiser |
| Kolin | Hicks | 2nd | Weiser |
| Hicks | Joslynn | K | Weiser |
| Ethan | Mcfadden | 6th | Other |
| Hines | Hunter | 3rd | Other |
| Hines | Makayah | 2nd | Other |
| Rice | Colter | 2nd | New Plymouth |
| Oxnam | Hailey | 5th | New Plymouth |
| Oxnam | Clayton | 1st | New Plymouth |
| Oxnam | Parker | K | New Plymouth |
| Garner | Amelia | 2nd | Fruitland |
| Robertson | Richard | 2nd | Fruitland |

| | | | |
|-----------|-------------|-----|--------------|
| Rogers | Bentli | 2nd | Payette |
| Hallett | Dean | 1st | Payette |
| mills | EmmaLou | 2nd | Payette |
| Hallett | Rhys | 1st | Payette |
| Pearce | Dalli | 5th | New Plymouth |
| Pearce | Rietta | 3rd | New Plymouth |
| Pearce | Arena | 1st | New Plymouth |
| Williams | Jett | 3rd | New Plymouth |
| Williams | Nash | 1st | New Plymouth |
| Reaves | ChrystalMay | 6th | Fruitland |
| Eversole | Rylee | 1st | Payette |
| Austin | Amanda | 5th | New Plymouth |
| Hatfield | Tristan | 3rd | Other |
| Hatfield | Whitney | 1st | Other |
| Pearce | Liberty | 6th | New Plymouth |
| Pearce | Serentiy | 4th | New Plymouth |
| Pearce | Sterling | 4th | New Plymouth |
| Sorensen | Drake | 5th | New Plymouth |
| Sorensen | Emily | 6th | New Plymouth |
| Rynearson | Olivia | 4th | Fruitland |
| Rynearson | Sophia | 2nd | Fruitland |
| Madariaga | Kylah | 6th | Payette |
| Bjork | Nolan | 2nd | New Plymouth |
| Bjork | Keagon | K | New Plymouth |
| Allison | Milly | 4th | Fruitland |
| Allison | Austin | 2nd | Fruitland |
| Allison | Wyatt | 2nd | Fruitland |
| Savanna | Bregard | 4th | Payette |
| Clinger | Marjorie | 6th | New Plymouth |
| Mendez | Noah | 1st | Payette |
| Ramirez | Pyper | 2nd | Payette |
| Fetters | Tyler | 4th | Payette |
| Casner | Elena | K | Other |
| Egner | Dareyan | 6th | Weiser |
| Walker | Landon | 1st | Payette |
| Garred | Elijah | 3rd | Fruitland |
| Havens | Neva | K | Other |
| Jackson | Kiara | 5th | Fruitland |
| Macho | Amanda | 6th | Fruitland |
| Tubbs | Brecken | K | Parma |
| Tubbs | Nyah | 6th | Parma |
| Tubbs | Treyson | 4th | Parma |
| Ross | Cooper | 4th | Fruitland |

| | | | |
|------------|--------------|-----|--------------|
| Aleo | Cassandra | K | Payette |
| Adri | Folkw | 1st | Weiser |
| Spurling | Amanda | K | Fruitland |
| Christy | Gauge | 4th | Payette |
| Lankford | Micah | 5th | Payette |
| Watson | Eli | 5th | Fruitland |
| Watson | Livia | 2nd | Fruitland |
| Withers | Samantha | 6th | Other |
| moore | Gwendolyn | 6th | Payette |
| Withers | Kadence | 5th | Other |
| Withers | Drue | 1st | Other |
| Ennis | Callan | 4th | Payette |
| Stice | Quentin | 3rd | Fruitland |
| Stice | Raegan | 5th | Fruitland |
| Cunningham | Isaac (Zac) | 7th | Other |
| Frazer | Elijah | 2nd | Fruitland |
| Huffaker | Sarah | 5th | Fruitland |
| Huffaker | Ryan | 3rd | Fruitland |
| Long | Skye | 2nd | Fruitland |
| Benjamin | Zink | 9th | Other |
| Mary | Winston | 1st | Payette |
| Chloe | Winston | K | Payette |
| Cassandra | Aleo | 1st | Payette |
| Lexie | Aleo | K | Payette |
| Colter | Fowler | 2nd | Fruitland |
| Tate | Fowler | K | Fruitland |
| Aiden | Farrell | 2nd | Payette |
| Rylee | Eversole | 1st | Payette |
| James | Ward | 2nd | Fruitland |
| Trey | Ward | 1st | Fruitland |
| Cambree | Ward | K | Fruitland |
| Chloe | Henderson | K | Fruitland |
| Shea | Jones | 4th | Payette |
| Christy | Gauge | 3rd | Payette |
| Figart | Sophie | 1st | New Plymouth |
| Figart | Grady | 3rd | New Plymouth |
| Purdum | Zane | K | Fruitland |
| Solis | Isaura Lucia | 1st | New Plymouth |
| Solis | David | 4th | New Plymouth |
| French | Ruby | 2nd | Fruitland |
| French | Grady | K | Fruitland |
| Kelley | Connor | K | Fruitland |
| Heinley | Talon | 3rd | Payette |

| | | | |
|----------|---------------|-----|--------------|
| Thebo | Craig | K | Payette |
| Clements | Gabriel | K | Fruitland |
| Withers | Chloe | 5th | New Plymouth |
| Withers | Sophie | 3rd | New Plymouth |
| Mchenry | Keeghan | 2nd | Fruitland |
| Garred | Elijah | 4th | Fruitland |
| Houston | Anthony James | 2nd | Fruitland |
| Johnson | Alec | 3rd | Fruitland |
| Perdue | Lauren | K | Fruitland |
| Smith | Caleb | 6th | Payette |
| Kuchar | Monica | 3rd | Payette |
| Kuchar | Theresa | 1st | Payette |
| Kuchar | Isaac | K | Payette |

Other indicates moving into area from out of state.

COUNTY CLERK AFFIDAVIT
CERTIFICATION OF SIGNATURES ON PETITIONS

State of Idaho

ss.

County of Payette

RE: Petition to Establish a New Idaho Public Charter School

I, Betty J. Dressen, County Clerk of Payette County hereby
certify that 30 signature(s) on this petition are those of qualified
electors.

Dated: April 5, 2017

(Signed) Betty J. Dressen
County Clerk

Petition to Establish a New Idaho Public Charter School

30 valid
votes

This document is an Elector Petition and must be signed by not less than thirty (30) qualified electors of the attendance area of the new charter school. Proof of elector qualifications must be provided with the petition.

| Name of Proposed New Charter School School District Where New Charter School will be Physically Located | | Treasure Valley Classical Academy | | | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------|-----------------------------------|-----------|--------------|---------|
| <p>I am currently a qualified elector in the above-named school district. I agree that the above-named proposed new charter school should be approved as an Idaho Public Charter School.</p> | | | | | |
| Elector's Printed Name | Elector's Signature | Street Address | City | Telephone | Date |
| 1. <i>Heather Johnson</i> | <i>[Signature]</i> | 5722 Cornwell Way | Fruitland | 208-264-1794 | 7/18/16 |
| 2. <i>Melissa Janszula</i> | <i>[Signature]</i> | 8207 Magee Rd. | Fruitland | 457-1672 | 7/18/16 |
| 3. <i>Mica Walker</i> | <i>[Signature]</i> | 1343 Poplar Ave | Fruitland | 811-0500 | 7/18/16 |
| 4. <i>Haven Wagner</i> | <i>[Signature]</i> | 5705 Cornwell Ave | Fruitland | 452-6981 | 7/18/16 |
| 5. <i>Margaret Cummings</i> | <i>[Signature]</i> | 5630 SE 1st Ave | Fruitland | 371-2664 | 7/18/16 |
| 6. <i>Kod Alouant</i> | <i>[Signature]</i> | 723 S. Arrow Ave | Fruitland | 887-6804 | 7/18/16 |
| 7. <i>Rae Cohn</i> | <i>[Signature]</i> | 235 Magnolia Ave | Fruitland | 541-212-0675 | 7/18/16 |
| 8. <i>Shah O'Shea</i> | <i>[Signature]</i> | 514 Cornwell Way | Fruitland | 541-817-3646 | 7/18/16 |
| 9. <i>NARRIS JEFF</i> | <i>[Signature]</i> | 514 Cornwell Way | Fruitland | 208-922-8940 | 7/18/16 |
| 10. <i>Tad Carter</i> | <i>[Signature]</i> | 514 Cornwell Way | Fruitland | 208-922-8940 | 7/18/16 |
| 11. <i>Rebecca Lashick</i> | <i>[Signature]</i> | 5635 Sunset Rd | Fruitland | 208-452-5316 | 7/18/16 |
| 12. <i>Melissa Lashick</i> | <i>[Signature]</i> | 5635 Sunset Rd | Fruitland | 208-452-5316 | 7/18/16 |
| 13. <i>Randa Baines</i> | <i>[Signature]</i> | 2130 NE 1st St | Fruitland | 208-806-3344 | 7/18/16 |
| 14. <i>Chuck Baines</i> | <i>[Signature]</i> | 8130 NE 1st St | Fruitland | 208-761-9426 | 7/18/16 |
| 15. <i>David Lashick</i> | <i>[Signature]</i> | 5635 Sunset Rd | Fruitland | 208-452-5316 | 8/5/16 |

4/16/2008

Ronda Barnes
Ronda.Barnes@msn.com
866-3344

Petition to Establish a New Idaho Public Charter School

This document is an **Elector Petition** and must be signed by not less than thirty (30) qualified electors of the attendance area of the new charter school. Proof of elector qualifications must be provided with the petition.

| Name of Proposed New Charter School | Treasure Valley Classical Academy | | | | |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------|----------------------|----------|--------------|---------|
| School District Where New Charter School will be Physically Located | | | | | |
| <input type="checkbox"/> I am currently a qualified elector in the above-named school district. <input checked="" type="checkbox"/> I agree that the above-named proposed new charter school should be approved as an Idaho Public Charter School. | | | | | |
| Elector's Printed Name | Elector's Signature | Street Address | City | Telephone | Date |
| 16 CLARA NORRIS | CLARA NORRIS | 516 Cornwell Way | Franklin | 541-580-3957 | 6/28/16 |
| 17 William Norris | William Norris | 516 Cornwell Way | Franklin | 541-580-3958 | 6/28/16 |
| 18 John Scholze | John Scholze | 1404 Jessica Ave. | Franklin | 208-452-2086 | 6/28/16 |
| 19 Paula Scholze | Paula Scholze | 1404 Jessica Ave. | Franklin | 208-452-2086 | 6/28/16 |
| 20 Jason Dahl | Jason Dahl | 4435 Elmore Rd | Idaho | 208-674-2455 | 6/28/16 |
| 21 William Dahl | William Dahl | 3725 Elmore Rd | Idaho | 208-674-2455 | 6/28/16 |
| 22 Bruce Pedersen | Bruce Pedersen | 2123 SW 3rd Ave | Franklin | 208-452-4941 | 6/28/16 |
| 23 Ronda Barnes | Ronda Barnes | 2670 NW 4th Ave | Franklin | 208-452-2086 | 6/28/16 |
| 24 Ronda Barnes | Ronda Barnes | 2670 NW 4th Ave | Franklin | 208-452-2086 | 6/28/16 |
| 25 Amber Diehlinger | Amber Diehlinger | 274 Orchard Ave | Franklin | 208-840-0621 | 7/18/16 |
| 26 Jenny Shice | Jenny Shice | 528 Cornwell | Franklin | 208-840-0621 | 7/18/16 |
| 27 Cindy Ziegler | Cindy Ziegler | 3900 Kithurst | Idaho | 208-740-0625 | 7-18-16 |
| 28 Robert Ziegler | Robert Ziegler | 3900 Kithurst | Idaho | 208-740-0625 | 7-18-16 |
| 29 Rachel Lindberg | Rachel Lindberg | 3163 Alpine Creek Dr | Franklin | 208-452-3095 | 7-18-16 |
| 30 Bruce Johnson | Bruce Johnson | 522 Cornwell Way | Franklin | 208-730-0555 | 7-18-16 |

4/16/2008

Petition to Establish a New Idaho Public Charter School

This document is an **Elector Petition** and must be signed by not less than thirty (30) qualified electors of the attendance area of the new charter school. Proof of elector qualifications must be provided with the petition.

| Name of Proposed New Charter School | | School District Where New Charter School will be Physically Located | | | |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------|---------------------------------------------------------------------|----------|--------------|--------|
| <p> <input type="checkbox"/> I am currently a qualified elector in the above-named school district. <input type="checkbox"/> I agree that the above-named proposed new charter school should be approved as an Idaho Public Charter School. </p> | | | | | |
| Elector's Printed Name | Elector's Signature | Street Address | City | Telephone | Date |
| 1 Chase Shice | <i>Chase Shice</i> | 528 Ironwall Way | Franklin | 210-7210 | 8-8-16 |
| 2 Hollie Watson | <i>Hollie Watson</i> | 6305 Unity Drive | Franklin | 477-4740 | 8-8-16 |
| 3 Jennie Krite | <i>Jennie Krite</i> | 1238 Valley Ave | Puyallup | 208-841-0705 | 8-8-16 |
| 4 | | | | | |
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4/16/2008



DATE: May 31, 2018
TO: Bluum
FROM: The Farkas Duffett Research Group
RE: Summary of Parents' Focus Group in Fruitland, Idaho

This memorandum is an update of a version dated April 4, 2018. The only substantive changes are to the end of the document with the addition of a section on methodology and a section describing the FDR Group and its principals. The findings remain exactly as in the original, with no revisions.

A few words about the strengths and limits of qualitative research: Focus groups are a valuable tool for exploring people's spontaneous views on a given topic and for uncovering underlying values that help explain why people feel the way they do. They are tremendously helpful for listening to people talk about issues, for uncovering the sources of their opinions and motivations for action, and for generating hypotheses for further research. But they cannot determine how many people hold a particular view, and their findings cannot be generalized to the population as a whole. The findings in this memorandum describe the views of the participants in the focus group and are not meant to represent the views of all parents in the Fruitland area.

Introduction: The People and the Topics

We had 12 parents, 9 moms and 3 dads, with a variety of school-aged children. Three or four were Hispanic; about half of the participants had filed intent-to-enroll forms. Parents had students in New Plymouth, Caldwell, and Fruitland school districts. In this memo, participants are identified as "Fruitland parents" as that was the site of the focus group.

The discussion lasted two hours. It started with an open-ended segment about how parents view their local public schools and what their ideal school would look like. The last segment was dedicated to gauging parents' response to the new charter school.

I. Initial Reactions

People started with positive views of the schools their children currently attend – some mentioned of good test scores and full day kindergarten, for example. But as the conversation progressed doubts and dissatisfaction emerged. For some, there was too much emphasis on team sports (though others talked about important lessons to be learned through sports.) Complaints about overcrowded classrooms, student behavior and discipline were one set of concerns. High-achieving kids held back and not challenged to attain their potential was another.

I was trying to keep myself home schooling but there's only so much I can do. We are looking for a school. I don't want her to go to just any school, I want her to achieve, want her to be pushed.

– Fruitland parent

My daughter is also a very high reader and she is being held back for the same reasons, because they are playing catch up. She doesn't get to do as much as she could do while she is in school because they are constantly waiting on other kids.

– Fruitland parent

II. Their Ideal Notions of Education

When Fruitland parents were asked for their ideal vision of education, the dominant theme was *traditionalism*. Traditionalism suffused comments in the following ways:

- A desire to protect children from the negative influences they see in the regular public schools and society writ-large, to keep them innocent as long as possible. One family returned to the Fruitland area to raise their children in a small town with a conservative, protective feel. A couple of parents wanted to homeschool their children for largely the same reason. Schools were taken to task for supporting the national student walkout – less because of parents' concerns over gun rights, more because they had been trying to limit their children's exposure to the shooting and its accompanying fears.

I wanted my daughter to be shielded, we changed the news. We didn't want my 6 year old daughter worrying about any kind of incident happening at school. But the school took it upon themselves...I felt my parenting was a little bit violated, what I wanted my daughter not to know didn't matter.

– Fruitland parent

- A desire to see more emphasis and appreciation for what it means to be an American, for U.S. history, and for patriotism. Some expressed uncertainty over whether the traditional schools still required the pledge of allegiance, a signal of their discomfort with the status quo.

I would like to see a little more patriotism in the classroom. When did they stop saying Pledge of Allegiance and learning history? They don't learn that any more.

– Fruitland parent

- A bit of backlash to over-reliance on technology and the diminishing opportunities for social interaction. Why not rely on books instead of iPads, why not give kids more recess and play time so they can learn to interact, why not teach them how to talk with each other civilly, even when they disagree.

My son is in high school does not have books. So he comes home completely clueless how to do his math...He takes a picture from his cell phone of his assignment during school and tries to do his math assignment from his phone. And we are like 'where's your book, how do we explain it?' I don't know. I haven't looked at this since HS.

– Fruitland parent

More than the Basics

But their traditionalist definition of education also had a modern, updated spin, expanding beyond a narrow focus on academics. On their own they brought up the virtues of exposing kids to art and music and even other languages, of encouraging imagination and exploration, of learning such practical skills as cooking, sewing, and handling money. The moderator played Devil's Advocate by pressing the participants: 'What do I need to know Shakespeare for, Plato is a dead Greek philosopher. Does that really help me in my current life?' One parent took up the challenge:

There are two parts to an education. One is knowledge which we learn on our own. The other is wisdom which we learn from other people's experiences or our own. That's why we want to know what Plato thought about certain things. We use his knowledge to enhance our wisdom.

– Fruitland parent

III. The New Charter School

Nine people had heard about the new charter school opening and evinced hopefulness – even some excitement – about its arrival. Still, if they knew it was a charter school, they didn't know much more than that – they couldn't say what makes charters unique or how they operate. Several also expressed caution – they were planning to watch how the school does in the first year, reluctant to be the first birds off the wire.

There were several highly active parents in the group, very attentive and engaged with their kids' education, and as a category of parents they are worth paying special attention to as surrogate communicators. Their word of mouth – whether it's talking to family and friends or even posting on Facebook – is a very powerful way to communicate, to build a reputation, and to get the word out about the new school. They recognized, for example, the words "classical education" as they pertain to the new charter school; and several other parents in the group came to the discussion because of them. Once "sold," these active parents become walking advocates/advertisers whose stamp of approval signals credibility to less involved parents.

I would want to wait until word of mouth gets around about it. There's actually people that have been through it and that I trust their opinion and value what they have to say about it.

– Fruitland parent

Church was another trusted communication avenue mentioned by the parents. (Relatedly, findings from our leadership interviews indicated interest in helping the charter school reach out to congregation members.)

At the end of the discussion we handed out a short description of the new charter school for their reaction, emphasizing it was the unofficial, moderator's version (my apologies if the language ended up falling short.) This was the description:

Description of Treasure Valley Classical Academy

1. Focus on character: respect personal responsibility, ethics, discipline — students and teachers
2. Focus on teaching science, liberal arts, and the Western tradition: great books and thinkers, appreciating the American story, US history and its system of government
3. English Language mastery: grammar, phonics, punctuation, handwriting
4. Teaching Latin
5. Leadership of school: Former Air Force officer with distinguished career; was the principal of a very similar charter school in Atlanta

All participants – 12 of the 12 – said the first item, the focus on character, was very important to them, something they really liked. In my judgment, this was the most salient feature of the school's appeal to this group. When asked, the hands jumped up in approval. Point 5 was seen as complementary to point 1 and point 2.

People who come from a military view, there's scheduling, and time, I just like the whole structure, there's structure. I think schedules for children are important. I think being on time is to show you respect.

– Fruitland parent

A former AF officer with a distinguished career is going to love America and US history and that kind of thing. On Feb 10 I wanted to go to that meeting so bad! I was really bummed actually. I just grew up with this super love of America and I think people who live here should love America.

– Fruitland parent

Point 2, in its description of the curriculum's focus, closely followed point 1 in terms of its appeal, not surprising given how they described an ideal education at the onset of the discussion. There was no rejection, and some approval, of the other points. Somewhat surprisingly (to me anyway) there was no rejection of Latin instruction even when I called attention to it.

Judging by this group, there is a high level of interest in the new charter school and strong support for what it will stand for. At the end of the group, the parents raised practical questions: where will the school be? What is the homework load going to be like? How will it deal with special needs kids and will there be diversity? The remaining questions revolve around implementation, not the desire for its vision.

I would like to know where it is going to be? What's the location? Do they have a building? Is it going to be in someone's home or a real school?

– Fruitland parent

I would have to see the curriculum. I know this may sound bad but how much of my responsibility it is...I would be kind of selfish and be like how much do you expect from me? That would be really good to see, how much homework are we going to get at home... Also with it being a new school I would like to see parent teacher conferences scheduled more frequently than just the end. May, it is too late, so doing early intervention, just meeting, checkpoints.

– Fruitland parent

I want to make sure my kids have a diverse group of people that they associate with because I think that's good for them.

– Fruitland parent

Communication and Perhaps Action

Parents pointed to communication from the schools and teachers – something often lacking in the traditional public schools – as something important to them.

That was actually one of my dreams, that I want schools, teachers to communicate with you. I got told today by a letter that I didn't need to have a parent teacher conference... saying to sign my name that I acknowledge the fact that there's no parent teacher conference, she doesn't need to be seen.

– Fruitland parent

Asked if their current school ever checked in with them about a new initiative, one parent laughed, "I don't think that we've ever had that happen!"

Finally, one parent suggested that, under the direction of educators, parents are a reservoir of energy and talent the school can tap – and for more than just fund raising. Not surprisingly, this parent was of the highly attentive, active variety. But this segment, narrow as it might be, can have a lot to say about the appeal and success of a school.

The thing we would get from the principal and the superintendent is 'oh yeah we want to do all these programs you are talking about but we just don't have parent involvement.' Me and a lot of parents in there are like 'we have an army of parents ready!' Just give us an assignment and we can help do this. Do you just want us to pay more money at fundraisers or do you actually want us to do stuff? I think that's the biggest thing. If we felt like we were more invested in the school, then when something new came into town we wouldn't even bat an eye looking at it because we would know that we had worked so hard and had a say.

– Fruitland parent

Methodology

To ensure frank conversation, focus group participants were assured of confidentiality and that all comments would be reported without attribution. The 2-hour discussion followed a semi-structured interview protocol; the moderator's guide was generally followed but allowed for conversation to flow such that not all questions were asked of all participants and new lines of inquiry were pursued as necessary. The goal was to sound out first impressions and to get a deeper understanding of people's points of view and experiences in their own words, and then probe to elicit further responses and to encourage interaction among participants.

Refreshments were provided, and each participant was given a \$75 cash honorarium at the conclusion of the group to thank them for their participation and time. The focus group was moderated by Steve Farkas of FDR Group; the discussion was recorded and transcribed; direct quotes from the transcript are used throughout this report. All participants were assured of confidentiality, and thus quotes are not attributed to named individuals. Participants were recruited to our specifications by a citizen in Fruitland with extensive contacts in the community.

About the FDR Group: The Farkas Duffett Research Group (FDR Group) is an opinion research company with expertise in conducting focus groups, surveys, and program evaluations. FDR Group projects are nonpartisan, in-depth examinations of how people think about policy issues: the fears, values, and hopes that drive their views; their policy preferences; and the areas where their attitudes are still evolving. www.thefdrgroup.com

Steve Farkas, Principal

Prior to co-founding the FDR Group, Steve was Director of Research at Public Agenda, a nonprofit and nonpartisan think tank, from 1992 to 2004. Steve is the principal author of over 100 major opinion studies on a range of issues from public education, families, poverty and immigration, to social security, crime, and foreign policy. His expertise lies in crafting original questionnaires, employing advanced statistical techniques, and moderating focus groups. On education alone he has conducted over 250 focus group discussions with teachers, students, parents, and administrators. Steve earned his B.A. from New York University, and his M.A. and M. Phil. from Columbia University's Department of Political Science. He continues his affiliation with Public Agenda as a Senior Research Fellow.

Ann Duffett, Principal

Ann has been conducting public opinion research since 1994. Her career in survey research started at Louis Harris and Associates, where she conducted public and proprietary opinion research on health care, public education, women's issues, and youth violence. She moved on to Public Agenda—a nonprofit, nonpartisan research organization—where she led both quantitative and qualitative opinion studies on a wide variety of social policy issues; at Public Agenda she started as a Senior Research Associate and left as a Senior Vice President. Ann holds a Ph.D. in sociology from CUNY Graduate Center. Her dissertation, *Fathers Who Mother: A Study of Stay-at-Home Fathers in Contemporary American Families*, explores the issues of gender, work-family balance, parenting, and child care. She also has an M.P.A. from San Francisco State University and a B.A. in Communications and Elementary Education from Iona College.

Economic and Market Feasibilities of Two Proposed Charter Schools in the Treasure Valley of Idaho

June 2018

Prepared for:

A charter school development support partnership between Bluum, Inc.,
Boise, Idaho and Building Hope, Washington D.C.

ECONorthwest
ECONOMICS • FINANCE • PLANNING

KOIN Center
222 SW Columbia Street
Suite 1600
Portland, OR 97201
503.222.6060

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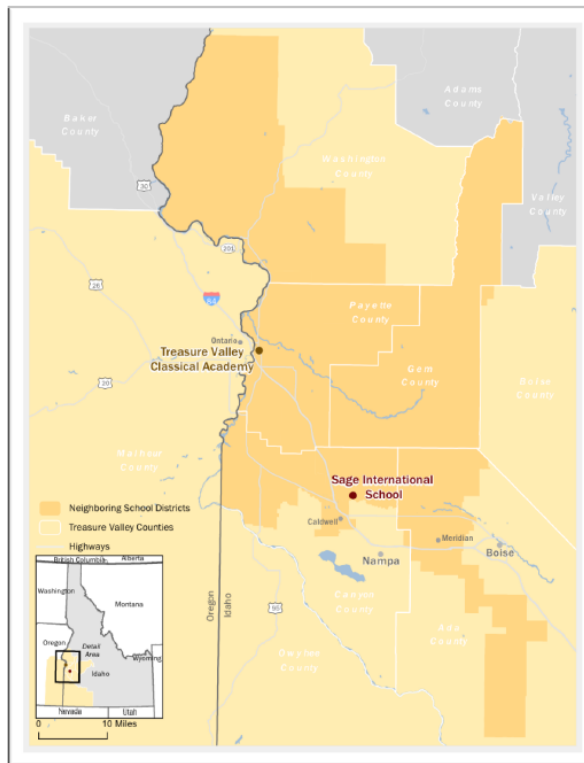
Introduction

Background

Bluum is a Boise-based non-profit organization committed to ensuring Idaho's children reach their fullest potential by cultivating great leaders and innovative schools. Through building partnerships that include school operators and funders their goal is to have 20,000 new high-performing seats at schools of choice within 10 years. This report is an analysis of the economic and market feasibilities of two future schools supported through Bluum and its partner Building Hope.

The two new schools will be in Idaho's Treasure Valley—a nine-county region encompassing Boise and areas to the west up to the Oregon border. One will be a replication of the highly successful Sage International School in Boise. It will be in Middleton, Idaho and ultimately enroll 653 K-12 students. The second school, the Treasure Valley Classical Academy, will be based on the Hillsdale College Barney Charter School Initiative. It will be located in Fruitland, Idaho near the Oregon border.

Figure 1: Location of Two Proposed Charter Schools



Both schools will operate as public charter schools. They will draw students from nearby public schools and from home schooling. Most Treasure Valley Classical Academy students will come from Payette County. Sage International II will draw mostly from Canyon County.

Bluum, Building Hope and its partners are assisting the development and start-up operations for the schools. Developing a new charter school is a major undertaking. Amongst other support, these schools may seek aid through a USDA rural development grant. This report provides the economic and market feasibility analyses, in accordance with USDA guidelines, for the grant application and for other planning and development purposes.

Summary of Findings

The economic feasibility of both schools is clear.

The **Treasure Valley Classical Academy** will occupy an available school building in a community with large numbers of family households with incomes below both the state and national averages. The building is fully supported by utilities and transportation infrastructure. The 53 school employees will cause total employment in the area to rise by 66, which is well within the capacity of Payette County.

The **Sage International II** school site is favorable for development. Middleton is a burgeoning Boise suburb, which almost ensures population growth. However, being the low-cost, room-to-grow alternative to the more expensive inner suburbs of Boise and the city itself, those moving to the Middleton area tend to be younger and with children. Incomes are not as high, but there is strong interest in high-quality public education.

The market feasibility of each school is also strong.

Sage International II will be located in a setting with strong expected growth in student-age populations, limited other school choice options, and mixed academic results in the current nearby district run schools. Sage II also builds on an existing successful school operating model (distinctive International IB) from its school in the Boise area. This provides operating experience and potential efficiencies, program reputation, a base of interested families (current wait list), skilled administrators and knowledge about the start-up challenges that will be faced by the new program. This combination of factors suggests that Sage II will likely have little difficulty meeting its enrollment targets.

The **Treasure Valley Classical Academy** also builds on operator experience. TVCA is offering a distinctive program designed to appeal to a traditional set of academic and leadership values. Nearby district-run schools demonstrate a mix of academic performance. While expected growth in student-age populations is modest in the immediate surrounding area, TVCA expects to draw students from a broad geographic area, including the more robustly growing area of north Canyon County. Attracting talented

staff in Payette County may take additional effort than will be the case for Sage II in Canyon County. Altogether, meeting the enrollment targets for TVCA is feasible, but will present a comparatively greater challenge than in the case of Sage II.

Economic Feasibility

USDA rural development grant guidelines ask that independent reviewers describe the abilities of local economies to accommodate the project being considered for development and its ultimate impacts on the local economy. Specifically, the guidelines state that an economic feasibility should include, but not be limited to:

Information related to the project site; availability of trained or trainable labor; utilities; rail, air, and road service to the site; and the overall economic impact of the project.¹

The following address the economic feasibilities of the two proposed charter schools and their impacts on their respective counties. As the two schools are just 30 miles apart, they are both part of the southwest region of Idaho and the analyses share some of the same regional economic data.

Treasure Valley Classical Academy in Payette Co.

The proposal calls for locating the Treasure Valley Classical Academy in Payette County. The school anticipates ultimately enrolling 702 K-12 students. At that level, it should employ 53 teachers, administrators, and support staff. The academy will be at the existing Fruitland Olde School Community Center, which is in the middle of downtown Fruitland at 500 SW 3rd Street. Figure 2 is a photograph of the building.

Figure 2: Proposed Location



¹ "Feasibility Study Requirements." USDA Rural Development, Business & Cooperative Programs. March 10, 2010. RD Instruction 4279-B, Appendix A.

The Treasure Valley Classical Academy site has following characteristics:

- Built in 1928 as Fruitland's high school, it was later made into a middle school until it closed in 1996. Actively used today for community purposes, building upgrades are needed.²
- The building has a functional gymnasium, library, auditorium, classrooms, and other features typical of a large public-school building.
- A nonprofit, Alma Mater, Inc., took ownership of the building and rents it for offices, weddings, performing arts events, occasional classes, and childcare.
- The nonprofit sought donations to keep the building from foreclosure in 2018. Much of the available space is vacant.³
- The building is currently being served by Fruitland Public Works for water and sewer services.
- The existing building will see a \$4 million set of improvements to meet current building standard, ADA compliance, fire and safety requirements. Before renovation the building capacity will be 384 students. Portables can also be used as necessary.
- Idaho Power provides electric service. The average commercial rate in Idaho is 6.86 cents per kWh, which is the lowest in the nation.
- Intermountain Gas Company provides utility gas service to the site.
- The Idaho Northern & Pacific Railroad runs through Fruitland and connects with the mainline of the Union Pacific Railroad just north of the city in Payette.
- U.S. highway 95 runs through Fruitland and connects it within a mile to I-84 and U.S. 30.
- Boise Airport is 53 miles by interstate from the site.
- With 53 direct employees once enrollment reaches the intended goal, the school will create a total of 66 jobs in Payette and Canyon counties through the job multiplier effect for education establishments.
- There is a large pool of trained educators in Southwest Idaho. The state's labor department reports that there were 7,360 actively employed, fulltime K-12 teachers and special education instructors in the southwest region of Idaho. Their average wage, as of May 2017, was \$49,117 and half earn between \$37,151 and \$60,087 a year.

Payette County Economics

Payette County is on the Oregon border and intersected by Interstate-84, which is a major east-west interstate highway. Payette County has 23,215 residents (2017) and Fruitland, the county's second most populated city, has 5,234. The economy of Payette County depends on two favorable geographic endowments. The most critical is its

² "City weighs new life for Olde School." Independent Enterprise (Payette, ID). March 18, 2015.

³ Hunter Morrow. "Olde School remains open despite hurdles." Independent Enterprise (Payette, ID). March 7, 2018.

abundance of highly productive, often irrigated, farmlands with the transportation infrastructure backing it up.

The other geographic advantage is the county's proximity to Malheur County, Oregon where the minimum wage is 39 percent higher and there is no sales tax. The situation fostered a large base of relatively high-paying retail and accommodation jobs within a very short commute to Fruitland where income taxes are lower. The Census reports that 30 percent of all workers living in Payette County work in Malheur as a result. That is an unusually high number for a rural Northwest county.

The county's economy has infrastructure advantages. I-84, a major east-west interstate connecting the Pacific Northwest to the rest of the country, runs through Payette County. The interstate brings jobs to transportation and warehousing businesses and offers commuters a one-hour drive to the state's largest city, Boise. Importantly, dams supply low-priced hydroelectric power to the region.

Table 1 lists relevant economic measures for Payette County. Its population has been rising at a 1.3 percent rate since 1969. In the last ten years, the county's population growth rate has exceeded that of neighboring farming counties. The better performance is tied to its desirability as a location, in part because of I-84 and large farms, for food processing. Manufacturing and farming account for a fourth of all jobs in the county.

Table 1: Payette County Economic Measures

| Local Economic Measure | Payette Co. |
|------------------------------------|-------------|
| Population | |
| Resident population, 2017 | 23,215 |
| Growth rate since 1969 | 1.3% |
| Average household size (2012-2016) | 2.97 |
| Per capita income | |
| Per capita, 2016 | \$36,818 |
| As a share of Idaho per capita | 93% |
| As a share of U.S. per capita | 75% |
| Growth rate since 1969 | 5.5% |
| After adjusting for inflation | 1.4% |
| Civilian labor force | 11,513 |
| As % of population | 50% |
| Unemployment rate | 3.9% |
| % of jobs in county by sector:* | |
| Farms | 10% |
| Manufacturing | 14% |
| Retail | 8% |
| Wholesale | 2% |
| Government | 11% |
| Services | 42% |
| Other | 12% |

Sources: Idaho Department of Labor, U.S. Bureau of Economic Analysis, U.S. Census, and the U.S. Bureau of Labor Statistics.

* Jobs include working small business owners, farm operators, farm workers, and self-employed persons.

The county's 2016 per capita income of \$36,818 was 93 percent that of Idaho's, which is high for a farming county in the Northwest. Since 1969, per capita incomes have been growing at a 5.5 percent rate (1.4 percent when adjusted for inflation).

Exactly half of the county's residents are in the workforce in 2017—similar to the national average. On average, there are 2.97 persons per household in Payette County, which is a reflection of the high proportion of families with children.

Looking at the sources of personal income, shown in Table 2, close to 60 percent comes from working (\$503 million). This is typical for working counties, as opposed to retirement areas, in Idaho. Almost \$211 millions of labor earnings made by residents in 2016 came from working outside the county.

Table 2: Sources of Local Personal Income, Payette County, Canyon County, and Idaho, US Bureau of Economic Analysis Data for 2016

| Sources of Local Personal Income in 2016 | Payette County | State of Idaho |
|----------------------------------------------------------|----------------------|-------------------------|
| Labor earnings of locals: | | |
| Wages and salaries paid by local employers | \$244,769,000 | \$29,443,921,000 |
| Local employer retirement & insurance contributions | 46,057,000 | 5,120,962,000 |
| Locally owned farmers' net income | 44,787,000 | 1,314,545,000 |
| Self-employed worker earnings | 83,314,000 | 6,142,431,000 |
| Less government insurance taxes paid by workers | (27,570,000) | (2,772,668,000) |
| Less pay outflow to non-locals working in county | (99,089,000) | (6,765,018,000) |
| Plus pay inflow to residents working outside county | 210,918,000 | 7,769,292,000 |
| Net labor earnings of local residents | \$503,186,000 | \$40,253,465,000 |
| Plus other sources of personal income: | | |
| Dividends, interest, and rental income | \$155,425,000 | \$13,928,775,000 |
| Welfare, SSI, foster care, & other social services | 18,086,000 | 1,004,319,000 |
| Unemployment insurance | 1,157,000 | 119,822,000 |
| Social Security retirement, pensions, disability & other | 169,919,000 | 11,127,029,000 |
| Total Personal Income | \$847,773,000 | \$66,433,410,000 |
| Population | 23,026 | 1,683,140 |
| Per-capita income | \$36,818 | \$39,470 |

Source: U.S. Bureau of Economic Analysis.

Summarizing, the Fruitland charter school will occupy an available school building in a community with large numbers of family households with incomes below both the state and national averages. The building is fully supported by utilities and transportation infrastructure. The 53 school employees will cause total employment in the area to rise by 66, which is well within the capacity of Payette County. Clearly, this project is economically feasible.

Sage International School in Canyon County

The proposed school will be a replication of the existing Sage charter school in Boise. Rather than being in a city, the new school will be in the suburban-rural city of Middleton, where a facility will be built.

The Sage International School site in Middleton has following characteristics:

- The chosen site is at 1223 W. Main St., one mile west of the city center and four blocks from the public middle school.
- The property is mostly vacant land on the edge of single-family housing developments and irrigated farmland.
- The city provides water, sewer, and trash services.
- Idaho Power provides electric service. The average commercial rate in Idaho is 6.86 cents per kWh, which is the lowest in the nation.
- Intermountain Gas Company provides utility gas service to the site.
- The Idaho Northern & Pacific Railroad has trackage rights on a Union Pacific line which runs by Middleton.
- The school site is less than three miles from an exit off U.S. interstate 84 onto state highway 44.
- Boise Airport is 30 miles from the site.
- At full enrollment, the school will have 653 students and employ 55 educators and staff.
- With 55 direct employees once enrollment reaches the intended goal, the school will create a total of 69 jobs in Canyon and Payette counties through the job multiplier effect for education establishments.
- There is a large pool of trained educators in Southwest Idaho. The state's labor department reports that there were 7,360 actively employed, fulltime K-12 teachers and special education instructors in the southwest region of Idaho. Their average wage, as of May 2017, was \$49,117 and half earn between \$37,151 and \$60,087 a year.

Canyon County Economics

Canyon County is Idaho's second most populous county with 216,699 residents. Middleton is the third largest city in the county and has 7,439. The county's economic engine is connected to Boise and the larger Treasure Valley.

The most recent Census data estimate that 44 percent of the county's working residents commute to Ada County (the city of Boise). Through easy access *via* a relatively uncongested interstate and rapid job growth, Canyon County has become increasingly attractive to those wanting a less urban lifestyle and plenty of affordable room to raise a family.

Table 3 is a summary of key economic measures for Canyon County. Like so many other exurban counties that are gradually transitioning to suburban, the population of Canyon County has grown rapidly—a 2.5 percent rate since 1969. Many are young families, as suggested by the high 2.76 ratio of persons per household. Jobs inside the

county skew towards serving the local populous (*i.e.*, retailing and services) and those sectors are generally lower paying.

Table 3: Canyon County Economic Measures

| Local Economic Measure | Canyon Co. |
|------------------------------------|------------|
| Population: | |
| Resident population, 2017 | 216,699 |
| Growth rate since 1969 | 2.7% |
| Average household size (2012-2016) | 2.76 |
| Personal income: | |
| Per capita, 2016 | \$29,305 |
| As a share of Idaho per capita | 74% |
| As a share of U.S. per capita | 60% |
| Growth rate since 1969 | 4.7% |
| After adjusting for inflation | 0.7% |
| Civilian labor force | 96,377 |
| As % of population | 44% |
| Unemployment rate | 3.6% |
| % of jobs in county by sector:* | |
| Farms | 4% |
| Manufacturing | 11% |
| Retail | 12% |
| Wholesale | 4% |
| Government | 11% |
| Services | 41% |
| Other | 16% |

Sources: Idaho Department of Labor, U.S. Bureau of Economic Analysis, U.S. Census, and the U.S. Bureau of Labor Statistics.

* Jobs include working small business owners, farm operators, farm workers, and self-employed persons.

The county's 2016 per capita income of \$29,305 was only 74 percent that of Idaho's. Since 1969, per capita incomes have been growing at a 4.7 percent rate (1.4 percent when adjusted for inflation).

A lower than average share of the population is in the labor force (44 percent in Canyon County versus 49 percent statewide).

Sources of personal income in Table 4 show that earnings from work brought in 61 percent of all income made by Canyon County residents in 2016. And nearly one in four dollars made was from pay earned in other places and mostly Boise.

Table 4: Sources of Local Personal Income, Payette County, Canyon County, and Idaho, US Bureau of Economic Analysis Data for 2016

| Sources of Local Personal Income in 2016 | Canyon County | Idaho |
|----------------------------------------------------------|------------------------|-------------------------|
| Labor earnings of locals: | | |
| Wages and salaries paid by local employers | \$2,321,266,000 | \$29,443,921,000 |
| Local employer retirement & insurance contributions | 416,766,000 | 5,120,962,000 |
| Locally owned farmers' net income | 42,007,000 | 1,314,545,000 |
| Self-employed worker earnings | 439,652,000 | 6,142,431,000 |
| Less government insurance taxes paid by workers | (231,370,000) | (2,772,668,000) |
| Less pay outflow to non-locals working in county | (660,932,000) | (6,765,018,000) |
| Plus pay inflow to residents working outside county | 1,464,771,000 | 7,769,292,000 |
| Net labor earnings of local residents | \$3,792,160,000 | \$40,253,465,000 |
| <i>Plus other sources of personal income:</i> | | |
| Dividends, interest, and rental income | \$912,620,000 | \$13,928,775,000 |
| Welfare, SSI, foster care, & other social services | 170,947,000 | 1,004,319,000 |
| Unemployment insurance | 10,383,000 | 119,822,000 |
| Social Security retirement, pensions, disability & other | 1,317,763,000 | 11,127,029,000 |
| Total Personal Income | \$6,203,873,000 | \$66,433,410,000 |
| Population | 211,698 | 1,683,140 |
| Per-capita income | \$29,305 | \$39,470 |

Source: U.S. Bureau of Economic Analysis.

In conclusion, the economic conditions of Canyon County and of the proposed Middleton site are favorable for school development. Middleton is a burgeoning Boise suburb, which almost ensures population growth. However, being the low cost, room-to-grow alternative to the more expensive inner suburbs of Boise and the city itself, those moving to the Middleton area tend to be younger and with children. Incomes are not as high, but interest in high quality public education is.

Market Feasibility

Background

USDA rural development grant guidelines ask that independent reviewers analyze the market's capacity to absorb a proposed development and the possible competitive forces that would come into play. Specifically, the guidelines state that a market feasibility should include, but not be limited to:

*Information on the sales organization and management, nature and extent of market and market area, marketing plans for sale of projected output, extent of competition, and commitments from customers or brokers.*⁴

The guidelines are USDA suggestions and likely more applicable to commercial business enterprise developments than for public charter schools. ECONorthwest understands this. Thus, we provide supporting market information suitable for an appropriate evaluation of the proposed two charter schools.

This analysis of market conditions relates to the proposed opening of two new charter schools serving the Treasure Valley region of Idaho. A previous report developed for Bluum in 2016, *Treasure in the Valley*, outlines new school growth opportunities in Ada and Canyon counties. This analysis builds on that effort but includes recent market trends in a geography that includes Payette county, while also examining market factors surrounding the historical enrollments for a select set of comparison charter schools.

Methods

This market analysis provides information on the following:

- **A description of new school programs and projected enrollments.** This information is assembled from available documentation of the planning for the two new school programs.
- **A description of the surrounding area district run school enrollment history and overview of academic performance.** This information is assembled from available data and reports from the Idaho State Department of Education and from information available from individual school districts.
- **An estimate of projected growth in area school-age population.** Near-term estimates of school-age populations were developed for geographies representing potential enrollment areas for the proposed schools. The geographies are comprised of census tracts that are within a 30-mile radius of each proposed school. Estimates of census tract population change by age cohort were developed using a simple

⁴ "Feasibility Study Requirements." USDA Rural Development, Business & Cooperative Programs. March 10, 2010. RD Instruction 4279-B, Appendix A.

method that relied upon historical population growth rates aided by a near-term cohort survival method⁵ executed first at county level, then for tracts, with each set of estimates controlled to the results at the next higher geographic level.

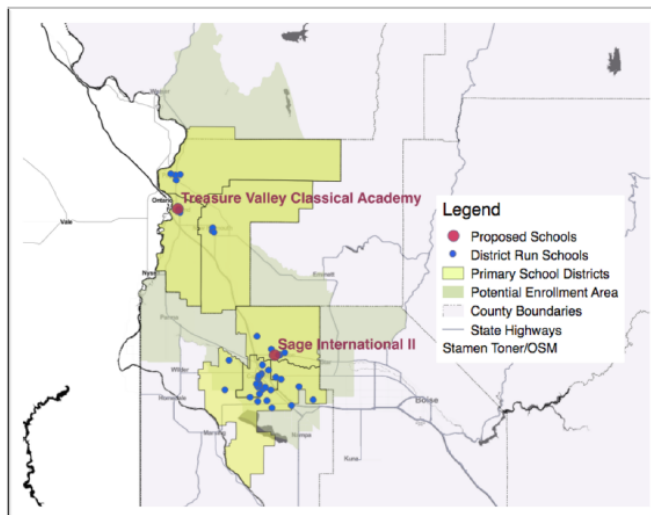
- **A comparison with four selected charter schools with an operating history in rural Idaho.** The enrollment history of each of the four comparison charter schools has been reviewed in light of other local conditions (enrollment trends in district run schools and academic performance of existing schools) that might influence the ability of each school to attract new students to a start-up program. These comparisons shed some light on the prospects of the new school programs being considered in more rural parts of the Treasure Valley.

Together this information provides a good basis for judging general market feasibility of the new school programs.

New Charter Schools in the Treasure Valley

In 2016 Bluum published a report, *Treasure in the Valley*, that identified conditions that would likely support the siting of new high-quality choice schools in Idaho's Treasure Valley. That report highlighted new school opportunities in the western portion of the Valley, including the Middleton, Caldwell and Nampa communities. Two new schools are being proposed; one in the Fruitland area serving Payette county but also north Canyon County, and the other in Middleton serving a broad and quickly growing area within Canyon County.

Figure 3: New Proposed School Locations



⁵ Method implemented by Nielson <http://www.claritas.com>

The Treasure Valley Classical Academy (TVCA) is a school that will be based on the national model from Hillsdale College's Barney Charter School Initiative. The Treasure Valley Classical Academy will be located in Fruitland, ID and is marketing itself as a Classical Academy model that will "promote the founding of classical charter schools and excellence in teaching and operations, to the end that public-school students may be educated in the liberal arts and sciences and receive instruction in the principles of moral character and civic virtue." Key to the Classical Academy is its leader Stephen Lambert who is a retired Air Force Colonel with a distinguished military career, and has been running a highly-successful Hillsdale-Barney Charter Initiative classical academy in Atlanta, GA. From a recent parent group meeting in Fruitland there seems to be a strong appetite for both a classical academy approach to education and to having a decorated retired Air Force Colonel leading the school.

The TVCA will begin by offering K-6 grades and will add new cohorts each year, eventually serving K-12. Serving just over 50 students per grade, enrollment will stabilize at about 700 students. Initial enrollment projections are as follows:

Table 5: Treasure Valley Classical Academy Enrollment Projection

| Year | Students |
|-----------|----------|
| 2019-2020 | 324 |
| 2020-2021 | 378 |
| 2021-2022 | 432 |
| 2022-2023 | 477 |
| 2023-2024 | 540 |
| 2024-2025 | 594 |

Source: TVCA

Sage International School is proposing to open a second campus in Middleton, ID based on its extremely successful campus in Boise. Sage schools are International Baccalaureate (IB) World Schools authorized by the IB organization based in Geneva, Switzerland. One of the most powerful aspects of the Sage K-12 model is the ability to offer students a carefully sequenced and coordinated 13-year educational scope and sequence while utilizing IB's global inquiry-based curriculum. Sage has waiting list that exceeds 400 students. Opening a second campus (Sage II) allows Sage to reach a broader base of students in one of Idaho's fastest growing communities where existing school choices are currently limited.

Sage II will begin by offering K-5 grade and will also add new cohorts each year, eventually serving K-12. Serving just under 50 students per grade, enrollment will stabilize at about 650 students. Initial enrollment projections are as follows:

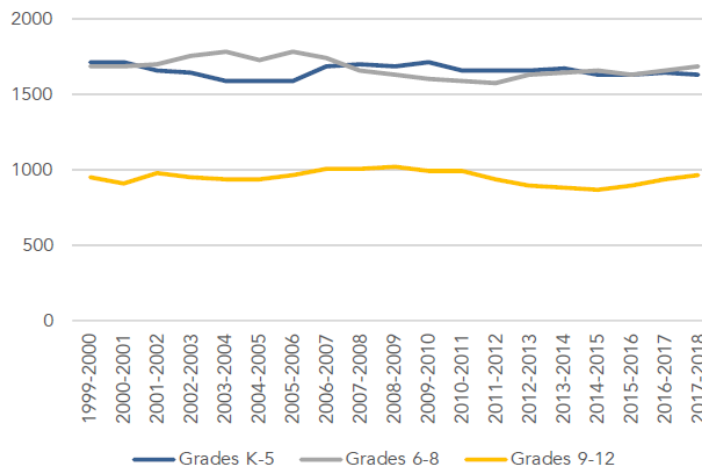
Table 6: Treasure Valley Classical Academy Enrollment Projection

| Year | Students |
|-----------|----------|
| 2019-2020 | 227 |
| 2020-2021 | 384 |
| 2021-2022 | 524 |
| 2022-2023 | 581 |
| 2023-2024 | 625 |
| 2024-2025 | 653 |

Source: TVCA

Area District Run Schools

The Classical Academy will be located in Fruitland, ID and is expected to serve students in the Payette county area; while also drawing students in a more limited manner from north Canyon and south Washington counties. Payette county is currently served by three school districts, Payette Joint SD, New Plymouth SD, and the Fruitland SD. Together the three principal districts in the area serve just under 4,300 students in 12 schools. Recent enrollments in the Payette, New Plymouth and Fruitland School Districts have been relatively stable (see Figure 4) with growth in the Fruitland SD roughly matching declines in enrollment in the Payette SD and New Plymouth SD.

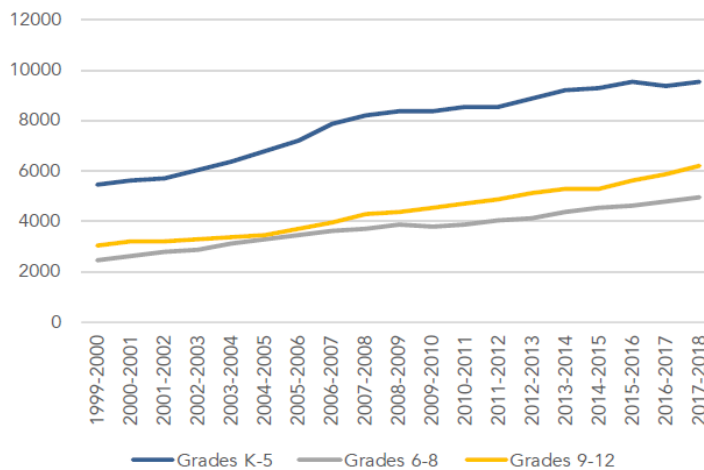
Figure 4: Historical Enrollment in Payette, New Plymouth and Fruitland SD

Source: ISDE, ECONorthwest

Graduation rates and proficiency in math⁶ in the Payette SD are notably below state-wide averages. Graduation rates in the Fruitland SD are above the state rate, but math proficiency is below the state average. Graduation rates and math proficiency in the New Plymouth SD are above the state averages. Analysis performed for a previous report, *Treasure in the Valley*, estimated a state-wide model of school performance that takes into account the student population and other local factors when comparing actual 2013 and 2015 math test performance compared with predicted performance. Again, schools in the Payette SD under-performed while schools in the New Plymouth SD and Fruitland SD generally achieved or exceeded expected results. Altogether, across these districts there are approximately 750 students attending under-performing schools based on math assessments.

Sage II will be located in Middleton, ID and will serve students primarily within Canyon County, but may also draw some students from Gem, Payette and Ada counties. School Districts in the immediate area include Caldwell SD, Middleton SD, Vallivue SD, and also nearby Notus SD, Meridian SD, and Nampa SD. Together the three principal districts (Caldwell, Middleton, and Vallivue) in the area serve just over 20,500 students in 29 schools. Recent enrollments in the Caldwell, Middleton and Vallivue School Districts have been growing (see Figure 5) with growth in each district, but the strongest growth in the Vallivue SD.

Figure 5: Historical Enrollment in Caldwell, Middleton and Vallivue SD



Source: ISDE, ECONorthwest

⁶ Based on share of students meeting proficiency or demonstrating advanced competence on 2016-2017 math tests.

Graduation rates in the Caldwell SD and Middleton SD are close to the state rate, while graduation rates in the Vallivue SD exceed the state rate. Proficiency in math⁷ in the Caldwell SD are notably below state-wide averages, while math proficiency is close to the state average in the Middleton SD and the Vallivue SD. The previously estimated state-wide model of school performance for the 2013 and 2015 math tests reveal that some schools in the Caldwell SD under-perform compare with model predictions and other school over-perform. Schools in the Middleton SD somewhat under-performed given their demographics and local characteristics, while schools in the Vallivue SD generally exceeded expected results. Altogether, across these districts there are approximately 1,850 students attending under-performing schools based on math assessments.

Near-Term Growth in School-Age Populations

Near-term estimates of school-age populations were developed for geographies representing potential enrollment areas for the proposed schools. The geographies are comprised of census tracts that are within a 30-mile radius of each proposed school. Estimates of census tract population change were developed using the method described earlier in this report.

The potential enrollment area for the Classical Academy in Fruitland is expected to see only modest growth in student-age population through 2024. For the age group 5-9 and 10-14 total population is expected to remain the same (with younger cohorts replacing aging cohorts), but for the age group 15-17 total population by 2024 is expected to increase by around 125 persons.

The potential enrollment area for the Sage International II school in Middleton is expected to see strong growth in student-age population through 2024. For the age group 5-9 population is expected to increase by nearly 2,900 and 10-14 total population is expected to increase by 3,100 persons. And for the age group 15-17 total population by 2024 is expected to increase by over 1,300 persons.

Comparison Charter Schools

In an effort to better understand the enrollment potential for the proposed charter schools four comparison rural-based Idaho charter schools were selected for review. These schools are:

- North Idaho STEM School - <https://www.northidahostemcharteracademy.org/>
- Upper Carmen Charter School - <http://www.uppercarmencharter.com/index.html>
- Forrest M. Bird Charter School - <http://forrestbirdcharterschool.org/>

⁷ Based on share of students meeting proficiency or demonstrating advanced competence on 2016-2017 math tests.

- North Valley Academy - <http://northvalleyacademy.org/>

The **North Idaho STEM Charter Academy** is an accredited K-12 public school located in Rathdrum, Idaho in close proximity to three academically strong and growing school districts, Coeur d'Alene SD, Post Falls SD, and the Lakeland Joint SD. Its mission is to prepare students, through rigorous and relevant content, to be productive and successful citizens by developing a strong work-ethic. With a distinctive and rigorous academic program, and bolstered by a growing school-age population, the North Idaho STEM Charter Academy has seen strong growth in enrollment.

The **Upper Carmen Public Charter School** is a public charter school located in Carmen Idaho serving 90 students, grades K-12. The school is located within the jurisdictional boundaries of the Salmon School District and nearby the South Lemhi School District. Upper Carmen Public Charter School was founded in 2005 to complement the existing public-school system by providing an alternative learning environment to enable more students from Lemhi County to be successful. Recent enrollments in the two nearby districts have been dropping. With high academic rigor and a distinctive program, the Upper Carmen Public Charter School has a small but growing enrollment in spite of surrounding area decline in school-age population.

The **Forrest M. Bird Charter School** is a public school incorporating middle and high school grades. Its focus is providing an alternative and creative path to post-secondary and career readiness. The Forrest M. Bird Charter School is located within the jurisdictional boundaries of the Lake Pend Oreille School District and nearby the West Bonner County School District. Recent enrollments in the two districts have been dropping. The Forrest M. Bird Charter, offers an alternative program for students not well served in traditional classrooms and as a result has sustained modest growth in enrollments in spite of relatively strong district run programs and declines in area student-age populations.

The **North Valley Academy** is a K-12 public charter school operating since 2008 in Gooding Idaho is located within the jurisdictional boundaries of the Gooding Joint School District. Recent enrollments in the district have remained stable. The North Valley Academy (NVA) seeks to develop an educated citizenry through an accelerated, dynamic, sequential and interactive academic program where pacing is driven by student capabilities. The North Valley Academy has seen largely stable enrollments within an environment where student-age populations are also stable, and surrounding district run schools struggle to achieve consistent academic proficiency.

The general implications from these rural charter school comparisons for the new charter schools in the Treasure Valley are:

- Most new schools employ a phased growth strategy – adding new student cohorts over time.

- Strong surrounding growth in student-age populations is a benefit to new school start-up, but not a necessary condition for building new school enrollment.
- Enrollment growth is supported by the development of a distinctive school program, that will serve specific sub-markets of students and can draw students from a relatively broad base of potential students.
- Offering programs with high academic rigor appears to support strong enrollment growth for new schools, especially in a context of limited other school choice and lower performing existing school programs.

Implications for New Schools Start-up

The two proposed new schools in the Treasure Valley have start-up strategies that build on the important factors above. In particular:

Sage International II will be located in a setting with strong expected growth in student-age populations, limited other school choice options, and mixed academic results in the current nearby district run schools. Sage II also builds on an existing successful school operating model (distinctive International IB) from its school in the Boise area. This provides operating experience and potential efficiencies, program reputation, a base of interested families (current wait list), skilled administrators and knowledge about the start-up challenges that will be faced by the new program.

This combination of factors suggests that Sage II will likely have little difficulty meeting its enrollment targets.

The Treasure Valley Classical Academy also builds on operator experience, although in another geographic setting. TVCA is offering a distinctive program designed to appeal to a traditional set of academic and leadership values (this is borne out by focus group research conducted in the general vicinity). Nearby district-run schools demonstrate a mix of academic performance. Expected growth in student-age populations is modest in the immediate surrounding area. TVCA expects to draw students from a broad geographic area, including the more robustly growing area of north Canyon County. Attracting talented staff in Payette County will most likely be more difficult than will be the case for Sage II in Canyon County.

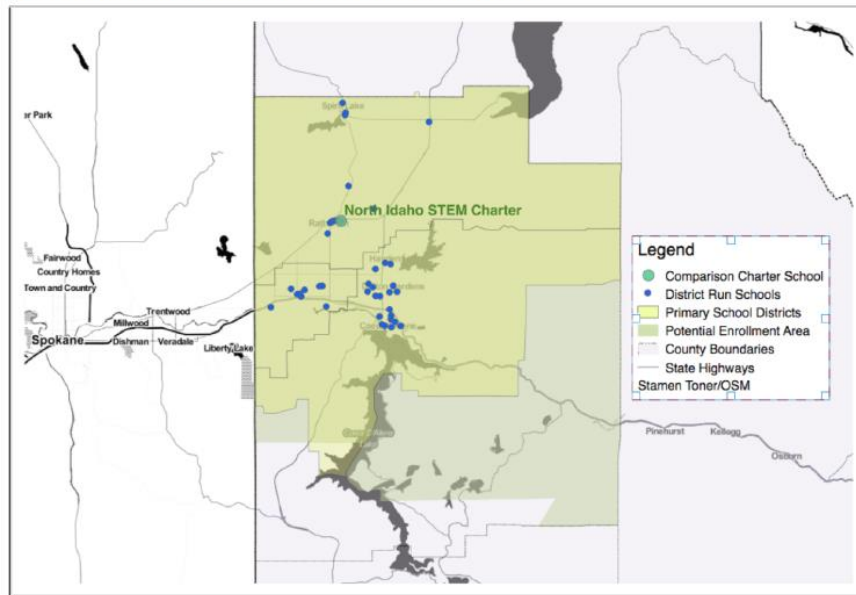
Altogether, meeting the enrollment targets for TVCA is likely feasible, but will present a greater challenge than in the case of Sage II. A more aggressive marketing and information campaign might be an important aspect of achieving planned enrollment for this program, especially given no previous local operating presence within the region.

Exhibit A: Comparison with Selected Rural Charter Schools

North Idaho STEM School

North Idaho STEM Charter Academy is an accredited K-12 public school located in Rathdrum, Idaho. Its mission is to prepare students, through rigorous and relevant content, to be productive and successful citizens by developing a strong work-ethic and the higher-level critical thinking skills needed to solve problems in the real world.

Figure 6: North Idaho STEM School and Surrounding Area



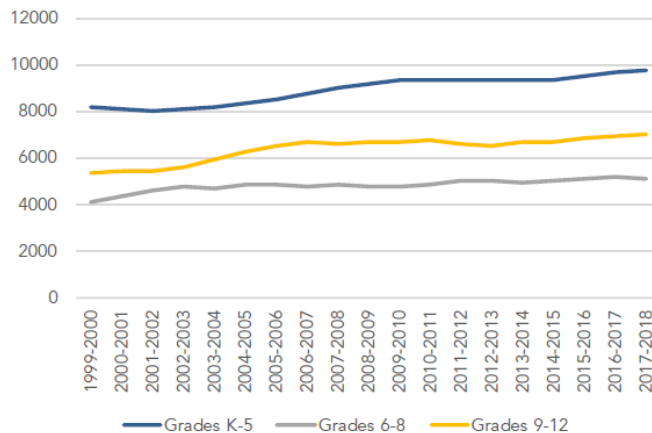
North Idaho STEM Charter Academy opened in the 2012-2013 school year with just over 250 students as a K-8 program and adding grades each new school year through grade 12. Enrollment is shown in Table 7 below.

Table 7: North Idaho STEM Charter Academy Enrollment

| Year | Students |
|-----------|----------|
| 2012-2013 | 264 |
| 2013-2014 | 312 |
| 2014-2015 | 392 |
| 2015-2016 | 434 |
| 2016-2017 | 482 |
| 2017-2018 | 486 |

Source: ISDE

The North Idaho STEM Charter School is located in close proximity to three school districts, Coeur d'Alene SD, Post Falls SD, and the Lakeland Joint SD. Together the three principal districts in the area serve just under 10,000 students in 44 schools. Recent enrollments in the Coeur d'Alene, Post Falls, and the Lakeland School Districts have been growing (see Figure 7) with similar growth rates in all three districts.

Figure 7: Historical Enrollment in Coeur d'Alene, Post Falls and Lakeland SD

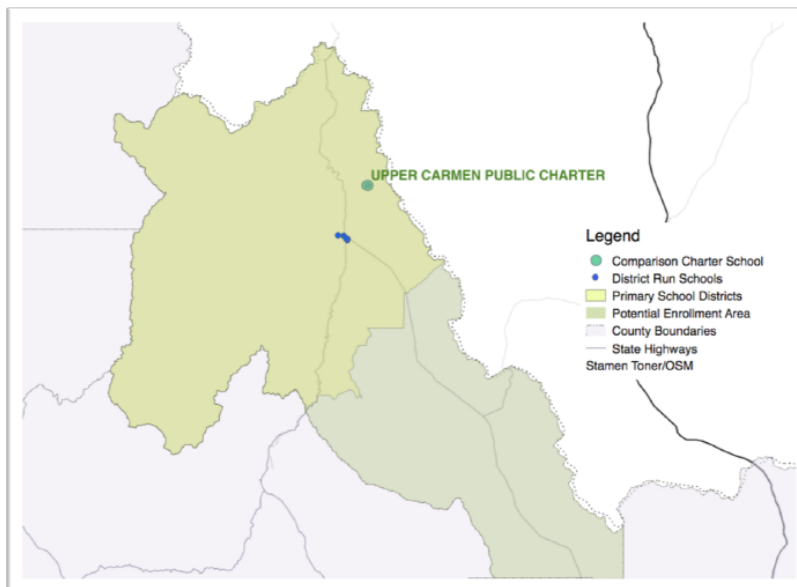
Source: ISDE, ECONorthwest

Graduation rates and proficiency in math in all three school districts are above state-wide averages. The previously estimated state-wide model of school performance for the 2013 and 2015 math tests reveal that most schools in the three school districts perform at or above expected levels when controlling for local factors.

Upper Carmen Charter School

Upper Carmen Public Charter School is a public charter school located in Carmen, Idaho serving 90 students, grades K-12. Upper Carmen Public Charter School was founded in 2005 to complement the existing public-school system by providing an alternative learning environment to enable more students from Lemhi County to be successful.

Figure 8: Upper Carmen Charter School and Surrounding Area



The school strives to support students that may not thrive in traditional school settings. These students include:

1. Students who learn quickly and become bored in school; these students can become disruptive and interrupt the learning process.
2. Students who do not learn easily for a variety of reasons and need repeated exposure in a setting that does not label them or remove them from their peers.

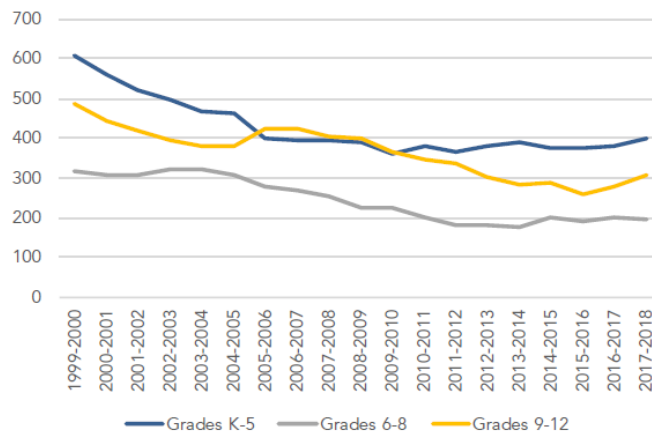
Upper Carmen Public Charter School began in 2005 with Kindergarten through third grade; in 2008, it expanded through fifth grade. In 2010 grades six through eight were added, enabling students to attend through middle school. Upper Carmen Public Charter School strives to meet the needs of all students by emphasizing individualized instruction.

Table 8: Upper Carmen Public Charter School Enrollment

| Year | Students |
|-----------|----------|
| 2005-2006 | 24 |
| 2006-2007 | 30 |
| 2007-2008 | 36 |
| 2008-2009 | 47 |
| 2009-2010 | 55 |
| 2010-2011 | 76 |
| 2011-2012 | 73 |
| 2012-2013 | 83 |
| 2013-2014 | 85 |
| 2014-2015 | 85 |
| 2015-2016 | 104 |
| 2016-2017 | 116 |
| 2017-2018 | 113 |

Source: ISDE

The Upper Carmen Charter School is located within the jurisdictional boundaries of the Salmon School District and nearby the South Lemhi School District. Together these two districts serve just under 900 students in 6 schools. Recent enrollments in the two districts have been dropping (see Figure 9) with similar rates of decline in enrollment in each district.

Figure 9: Historical Enrollment in Salmon and South Lemhi SD

Source: ISDE, ECONorthwest

Graduation rates in the Salmon School District are on par with the state rate. Math proficiency rates in the district are below state-wide averages. The previously estimated state-wide model of school performance for the 2013 and 2015 math tests reveal that, in spite of lower than state average proficiency rates, most schools in the school district perform at or above expected levels when controlling for local factors.

Forrest M. Bird Charter School

The Forrest M. Bird Charter School is a public school incorporating middle and high school grades. Its focus is providing an alternative and creative path to post-secondary and career readiness. This is done by

- Facilitating a positive and safe community culture
- Fostering accountability through high behavioral standards and academic success through integration and project-based learning.
- Limiting each grade to approximately 50 students with a 6-12 prospective enrollment not to exceed 400 in total.
- Provide each student with at least one positive adult adviser/advocate to support student success.
- Provide students access to innovative pathways, maximizing their post-secondary academic and career opportunities.

Figure 10: Forrest M. Bird Charter School and Surrounding Area

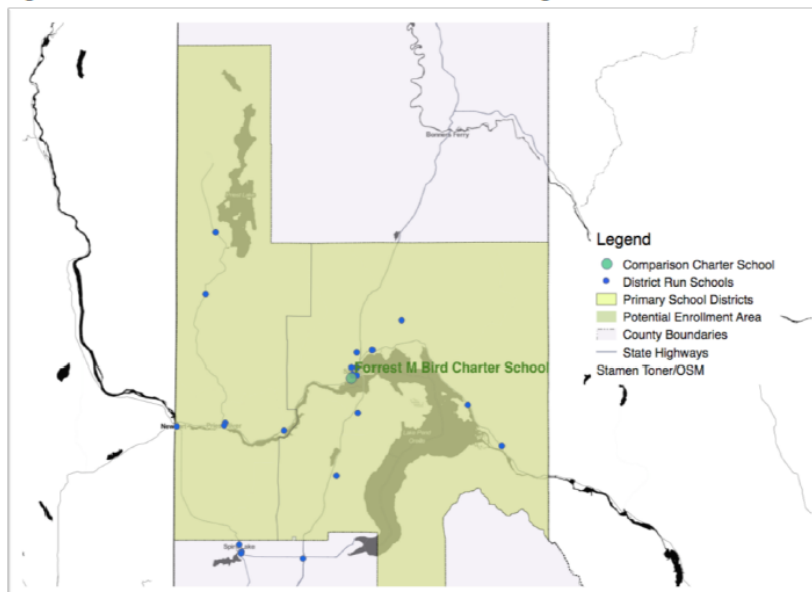
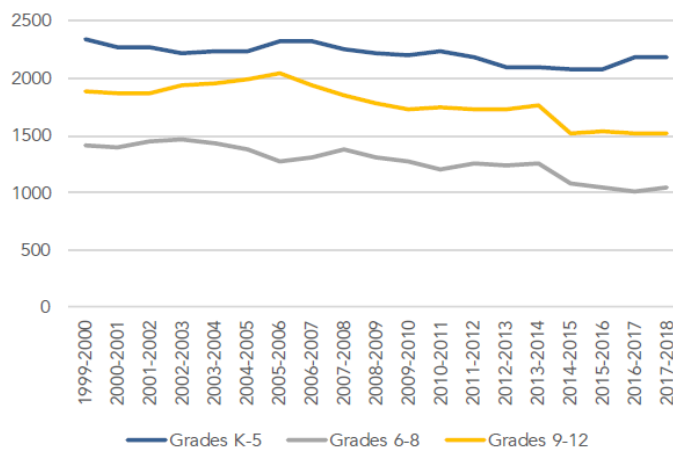


Table 9: Forrest M. Bird Charter School Enrollment

| Year | Students |
|-----------|----------|
| 2005-2006 | 80 |
| 2006-2007 | 119 |
| 2007-2008 | 135 |
| 2008-2009 | 151 |
| 2009-2010 | 211 |
| 2010-2011 | 268 |
| 2011-2012 | 287 |
| 2012-2013 | 277 |
| 2013-2014 | 348 |
| 2014-2015 | 332 |
| 2015-2016 | 339 |
| 2016-2017 | 361 |
| 2017-2018 | 338 |

Source: ISDE

The Forrest M. Bird Charter School is located within the jurisdictional boundaries of the Lake Pend Oreille School District and nearby the West Bonner County School District. Together these two districts serve just over 4,700 students in 18 schools. Recent enrollments in the two districts have been dropping (see Figure 11) with similar rates of decline in enrollment in each district.

Figure 11: Historical Enrollment in Lake Pend Oreille and West Bonner SD

Source: ISDE, ECONorthwest

Graduation rates in the West Bonner school district are at the state-wide rate while graduation rates for the Lake Pend Oreille School District are above the state rate. Math proficiency rates in West Bonner are below state-wide averages and proficiency rates in Lake Pend Oreille are above average. The previously estimated state-wide model of school performance for the 2013 and 2015 math tests reveal that most schools in Lake Pend Oreille perform at or above expected levels when controlling for local factors. There were more mixed results for schools in West Bonner.

North Valley Academy

The North Valley Academy is a K-12 public charter school operating since 2008 in Gooding Idaho. The North Valley Academy (NVA) seeks to develop an educated citizenry through an accelerated, dynamic, sequential and interactive academic program where pacing is driven by student capabilities. A character development component of the curriculum teaches students to acquire habits and attitudes that lead to accepting responsibility for personal decisions and actions, and foster the ability to face challenges with courage and integrity.

Other features unique to NVA include: a focus on reading, writing and math excellence through the use of Core Knowledge Sequence, which is aligned to state standards and state required assessments; concept-based math and science programs; and individual diagnostic assessments to help the teacher, child and parent create a personal learning plan; and an overall emphasis on Patriotism.

Figure 12: North Valley Academy and Surrounding Area

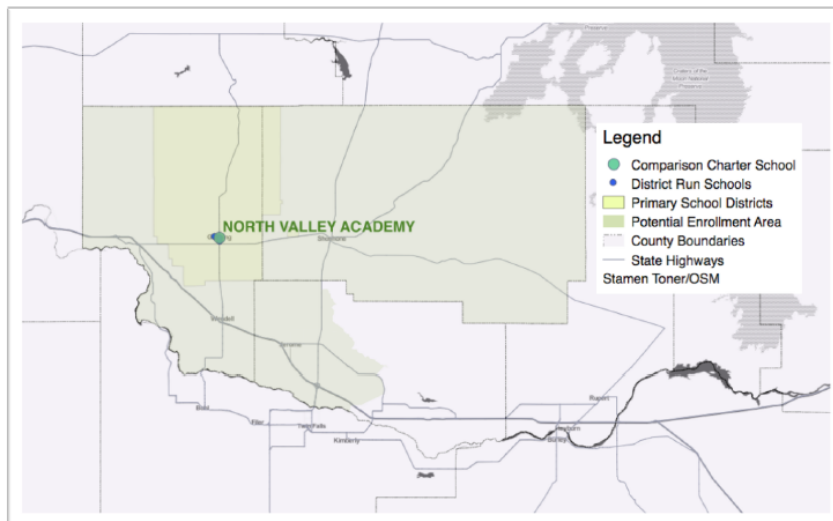
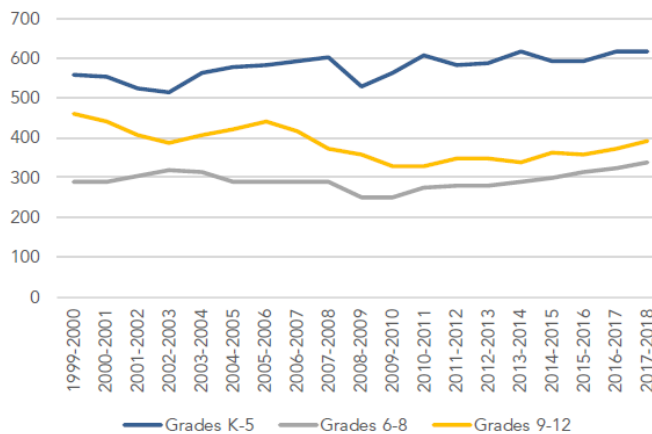


Table 10: North Valley Academy Enrollment

| Year | Students |
|-----------|----------|
| 2008-2009 | 161 |
| 2009-2010 | 247 |
| 2010-2011 | 235 |
| 2011-2012 | 252 |
| 2012-2013 | 296 |
| 2013-2014 | 230 |
| 2014-2015 | 261 |
| 2015-2016 | 247 |
| 2016-2017 | 243 |
| 2017-2018 | 230 |

Source: ISDE

The North Valley Academy is located within the jurisdictional boundaries of the Gooding Joint School District. The district serves just under 1,200 students in 3 schools. Recent enrollments in the district have remained stable (see Figure 13).

Figure 13: Historical Enrollment in Gooding SD

Source: ISDE, ECONorthwest

Graduation rates in the Gooding School District are slightly below the state-wide rate. Proficiency in math is below the state-wide averages. The previously estimated state-wide model of school performance for the 2013 and 2015 math tests reveal that, in spite of lower than state average proficiency rates, most schools in the school district perform at or above expected levels when controlling for local factors.

Exhibit B: School Performance Modeling

A simple model was developed that estimates school performance as a function of school-level characteristics, predominantly characteristics of the student population being served. The model attempts to answer the following question: What is the expected performance of any school given the characteristics of the school population? The model is a linear regression model estimated using data on all schools in Idaho. The dependent variable is a measure of the share of students at the school-level meeting proficiency in the statewide Math assessment. The explanatory variables include shares of students who are white, black, Hispanic, Asian/Pacific Islander, eligible for FRL, are designated as receiving Special Education services, are English language learners, the total enrollment in the school, and dummy variables indicating if the school is a middle or high school. The method is similar to the methods employed in the Center on Reinventing Public Education's (CRPE) report *Measuring Up*.⁸ Math assessments were selected for this study for two reasons. First, performance on math assessments is likely influenced by reading proficiency, but performance on reading assessments are less influenced by math proficiency⁹. Second, math proficiency is strongly linked with future earning potential¹⁰.

The model produces estimates of expected shares of students meeting proficiency standards in math, along with standard errors around these estimates. Actual school-level performance can then be compared with the model predictions. Where actual school performance is sufficiently different than predicted performance (taking into account the prediction's standard errors), schools can be characterized as underperforming, performing as expected, or performing above expected levels.

School-level models were estimated based on data from 2013 statewide assessments (ISAT) and from 2015 assessments. Between 2013 and 2015 Idaho adopted a new assessment based on the Smarter Balanced Assessment Consortium and designed to support Common Core curriculum. Tests were administered in 2014 as well but the Idaho State Department of Education (SDE) does not release these results as 2014 was considered a "test" of the test during the transition to the new assessment program. This transition in assessment also means that analysis of 2013 and 2015 school performance based on these testing data are independent and may not be comparable.

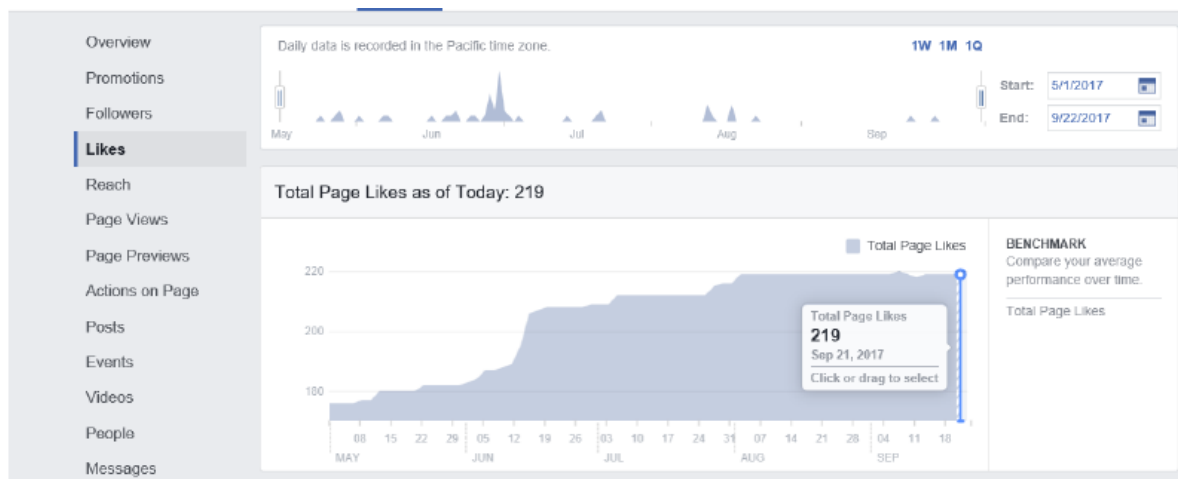
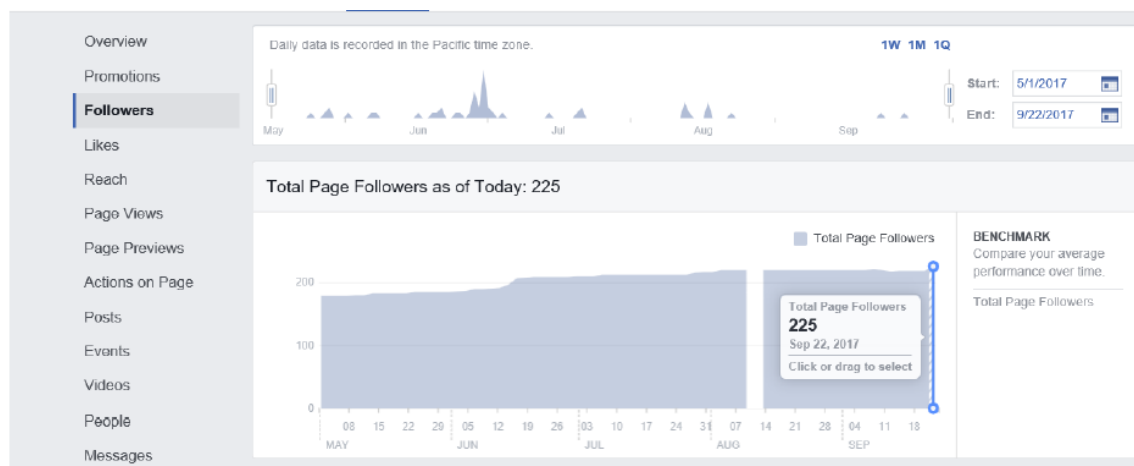
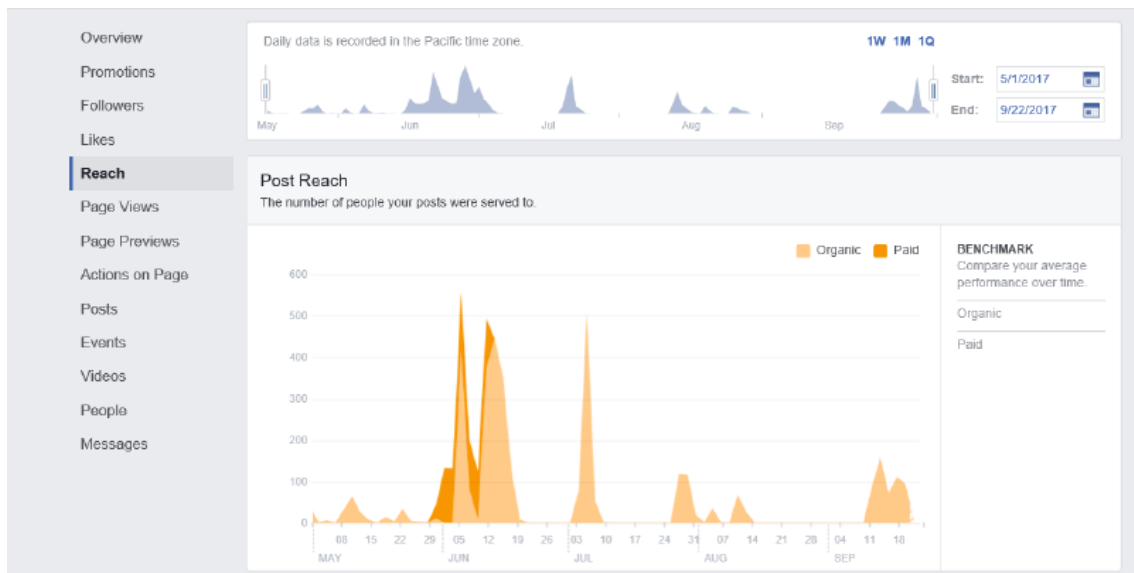
$$\beta_6(ELL)_j + \beta_7(Size)_j + \beta_8(Size^2)_j + \beta_9(Mid)_j + \beta_{10}(High)_j + \epsilon$$

⁸ http://www.crpe.org/sites/default/files/measuringup_10.2015_0.pdf

⁹ <http://www.ncbi.nlm.nih.gov/pmc/articles/PMC2791887/>

¹⁰ http://www.ppic.org/content/pubs/report/R_701JBR.pdf

Social media Data:



District Responses & Supporting Organizations

From: Robin Gilbert<RoGilbet@payetteschools.org>

Subject: Payette Board action regarding TVCA

Date: July 11, 2017 at 9:11:23 AM MDT

To: "info@tvcacademy.org" <info@tvcacademy.org>

Cc: Barbara Choate <BaChoate@payetteschools.org>

Dear Rhonda,

During the July 10, 2017 Annual Meeting of the Board of Trustees of Payette School District action was taken regarding your proposed public charter school named Treasure Valley Classical Academy (TVCA). The Board agreed to refer your petition for an authorizer to the Public Charter School Commission.

I have led school and district level curriculum using the Core Knowledge Sequence since the mid-1990s and currently have strong working relationships with CKLA representatives. Caldwell School District had many homeschool materials they purchased for teachers that they were hoping to sell to another District. The home school materials include one student copy to accompany the teacher resources. If you would be interested in purchasing you might contact Jodie Mills to see if they are still available. If I can be of assistance please feel free to contact me.

I would appreciate continued communication with you or a representative as your charter progresses. I hope to maintain a working relationship in the best interest of our students.

Respectfully,
Robin R. Gilbert
Superintendent of Payette Schools

"Relentless about learning"

**FRUITLAND SCHOOL DISTRICT #373****P.O. Box A, 401 Iowa Avenue, Fruitland, Idaho 83619****• Phone: (208) 452-3595 • Fax: (208) 452-6430****Teresa Fabricius, Superintendent
Wendy Plaza, Human Resources****Nikki Carter, Finance Mgr/Clerk
Paula Tschirgi, AP, SpEd Admin Asst.**

July 17, 2017

Dear Treasure Valley Classical Academy:

Thank you very much for the information you provided on the proposed Treasure Valley Classical Academy charter school.

The Fruitland School Board of Trustees considered your inquiry at the July 10th, 2017 meeting. The district board prefers that you apply for the charter through the state.

Again, thank you for communicating with the district regarding the proposed school.

Sincerely,

A handwritten signature in blue ink that reads "Teresa Fabricius". The signature is fluid and cursive, with the first name "Teresa" and last name "Fabricius" clearly distinguishable.

Teresa Fabricius
Superintendent

"Fruitland School District: Educating all students to their full potential."

New Plymouth School District No. 372

103 South East Avenue
New Plymouth, Idaho 83655
Telephone (208) 278-5740 • FAX (208) 278-3069

BOARD OF TRUSTEES

Gary Johnston, Chairman
Nadine Horton, Vice Chairman
Dave Brogan
Arlo Decker
Ron Kovick

Ronda Baines
CVA Board President
P.O. Box 197
Fruitland, Idaho 83619

Kevin Barker
Superintendent

Susan Hally
Business Manager

Shannon Recce
*Administrative Assistant /
Clerk*

Ms. Baines:

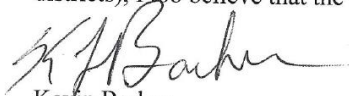
Subsequent to our discussion regarding your Charter Petition, I have taken the opportunity to review the documentation and have also spoken with the District's legal counsel. I have also received your most recent email making inquiry regarding the petition.

As detailed in Tab 2 and Appendix 1, of your submitted petition, as well as through our personal discussion, though your intention is to have an open-enrollment impacting upon three different counties and three different school districts, your primary and physical geographical location is identified to be within the geographical boundaries of Fruitland School District No 373.

Idaho Code 33-5205(1)(b) indicates that a petition to establish a new charter school, with some specifically enumerated limitations, must be submitted to the local board of trustees in which the public charter school will be located. Accordingly, we must decline the petition and will not be engaging in the entire review process.

During our discussion you indicated that Fruitland School District No. 373 has already declined to move forward with your petition. At this time I must likewise advise you that the New Plymouth District respectfully declines to move forward with the review and analysis of this petition.

From your opening letter it appears that you are truly seeking to be directed to the Idaho Public Charter School Commission for possible consideration as an authorizing entity. Given the breadth of the geographical area you are seeking to address (three counties and three districts), I too believe that the Commission would be the most appropriate potential authorizer.



Kevin Barker
Superintendent of Schools
New Plymouth School District No. 372

Exemplary Education Through Community & School

7015 0640 0002 8849 2224

| U.S. Postal Service™ CERTIFIED MAIL® RECEIPT Domestic Mail Only | |
|--------------------------------------------------------------------------------------------------|--------|
| For delivery information, visit our website at www.usps.com ®. | |
| FRUITLAND, ID 83619 | |
| Certified Mail Fee | \$3.35 |
| Extra Services & Fees (check box, add fee as appropriate) | |
| <input type="checkbox"/> Return Receipt (hardcopy) | \$0.00 |
| <input type="checkbox"/> Return Receipt (electronic) | \$0.00 |
| <input type="checkbox"/> Certified Mail Restricted Delivery | \$0.00 |
| <input type="checkbox"/> Adult Signature Required | \$0.00 |
| <input type="checkbox"/> Adult Signature Restricted Delivery | \$0.00 |
| Postage | \$0.49 |
| Total Postage and Fees | \$3.84 |
| Sent To | |
| Street and Apt. No., or PO Box No. | |
| City, State, ZIP+4® | |
| PS Form 3800, April 2015 PSN 7530-02-000-9047 See Reverse for Instructions | |

0419
03
Postmark
Here
09/21/2017

OFFICIAL USE



February 22, 2018

To: Idaho Public Charter School Commission
Chairman Alan Reed
Vice-Chair Brian Scigliano
Sherrilynn Bair
Kelly Murphey
Wanda Quinn
Kathleen "Kitty" Kunz
Nils Peterson

Re: Support for Treasure Valley Classical Academy

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

I am writing to share with you our support for the Treasure Valley Classical Academy. Ronda Baines and her board colleagues have garnered the full support of the nationally recognized Hillsdale College Barney Charter School Initiative. They have also identified and hired an outstanding school leader in Stephen Lambert. Lambert has operated one of the top performing public charter schools in Atlanta, the Atlanta Classical Academy.

In visiting with Stephen at the Atlanta Classical Academy I was blown away by the school, the team Stephen has built around him, and how engaged and focused his students were. Their results speak for themselves. Because of the exceptional leadership of Stephen, Ronda and their team I worked to help raise \$120,000 to hire Stephen for a zero year of school planning from July 1, 2018 to June 30, 2019. Both the L&M Williams Family Foundation and the J.A. and Kathryn Albertson Family Foundation have issued checks of \$60,000 to support the work of Stephen and the Treasure Valley Classical Academy.

Idaho is lucky to have the support of such private foundations, and we are truly blessed to have leaders like Stephen Lambert working with our communities and children.

I strongly encourage the Public Charter School Commission to support the efforts of the Treasure Valley Classical Academy. We have and will continue to do so into the future.

Sincerely,



Terry Ryan
Chief Executive Officer

1010 W JEFFERSON ST, SUITE 201 BOISE, ID 83702
BLUUM.ORG

AGREEMENT
for
Back Office Support Services

between

TREASURE VALLEY CLASSICAL ACADEMY

and

IDAHO CHARTER SCHOOL NETWORK

This Agreement is made and entered into between the Idaho Charter School Network (“NETWORK”) and Treasure Valley Classical Academy (“SCHOOL”) this First day of July, 2019.

In consideration of the mutual promises herein contained, the SCHOOL and NETWORK agree as follows:

1. SCOPE OF SERVICES

During the term of this Agreement, NETWORK shall furnish to SCHOOL the services identified on Exhibit A. Such services shall be performed by individuals as employees or independent contractors of NETWORK and not as employees of the SCHOOL.

2. TERM

The Agreement shall commence on July 1, 2019 and shall end on June 30, 2020. NETWORK will perform services with due and reasonable diligence consistent with sound professional practices. Any services identified by Task Order are expected to be completed by NETWORK, even if after June 30, 2019.

3. COSTS

- 3.1 Basic Services. As compensation for Basic Services to be performed by NETWORK, the SCHOOL will pay NETWORK for services as selected in the attached scope of work document, **Attachment “A”. The scope of work annual cost of \$37,000 equals \$3,084 per month, payable monthly.**
- 3.2 Additional Services. The NETWORK shall not take any action hereunder which could cause the amount for which SCHOOL would be obligated to NETWORK to exceed the costs defined herein. However, this sum may be increased or decreased from time to time by the NETWORK if Additional Services are required or the scope of work is adjusted for any reason, through an Addendum to this Agreement.
- 3.3 Reimbursable Expenses. The SCHOOL shall pay for items specifically agreed upon as Reimbursable Expenses.

- 3.4 Invoices and Payment. NETWORK will submit invoices on a monthly basis. SCHOOL will make payment within 30 calendar days of the invoice date. NETWORK shall keep accurate records of services rendered and expenses incurred, and provide detailed invoices to SCHOOL.
- 3.5 Interest. If payment is not received by the NETWORK within 30 calendar days of the invoice date, SCHOOL shall pay interest at a rate of 1.5% of the past due amount per month.
- 3.6 Suspension of Services. If the SCHOOL fails to make payments when due without a good faith reason, the NETWORK may suspend performance of services until payment is received. The NETWORK shall have no liability to the SCHOOL for any costs or damages as a result of such suspension.

4. OWNERSHIP OF INFORMATION

All deliverables resulting from this Agreement, including hard and digital copies of information, data, graphics, exhibits and other documents, are the property of the SCHOOL. The NETWORK shall not reuse or modify said deliverables without the SCHOOL'S written permission.

5. TERMINATION

The SCHOOL and NETWORK may terminate this Agreement by giving thirty (30) days written notice thereof. If terminated by SCHOOL, NETWORK shall be paid by the SCHOOL for the portion of the work completed prior to termination. If terminated by NETWORK, SCHOOL shall be reimbursed by the NETWORK for any costs associated with finding a replacement for the NETWORK.

6. MODIFICATIONS

The SCHOOL may request to modify this Agreement at any time and the SCHOOL and NETWORK shall agree to an equitable adjustment in cost and schedule.

7. DISPUTE RESOLUTION

Should a dispute arise, SCHOOL and NETWORK agree to negotiate all disputes between them in good faith for a period of thirty (30) calendar days from the date the dispute is raised in writing by either the SCHOOL or NETWORK. If the parties fail to resolve the dispute through negotiation, then prior to litigation the dispute shall be decided through non-binding mediation or other mutually agreed alternative dispute resolution technique, the fees and expenses of which shall be split equally. This Agreement shall be governed by the laws of the State of Idaho.

8. INDEMNIFICATION

The SCHOOL agrees to indemnify and hold the NETWORK, its affiliates, subsidiaries, assignees, and licensees harmless from and against any losses, costs, expenses (including reasonable attorney's fees), judgments, settlements, and damages resulting from any claim or action arising out of Firm's breach of any of the above representations and warranties, or arising from any injury to person or property caused by any Services or Deliverables provided by NETWORK under this Agreement.

NETWORK agrees to indemnify and hold the SCHOOL, its affiliates, subsidiaries, assignees, and licensees harmless from and against any losses, costs, expenses (including reasonable attorney's fees), judgments, settlements, and damages resulting from any claim or action arising from any injury to person or property caused by willful action on the part of the NETWORK during the course of this Agreement.

9. SUSPENSION OF SERVICES

If the SCHOOL suspends services of the NETWORK for any reason for more than thirty (30) days, the SCHOOL and the NETWORK shall agree to an equitable adjustment in cost and schedule.

10. INSURANCE

NETWORK shall procure and maintain insurance as set forth below. NETWORK shall cause SCHOOL to be listed as an additional insured on any applicable general liability insurance policy carried by NETWORK.

| | |
|-----------------------------------------------------------|-------------|
| Workers' Compensation | Statutory |
| Employer's Liability | |
| Each Accident | \$100,000 |
| Disease, policy limit | \$500,000 |
| Disease, each employee | \$100,000 |
| General Liability | |
| Each occurrence (Bodily Injury and Property Damage) | \$1,000,000 |
| General Aggregate | \$2,000,000 |
| Automobile Liability | |
| Combined Single Limit (Bodily Injury and Property Damage) | |
| Each Accident | \$1,000,000 |
| Professional Liability Insurance | \$1,000,000 |
| Each Claim Made | \$1,000,000 |

Annual Aggregate \$1,000,000

Errors and Omissions \$1,000,000

11. ESTIMATES

The NETWORK cannot and does not guarantee that proposals, bids or actual service costs will not vary from opinions of estimated project costs prepared by the NETWORK.

12. SCHOOL FURNISHED SERVICES

The SCHOOL shall provide access to SCHOOL'S records, data, and other information needed by the NETWORK to perform the SCHOOL'S requested services. NETWORK agrees to maintain all SCHOOL records, data and information in a confidential manner and will comply with all rules of confidentiality as required by State and Federal law and school policy, including but not limited to FERPA, HIPPA, et al.

IN WITNESS WHEREOF, the parties hereto have executed this Agreement as of the date first above written.

SCHOOL: _____

NETWORK: Idaho Charter School Network

By: _____

By: _____
Marc Carignan, CFO

Address: _____

Address: 1010 W. Jefferson, Suite 201
Boise, Idaho 83702

Attachment "A"

1010 West Jefferson, Suite 201
Boise, ID 83702

Back Office Services

Monthly
Fee
Annual
Fee

Human resources

Maintain employee files throughout the year, including education credentials, fingerprinting, perform background checks through the SDE, benefits documentation, contracts, demographic data, work assignments, timesheets, tax elections, I-9, direct deposit election, and contract. \$ 4,100

| | # of EE's | Annual Fee | Subtotal |
|------------------------------------|-----------|------------|----------|
| Per New Certificated Employee | 19 | \$ 200 | \$ 3,800 |
| Per Existing Certificated Employee | - | \$ 75 | - |
| Per new classified employee | 6 | \$ 50 | \$ 300 |
| Per existing classified employee | - | \$ - | - |
| | 25 | | \$ 4,100 |

Initiate and manage benefit renewals through insurance broker, all data updates, and reconciling benefits invoices are considered part of accounting services fees below

Payroll

Monthly payroll processing, including: \$ 750 \$ 9,000

Tax payment and quarterly/annual reporting including W-2, W-3, 1099, 1096, Idaho income tax
Quarterly ID unemployment reporting
PERSI reporting and payment
Sick-time tracking
Monthly payroll transactions report ready to post to school website (we can post if provided credentials)

| # of EE's | Check Box | Monthly Fee | |
|-----------|-----------|-------------|--------|
| 0 - 25 | x | \$ 750 | \$ 750 |
| 25 - 50 | | \$ 900 | |
| 50 - 100 | | \$ 1,250 | |
| 100 + | | \$ 1,500 | |

Revenues, Expenditures, Federal Title I, II, IV, and Federal IDEA

Revenue processing tasks consisting of: \$ 800 \$ 9,600

Process cash and check transactions, prepare deposits (to be deposited by school staff)
Record transactions to correct G/L codes
Provide donation acknowledgements for monetary donations
Report sales tax for taxable sales
Review and reconcile electronic payments from state department of education
Prepare all adjusted journal entries when applicable
Federal programs— recognition of revenue and accompanying receivable when expenditure is recorded
Federal programs— complete monthly posting of funds draw-down using Idaho SDE's CSFGA web site

| # of EE's | Check Box | Monthly Fee | |
|-----------|-----------|-------------|--------|
| 0 - 25 | x | \$ 800 | \$ 800 |
| 25 - 50 | | \$ 1,200 | |
| 50 - 100 | | \$ 2,000 | |
| 100 + | | \$ 3,000 | |

Expenditure processing tasks consisting of:

Electronic storage of all backup to expenditures
Place orders, issue purchase orders when required
Process checks semi-monthly
Track capital expenditures for auditor / SDE
Loans / Bonds - accurate posting of P&I, monitoring against amortization schedule
Loans / Bonds - Compute covenant compliance quarterly, include in board reports

Federal Funds - draw downs to be processed by school staff

Complete compliance review of each expenditure, feedback for questionable expenditures
Post expenditures to correct G/L
Electronically maintain all expenditure backup and approvals

High-dollar procurement:

For expenditures exceeding \$25,000, issue, receive, and catalog bids; provide for Business Manager/Administration review

Per project, hourly fee, \$50/hr rate

Accounting

Monthly Financial Statements \$ 200 \$ 2,400

Standard 2M Reports ("Budget Report")
Detail report by G/L code
Initiate and manage benefit renewals through insurance broker, all data updates, and reconciling benefits invoices
Monthly A/P transaction report posted to school website

Financial Audit Support – Prepare all CPA firm-requested items and follow-ups \$ 4,000

Monthly bank reconciliations \$ 150 \$ 1,800

Assist with annual budget preparation \$ 1,500

Accounting for classroom/sports/activities funds, simplified to posting to G/L \$ 30 \$ 360

Compliance Reporting

Prepare all requested financial reports (see table, next tab / attachment A) and submit to Finance Manager for review and submission, or submit directly with Finance Manager approval \$ 500 \$ 6,000

Discount \$ (1,760)

Grand total - Annual Cost, based on 12-month contract:

\$ 37,000

Attachment "B"

|  Idaho Charter School Network | | 1010 West Jefferson, Suite 201 Boise, ID 83702 |
|-------------------------------------------------------------------------------------------------------------------|--------|-----------------------------------------------------------------------------------------------|
| ATTACHMENT "B" | | |
| Compliance Reporting Schedule: | | |
| Due Date | Dept. | Item |
| 15-Jul | SDE | School District Budgets* |
| 30-Jul | SDE | School Building Demographics Building Additions, Reconfigurations, Deletions* |
| 30-Jul | PCSC | Dashboard (update of school contact info & copy of Support Unit Computation spreadsheet)* |
| 30-Jul | Lender | Quarterly Financial Statements |
| 30-Jul | PCSC | SDE Budget Worksheets* |
| 17-Oct | SDE | District and Charter School Salary Schedules |
| 17-Oct | SDE | ISEE Staff Data Reporting* |
| 17-Oct | SDE | Application and Budgets for IDEA Part B and Preschool Special Education Funds* |
| 17-Oct | PCSC | Independent Audit Report* |
| 28-Oct | SDE | Annual Statement of Financial Condition* |
| 31-Oct | SDE | IFARMS Annual Financial Report* |
| 31-Oct | SDE | Leadership Premiums* |
| 31-Oct | Lender | Quarterly Financial Statements |
| 10-Nov | SDE | Independent Audit Report |
| 10-Nov | Lender | Independent Audit Report |
| 18-Nov | SDE | ISEE Staff Data Reporting* |
| 9-Dec | SDE | ISEE Staff Data Corrections* |
| 19-Dec | SDE | School Facility Maintenance Report* |
| 15-Jan | SDE | Title I-A, Application for Reallocated Funds* |
| 31-Jan | PCSC | 2nd Quarter Reporting (Balance Sheet & Budget/Income Statement), Revised Budget if Applicable |
| 31-Jan | Lender | Quarterly Financial Statements |
| 28-Feb | SDE | Indirect Cost Worksheet* |
| 18-Mar | SDE | Certification of Low-Income Student Count for Charter LEAs* |
| 30-Apr | SDE | Notify County Clerks of Budget Hearing |
| 30-Apr | Lender | Quarterly Financial Statements |
| 30-Jun | SDE | Updated Square Footage Numbers for following year* |
| 23-Jun | SDE | Continuous Improvement Plans and Training Reimbursement Request* |
| 26-Jun | SDE | Court-Ordered Tuition Equivalency Report* |
| 30-Jun | SDE | Consolidated Federal and State Grant Application* |
| SDE – Idaho State Department of Education | | |
| PCSC – Idaho Public Charter School Commission | | |
| Lender - any lending institution requiring reports | | |
| * Based on required formats | | |



April 16, 2018

Idaho Public Charter School Commission,

Building Hope provides professional services such as facility financing, facility development and back office business services for charter schools around the country. Locally partnered with Bluum and the J.A. and Kathryn Albertson Family Foundation, Building Hope offers facility financing and development services to selected charter schools in Idaho.

Specifically, Building Hope has entered a working agreement with Treasure Valley Classical Academy for facility financing and development in Fruitland, ID. We have identified the Old School Building located at 500 SW 3rd Street as a site for renovation into TVCA's school program facility. Building Hope has contracted Erstad Architects and Guho Corp. to evaluate the existing building and determine the extent of improvements. Building Hope, Erstad and Guho have met with the City of Fruitland officials to discuss our findings and the requirements needed to get the school into compliance with current building code in order to legally accommodate a school program within the facility. We are prioritizing building and site improvements concerning health, safety and compliance with all governmental standards. We are currently in the process of outlining the general contractor's scope of work.

Sincerely,

Patrick Connor
Director, Real Estate Development
Building Hope

PRE-DEVELOPMENT SERVICES AND REIMBURSEMENT AGREEMENT

THIS PRE-DEVELOPMENT SERVICES AND REIMBURSEMENT AGREEMENT (the “**Agreement**”) is made this 19 day of March 2018, by and between **BUILDING HOPE PARKSIDE FOUNDATION**, a District of Columbia non-profit corporation, together with its successors and assigns (collectively, “**Developer**”) and **TREASURE VALLEY CLASSICAL ACADEMY**, an Idaho non-profit corporation (“**School**”).

Recitals

(a) The parties acknowledge that the Developer will be incurring costs in searching for and inspecting a suitable location for potential acquisition and/or development on behalf of the School, including but not limited to the parcel located generally at 500 SW 3rd St, Fruitland, ID (the “**Potential Locations**”)

(b) The parties will work together in good faith to choose one of the Potential Locations that is suitable for the School’s use as a public charter school (the “**Property**”).

(c) The Developer has executed a Letter of Intent and will negotiate and enter into a purchase and sale agreement (the “**PSA**”) to acquire the Property and any improvements thereon, either directly or through one of its subsidiaries or assignees, to be used as a public charter school by the School.

(d) The Developer will improve the Property to meet the specifications of the School pursuant to the terms and conditions of a Lease Agreement (the “**Lease**”) to be entered into by and between the Developer and the School.

(e) For the purpose of this Agreement, (a), (b), (c) and (d) above are collectively referred to as the “**Project**.”

(f) The Developer is undertaking the Project on behalf of the School and for the School’s benefit, and will be incurring costs in doing so, which the School agrees to reimburse.

Agreements

NOW THEREFORE, in consideration of the forgoing, of the mutual promises set forth herein and for other good and valuable consideration, the receipt and sufficiency of which are hereby acknowledged, Developer and School hereby agree as follows:

1. **Recitals Incorporated.** The above Recitals are hereby incorporated into this Agreement as if fully set forth herein.
2. **Pre-Development Services.** School hereby authorizes Developer to undertake and perform pre-development services relating to the Project, which pre-development services may include, but are not limited to: negotiating and drafting of the Letter of Intent, the PSA, the Lease and any other documents and/or applications deemed

necessary for the Project or the financing thereof (collectively, the “**Transaction Documents**”); identifying Potential Locations, the ordering and review of title reports and commitments, appraisals, surveys, engineering, architectural and environmental studies and tests relating to the Project and development of a budget for the Project, the engagement of architects and engineers to prepare and/or review, as appropriate, the same; the hiring of legal counsel to draft and negotiate the Transaction Documents, hiring a general contractor for the Project, and obtaining all requisite governmental approvals and permits for the Project, subject to prior written approval of School, not to be unreasonably withheld. (collectively, the “**Pre-Development Services**”).

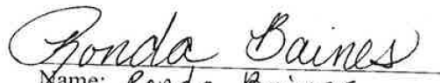
3. **Payment of Costs and Expenses; Delivery of Documents.** In the event that (i) the School cannot enter into the Lease for any reason, or (ii) the Developer cannot purchase the Property due to the Property not being suitable for the School’s use, or (iii) upon Termination of this Agreement (either event hereinafter referred to as a “**Triggering Event**”), School agrees to reimburse Developer for all costs and expenses incurred by Developer for all Pre-Development Services (the “**Expenses**”) from the date this Agreement is fully executed (the “**Execution Date**”) until this Agreement is Terminated. All Expenses incurred by Developer shall be related to the predevelopment site due diligence required to determine the Property’s feasibility, the Project, any deposits under the PSA, and drafting of the Lease. Developer shall provide School with a list of costs incurred, along with supporting invoices and any and all additional documentation requested by the school, upon School’s request. If the Lease is executed, the Expenses shall be paid in accordance with the terms of the Lease. After a Triggering Event, Developer shall deliver to School a detailed invoice of all Expenses incurred from the Execution Date together with invoices from vendors and other documentation reasonably requested by School to verify that the Expenses have been incurred. In the event the Expenses are not paid by School within sixty (60) days of delivery to School of such invoices and documentation, Developer shall have available against School all rights and remedies afforded at law and in equity.
4. As a condition precedent to payment of all Expenses, Developer must deliver to School all materials and documentation associated in any manner with the Pre-Development Service and Expenses.
5. **Confidentiality.** Developer and School agree to keep confidential any terms or conditions agreed to in the Letter of Intent or any other matters which are confidential in nature and not public knowledge and which arise in the course of the Project, unless both parties agree in writing to release such information, provided however that the parties shall be permitted to share the terms, documents and provisions of any agreements or other material with its accountants, lawyers, advisors, employees and board members, who shall be so instructed of the confidential nature of the material and agreements and requested to keep it confidential. Additionally, School may share any agreements or other material with state, federal or local governmental or regulatory authorities or as required by law, statute, regulation or court order. This Section 5 shall survive termination of this Agreement.

6. **Proceeding with Due Diligence.** The parties agree to proceed in good faith and with due diligence to negotiate and prepare the Letter of Intent, the Lease and the other Transaction Documents.
7. **Exclusivity; Indemnification.** School and Developer represent that they are not currently engaged in discussions or negotiations with any other party to acquire, develop or lease the Property or in connection with the transactions contemplated by the Project. School further represents that it owes no brokerage fees to any party in connection with the purchase of the Property or School's leasing of the Property. Both parties hereby agree to indemnify, defend and hold harmless each other from and against any and all liability, and related expenses (including reasonable attorney's fees and costs), arising from or relating to any and all claims for brokerage fees. This Section 7 shall survive termination of this Agreement.
8. **Term; Expiration; Termination.** Except for Sections 3, 5, 7, 9 & 11 hereof, which Sections shall not terminate but survive termination of this Agreement, this Agreement shall terminate on the earlier to occur of (a) the effective date of the Lease, or (b) if the Lease is not executed, the date on which all of the Expenses have been paid in full by School, or (c) upon written notice of termination by either party ("Termination").
9. **Governing Law.** This Agreement shall be governed by, construed and enforced in accordance with all federal, state and local laws pertaining to the State of Idaho. Venue shall lie exclusively in Canyon County, Idaho.
10. **Counterparts.** This Agreement may be executed in any number of counterparts all of which together shall constitute a single instrument. Electronically or facsimile transmitted documents and signatures shall operate as original.
11. **School Obligation.** This Agreement and any obligations, monetary or otherwise, are solely the responsibility of School and do not extend to any of School's board members, employees, agents or parents of students.
12. **Successors and Assigns.** Whenever in this Agreement any of the parties hereto is referred to, such reference shall be deemed to include the successors and assigns of such party; and all covenants, promises and agreements by or on behalf of School, which are contained in this Agreement shall inure to the benefit of Developer and the successors and assigns of Developer and all covenants, promises and agreements by or on behalf of Developer which are contained in this Agreement shall inure to the benefit of the permitted successors and assigns of School, but this Agreement may not be assigned by School without the prior written consent of Developer.


[Signatures on the Next Page]

IN WITNESS WHEREOF, Developer and School have executed this Agreement by their duly authorized officers, as of the date and year first above written.

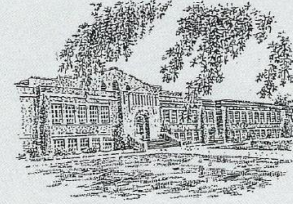
By: Treasure Valley Classical Academy


Name: Ronda Baines
Title: Founding Board President

**By: Building Hope Parkside Foundation, by and
through Building Hope...A Charter School Facilities
Fund, Its Sole Member**


Name: Paul Leleck
Title: CFO

**The Old School
Community Center**
Fruitland Idaho



*Post Office Box 904
Fruitland ID 83619
(208)-452-6334*

TO: Treasure Valley Classical Academy
P.O. Box 197 – Fruitland, ID 83619

FROM: Alma Mater, Inc. 500 N.W. 3rd Avenue – Fruitland, ID
DATE: March 26, 2018
SUBJECT: Lease

Alma Mater, Inc. agrees to lease the Olde School Community Center building in Fruitland, Idaho, for the price of \$40,000 per year (\$3333 per month) beginning September 1, 2018, with option to purchase. No contingencies or restrictions.

ALMA MATER, INC. BOARD
Bob Barowsky, President
Konnies Baines, Secretary/Treasurer

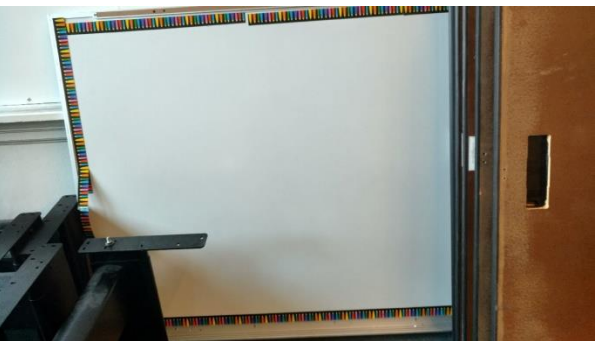
The Old School located at 500 Southwest 3rd Street was built in 1928. Today Alma Mater Inc., a 501-(c)3 non-profit, tax-deductible organization serves to preserve and protect for future generations this historic brick structure. To find out how you can support The Old School Community Center please contact us.

Donations and Philanthropy

| Donor | Item Description | Number | Market Value (each) |
|----------------------------|-----------------------------------------|--------|---------------------|
| Olde School learning Cntr. | 3'x4'x1' Bookcase | 2 | \$200 |
| | 8'x3'x1' Bookcase | 1 | \$100 |
| | 6'x1'x2' Bookcase | 2 | \$100 |
| | 12"x55"x36" Bookcase | 6 | \$100 |
| | 12"x47"x36" Bookcase | 1 | \$100 |
| | 11,1/2"x54"x48" Cubbies | 3 | \$150 |
| | 29"x48" table with overhead cubbies | 1 | \$125 |
| | Small Chairs (red) | 14 | \$10 |
| | Small Chairs (blue) | 27 | \$10 |
| | File cabinet (2 drawer) | 1 | \$30 |
| | Dry Erase board (4'x8') | 1 | \$100 |
| | Overhead projector | 1 | \$90 |
| | Wall Lamps | 2 | \$50 |
| | Office Chairs (red fabric) | 2 | \$200 |
| | Office Chairs (gray fabric) | 2 | \$200 |
| | Armed Office Chair (gray fabric) | 1 | \$125 |
| | 4x2 tables | 4 | \$180 |
| | Rolling cubby (6 unit) | 1 | \$140 |
| | 6'x4' half moon tables | 2 | \$230 |
| | 2'x6' tables | 4 | \$248 |
| | Total Donation Value | | \$6,342 |
| | | | |
| Anonymous Tech Co. | HP 4350 DTN Laserjet printer | 1 | \$200 |
| | HP 4700 DN color Laserjet printer | 1 | \$300 |
| | Laserjet color cartridge refill | 1 | \$372 |
| | Scanning white board | 1 | \$1500 |
| | Think pad computers | 9 | \$600 |
| | 18"x24"x30" locking file cabinet | 2 | \$150 |
| | Network Rack | 1 | \$350 |
| | UPS battery backup | 1 | \$100 |
| | GE Spacesaver microwave | 1 | \$100 |
| | Adjustable work stand/desk corner 4'x4' | 20 | \$500 |
| | Adjustable work stand / desk 5'x2' | 9 | \$500 |
| | Adjustable work stand /desk 4'x2' | 25 | \$500 |
| | Total Donation Value | | \$33,822 |

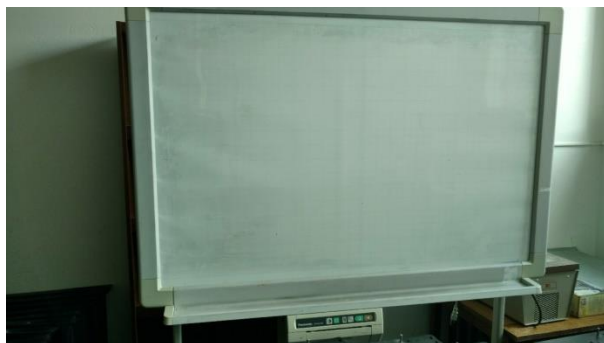
Donated by: Olde School Learning Center

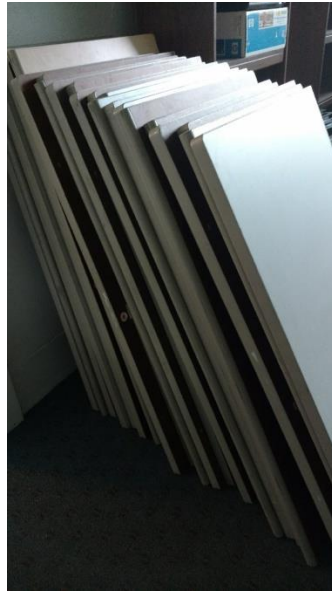
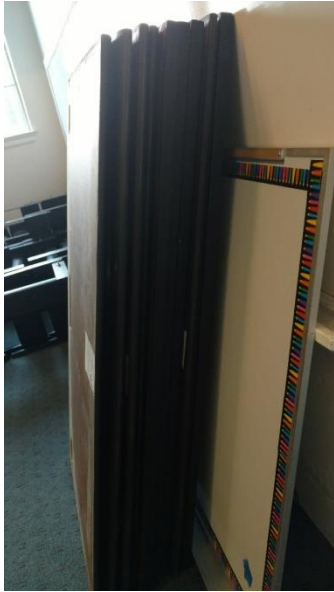






Donated by: Anonymous technology company c/o Gordon Clarke.





TCI Corp

TCI Corp
376 Outlook Drive
Ontario, OR 97914

Invoice

| DATE | INVOICE # |
|-----------|-----------|
| 9/21/2017 | 3174 |

| |
|-----------------------------------|
| BILL TO |
| Treasure Valley Classical Academy |

PAID

| |
|----------------|
| SHIP TO |
| |

| P.O. NUMBER | TERMS | REP | SHIP | VIA | F.O.B. | PROJECT |
|------------------|------------------|----------------------------------------------------------------------------|-----------|---------|--------------|-----------|
| | | | 9/21/2017 | US Mail | Baker City | |
| QUANTITY | ITEM CODE | DESCRIPTION | | | PRICE EACH | AMOUNT |
| 40 | MapServ001 | Mapping Services - Mock Site Plan Development for Charter School Submittal | | | 65.00 | 2,600.00 |
| | Donated Servi... | Donated Services | | | -2,600.00 | -2,600.00 |
| Services Donated | | | | | Total | \$0.00 |

April 4, 2018

Treasure Valley Classical Academy
PO Box 197
Fruitland, Idaho 83619

Dear Founding Board of TVCA,

On June 12th, 2017, I met with your team and potential school leader, Mr. Steve Lambert. At that time, I agreed to pledge \$170,000 for the pre-opening budget shortfall for TVCA. This past fall, the Larry D. Williams Family Foundation donated \$60,000 of matching funds to support a zero-year fellowship for Mr. Lambert. This fellowship donation was to assist the Treasure Valley Classical Academy board to secure a qualified leader and establish TVCA in the Hillsdale College Barney Charter School Initiative tradition for Payette County students. Once the charter certificate has been issued to Treasure Valley Classical Academy, I will donate the remainder of the pledge balance of \$110,000 to cover TVCA's pre-opening budget shortfall. This donation will be provided during the pre-opening year of August 2018-July 2019.

Sincerely,



Larry D. Williams
Tree Top Ranches



P.O. Box 8126
Boise, ID 83707

BOISE ID 837

06 APR 2018 PM 1 T



Treasure Valley Classical Academy
Box 197
Fruitland ID
83619