

SUBJECT

McCall Community School 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

McCall Community School (MCS) is a proposed new public charter school to be located in McCall, Idaho. The proposed school would offer a place-based educational model and serve up to 225 students in grades K-8.

DISCUSSION

See the McCall Community School Petition Evaluation Report for details.

IMPACT

If the PCSC approves the petition, MCS 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 McCall Community School new charter petition, subject to the following condition:

- No later than April 1, 2020, MCS will submit to the PCSC evidence of appropriate financing in the amount necessary to meet the needs of its facility plan.

COMMISSION ACTION


A motion to approve the new charter petition for McCall Community School's new charter petition, subject to the following condition:

- No later than April 1, 2020, MCS will submit to the PCSC evidence of appropriate financing in the amount necessary to meet the needs of its facility plan.

OR

A motion to deny the McCall Community School petition on the following ground(s):_____.

Moved by _____ Seconded by _____ Carried Yes _____ No _____



IDAHO PUBLIC CHARTER SCHOOL COMMISSION

PETITION EVALUATION REPORT & STANDARDS OF QUALITY



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PETITION EVALUATION REPORT

MCCALL COMMUNITY SCHOOL



Petition Review Summary

Summary

The McCall Community School (MCS) petition enthusiastically describes a place-based academic model that is in line with the values of this small mountain town and its neighboring communities. Though the local school district is strong, there are currently no public or private educational options for area families. MCS would serve grades K-8 and use a local lens to explore nature, culture, and geography during daily, STEM-based project time.

While outdoor education is popular in the area, there appears to be tension in the local community about the potential effects of a charter school upon the well-regarded traditional, public school district.

The McCall Community School board made significant improvements to the petition since the first draft was submitted, and many key elements of the proposed school are thoroughly presented. However, some weaknesses remain in the financial and facilities plan and student demand sections.

Section 1: Educational Program

MEETS STANDARD

Section 2: Financial & Facilities Plan

DOES NOT MEET STANDARD

Section 3: Board Capacity and Governance Structure

MEETS STANDARD

Section 4: Student Demand & Primary Attendance Area

DOES NOT MEET STANDARD

Section 5: School Leadership and Management

MEETS STANDARD

Section 6: Virtual Schools

NOT APPLICABLE

Section I: Educational Program

MEETS STANDARD

READ MORE: [Standards of Quality](#)

Comments

The petitioners seek to build upon local support for a place-based approach. The academic program taps several academic models, including place-based, STEM, and project-based, with place-based as the primary focus. The petition describes how students will be engaged in STEM projects that are place-based. Project time will primarily be in the afternoon, while core instruction will be provided in the morning.

Detail

Strengths:

- Petitioners and other stakeholders express enthusiasm regarding the place-based model.
- The school has identified a project-based instructional model utilizing Lucy Calkins' *Units of Reading and Writing* and Houghton Mifflin's *Math in Focus* (a Singapore model adapted to the Common Core, used by several traditional school districts in Idaho). Both the proposed literacy and mathematics programs have long track records of success and can be implemented well within a project-based structure. Both programs also include significant teacher training with the curriculum purchase.

Concerns:

- No significant concerns.

Section II: Financial and Facilities Plan

DOES NOT MEET STANDARD

READ MORE: [Standards of Quality](#)

Comments

The proposed facilities plan, as presented, is difficult to assess because the petition narrative and budget are not consistent with the facilities template and developer's letter of support.

Conversation with the school has informed the following comments:

Operations will be sustainable at 65 students without philanthropic funds. This reflects a plan to grow slowly from one portable building to four buildings by year 3. The school would need to secure a loan of \$1.7M to purchase land and portables and to complete land improvements.

The petition states that MCS has applied for a facility loan through Building Hope. However, PCSC staff verified with Building Hope's underwriter on April 1 that no application had been submitted. Going forward, MCS's board should ensure the accuracy of its communication with Bluum, which is assisting with facility planning, as well as with the PCSC.

The petitioners recently indicated that another facility plan has surfaced since the revised petition was submitted. In this scenario, developer Bouma USA could provide a custom-built, temporary facility at the same cost as portables.

The school could proceed with development of permanent facilities -- requiring a \$3M loan -- if enrollment grows to 160. However, construction would likely need to begin prior to the enrollment lottery in any given year, potentially requiring the board to commit to additional expenditures before enrollment numbers are available. PCSC staff advises the school's board to exercise extreme caution with regard to making a financial commitment until enrollment is both sufficient and stable.

Detail

Strengths:

- The permanent facility plan is well-connected to the mission and instructional model of the school.
- Overall, revenue and expenditures are reasonably estimated and well documented.
- Philanthropic funds are expected, though not yet awarded, from JKAFF. If authorized, the school also intends to apply for an additional \$250,000 in Federal CSP grant funds.

Concerns:

- No loan has been secured. The lack of loan documentation does not meet the standards of quality described in [Section II.1.b](#).
- The petition inaccurately states that the school has submitted a loan application to Building Hope. If the petition is approved, it will be important for MCS to ensure that future communications with the PCSC reflect accurate information.
- The cash flow projection anticipates spending an equal amount each month for board governance training and educational program costs, including curriculum, supplies, and professional development. However, these costs are not likely to be expended on this timeframe.
- Year 2 of the operational budget is based on 160 students; however, the enrollment chart on page 38 states that 145 students would be the intended cap that year. In year 2, the budget does not break even at 145 students.

Section III: Board Capacity and Governance Structure

MEETS STANDARD

READ MORE: [Standards of Quality](#)

Comments

While the petitioners do not appear to fully understand the complexities of governing a public charter school, they express a willingness to learn and engage in professional development to increase their skills. Additional detail is provided in the [governance capacity summary](#) included with these materials.

A few, technical edits are required to bring the bylaws into full compliance.

Detail

Strengths:

- The chart on pages 21-22 is helpful in laying out the division of duties.

Concerns:

- The bylaws are unclear about how new member candidates are selected/nominated.
- Due to board member term dates, there is a potential for the full board to turn over at once in 2021. The petitioners may want to consider amending the bylaws to apprehend this possibility.
- The dissolution section of the bylaws (12) is not compliant with statute.

Section IV: Student Demand and Primary Attendance Area

DOES NOT MEET STANDARD

READ MORE: [Standards of Quality](#)

Comments

At the enrollment capacity of 225 described on page 37 of the petition, the yield would be 18.5% of the district's current enrollment. Idaho school districts that enroll less than 5000 students and have charter schools within their boundaries currently reflect a median yield of 12.25%.

The petitioners believe that they will enroll a significant number of home school students and students who live outside of the school district boundary, which would help to meet enrollment goals. However, evidence of sufficient enrollment interest in the petition is limited.

The school's budget indicates that enrollment of 65 students would be sufficient to sustain the school indefinitely, in the context of conservative facility expenditures (that is, without expansion into a \$3M custom facility). This enrollment level represents a realistic yield.

Detail

Strengths:

- The petitioning team appears to have support from several local businesses, as documented in letters in Appendix F.

Concerns:

- The enrollment projections are aggressive and may not be reflective of market conditions. If under-enrollment occurs and persists beyond the initial years of philanthropic support, and the school has already committed to the custom facility described as its preference, students may be disrupted by a closure due to financial failure.
- The proposed enrollment capacity does not meet the standards of quality described in [Section IV.5.c-d](#).

Section V: School Leadership and Management

MEETS STANDARD

READ MORE: [Standards of Quality](#)

Comments

This section describes the relationship between MCS's ESP (called the Place Network), and the proposed school. MCS would have complete control over its operations, with the ESP providing curricular support. MCS would also have access to support from other schools in the network.

The petitioning group includes two individuals who intend to apply for leadership positions at the school. Overall, they are qualified and experienced. However, they will benefit from additional support in the area of school finance and business management.

Detail

Strengths:

- The petition presents a clear description of the division of duties between governance and management.
- The petition includes adequate detail on the Place Network and its relationship to the proposed school.

Concerns:

- No significant concerns.

STANDARDS OF QUALITY



Introduction Checklist

1. Formatting

- ☒ All pages are legible in the final PDF (i.e. font size, quality of copy, etc.)
- ☒ Petition is continuously paginated
- ☒ Section headings and references to appendices are bookmarked and/or hyperlinked

2. Cover Page Requirements

- ☒ Name of the school
- ☒ Year the school intends to open
- ☒ General location of the school (such as school district, county, city, etc.)
- ☒ Contact information for the primary representative of the petitioning group (including name, address, phone number, and e-mail address)

3. Table of Contents

- ☒ Organized in alignment with the New Charter Petitioner Guidance document
- ☒ Page numbers are accurate
- ☒ Section titles are hyperlinked to the corresponding page of the petition

4. Executive Summary

- ☒ One page maximum
- ☒ Introduces the school's organizational structure
- ☒ Introduces the school's educational program
- ☒ Provides an overview of the community need for such a program
- ☒ Summarizes student outcome expectations

5. Mission Statement

- ☒ Succinctly relays the purpose and educational philosophy of the school

Section I: Educational Program

1. General Standards of Quality

- a. **Thorough and Compliant** - The petition provides a thorough explanation of the intended educational program.
- b. **Supported and Credible** - The petition includes references to relevant research and documentation of the success of the proposed model. Alternatively, if the model is new and research is unavailable, the petition describes the reasoning behind the approach.
- c. **Connected and Cohesive** - The petition presents an overall educational program that is aligned to the mission and vision and is cohesive with other sections of the petition.

2. Educational Philosophy (New Charter Petitioner Guidance, Pg.8)

- a. The educational philosophy clearly relates to the school's mission and instructional model.
- b. Research and widely accepted best practices support the educational philosophy.

3. Student Academic Achievement Standards (New Charter Petitioner Guidance, Pg.8-9)

- a. Academic and programmatic goals convey the educational program's anticipated achievement outcomes.
- b. Academic and programmatic goals reflect high standards for the target population.
- c. The goals are logically connected to the school's mission.

4. Key Educational Design Elements, Curricula, Tools, & Instructional Methods (New Charter Petitioner Guidance, Pg.9-10)

- a. Key design elements are thorough and directly relate to the educational program as well as the mission and vision of the proposed school.
- b. Explanations and examples of instructional practices, types of curricula, and tools are detailed, realistic, and consistent with the proposed educational program.

5. Strategies for Serving Special Populations (New Charter Petitioner Guidance, Pg. 10 - 11)

- a. The special services plan is complete and addresses the needs of special populations, including, but not limited to: special education, at-risk, gifted, and English Language Learners.

- c. The special populations plan appears feasible within the constraints of the proposed academic program.
- d. The plan demonstrates an understanding of the unique needs of the special populations in the proposed target market.

6. Professional Development Plan (New Charter Petitioner Guidance, Pg. 11)

- a. The professional development plan addresses new teacher orientation and onboarding.
- b. The professional development plan includes training specific to the proposed educational model as well as the systems and structures for efficient school operations.
- c. The plan aligns with the school calendar and provides learning opportunities for both groups and individuals as well as varied delivery formats such as guest professionals, off-site trainings, and professional learning communities.

Section 1: Related Appendices

Appendix F: Optional Supporting Documents

- a. No appendices are required for Section I. Optional appendices support the educational program's credibility.
- b. Each document is numbered within this section (i.e. F1, F2, F3, etc.).

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Section II: Financial and Facilities Plans

1. General Standards of Quality

- a. **Thorough and Compliant** - The financial plan and budget template evidence a thorough understanding of federal and state funding mechanisms and distributions as well as the costs associated with school operations. Revenue estimates include realistic variables and restricted funds are used appropriately.
- b. **Supported and Credible** - The petition includes sufficient documentation, assumptions, and details to demonstrate the validity of revenue and expenditure estimates.
- c. **Connected and Cohesive** - The petition's financial and facilities plan meets the stated needs of the academic program and the intended student body. The financial narrative and the budget template are aligned.

2. Fiscal Philosophy and Spending Priorities (New Charter Petitioner Guidance, Pg.12)

- a. The fiscal philosophy and spending priorities align to the mission and vision of the school.
- b. The spending priorities provide for effective school operations.
- c. The spending priorities present appropriate use of taxpayer dollars.

3. Transportation and Food Service Plans (New Charter Petitioner Guidance, Pg.12)

- a. The transportation plan (if provided) is compliant and meets the needs of the intended student population.
- b. The nutrition plan (if provided) is compliant and meets the needs of the intended student population.
- c. Cost estimates are credible and supported.
- d. The facility design and staffing plan appropriately support the stated plans for transportation and nutrition.

4. Financial Management and Monitoring Plan (New Charter Petitioner Guidance, Pg.12)
 - a. The financial management and monitoring plan identifies the board's fiscal governance role.
 - b. The organizational structure ensures appropriate accounting expertise either by including a business manager in the staffing plan or by contracting out services to an experienced organization. (If contracting out for services, the petition outlines the specific duties to be contracted and includes any contracts or MOUs executed to date.)
 - c. The plan evidences an understanding of financial policy including accounting practices, internal controls, and related internal procedures.
5. Facilities Plan (New Charter Petitioner Guidance, Pg.13)
 - a. The two facility options are detailed, realistic, and meet the school's programmatic needs.
 - b. The proposed school location(s) is easily accessible to the intended student population and lies within the primary attendance area.
 - c. The square footage, outdoor space, and specialty features meet the needs of the educational model.

Section II: Related Appendices

Appendix A1: Financial Summary

- a. See New Charter Petitioner Guidance, pg.20-21, for more information.
- b. The financial summary, which automatically populates, provides a one-page overview of the school's plan.

Appendix A2: Pre-Opening Budget

- a. See New Charter Petitioner Guidance, pg.20-21 for more information.
- b. The pre-opening budget is aligned to the school's start-up plan (as described throughout the narrative) through June 30th of the pre-operational year. Revenues and expenditures are supported and credible.

Appendix A3: Three-Year Operating Budget and Break-Even Year 1 Scenario

- a. See New Charter Petitioner Guidance, pg. 20-21, for more information.
- b. The three-year budget provides appropriate detail for the first few years of the school's operation based on realistic enrollment expectations.

- c. The budget includes a functional break-even, or “plan B” budget for the first year of operation that shows how the school can survive if it does not meet anticipated enrollment numbers. Revenues and expenditures are supported and credible.

Appendix A4: Cash Flow Projection for Initial Operating Year

- a. See New Charter Petitioner Guidance, pg. 20-21, for more information.
- b. The cash flow aligns to the “full enrollment year 1 budget” column on the Operational Budgets tab. The presented budget appropriately accounts for the staggered timing of state distributions of funds and the appropriate timing of various expenditures.

Appendix A5: Facility Options

- a. See New Charter Petitioner Guidance, pg. 2-21, for more information.
- b. The two or more facility options, outlined on the PCSC facilities template, are realistic.
- c. Cost estimates are realistic and consider soft and hard costs of the proposed facility.

Appendix F: Optional Supporting Documents

- a. Additional appendices to support the Financial and Facilities Plan Section may be included in Appendix F.
- b. Each document is numbered within this section (i.e. F2, F3, F4, etc.).

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Section III: Board Capacity and Governance Structure

1. General Standards of Quality

- a. Thorough and Compliant - The articles and of incorporation and bylaws are legally compliant and address all necessary content. The petition demonstrates an understanding of the charter school board's legal responsibilities. The narrative and attachments effectively communicate the board's capacity to govern.
- b. Supported and Credible - The petition includes documentation of executed bylaws and filed articles of incorporation.
- c. Connected and Cohesive - The board membership and structure match the needs of the educational program and the oversight of school operations.

2. Governance Structure (New Charter Petitioner Guidance, Pg.13)

- a. The governance structure includes detailed descriptions of the roles that officers and board committees will play.
- b. The division of duties between governance and management are clear and appropriate.
- c. The governance structure grants the board direct oversight over school leadership and the evaluation of school leaders.
- d. The articles of incorporation and bylaws are consistent with the petition narrative.

3. Board Member Qualifications (New Charter Petitioner Guidance, Pg.13)

- a. The board member qualifications section includes a list of directors currently serving, states each director's term of service, and establishes each director's capacity to govern (qualifications, experience, etc.).
- b. Board membership reflects diverse experience and skills (such as education, law, real estate, management, financial planning, and/or community outreach).

4. Transition Plan (New Charter Petitioner Guidance, Pg.13-14)

- a. The board's transition plan from founding to the work of governance is clear and likely to be effective.
- b. The transition plan addresses concrete ways to avoid the pitfalls of "founders' syndrome."
- c. The plan includes a list of the current board members who intend to resign in order to apply for a paid position, if the school is approved.
- d. The transition plan accounts for the consistent stewardship of the school's mission and vision.

5. Board Member Recruitment and Training (New Charter Petitioner Guidance, Pg.14)

- a. A comprehensive board training plan for sustaining high-quality governance includes an identification of the scope of skills the board desires to maintain, strategies for recruitment, and processes for grooming, selecting, and onboarding new directors.
- b. Board training is detailed, specific, and comprehensive, and addresses the needs of the initial board as well as future board members.
- c. The board training plan allows for self-reflection and opportunities for stakeholders to provide feedback.

Section III: Related Appendices

Appendix B: Articles of Incorporation and Corporate Bylaws (New Charter Petitioner Guidance, Pg.22-23)

- a. Articles of incorporation are filed with the secretary of state prior to submitting the petition for review by the PCSC. The petition includes a signed copy of the articles.
- b. Included bylaws outline a clear process for selection of members of the school's board of directors, including: number and designation of seats, board member terms, elections vs. appointments, nomination and voting procedures, eligible voters, applicable definitions, etc.

Appendix C: Board of Directors and Petitioning Group (New Charter Petitioner Guidance, Pg.23)

- a. Resumes establish each board member's credibility with regard to their service on the board.
- b. Includes a list of all persons in the petitioning group who are significantly involved in the development of the proposed school and their relevant skills.
- c. "Founders" for the purposes of the enrollment lottery preference are listed.

Appendix F: Optional Supporting Documents

- a. Additional appendices to support the Board Capacity and Governance Structure Section may be included in Appendix F.
- b. Each document is numbered within this section (i.e. F2, F3, F4, etc.).

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Section IV: Student Demand and Primary Attendance Area

1. General Standards of Quality

- a. Thorough and Compliant - The petition's proposed educational program reflects the needs and demands of the local community.
- b. Supported and Credible - The petition includes evidence of research to document demographics and student demand.
- c. Connected and Cohesive - The information presented in this section aligns with the structure and intent of the educational program and facility plans.

2. Primary Attendance Area (New Charter Petitioner Guidance, Pg.15)

- a. The primary attendance area is clearly described and appears appropriate.

3. Student Demand (New Charter Petitioner Guidance, Pg.15-16)

- a. The student demand section describes and documents the need for the academic program in the identified area and provides evidence of student interest/demand for the school.
- b. The student demand section describes the demographics (documented with credible source data) of the intended neighborhood in which the school will be located.

4. Student Population (New Charter Petitioner Guidance, Pg.16)

- a. The intended student population is clear.
- b. The intended student population can be supported by community and district demographics.
- c. The estimate of the anticipated number of students the school expects to serve who will require special services is supported and credible.
- d. The staffing and educational plan is likely to support adequate special services, especially for FRL, special needs, and/or ELL students.

5. Enrollment Capacity (New Charter Petitioner Guidance, Pg.16-17)
 - a. Capacity estimates include whole school and grade-level.
 - b. The growth plan is clear and complete from year one through year five or to final expansion.
 - c. The enrollment goals for each year and for the school at capacity are reasonable and supported by credible data.
 - d. The detailed marketing and recruitment plan allocates adequate staff support and funds to the effort and the plan will likely result in the school meeting its enrollment goals.
6. Community Partnerships and Local Support (New Charter Petitioner Guidance, Pg.17)
 - a. The level of community engagement with the proposed model is appropriate and adequate.
 - b. Documented partnerships and local support align to the mission of the school.
7. Enrolling Underserved Families (New Charter Petitioner Guidance, Pg.17)
 - a. Strategies for reaching at-risk, diverse, and underserved families, as well as families that might not be aware of the school, are well developed.
 - b. Strategies for initial recruitment, as well as ongoing family and community engagement, appear reasonable and likely to be successful.

Section IV: Related Appendices

Appendix F1: District Notification Letter

- a. Appendix F1 includes a dated and signed letter to the district that meets the requirements outlined in I.C. §33-5205.

Appendix F: Optional Supporting Documents

- a. Additional appendices to support the Student Demand and Primary Attendance Area Section may be included in Appendix F.
- b. Each document is numbered within this section (i.e. F2, F3, F4, etc.).

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Section V: School Leadership and Management

1. General Standards of Quality

- a. Thorough and Compliant - The petition describes the leadership structure including a description of the experience, qualities, and/or management style of the “right” leader for this school and details regarding the division of duties if a co-director structure is proposed. The petition also evidences clear understanding of [the Idaho Standards for Effective Principals](#).
- b. Supported and Credible - The petition includes documentation to support the likely success of the proposed leadership and/or management plan.
- c. Connected and Cohesive - The leadership and management plan is aligned to other sections of the petition, including the educational program, organizational chart, and budget.

2. Leadership Team (New Charter Petitioner Guidance, Pg.17)

- a. The narrative describes the responsibilities of and relationships among school leadership, the governing board, instructional leaders, and staff.
- b. The petition includes a plan for evaluating school leaders.

3. Educational Services Provider (if applicable) (New Charter Petitioner Guidance, Pg.17-18)

- a. If the school has chosen to work with an EMO, CMO, or ESP to provide leadership and/or management services:
 - This section includes the contact information for a representative from the organization or provider and other pertinent information such as other locations where the organization or provider operates, any available achievement, operational, and financial data, and any DBAs.
 - This section details the nature and extent of the entity’s participation in the management and operation of the school.
 - This section describes how the school’s board will regularly evaluate the performance of the EMO, CMO, or ESP.

Section V: Related Appendices

Appendix D: School Administration and Organization Chart (New Charter Petitioner Guidance, Pg.23)

- a. The organizational chart includes board of directors, administration, business management, contractors (including EMO/CMO, if applicable), and support staff.
- b. If the lead administrator has been identified, Appendix D includes his/her resume and additional pertinent information, including real or potential conflicts of interest.
- c. If the lead administrator has not been identified, Appendix D includes job descriptions and/or description of responsibilities for key leadership positions.

Appendix E: Education Service Provider (if applicable) (New Charter Petitioner Guidance, Pg.24)

- a. A thorough term sheet provides the term length and termination agreement.
- b. If applicable, Appendix E includes the two most recent contracts that the ESP has executed with operating charter schools.
- c. The detailed description of the ESP's relationship to the school's board includes any conflicts of interest.
- d. If applicable, the detailed description of how and why the management organization or educational service provider was selected provides evidence that the organization provides high-quality service to similar schools.

Appendix F: Optional Supporting Documents

- a. Additional appendices to support the School Leadership and Management Section may be included in Appendix F.
- b. Each document is numbered within this section (i.e. F2, F3, F4, etc.).

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Section VI: Virtual and Blended Schools

1. General Standards of Quality

- a. Thorough and Compliant - The petition provides a detailed description of the proposal, and establishes the need for such a program.
- b. Supported and Credible - The petition includes documentation to evidence the validity of the chosen Learning Management system (LMS), curriculum, and instructional structure.
- c. Connected and Cohesive - The design of the program is aligned to other sections of the petition including, but not limited to, the budget, staffing plan, and mission.

2. Learning Management System (New Charter Petitioner Guidance, Pg.1)

- a. The description of the chosen LMS addresses the technology platform, curriculum, and rationale for the structure of the program.
- b. The LMS appears adequate to fulfill the mission and meet identified goals.
- c. All students can be served via the identified LMS.

3. Educational Program-Virtual and Blended (New Charter Petitioner Guidance, Pg.19-20)

- a. There is a strong rationale for use of a virtual program, rather than a brick-and-mortar program, to fulfill the mission and meet stated goals.
- b. The plan to ensure all students have access to the virtual educational program is complete and demonstrates thoughtfulness and planning of petitioners to market to and address educational needs of all students.
- c. The expectations for online teachers include required availability and the role that he/she plays in individualizing and providing guidance on course material.
- d. The student work assessment plan includes the level of teacher involvement required in evaluating and responding to student performance.
- e. The described means by which student will interact with teachers includes timely and frequent feedback about student progress.
- f. The opportunities for student-to-student interaction are practical, diverse, and likely to cultivate school community.
- g. The educational program offers new opportunities for families.

4. Technology (New Charter Petitioner Guidance, Pg.20)

- a. A plan for ensuring equal access to all students includes the provision of necessary hardware, software, and internet connectivity required for participation in online coursework.
- b. The plan for provision of technical support relevant to the delivery of online courses is cost-effective, timely, and supported by adequate staff.
- c. The plan for training students and parents in the use of hardware and software is practicable.

5. Professional Development (New Charter Petitioner Guidance, Pg.20)

- a. The strategies for professional development specific to education in the virtual environment address both initial and ongoing training.
- b. The teacher evaluation plan includes strategies specific to virtual education.

6. Data Collection/Attendance and Course Credit (New Charter Petitioner Guidance, Pg.20)

- a. The means of verifying student attendance demonstrate that attendance will focus primarily on coursework and activities correlated to the thoroughness standards.
- b. The proposed means of awarding course credit are adequate.
- c. The strategies for administering standardized testing to all students are practicable and affordable.

Section VI: Related Appendices

Appendix F: Optional Supporting Documents

- a. No appendices are required to support Section VI. Optional appendices support the virtual educational program's credibility.
- b. Each document is numbered within this section (i.e. F2, F3, F4, etc.).

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Idaho Public Charter School Commission New Petition Governance Capacity

Petitioning School	McCall Community School (MCS)
Date of Interviews	November 27, 2018 & January 10, 2019
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	Patrick Berg, Co-Founder and intended school leader
	Jennifer Schon, Co-Founder and intended curriculum director
	Bruce Schultz, Board Member
	Sandra Schultz, Board Member
	Jonas Bean, Board Member
	Jeremy Humphrey, Board Member
	Tessa Soutar, Board Member

PCSC staff interviewed five members of the McCall Community School (MCS) Board of Directors. The interviews focused on board member backgrounds and experience, the academic program, role of governance in a charter school, recruitment efforts and demand, facility costs, and the role of the authorizer. PCSC staff directed most questions towards the five members who would remain on the governing board once the school was operational. Two interviews were conducted because Jeremy Humphrey and Tessa Soutar were later additions to the board.

MCS's board members are passionate about starting a charter school with a place-based educational model in McCall and emphasized the importance of providing an educational choice for families in a rural area, which currently does not have any charter or private school options. The group includes Patrick Berg and Jennifer Schon who are Bluum Fellows. Berg, the intended school leader, is a former principal and federal programs director in New Meadows SD. Schon, the intended curriculum director and teacher, is a former teacher with a doctorate in Education. The other members have backgrounds in education, including non-traditional learners, small business ownership, and legal expertise.

The board had a clear understanding of the difference between governance and management. Members could explain how the governing board was accountable for the school's academic and financial performance. Furthermore, they understood the role of policy in helping to "make the hard decisions."

The board was enthusiastic about, but less clear on the specifics of the proposed academic program and how the place-based model would operate on a practical level. Berg and Schon expressed that they would provide more specifics about the academic model in the final draft of the petition.

On the operational and business side of charter school management, the petitioning group lacks depth. While the board has experience with school leadership at traditional public schools, it is not clear that they understand the distinct nature of managing a school that also must function as

an LEA. The group, however, did express a willingness to learn and to address their weaknesses in this area.

The petitioners had a generalized idea about the role of the authorizer, but it was unclear if they understood the requirements of schools authorized by the PCSC.

Strengths of the board:

- Enthusiasm for the place-based model
- Willingness to learn and attend trainings to improve board knowledge and skills
- Commitment to public transparency and openness

Areas of Concern:

- Lack of governance experience, particularly around the distinct challenges of governing a public charter school
- Petitioners are inexperienced in school finance and the complexities of overseeing a charter school budget such as managing facility expenses and enrollment fluctuations.

McCall Community School

Grade Level: K-8
First Opening: Fall 2020
School Location:
McCall-Donnelly School District

Contact People: Patrick Berg & Jennifer Schon
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Submitted October 8th, 2018.
Resubmitted December 3rd, 2018.
Resubmitted March 8th, 2019.

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Introduction

Mission Statement

The mission of the McCall Community School is to inspire curiosity, engagement, and leadership through transformative place-based education. We envision the region as our classroom with students engaging in a unique combination of personalized learning and community impact projects through a deep commitment to addressing local, regional, and global challenges. Student outcome expectations include increased levels of community engagement, academic proficiency, creative problem solving, and leadership.

Executive Summary

The McCall Community School is a public charter school with an emphasis on mastery-based education and personalized learning through the lens of place-based curriculum. In an effort to offer the families in the McCall area a choice in their education, the McCall Community School provides a unique approach to education by capitalizing on the rich opportunities beyond the school walls to provide the context of the curriculum while also focusing on meeting students at their learning levels with personalized learning plans to drive their educational progress. The use of mastery-based education will allow students to advance to the next level within a topic at their pace, creating a fluid structure to grade levels. Students will have the opportunity to become creative problem solvers and self-driven leaders as they become the drivers of their education. The McCall Community School aims to bring the community into the classroom and the students into the community, fostering bonds beyond the school and providing rich, real-world learning opportunities. McCall Community School will honor grade levels as learning cohorts, but will create a learning environment in which flexible grouping between grade levels allows students to work at their learning level for a subject or topic. The use of place-based curriculum also allows students to work on relevant, cross-curricula, content-rich projects that allow for deep learning opportunities to expand with a student's learning level for any given subject.

Organizational Structure

The McCall Community School will be a public charter school governed by a board of 5-9 members. The school will be administered by a School Leader that reports to the school board. Teachers, support staff, office employees, and volunteers will report to the School Leader.

Educational Program & Academic Outcomes

McCall Community School is a school within the Place Network, a collaboration of schools that share common practices, values, and approaches focused on place-based

education and using the outdoors and local community to orient the curriculum. The Place Network provides training, curriculum, and collaboration among other place-based schools across the nation with guidance from Teton Science Schools. Place Network empowers McCall Community School to capitalize on best practices, research-based curriculum developed, and tested by fellow members within the Network. Utilizing other place-based curriculum provides strength and merit to the curriculum implemented at McCall Community School.

The partnership offered by sharing curriculum resources and research under the Place Network provides unique strength to the McCall Community School. Teaming up with other strong entities aligned by similar missions allows McCall Community School to accomplish more at a deeper level than if isolated as a sole entity. These partnerships are the beginning of many to further develop, bringing to fruition the concept of a stronger community within the school and beyond the school.

Community Need

The McCall area lacks public school choice options. In a community of roughly 3,300 people there is one elementary school in McCall, a second elementary school in Donnelly - a small community south of town - one middle school, one traditional high school, and an alternative high school. Limited part-time, private schools are available; however, no public charter schools currently exist in the area.

Residents of McCall have sought out and chosen to reside in this mountain community for many reasons, some of which largely have to do with the beautiful surroundings. A connection to place, the outdoors, and a strong community are important to many families here. The choice to live in this small town needs not to limit parent choice in education. Within the past three years, the local elementary has increased in enrollment by 30%, indicating a trend in growth within the area. Programs involving outdoor elements, connections to communities, and innovative learning opportunities are becoming more and more popular. The need for a place-based focused public school is evident from many outlets. A positive response to the first public meeting regarding the McCall Community School helped validate the need for a school of choice and the strong likelihood of high enrollment numbers.

Values

McCall Community School will share a common set of values which include
Stewardship: Our actions and decisions thoughtfully consider both people and place;
Accountability: We are accountable to our mission and each other; **Inclusivity:** Our actions and decisions create an inclusive community; **Innovation:** We are forward looking and creative to expand learning opportunity and invest in the future; and **Collaboration:** Intentional, individual, and programmatic collaboration empowers us to be greater than the sum of our parts.

Educational Program

Educational Philosophy

McCall Community School is building a model for rural school innovation that is replicable across Idaho. McCall itself is an innovative community committed to the outdoor lifestyle, a direct result of its mountainous, rural location. People often seek out McCall due to the natural beauty of the area and the outdoor recreation opportunities available. A rural location should not limit choice in education. McCall is in need of choice in its schools and in need of a school that represents the values of a mountain town. Place-based education has a foothold in McCall through various push-in programs such as the McCall Outdoor Science School, Payette Children's Forest and from the outdoor based Roots Forest School (further explained in the Student Demand and Primary Attendance Area section). McCall Community School aims to center the learner as the driver of their education, working to foster innovative thinking and problem solving in the community and beyond.

Within the McCall region and the McCall-Donnelly School District, there is a strong interest in a next-generation learning model that capitalizes on the resources of the region for learning opportunities and promotes innovation within the county. One of the goals of McCall Community School is to help build a model that serves as an example of rural innovation for our region. Sharing, collaboration, and partnerships are important components to serve all students, not just those enrolled in the proposed school.

McCall Community School believes that every student is a highly capable learner and that a set of clear knowledge, skills, and dispositions exist for students to master in order to achieve personal and professional success. With this in mind, *our philosophy* is 1) constructivist, where learning is built off of prior-knowledge, experience and reflection ([Semerci and Batdi, 2015](#)), 2) personalized, where the learning experience can be modified to adjust to the interests and needs of the student ([Pane, 2017](#)), 3) competency-referenced, where students are assessed on progress towards competency and mastery rather than referenced against their peers ([Haynes, 2016](#)), 4) develops student self-efficacy, where learners believe they can be change agents in a community through/by influence with all components of a place ([Zimmerman, 2000](#)), and 5) experiential, where students learn best by applying learning to real-world challenges ([Burch, et. al, 2014](#)). This philosophy supports the rapidly changing demands of the world where complex problem solving, critical thinking, and creativity top the list of employer needs in 2020 compiled by the World Economic Forum ([Gray, 2016](#)).

McCall Community School believes that the learning model must be supported by research in the learning sciences, with a focus on evidence-based practices that support cognitive development, motivation, identity formation, and adaption to individual variability ([Transcend, 2018](#), [Deans for Impact, 2015](#)). Cognitive development is the processes by which students take in new learning from external stimuli, store in short-term memory, embed in long-term memory, and then retrieve to apply to new situations. Motivation is directly linked to academic achievement and is comprised of value, self-efficacy, sense of control, and emotional state. Research suggests that motivation decreases linearly from Kindergarten through 12th

grade (Gallup, 2016). Identity formation is the process through which learners build their understanding of how they might contribute and exist in the world. Finally, each learner has a unique learning profile. This variability, or neuro-diversity, must be recognized by the school in order for motivation to be high. The learning model at McCall Community School is supported by these four learning science principles.

Given the mission of McCall Community School - *to inspire curiosity, engagement, and leadership through transformative place-based education* - the school has partnered with the Place Network, a collaboration of schools that share common practices, values, and approaches focused on place-based education. The educational philosophy is grounded in a set of core values, a locally relevant curriculum, and a unifying model. McCall Community School partnered with Place Network due to a shared commitment to a place-based model supported by project-based learning, mastery-based assessment, personalized learning, and a focus on character development and the establishment of strong learning habits. **Place-based education** connects learning with communities to increase student engagement, student outcomes, and community impact. We look at communities through the lenses of culture, economy, and ecology. A Place-based Education Framework guides teaching and learning in all of our programs.

Place Network is a new group of small, public rural schools who share a commitment to innovative and high-impact learning. Teton Science Schools, a 50-year old 501(c)3 organization based in Wyoming and Idaho, serves as the hub for this network. For the last 15 years, Teton Science Schools has managed its own PK-12 school to define and refine the model. The network provides model curriculum (see Appendix E3), professional learning communities, technology support, research, and consulting services to accelerate the impact of the model. The network makes no requirement for particular curriculum selected by the school and thus allows each school to be locally relevant. Schools within the network share tools and curriculum liberally across other member schools.

McCall Community School will evaluate the Place Network Schools partnership on an annual basis through the analysis of network wide data, school specific data, and satisfaction surveys. Additionally, leadership at McCall Community School will be part of the advisory board of the network allowing for meaningful input as the network grows.

Student Academic Achievement Standards

Each academic goal connects directly to the mission and learning model of the school. Because assessment of academic goals (and related standards) is mastery-based, each student will be expected to demonstrate proficiency according to the same set of equal and high expectations. McCall Community School achievement standards are built into its larger academic goals for the school as described below.

Academic Goals

Students moving on from the school after 8th grade will have the knowledge, skills, and dispositions to achieve college and career success following high school; become agents of change within school, local, regional, and national communities; and have a strong sense of

self-awareness and leadership capacity to support personal and professional growth. Learner expectations are driven by seven core learning domains.

1. **Community and Culture:** Learners understand how culture impacts community through history, economics, geography, and place. As adults, they will be well-versed in concepts of finance, equity, conflict, and resolution.
2. **Mathematics:** Core proficiency in both the content and skills involved in mathematics will be mastered by learners. These students will see how mathematics can be applied through real-world projects, act as a lens to understand the world, and transfer to other disciplines through a set of critical skills.
3. **Language and Literacy:** Learners can articulate themselves through written and verbal communication, speak coherently in a non-native language, read a variety of complex genres, build solid arguments from evidence, and discern the difference between fact and opinion.
4. **Science:** Learners understand that science is a process through which we can understand the complexity of the world. They will be well-versed in basic science principles and constructs so as to critically analyze and understand the world around them.
5. **Health and Wellness:** Learners understand that healthy living includes diet and lifestyle choices, physical activity, and awareness of mental health. Through personal actions, leadership, and projects, graduates will support the health and wellness of themselves and the surrounding community. Smart and safe technology use is embedded through an understanding of neuroscience and mental health.
6. **Creative Expression:** Learners are highly creative individuals who are well-versed in creation and presentation of artistic forms. These individuals can build and make as well as draw and perform. By design, skills learned through Creative Expression are applied across the community impact projects.
7. **Leadership and Self-Awareness:** Learners demonstrate leadership and self-awareness habits to gain personal and professional skills and be able to positively impact the world. Learners are self-aware, life-long learners who can actively collaborate and communicate to effectively make an impact.

A set of **Competencies** are embedded in the seven learning domains. These competencies form the foundation of assessment at McCall Community School.

Competency Title	Competency Descriptor
Civics	Interprets and applies civic and political institutions, deliberations, processes, rules, and laws
Economics	Applies economic principles to personal, local, national, and global financial systems
Geography and environments	Predicts how geography and environments influence human patterns, movements, and cultures
Historical perspectives	Analyzes historical patterns, perspectives, and both primary and secondary pieces of evidence to interpret the past and to understand the present

Sense of place	Develops a strong sense of place that can be transferred to any community by clearly identifying and defining the relationships between the economy, culture, and ecology of a community
Artistic application	Connects artistic work to professional and personal experiences
Artistic creation	Generates/produces artistic works using appropriate techniques and materials
Artistic critique	Interprets, discusses, and responds to a wide variety of artistic works, representing multiple worldviews and perspectives from past and present
Artistic performance and presentation	Performs and/or presents artistic works to a variety of appropriate external audiences
Craft and maker skills	Uses building, making, and artistic skills in appropriate ways to create and innovate
Innovation and design	Demonstrates creative thinking and applies design/engineering processes to develop innovative, useful, and impactful solutions
Healthy living	Develops a holistic view of healthy living by understanding the connections between human growth and development, nutrition, disease, wellness practices, and social influences
Physical health and wellness	Builds a healthy lifelong commitment to physical health and wellness through fair play, individual and team games, and physical fitness and movement
Safe and smart technology use	Applies digital tools and demonstrates understanding of technology concepts, systems, and operations in a safe and appropriate manner
Social-emotional health and wellness	Builds a strong, resilient, and informed personal understanding and application of how mental health and neuroscience influence lifelong practices for health and well-being
Reading Literature and Informational Text	Reads, understands, interprets, and analyzes literary and informational texts for a variety of purposes
World language	Effectively communicates (interpretive, interpersonal, and presentational) in a non-native language
Language conventions	Understands structure, vocabulary, and conventions of language
Listening and speaking	Speaks and listens articulately, actively, and fairly
Reading foundations	Applies appropriate reading skills to interpret and understand written information
Writing	Researches, produces, and distributes writing for different audiences and purposes
Collaboration	Collaborates by bringing strengths that compensate for the gaps in skills and knowledge of others
Communication	Communicates with a focus on self-awareness, delivery, and precision of meaning and evidence, and ongoing adaptation

Creativity	Demonstrates creativity through the combination of skill, knowledge, intuition, insightful interpretation of observations in the world, and self-confidence to take risks and pursue new possibilities
Self-direction	Exhibits self-direction including planning, goal-setting, and initiative as well as self-awareness and the ability to monitor and adapt to discover aspirations and recognize new directions that learning can take
Geometry	Understands how geometry can represent two and three dimensional objects
Measurement, data, and statistics	Measures accurately to collect data using a variety of tools and interprets data, statistics, and probability to interpret a variety of real-world situations
Number systems	Applies understanding of the number system to solve real-world problems
Operations and algebra	Understands and uses/applies a variety of functions, operations, and algebraic thinking to interpret a variety of real-world situations
Mathematical practices	Demonstrates appropriate use of the practices of mathematics to solve real-world and applied problems
Earth and space sciences	Practices and applies the principles of Earth and space sciences to make sense of the natural and built world
Life science	Practices and applies the principles of the life sciences to make sense of the natural and built world
Physical science	Practices and applies principles of the physical sciences to make sense of the natural and built world
Science practices	Uses scientific practices to come to conclusions around hypotheses about a wide variety of real-world phenomena
Science crosscutting concepts	Appropriately applies scientific concepts across disciplinary boundaries

Each competency is aligned with specific **Performance Indicators**. For each performance indicator, a **Learning Continuum** exists that shows a student the necessary learning goals for each performance level. These specific skills, written in “I can...” language, are linked to grade levels or grade level bands.

Mastery is determined at the competency level by submitting artifacts (variable per competency) that score at the proficient level or above on all learning goals. At this point, the school makes a determination whether or not the competency is complete for that particular grade or grade band. Once a student is proficient on a learning goal, the student may move to the next grade or grade band for further challenge.

Achievement Standards

Learning Goals and associated achievement standards are built to achieve Idaho Content Standards and are covered by linking content competencies and performance

indicators to Common Core Language Arts, Common Core Math, C3 Framework, NGSS, ISTE, NAS, CDC, ACTFL standards as well as any Idaho standards not covered in these collections.

Links to these standards can be found in the table below.

Common Core	language arts	http://www.corestandards.org/ELA-Literacy/
C3 Framework	social studies	http://www.socialstudies.org/c3
NGSS	science	http://www.nextgenscience.org/next-generation-science-standards
ISTE	technology	http://www.iste.org/standards/iste-standards
NAS	arts	http://www.nationalartsstandards.org/
ACTFL	World language	http://www.actfl.org/sites/default/files/pdfs/World-ReadinessStandardsforLearningLanguages.pdf
Common Core	math	http://www.corestandards.org/Math/
CDC	Health and wellness	https://www.cdc.gov/healthyschools/sher/standards/index.htm
EPIC	Leadership and self-awareness	https://www.inflexion.org/essential-skills-and-dispositions-development-frameworks/
d.school	Design Thinking	http://www.davidleedtech.org/design-thinking-standards

Determining Proficiency

When students submit artifacts as evidence towards a learning goal, a teacher (and often the student through self-assessment) will assign an evaluation statement of: not meeting, approaching, meeting, or exceeding. Should the student receive a “not meeting” or “approaching” evaluation rating, they need to redo the assignment until it is proficient.

For every artifact, a rubric will exist that articulates the characteristics of the four different levels of proficiency.

Social Emotional Learning and Character Education

McCall Community School students will routinely reflect on [nine](#) character Habits of Success. These habits guide advisory time and student growth in leadership and self-awareness. Students make and reflect on goals based on these dispositions. These dispositions are not assessed through academic work. *Communication, collaboration, creativity, and self-direction* are included in the Leadership and Self-Awareness competency and can be assessed in academic work through the continuum of learning targets.

The Habits of Success are informed by [CASEL](#), [Character Lab](#), and [EPIC](#) - three well-established groups that promote and support Social-emotional Learning and Habits of Learning.

Programmatic Goals

Assessment of programmatic goals will include the following measures: academic (measurement around the competencies), engagement, community impact, culture and climate, and personalized learning. For each goal area, the school has articulated a benchmark to meet or exceed the grade band/level/school norm.

Goal	Measure
Engagement: McCall Community School students will be highly engaged in classes with an average score of 4 or higher (out of 5) on a nationally normed survey.	Surveys to measure student and family engagement will be conducted twice per year (Panorama Education, 2017)
Academic Outcomes: McCall Community School students will demonstrate academic growth using state-wide or district-wide standardized measures of assessment.	In addition to routine formative and summative assessments built by the school, the following external measures will be used: MAPS Testing (NWEA, 2017), Idaho Reading Indicator, SBAC testing, competency-growth rates
Community Impact: Each McCall Community School student will complete at least two community impact projects per year that are perceived as positive by community members.	Once per year, the school will report out on the number of projects completed by students and community perception around those projects.
Climate and Social-Emotional Learning: McCall Community School students and teachers will rate the culture/climate and their own social-emotional learning with an average score of 4 or higher (out of 5) on a nationally normed survey.	Climate and Social Emotional Learning Surveys will be completed twice per year on both culture/climate as well as student Social Emotional Learning. (Panorama Education, 2017)
Personalized Learning: In aggregate, the school will meet or exceed the personalized learning targets in all four domains: learner-focused, learner-led, learner-demonstrated, and learner-connected.	At the end of each school year, students will report out via survey on the extent and quality of personalized learning at the school (LEAP, 2018)

Each of these data points will be combined with ongoing assessment results used by McCall Community School to determine specific action steps needed to address any identified negative trends.

Key Educational Design Elements, Curricula, Tools, and Instructional Methods

The instructional practices at McCall Community School are informed by a set of Design Elements, a Learning Model, and Model Elements. The curriculum is constructed, implemented, and evaluated with these three components as a foundation.

Design Elements

The following Design Elements of place-based education will guide the program at McCall Community School. School design elements serve as a link across all program areas and grades and inform instructional design to help maintain a cohesive language and approach.

Local to global context: Local learning serves as a model for understanding regional and global challenges, opportunities and connections. An understanding of self is a starting point to understanding place. Research suggests that building new knowledge on prior experience increases transfer from short-term to long-term memory ([Liu, Grady, and Moskovitch, 2017](#)). By using the local region as a starting point for learning, McCall Community School students will better understand more abstract and/or global concepts.

Community as classroom: Communities serve as learning ecosystems for schools where local and regional experts, experiences, and places are part of the expanded definition of a classroom ([Place-based Education Collaborative, 2016](#)). The research base for using the community as a classroom is well-described in the literature on service learning - connecting students to opportunities outside of the classroom or connecting learning to relevant community based challenges has benefits in both engagement and academic outcomes ([Cylio, Durlak, Dymnicki, 2011](#)).

Inquiry-based: Learning is grounded in observing, asking relevant questions, making predictions, and collecting data to understand the world through economic, ecological, and cultural lenses. Research on inquiry-based approaches shows an increase in academic outcomes, narrowing of achievement gaps, and benefits for students with diverse learning needs ([Center for Inspired Teaching, 2008](#))

Design thinking: Design thinking provides a systematic approach for students to make meaningful impact in communities through the curriculum. Collaboration, creativity, innovation, and problem-solving are all increased through a design-thinking approach ([Luka, 2014](#)).

Learner-centered: Learning is personally relevant to students and enables student agency. The teacher serves as a guide or facilitator to learning. Literature suggests that students in learner-centered experiences achieve more, at higher levels, and with higher engagement ([Iowa Core, 2017](#)).

Interdisciplinary approach: The curriculum matches the real world where the traditional subject area content, skills, and dispositions are taught through an integrated and frequently

project-based approach where all learners are accountable and challenged. Project-based learning is a core component of the learning model at McCall Community School and when done with high accountability and appropriate structure, leads to higher achievement. Students who participate in project-based learning approaches out-performed students in traditional instruction classrooms across multiple disciplines ([Kimberly, 2015](#)).

Learning Model

The McCall Community School learning model puts both the learner and local place at the center of the experience through the six design elements discussed above. Supporting the model are (1) **personalized pathways** to build strong capacity in literacy, mathematics, and design/technology skills, (2) **Habits of Success** where leadership, social-emotional, and self-awareness competencies play an equal role to other knowledge and skills competencies - the whole child matters, (3) **project-based learning** as the core integrating methodology to support community impact, and (4) **mastery** as a competency-based assessment system where advancement is based on demonstration of mastery rather than time period.



Each of these components (articulated in detail below), support the others. Students learn core skills of math and literacy in **Personalized Pathways** and apply them during interdisciplinary **Project-based Learning** experiences. All assessment is **Mastery-based** so that students are given multiple opportunities to submit evidence of proficiency across different learning experiences but on the same continuum of learning goals (standards). Finally, **Habits of Success** build upon the significant evidence that social-emotional learning and other learning habits support positive academic outcomes.

1. **Personalized learning** is focused on developing ability appropriate skills in mathematics, language arts, second language, and design technology. Core skills are *personalized* ([RAND, 2016](#)) in terms of pace and connected to the continuum of learning goals. Research on personalized learning has only begun to emerge over the last 10 years as technology has increased access and ease of implementation. Data suggests that when implemented well, student achievement increases ([Pane, et. al. 2017](#)). All McCall Community School students will spend a portion of their day engaging in high quality personalized learning targeting core skills in mathematics, literacy and design technology. Personalized learning will be presented through the use of a variety of tools and approaches including, but not limited to, technology programs, rotation models, small group instruction, academic goal-setting, and goal-tracking.
2. **Habits of Success** serve to provide opportunities for students to develop leadership, self-awareness, and social-emotional skills to succeed in the professional and personal world ([Dweck, Walton, Cohen, 2014](#)). McCall Community School students will, in partnership with teachers, create learner profiles, set goals, complete projects, and participate in weekly advisory to support the development of these habits. Students set goals related to the habits to help them measure progress on their own learning.

Increasing mastery of these habits provides students with increased independence as a learner and increased capacity to understand their own social-emotional journey through childhood.

3. **Project-based learning through Community Impact Projects** are learner-centered and place-based. The projects are interdisciplinary in nature, integrating the competencies from the seven learning domains (see [Learning Goals](#)). Core skills developed during the personalized learning time are used to support success on the projects. Projects serve to impact local and regional places through cycles of inquiry and design. McCall Community School students will use a STE(A)M approach to inform projects. McCall Community School defines STEAM as Science as a process, Technology as a tool, Engineering as design, Art as creativity, and Math as a language to understand big data and model the real world. The STE(A)M informed projects are built on an interdisciplinary assignments connected into a **playlist** (see Appendix E).

Each playlist within the project is designed to create an *increasing level of student agency and ownership* during the learning experience. The level of student voice/choice is determined by the teacher. During initial implementation, teachers may drive more of the project direction while at later stages of implementation students may drive the project direction. This gradual release of responsibility must be thoughtfully implemented to ensure student success. Scale of impact will vary depending on the developmental stage of the student.

4. **Mastery-based (competency-based) assessment** ([Haynes, et. al., 2016](#)) puts the learner at the center of the program. McCall Community School students move through the program only by demonstrating proficiency on a learning goal. Mastery-based learning (also called proficiency-based or competency-based) has become prevalent in education policy in the United States ([Rudenstine, et. al, 2018](#)). Students at McCall Community School will know the learning goals that they have submitted as well as the evidence submitted to achieve the goals, their current location on the continuum, and their plan for moving forward. Students and teachers at McCall Community School will become adept at targeting specific competencies within personalized learning time or project experiences in order to create opportunities to submit proficient level evidence. Traditional report cards at McCall Community School will be replaced by growth-oriented report cards to describe 1) growth on percent proficiency around competencies and 2) performance on any current grading period. Grade translation will exist, but will not be front-facing, for those students who need to transfer to other schools.

Curriculum

McCall Community School will select and articulate curriculum during the planning year. Key characteristics will include those resources that are research-based, have multiple access points (reteach, accelerate, etc.), and online support. Additionally, McCall Community School is committed to multiple sources of curriculum for any given competency area. Each student learns in different ways, thus multiple and varied resources should be available.

Mathematics: McCall Community School commits to strong skill building in mathematics linked to competencies (see competency descriptions below). Learning is personalized to ensure that all students demonstrate mastery of competencies in a variety of ways. In addition

to core content, mathematical practices are critical components of every math experience. Students set daily/weekly goals on mastery, reflect on work as mathematicians, and understand strengths and weaknesses in math. McCall Community School has preliminarily selected [Math in Focus](#) as the core mathematics curriculum based on best available research. Supplementary technology support through the use of [ALEKS](#) and other online systems will be added as needed.

Literacy: Language and literacy competencies are taught through both core skills and place-based projects. When relevant and possible, literacy is interwoven within student driven projects with high levels of student voice/choice. Core sequences, especially around reading, are made relevant through book and topic choice as well as a personalized approach to pace the learning experience for students. World language is an embedded component of a 21st century literacy approach. McCall Community School has preliminarily selected the Reader's and Writer's workshop approach to literacy which will be used daily to increase literacy skills.

Design Technology: Technology is defined as both the use of digital and non-digital tools. Students should be able to make, build, code, design, and construct using the appropriate tools. McCall Community School will base the design technology sequence off of the Place Network Design/Technology sequence. Students will progress through a set of modules that teach discrete skills that are then implemented and applied in projects. Modules include *making/building, dissection and repair, circuitry, coding, 3D imaging and printing, and robotics.*

Science, Social Studies, Arts, Health, Physical Education: Required learning goals for these subject areas will be taught through integrated place-based projects (as described above). Using technology and careful planning, each student will cover the appropriate content and skills through enrollment at the school. The Place Network provides model curriculum examples for McCall Community School teachers to use or adapt. These curricular examples also provide a framework of place-based projects and how they are linked to competencies. An overview of the [middle school model curriculum](#), a [sample teacher guide for one of the units](#), and an [individual assignment](#) can provide perspective on the learning model in action.

Music and other specialist areas: *Separate classes for these areas will be built into the schedule and follow the same six core principles of place-based education.*

Tools

Learning Management System

Students in McCall Community School are supported by a common Learning Resource Management Solution (www.novareedu.com) that allows for communication, tracking of progress, and goal-setting in a project-based and mastery-based technology system.

Technology

McCall Community School will aim to be a 1:1 school where each student has access to their own technology to support learning within the school at developmentally appropriate levels.

Instructional Methods

McCall Community School believes in a learner-centered model supported by a high impact, high-accountability competency-based learning continuum. With that mind, McCall Community School has grounded the Instructional Methods with a learner-centered approach written in “Instructional Look-for’s” for personalized learning ([Lindsay Unified School District, Summit Learning, and Transcend Education, 2018](#)).

1. ***“Rigor:*** *Students stretch themselves intellectually and personally by engaging with skills, habits, and content in challenging, developmentally appropriate ways.*
2. ***Customization:*** *Students engage in experiences tailored to their learning needs, preferences for how to learn, and specific developmental levels.*
3. ***Purposefulness:*** *Students work with effort and energy to accomplish goals that connect to a meaningful purpose, and they are aware of their progress toward achieving these goals at all times.*
4. ***Relevance:*** *Students recognize the significance that learning activities and objectives have to their interests and goals, prior knowledge, and real world, culturally relevant contexts.*
5. ***Collaboration:*** *Students work together to create a joint product, cooperatively solve a problem, or co-construct their understanding of a topic.*
6. ***Community:*** *Students are deeply known as individuals and are part of a school that is positive, secure, and open to all backgrounds and perspectives ([Lindsay Unified School District, Summit Learning, and Transcend Education, 2018](#)).”*

Learning Environment

The Learning Environment, including the daily schedule, is a key component to student success. At McCall Community School, the student is at the center of their learning. The educational program is mirrored in the climate and the culture of the school in that the students are also at the center. Students input and opinions will be felt throughout the school, as this is their school. McCall Community School recognizes each individual as an important member of the school’s culture and recognizes each student as possessing important individual elements that contribute to their own challenges and triumphs. Addressing an individual first and caring for their personal needs and how they then fit within the fabric of the school is of high importance.

Restorative Practices will be used to reduce student conflict and negative behavior. Students and staff will address the needs of the school through discussions on conflict and student/staff behavior. In order for student engagement to increase, the learning environment must be a place that feels safe for all students and staff. Restorative steps will be put into place based on each individual and situation that occurs within the learning environment.

Schedule:

At McCall Community School the daily experience will include:

- **Planning:** Each day (or class) begins with a morning meeting to articulate learning goals for the day, identify any student needs, mindfulness, and/or community discussion. Each student sets specific and measurable goals for the day which are reviewed at the end of the day. Students also set up times to meet with teachers and other students. Schedule determination is a critical part of the day.
- **Personalized Core Skills:** Students are focused on individual work or group coaching in mathematics, second language, language arts, and design technology. The purpose of the development of these skills is to provide the skills and content to implement during projects. Teachers review status of each student every morning to help support individual progress in all areas.
- **Lunch/Outdoor:** Every student gets time for lunch and outdoor experience. This is a critical time for play, exercise, and rejuvenation.
- **Independent Learning Projects:** Students focus on their own projects during this time and/or physical education and music dependent on age. Once every other week, student committees meet during this time.
- **Community Impact Projects:** Students focus on projects inside the classroom, design and inquiry time outside the classroom, interviews, community excursions, and product creation.
- **Reflection and closings:** Students finish with evaluation of goals, homework determination, and plan for the next day. Each week, students reflect through the update of their portfolio. Each day, students spend at least five minutes organizing the school through the student-run Hands-to-Work program.

Example Daily Schedule (times are not exact):

	Monday	Tuesday	Wednesday	Thursday	Friday
8:00 - 8:30	Planning				
8:30 - 10:30	Core 1	Core 1	Core 1	Core 1	Core 1
10:30 - 11:30	Core 2	ILP/Music	Core 2	ILP/PE	Committees
11:30 - 12:30	Lunch/Outdoor				
12:30 - 3:00	Projects				
3:00 - 3:30	Reflection	Reflection	Reflection	Reflection	Portfolio

Strategies for Serving Special Populations

The McCall Community School model focuses on the student and their individual learning needs and interests as the center of the curriculum. The focus on the student empowers McCall Community School staff to quickly and repeatedly address student needs as

students both struggle and excel throughout their educational career. Daily meetings between the student and the teacher and regular meetings including parents will help everyone to understand where the learner's strengths and weaknesses lie. Daily meetings also enhance adjustments to learning objectives and support as needed.

The McCall Community School will meet all applicable state and federal laws in order to serve all students - including those with cognitive and physical disabilities. English Language Learners (ELL), students with intellectual and physical disabilities, and gifted and talented learners that meet the at-risk criteria as set forth by IDAPA code. By the nature of a learner-centered philosophy, the following elements will be included: Identification, Special Education and At-risk, English Language Learners, Gift and Talented.

Although the facility is still in the planning phase, the design will meet the needs of special populations per ADA regulations. Additionally, the program itself warrants various types of learning spaces to facilitate one on one intervention, small-group work, and larger community project work. Through the use of a technology platform, all students will have a Learner Profile that will contain internal and external assessments, goal-setting, completed impact projects, and a student portfolio.

The nature of a mastery-based approach is that every child has equal and high expectations. Individual personal growth is built directly into the program, the technology to support the program, and the systems to guide student to proficiency. Families as well as students will have a detailed real-time awareness of progress towards these expectations. During twice a year parent meetings (held after work hours), families will meet with advisors and teachers to discuss progress. The student will play a role in these meetings.

McCall Community School recognizes that not every student will have access to the internet. The school is considering a loaner "hot-spot" program to address this issue. The school has also selected a technology platform that is mobile enabled and easy to use in order to see student progress outside of normal wireless range.

Staffing

The McCall Community School will hire a certified special education teacher to assist staff members and students in developing learning plans. In the initial opening of McCall Community School, the School Leader ~~Lead Administrator~~ will be responsible for special education services and duties. The School Leader ~~Lead Administrator~~ is a certified special education specialist. The special education specialist will provide appropriate accommodations, adaptations and modifications to all McCall Community School staff.

Services for OT, PT, ELL, and speech language will be outsourced to local agencies. A school psychologist will be utilized for evaluation assessments when referring students for

special education services. The expense for these services are budgeted for in Appendix A2, SPED Contract Services.

Identification

McCall Community School will develop an appropriate system to identify and refer students to a Response to Intervention system to best serve the needs of each child. Identification, assessment, instructional modification, and evaluation will create a responsive environment to help each child succeed. The team (administration and staff) will work with the student and parent to develop accommodations and a plan for the student to be successful in the least restrictive environment. Data will be collected and evaluated to understand the overall effectiveness of strategies being implemented by staff. MAP testing will be conducted to progress monitor and collect data to determine progress.

McCall Community School will use evidence-based, restorative programming and curricula when working with students with disabilities who need supplemental or replacement curricula. McCall Community School will utilize research based Tier 2 and Tier 3 interventions for those students identified appropriately. Tier 2 students will be instructed with Read Naturally for fluency and SIPPS for students needing more work with phonological awareness and decoding. Tier 3 students will focus on Barton Program for Reading and spelling. ~~McCall Community School will follow the guidelines provided by the IDEA and Idaho Special Education Manual regarding the disciplining of a student protected under the IDEA.~~ This will include the consideration of a Functional Behavior Assessment and subsequent Behavior Intervention Plan when the special-education multi-disciplinary team identifies that the behavior of the student impacts his or her learning or the learning of others. When the Behavior Intervention Plan is required, it will be developed with Positive Behavior Interventions and Supports. If the IEP team determines that such services are needed, they must be included in the IEP and must be implemented.

McCall Community School will follow the three-step process as outlined in the Idaho Special Education Manual to determine whether a student requires special education services:

1. The school will locate students by establishing and implementing an ongoing Child Find system (Response to Intervention), which will include referrals by parents, school staff, etc. An individual will be appointed to coordinate the development, revision, implementation and documentation of the Child Find system.
2. McCall Community School's Child Find system will publicize and ensure that staff and constituents are informed of the availability of special education services through information included in staff orientation, on the school's website, and in registration materials.
3. McCall Community School will conduct a thorough and comprehensive evaluation for students referred to determine if the student qualifies for special education services under the Individuals with Disabilities Act. McCall Community School will adhere to the guidelines and timelines outlined in the Individuals with Disabilities Act and the Idaho Special Education Manual. As outlined in the Idaho Special Education Manual, an evaluation team, which includes (at a minimum) a special education teacher, a general education teacher, an administrative representative, the student when appropriate and

the parent and/or adult student, will review the information from the comprehensive evaluation to determine the student's eligibility for special education. These sources include, but are not limited to, general education interventions, formal and informal assessments, and progress in the general curriculum, and will also include all referrals by parents and/or other adults including teachers, counselors, or other school professionals as outlined in the Idaho Special Education Manual.

Special Education and At-risk

The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to the treatment of students with identified disabilities and those suspected of having a disability, including but not limited to: Equitable access and opportunity to enroll; identification and referral, appropriate development and implementation of Individualized Educational Plans (IEP) and Section 504 plans; operational compliance, including provisions of services in the Learning Restricted Environment and appropriate inclusion in the school's academic program, assessments, and extracurricular activities; discipline, including due process protections, manifestation determinations, and behavioral intervention plans; access to school's facility and programs; appropriate use of all available applicable funding.

With the focus on personalized learning and mastery based education, the student is at the center of the educational program, allowing teachers to meet students at their learning levels. Gifted and talented students will have the opportunity to flourish and progress at their learning rate without being held by traditional grade levels. Similarly, students struggling to master a concept will receive additional help to master the concept before moving on with their age-like peers to the next level.

McCall Community Schools' focus on personalized learning and mastery based education, allows the student to be at the center of their learning. Building projects through the lens of the students' interest and abilities allows teachers to help students through learning barriers. Specific plans will be created for students who do not meet their goals during a given period. Accommodations may involve students attending an extended school year program.

The learning environment for McCall Community School lends itself to more of an inclusive model. Students will work individually with staff when specific strategies are needed to master certain concepts and goals, while other students are working independently or in small student led groupings. When students require more services to master content McCall Community School will contract out speech language therapists, occupational therapists, school psychologists, and physical therapists.

Teachers, staff, and parents will work together to ensure each student is tasked with challenging tasks at their appropriate learning level with the development of rigorous IEP goals. McCall Community School is an inclusive environment that aims to meet all students at their level, regardless of any identified challenges, and to help push all students academically, socially, and emotionally in a positive and beneficial manner. Staff will implement research based special education curriculum and instruction to meet each child's needs.

English Language Learners (ELL)

The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to requirements regarding ELLs, including but not limited to: Equitable access and opportunity to enroll; required policies related to the service of ELL students; compliance with native language communication requirements; proper steps for identification of students in need of ELL services; appropriate and equitable delivery of services to identified students; appropriate accommodations on assessments; exiting students from ELL services; and ongoing monitoring of exited students.

The following is the ELL program eligibility criteria:

- Registration forms given to every student will include the mandatory questions to identify possible ELL students.
- Administration from McCall Community School will review the surveys and determine whether or not a student may be an ELL.
- If the survey comes back indicating that a student may be an ELL, the student will be given an English language proficiency screener test within 30 days of registration or within two weeks of entry into the school. This test will be administered by one of McCall Community School's staff members.
- If the student tests less than proficient on the English language proficiency test, then a letter will go home to the parents indicating that their child was identified as needing specific English language services. The parents will be given the opportunity to waive the services, if desired.
- If the parent does not waive the limited English proficiency services for their child, the student will be placed in a program of high-quality language instruction, including:
 - o Formative assessments of phonological processing, letter knowledge, and word and text reading.
 - o Focused, intensive small-group reading interventions for at-risk students that include phonological awareness, phonics, reading fluency, vocabulary, and comprehension.
 - o High-quality vocabulary instruction throughout the school day with essential content words taught in-depth.

An annual summative assessment for English Language Proficiency for all identified ELL students will take place during the spring of each school year. Based on the student score in the spring assessment, students will continue in the ELL program for the following year or exit (with monitoring).

Section 504

Any student attending McCall Community School is entitled to a Section 504 Accommodation Plan if he or she has been identified and the evaluation shows that the individual has a mental or physical impairment that substantially limits one or more major life activities. This determination is made by a team of knowledgeable individuals, including the student's parents who are familiar with the student and his or her disability. Section 504

processes are not Special Education. The school counselor will be the coordinator of the 504 process at McCall Community School.

Section 504 responsibilities:

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

Gifted and Talented

McCall Community School will identify students possessing high-performing capabilities in specific academic, intellectual, leadership, creativity and visual/performing arts talent areas pursuant to Idaho Code 33-2003. The identification in each area will be by a variety of assessments outlined in The Best Practices Manual for Idaho Gifted/Talented Programs. Once identified, McCall Community School will implement a modification of curriculum to provide a challenging and meaningful educational experience.

Professional Development Plan

Professional Development is a core component of McCall Community School. Research suggests that effective professional development is applied, relevant, and sustained over time ([Darling-Hammond, 2016](#)). McCall Community School also recognizes that the unique learning model at the school warrants special attention in the hiring, orientation, and on-boarding process. Each teacher will receive specific training around place-based education, project-based learning, personalized approaches, competency-based assessment, and social-emotional learning (Habits of Success).

The goal is to build extensive time for teachers to plan and learn together. Teachers will spend 3-5 days prior to the school year and 3-5 days at the end of the school year collaboratively developing the school model and evaluating school progress. Additionally, one afternoon per week will be dedicated professional development time.

General Staff Training

All administrative staff will have a specific orientation and on-boarding to general operations of the school - including risk management training. Skill-specific professional development will be available to all staff who need training around operations.

New Teacher Orientation and On-boarding

Teacher on-boarding consists of the following steps:

1. **Learning** - Background resources immediately available after hire for literature review and model descriptions.
2. **Orientation** - Support and preparation days before the start of the school year will provide time for new teachers to develop curriculum as well as experience curriculum.
3. **Mentoring** - Each new teacher will be assigned a mentor to guide them through the first 1-2 years

Teacher Professional Growth

1. **Collaboration:** All teachers and administrators at McCall Community School will have access to a technology platform made available to all Place Network Schools to share resources, tools, and curriculum ideas.
2. **Place Network Professional Development Pathways:** All teachers will participate in on-going experiences linked directly to the Place Network model. These experiences will be taught virtually through a micro-credentialing platform, taught on-site by expert providers from [Teton Science Schools](#), and eventually by expert facilitators who are teaching and/or leading the school. This train-the-trainer model will build independence and confidence over time to reduce the amount of required training.
3. **Common Competencies:** Place Network has an established set of adult learning competencies and performance indicators linked to the framework and learning model. McCall Community School teachers will be able to progress through these learning experiences to further their understanding of the model.
4. **Faculty Collaborative Planning Time:** Weekly or bi-weekly meetings will be held with a specific focus on 1) learner discussions - discussing each student and 2) program design - how projects and personalized learning are manifesting in actual practice.
5. **Goal-setting:** Administrators and staff will set personalized learning goals related to the learning model, educational approach, culture, or community leadership.
6. **School-generated Needs:** Other opportunities will be offered based on the annual goals of the school.

Teacher Evaluation and Feedback

1. **Evaluation:** All faculty will be observed routinely using the [Danielson's Framework](#) per State Regulation. Using data from observations, teachers will reflect and make goals

accordingly. The Danielson's Framework will be supplemented by the "look for's" described in the section on Instructional Approach.

2. **Student satisfaction surveys** (for students in grades 8). Students will provide teachers with anonymous surveys that focus on expectations and rapport. Teachers will be expected to respond to these surveys through the goal-setting process.
3. **Project design, engagement and community impact:** Teachers, through faculty collaboration time, will be expected to share and build community impact projects in partnership with students. Community impact (at classroom, school, region, or national scale) will be an important measure.
4. **Documented student progress on competency continuum.** With a competency-based system, all teachers in the school will be held accountable to the progress of all students. This collaborative approach, measured by weekly student discussions will ensure that all students make progress against the continuum.
5. **Learner-centered coaching approach.** This system is based on the student-centered coaching model created by Diane Sweeney. Observations and discussion are based on student conversation, student data, and student performance rather than teacher behavior. Teacher reflection guides goal-setting for the next observation cycle.
6. **Teachers as learners.** Teachers will, on an annual basis, conduct action research and/or continuous improvement research to assess the efficacy of their teaching approaches

Financials and Facilities Plan

Fiscal Philosophy and Spending Priorities

Our overall philosophy on school budget and finances is creating and monitoring an adopted annual budget that supports the mission, vision, and strategic academic goals of the school. This is achieved by a deep understanding on how charters are funded in the state of Idaho, how to allocate and adjust funds appropriately, board training and to regularly monitor the status of the annual running budget. The current Board has a conservative outlook on budgeting from past charter school experiences, but the Board also holds an optimistic mindset when budgeting for student success, teacher pay, and retention.

The founding Board and leadership has working knowledge of Idaho charter school funding. The Boards' experience in charter schools and state funding intricacies will support the schools initial budgeting process and long-term financial sustainability of the organization. The Boards' wide-ranging knowledge in school funding in salary/career ladder funding, facilities, special distributions and ADA will be especially beneficial when crafting the school budget and operations.

Income Sources

The school will rely upon the following funding sources: (1) state allocation per pupil; (2) federal start-up grants (if competitively earned); and (3) private grants. The school has secured a \$40,000 private, anonymous start-up grant and a \$120,000 start-up (fellowship) grant from the

J.A. and Kathryn Albertson Family Foundation (“JKAFF”). (See grant award letters as part of Appendix F3).

~~The school has been involved in talks with Terry Ryan and Bluum who have expressed intent to support the school’s application for a multi-year operational grant from JKAFF totalling \$550,000. As noted in the last paragraph, JKAFF has provided an initial fellowship grant; to date, all fellowship grant recipients have secured subsequent operation grants from JKAFF. Bluum believes that there is a high probability this support will be provided.~~

Transportation & Food Service

Although McCall is a small community, many residents live miles outside of town and inclement weather is possible at any time of the year in the mountains. This adds a complexity layer for children traveling to school. McCall Community School aims to provide a busing service for students. Depending on need, proximity, and arrangements, McCall Community School will work to provide safe and adequate busing, potentially in partnership with the McCall-Donnelly School District, with a contract with Harlows, the local busing company, or with charter owned busing.

Nutritious meals and snacks are an important part of any day for all children, especially for those engaged in rigorous learning! Busy families and low-income families alike will benefit from food service options at McCall Community School. Current facility options for the McCall Community School have kitchen options for lunches to be prepared for students. During phase one of facility options meals will be outsourced with local restaurants to provide needed nutrition lunches until enrollment increases to allow for the building of phase two. Until initial numbers and budget are known, McCall Community School will investigate the means to enroll into National School Lunch Program. McCall Community School is committed to providing a full food service in accordance with federal food regulations.

Fiscal Management and Monitoring Plan

Fiscal management will mainly involve the Board, Business Manager, and School Leader. The Business Manager and School Leader will be responsible for drafting the proposed annual school budget with input and direction from the Board of Directors for approval at the annual Board meeting. Additional input will be provided by the site leadership team. Monthly fiscal reports will be prepared by the Business Manager and School Leader and will include bank reconciliation, budget vs actual, and cash flow. The monthly fiscal reports will allow the Board to monitor and adjust the quarterly and annual school budget. In addition, McCall Community School will be contracting out accounting support to Bluum in the first four years of operation.

Description of Facility Plan

With the logistical support from Bouma USA and financial support from Bluum and the J.A. Kathryn Albertson’s Family Foundation we are in the process of exploring sites for the

school. As of August, 2018 we have found two options in the area for an affordable rate that will accommodate our funding. Both sites are in the McCall-Donnelly School District and are connected to city water and sewer.

Bouma USA is a company specializing in design building services, focused on charter schools. With over 250 charter schools designed across the nation, we are ensured a high quality site plan tailored to our specific school.

Bouma USA intends to provide a “Design Build” contract, with a not-to-exceed contract price for the facility. A draft of the contract can be found as Appendix F2. Bouma USA has helped to develop a phased approach to building out the school that can include starting with only portable buildings in early years. This phased approach allows for the school to begin operations with a lower starting enrollment of 65 students. During phase one of the facility the modular buildings will allow for classroom space and small office space. Future building can progress during the next three phases based on appropriate growth (see Appendix A7).

Bouma provides full-scope services including:

- Feasibility Studies and Site Assessment
- Concept Designs and Budgets
- Qualification of Subcontractors and Vendors
- Design Team Selection and Management
- Due Diligence Research
- Contract Management
- Construction Administration
- Design Development
- Permits and Approvals
- Utility Coordination
- Estimating / Pricing
- Purchasing
- Project Scheduling
- Building Commissioning/ Systems Training

Building Hope, in partnership with Bluum and JKAF, will coordinate the lending to provide financing for the project. The structure of the lending will follow the typical structure used in Idaho, as follows:

- 1) 35% financing in the form of a five-year, 3% interest, subordinated loan. The funds for this loan are provided by JKAF to Building Hope.
- 2) 65% bank loan from a local, regional or national bank. Initial discussions have been held with Vectra Bank. Vectra bank has supported several school startups in Idaho and is interested in continuing to provide short-term financing (5 years, estimated at 7% interest for budgeting purposes, knowing that interest rates are rising).
- 3) After five years, the facility loans would be refinanced through the USDA. The school qualifies for rural lending support. If the USDA program changes, the school may refinance using traditional bank financing.

The school has submitted a loan application to Building Hope. In order to secure a commitment letter from Building Hope, the school will be required to submit complete plans, a building contract and timeline, and evidence of JKAF operating grant support.

In addition, McCall Community School has been in conversation with two different churches, Elk Creek Church and Mountain Life Church regarding possibly leasing space if enrollment numbers fall below the break-even budget number. Both churches are interested in the option of housing the school and have space available. Further information can be found in Appendix 6 Facility Options.

McCall Community School has an emphasis on being outside and using the surroundings in the curriculum. Therefore, current designs include several options for open floor plans and flexible meeting spaces. Current designs also include large meeting areas for flexible groupings, both indoor and outdoor. There is space in the layout for future buildings to expand the school. Designs for each potential site include proper parking, student drop-off access, and delivery access. Designs for each site have three main buildings: classrooms office/meeting space, and a multipurpose room. Total square footage would be around 10,000 between the three buildings.

Board Capacity and Governance Structure

Description of Governance Structure

McCall Community School is a legally and operationally independent entity established by the non-profit corporation's Board of Directors. The Board of Directors will be legally accountable for operation of the charter school. McCall Community School commits to compliance with all federal and state laws and rules and acknowledges the responsibility for identifying essential laws and regulations and complying with them. The Board of Directors of McCall Community School will comply with Idaho's Open Meeting and Public Record laws.

The Board of Directors will serve as public agents that serve McCall Community School. There will be no less than 5 and no more than 9 members on the Board of Directors. Initially, the Board of Directors will remain the same as the organizing group. Upon successful establishment of the school and after one to two years of operation, transition to a long-term governing Board will be accomplished through the procedures set forth in the Bylaws.

Annual election and selection of the Board of Directors will be held according to the Bylaws of McCall Community School.

McCall Community School Board of Directors is the governing board over the McCall Community School. The Board of Directors has the ultimate control over the school and all employee and parent concerns. If a parent or employee has a concern, he or she will first attempt to resolve the issue with the School Leader. If the issue cannot be resolved with the School Leader, the parent or employee ~~with~~ will attempt a resolution by bringing it before the McCall Community School Board. Additionally, the Board of Directors is responsible for:

- Policy development and review
- Educational goals, short-term and long-term
- Financial well being of the school
- Operational oversight (not day to day)
- Legal affairs of McCall Community School

- Adopting, advocating for and overseeing a responsive school budget that meets the school goals and needs of all students
- Conducting a self-evaluation of it's own leadership, governance, and teamwork
- Communicating and interpreting the school's mission and vision as well as other matters to stakeholders and the general public
- Evaluation of School Leader

The School Leader will report directly to the Board, specifically the Board chair. The School Leader will be responsible for day to day operations of the school and all reporting to the state department of education and the Board of Directors. The School Leader will be responsible for overall instructional leadership, special education, testing and professional development. The School Leader shall have the responsibility of all personnel matters relating to hiring, disciplining, or terminating employees. Danielson's Framework will be used to evaluate employees throughout each school year.

A high functioning board that understands its roles and responsibilities is essential to the success of any public charter school. Furthermore, a board needs to understand their relationship with the School Leader, by supporting and allowing the School Leader to do his/her job. The Board and the School Leader function as a governance team and collaborate on the conditions necessary for student and organizational success. A Board empowers its School Leader to accomplish school goals and create conditions for success. Our Board and School Leader need to understand each other's unique roles and responsibilities, and share an unwavering vision for the school's success. McCall Community School Founders know that Charter School Board membership requires us to be a learning board and to continually invest in our own development and that of new members. Close attention will be given to initial and ongoing board training and training protocols will be developed, implemented, and monitored by the Board Chair. Dedicated board training funds from the state will be used for ISBA board trainings and annual conference. Additional training will be provided at the annual National Charter School Conference each year.

Board Responsibilities	School Leader Responsibilities
To establish and regularly review all policies, ensuring they are lawful and designed to improve the quality of the school.	To implement policies approved by the Board and recommend changes, if appropriate, and to develop, implement and inform the Board of administrative procedures necessary to implement Board policy.
To hire, support, and work effectively with the School Leader.	To serve as the school Boards' chief executive officer and educational leader.
To conduct an annual formal evaluation of the School Leader.	To participate, as appropriate, in his/her annual evaluation.

To refer administrative communications, to the School Leader, as appropriate, and to follow the Board-established chain of command.	To respond to communications, as appropriate, and ensure the adherence and appropriate responses through the chain of command, and to keep Board members informed about school issues in a timely manner.
To seek the School Leader's recommendations before taking action.	To provide the Board with good information for informed decision making, as appropriate.
To adopt, advocate for and oversee a school budget, which is responsive to the schools' goals and meets the needs of all students.	To prepare, advocate for, and implement an annual budget that addresses school goals and meets the needs of all students; and reports regularly to the Board on the status of the budget and any concerns or other issues about which the Board should be informed.
To delegate to the School Leader responsibility for all administrative functions, except those specifically reserved for the Board through Board policy.	To oversee the organization and management of the school's day-to-day operations.
To conduct an annual self-evaluation of its own leadership, governance, and teamwork.	To participate as appropriate, in the annual self-evaluation of the Board.
To support the professional development of the School Leader and membership in his/her professional organization.	To recommend appropriate resources to the Board chair to ensure he/she can carry out his/her responsibilities.
To ensure appropriate resources for the School Leader to carry out his/her responsibilities.	To work closely with the Board chair to develop meeting agendas.
To have the School Leader work with the Board chair to develop meeting agendas.	To, as pursuant to best practices and Board policy, recommend to the Board the hiring of personnel for the school and to ensure that each employee is properly supervised and evaluated; and to make recommendations for termination of employment.
To determine and include in charter policy, hiring procedures that clearly define Board and School Leader responsibilities to participate in termination procedures and decisions as prescribed by Idaho General Statutes.	To communicate community perspectives, research information, performance results and educational needs to the Board for possible Board action and to the school staff.
To communicate and interpret the charter's mission to the public and listen, and incorporate appropriate community perspective into Board action.	To serve as a key, effective member of the leadership team.

To ensure there is a supportive, smoothly, operating leadership team, which advocates for both children and the community.	To work collaboratively with school staff on an ongoing basis.
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Founding Board Qualifications

We believe that the McCall Community School founding Board members and advisors have valuable expertise in the academic landscape, as evidenced by their resumes and short introductions below.

- Bruce Schultz, Board Chair: Mr Schultz has over 47 years of experience in education in both K-12 and collegiate education. Mr. Schultz has also been a founder of a previous school and worked in non-traditional settings as well as traditional. He has worked intimately with adult students that require a different learning model and has seen first hand the benefits of rich, authentic hands-on learning. Mr. Schultz brings to the board a breadth of experience that is both refreshing and a well-seasoned approach to community building and school development.
- Jonas Bean, Treasurer: Mr. Bean has experience in outdoor education, school leadership, classroom education, business ownership, non-profit education board management and is also a structure fire fighter. His wide range of experience and connections within the community helps to unite the vision of the community school.
- Sandra Schultz, Secretary: Mrs. Schultz has over 35 years of of experience in education including elementary classroom, administration, professional development, and district coaching. Mrs. Schultz has served as a school administrator in Idaho, Montana, and Washington. She provided leadership at the district and state levels, rounding out an integrated career in education. Mrs. Schultz brings a balanced perspective to student needs and school development along with her valuable time in education.
- Patrick Berg: Mr. Berg is co-founder of McCall Community School. Mr. Berg has over 20 years in education including classroom, special education, alternative school, and school leadership. Mr. Berg is passionate about educating the whole child and working with teachers to help them transition to a mastery, personalized approach so a students can be successful in their chosen pathways. Mr. Berg brings strength to the Board with his drive and vision for providing students better learning opportunities as well as his experience leading schools through shifts in educational practices, including mastery and place-based.
- Jenny Schon: Dr. Schon is co-founder of McCall Community School. Dr. Schon has 12 years of experience in education in both a traditional classroom setting and in outdoor education. Dr. Schon has taught secondary science, graduate education courses, and a range of electives at the middle school and high school levels. She has also served as both a Technology Director and Gifted and Talented Director for a K-12 school. Along with experience on a non-profit board, research experience and curriculum development for the University of Idaho and a background in field research, Dr. Schon brings strength to the Board in her background in curriculum and student agency development as well her

experience designing place-based education lessons and training educators on the implementation of place based education.

- Tessa Soutar: Ms. Soutar has years of experience in both traditional and non-traditional educational settings including both educational training and experience in place-based outdoor education. Ms. Soutar is a local business owner of an outdoor retail and gear store in McCall and therefore has direct business related experience that will benefit the operation of a non-profit. Ms. Soutar also has experience working with educational boards and extensive experience with developing curriculum and school management.
- Jeremy Humphrey: Mr. Humphrey has a background in law as a previous lawyer in Colorado. Currently Mr. Humphrey owns his own business as a personal running coach, directs long-distance races, and is a sponsored distance trail runner. Mr. Humphrey brings a drive and dedication to the board from his background in law and his appreciation of the outdoor environment specific to McCall.

Transition Plan

Upon authorization, we ~~de~~ plan to expand our Board's education-related knowledge to include additional board members with expertise in law, business, and accounting. The founding team has an extensive network of potential Board candidates that it will be recruiting upon authorization. An anticipated school opening of Fall 2020 allows the founding team the time needed to groom potential new Board members and transition from a founding Board to a governance Board. The two founders will step off the Board to work in the school. Beginning conversations and meetings to recruit future Board members will continue upon approval.

Board Recruitment and Training

McCall Community School will seek Board members who have training in accounting/finance, law, education, marketing, real estate, and community relations. New Board members will be provided with information regarding the expectations and responsibilities of McCall Community School Board Members. The Board will continue to pursue potential members through local networking with community members, parents, staff, and the local Rotary Club. Once potential Board candidates have been identified, their profile will be presented to the Board for further review, upon approval the recruitment process will begin.

Upon approval of McCall Community School's charter, the following, but not limited to, training opportunities will be offered:

- Open Meeting Law
- Strategic Planning
- Administration Evaluation
- Goal Setting
- Team Building
- Effective Communication

McCall Community School will seek leadership and training available through the Idaho School Boards Association or its equivalent for training based on Board needs. An annual assessment of training needs will take place to ensure the progression of the Board.

Student Demand and Primary Attendance Area

The need for a place-based charter school in McCall is apparent from interviews conducted with various key educational leaders in the area, with families, and with interested parties. The population of McCall is around 3,000 and is a community dedicated to the outdoors, recreation, and conservation education. Currently McCall residents do not have any choice in their K-12 schools. The combination of a need for choice, a local interest in place-based education, and a growing population makes McCall a desirable place for a place-based charter school.

Primary Attendance Area

The primary attendance area for the McCall Community School shares the same boundaries as the McCall-Donnelly School District. According to the [2010 census data](#) the demographics of the McCall area are 91.2% white, 6.9% hispanic and less than 1% Asian, Indian, Black or other. This information is a break down from a population of 3,006 residents that are considered 100% rural.

Currently there are two elementary schools within this district, one in Donnelly and one in McCall. Both of these schools feed into one middle school which then feeds into one primary high school and one alternative high school.

Prospective students residing outside of the McCall-Donnelly School District area may apply to attend the McCall Community School provided capacity of in-district students has not been met. Enrollment preference for children of full-time teachers will also be provided. The school is open to all students as long as space is available. No students are denied based on race, ethnicity, gender identify, social-economic status, disability, sexual orientation, or religion.

A letter regarding authorization was sent to the McCall-Donnelly School District on September 10th, 2018 and can be found in Appendix F1.

Community Need, Demand, and Market Interest

The McCall-Donnelly School District houses two elementary schools divided by geographic regions; one in Donnelly and one in McCall. Both schools have grown in attendance in recent years. The principal at the elementary school in McCall, Barbara Morgan Elementary, has shared that enrollment has increased from 332 students in 2014 to 413 students in 2017.

Donnelly Elementary current enrollment is 165. McCall-Donnelly School District currently has 38% of its students receiving free and reduced lunch rates.

A movement for place-based education in McCall has been unfolding throughout recent years. The University of Idaho's McCall Outdoor Science School (MOSS) set the precedent years ago with their outdoor science curriculum. The MOSS program largely serves visiting schools from around the state that stay there for the four to five day programs. Although MOSS does work with the local public schools it is usually only for one week out of the school year and for very select grade levels (recently that included 5th and 10th grades only). The activities and education taught at MOSS have both introduced and created an interest in place-based curriculum for educators and parents.

The owner of [Roots Forest School](#), a new private place-based preschool in McCall, has shared the desire of many parents wishing for something different for their children once they are old enough for public school. The enrollment at Roots Forest School has been at maximum capacity since opening in 2015. The rise in enrollment numbers for Roots Forest Preschool indicates an interest and need in the area for a place-based charter school. The class of 25 preschool students that will be ready for kindergarten in Fall 2020 would be a likely initial group for our place-based charter school. The family members of those 25 preschool students have siblings, friends, or neighbors that would also be interested in a place-based charter school. This group could be an excellent conduit throughout the community for informing other families of a new option in the area. The 25 preschool students moving on to Kindergarten in the Fall 2020 is not a guaranteed population of the McCall Community School but could represent a significant portion of the initial Kindergarten class. Similarly, students in higher grades that had previously attended Roots in preschool and their older siblings would also be likely candidates for attending the McCall Community School. The quick success of the place-based preschool is a strong indicator of the interest and need for something similar for K-8 grades, as evidenced by the letter from a Roots Teacher (Appendix F5). Other populations within McCall, for example the homeschool networks, could also be likely sources of recruitments.

Currently there are no choices for families. For this reason several families have opted to homeschool their children. There are currently roughly 80 homeschool students that are identified between the two homeschool networks in McCall, and a third network in the Cascade area. Payette Lakes Christian Homeschool Co-Op enrolls 43 students from 17 different families according to their director. There are likely several more families unaffiliated with the three existing networks. Most of these students are in 2nd through 4th grade, according to Jennifer Whiteman, the lead organizer for another homeschool network of about 20 students, the McCall Donnelly Expeditionary Homeschool Co-Op. Currently the Co-Op hires an educator from MOSS to teach outdoor, place-based science lessons to their students. Mrs. Whiteman indicated that all families in the networks have chosen to homeschool their children since their educational needs were not being met in the district. Those needs range from wanting/needing more outside time, valuing smaller classrooms, to needing more one-on-one support. In addition there are two

other home school networks in the valley (McCall and Cascade) area. See Appendix F6 for a letter from Mrs. Whiteman.

The most recent national report on homeschooling by the U.S. Department of Education was conducted in 2012. According to the report ([“Homeschooling Report.pdf”](#)), the percentage of home-schooled children has been rising, and was stated to be at 3.4% of the school-age population. Per public records, there are 678 students in grades K-6 in the area encompassing McCall and Donnelly. Using the 3.4% found in the U.S. Department of Education study that would indicate that around 23 students in the area would be homeschooled, yet the the number is triple that - indicating a high number of families choosing a different choice for their children’s education. Therefore, while this feels like a rough estimate, we do know from anecdotal evidence that there is an active and widespread homeschooling community in the area. We are working on actively engaging in this community—which is very likely to be aligned with our type of schooling as indicated from the network leaders.

Another element indicating interest in place-based education is the work done through the Payette Children’s Forest, a non-profit organization led by a leadership team from the US Forest Service, local outdoor oriented business, including both ski hills, the local state park, and MOSS. Payette Children’s Forest hosts several place-based outdoor education events throughout the year. These events are well attended, well funded, and grow in capacity every year. The Payette Children’s Forest has been in operation since 2015. A letter of support from the Payette Children’s Forest can be found in Appendix F4.

Within the McCall area are two ski areas, one of which is the Little Ski Hill. The Little Ski Hill is a small ski hill that focuses on teaching beginners, young and old to ski. They have a thriving after-school program and weekend program. Their success is largely due to the value the McCall community holds on outdoor-based activities and love for adventure. The Little Ski Hill is not only an indicator of interest in a place-based education model in the area but also a partner in learning as indicated by their letter of support in Appendix F7.

The McCall area has seen growth over the recent years with an increase in home construction and families moving the area. In 2016, population growth was 5.36% and 3.39% in 2017 ([World Population Review](#)). In addition, McCall is a hub for the greater area and serves as a place of employment for people commuting from New Meadows, Riggins, Council, Donnelly, and Cascade. According to the [2017 McCall Area Housing strategy](#) “daytime population is 5,127 persons, due to the large number of commuters into McCall for employment;” an increase of almost 2,000 people from the McCall residential population.

The McCall area is a unique community with a strong love of the outdoors, fitness, and a mountain-based lifestyle. Various small movements in the area, along with the sentiment of the general population, both indicate that McCall would be an ideal location for a place-based charter school.

Student Population

The intended student population is for any student residing within the McCall-Donnelly School District boundaries or students residing within neighboring schools districts if space allows. The McCall Community School educational model is designed to meet any and all learners at their academic level and to meet their unique educational needs to help them master or move to the next stage. Both students struggling to keep up with their age-level peers and students exceeding grade-level expectations can flourish under this model.

Upon entering the school, students' state testing data along with student interviews and informal testing will assist McCall Community School educators in assessing students' academic levels. Frequent conversations between the student, parents, and teachers will assist in tracking student progress and placement. The place-based model of education meets the learner at their level to help develop their skills to move to the next academic milestone; this applies to any student at any level.

The current location options for the McCall Community School are within the McCall-Donnelly School District making location accessible to residents of the area and of surrounding areas. Students requiring special services are anticipated to 5% reflect that of the local school district. Our staffing plan and educational program are consistent with our intended demographic; as our school is focused on place and the outdoors the program specifically caters to the students that live here and the people that are passionate about our area.

Enrollment Capacity

The targeted grade levels are Kindergarten through 8th grade. Total enrollment capacity is 225 students. With 25 students per grade. The initial year and following year will likely have below capacity enrollment numbers, especially for the middle school grades (grades 6-8).

Table 1: Max enrollment projected/ Lottery maximum

	Year 1	Year 2	Year 3	Year 4	Year 5
K	15	15	20	25	25
Grade 1	15	15	20	25	25
Grade 2	15	15	20	25	25
Grade 3	15	20	25	25	25
Grade 4	15	20	25	25	25
Grade 5	10	15	20	25	25
Grade 6	10	15	20	20	25
Grade 7	10	15	20	20	25
Grade 8	10	15	20	20	25
Total	115	145	190	210	225

Community Partnership and Local Support

Many individuals, businesses, and families alike have expressed interest in supporting the McCall Community School. Specifically, schools with similar missions, such as Roots Forest Pre-School and the University of Idaho's McCall Outdoor Science School are committed in supporting the McCall Community School both in generating support and interest from their schools to potentially serving on the school Board. As well, many individuals have also expressed interest in helping with the school from spreading the word, to helping to build, to offering up specific skills.

With the focus of the McCall Community School being a place-based school a partnership with local businesses is important. Local businesses can be meaningful partners in providing rich learning opportunities for students, volunteering time and related resources for learning, and providing rich, relevant research problems for students to explore.

The first community meeting regarding the potential of a public charter school in McCall proved to be a success in the eyes of the founders. Approximately 55-60 people attended with around a dozen more replying with interest. The meeting was held on March 5th, 2018 at the McCall Public Library in the evening. The agenda included an introduction of the founders, an overview of the curriculum model, and ample time for discussion and questions. Themes that emerged from questions and comments were: finance related (such as, how are they funded,

how does it impact local schools, fundraising), concerns regarding strategies for enrolling underserved families, concerns regarding impact and division within local schools, as well as general questions and comments of support and need. Several parents shared stories relating to their interest and need for a public charter school, especially from the home school community.

Following the meeting an email was sent to participants sharing a survey to gather further information. This survey was also shared as a link on Facebook. Questions in the survey included the following:

- What grades should the public charter school serve?
- What schools do respondent's children currently attend?
- What interests you most about a place-based themed public charter school?
- What are concerns regarding a place-based themed public charter school?
- Are you interested in helping with the planning and start-up efforts?
- Please share your email if you're interested in receiving updates regarding McCall Community School.

Results were compiled from 55 participants, of which 51% requested a K-8 school, 15% requested a K-5 school, 6% requested a 4-8 school. Of 55 participants, 9 were not in support of a charter school citing concerns the school would divert money from the local schools.

Less than half, 41%, of the respondents have children that attend either Barbara Morgan or Donnelly Elementary, 6% attend the local middle school, 4% attend the high school, 29% attend the Roots outdoor preschool, and 10% are home schooled. The remaining percentage compiled from other preschool options in town, to no kids (8%), to online schools.

A summary of what interested respondents most about a place-based public charter school were (wording taken directly from survey):

- Your core values of self mastery, project based learning, and student leadership. I see these as critical skills for the future workforce.
- The place-based model seems well rounded and would benefit the community. I would hope students leave the school as educated, independent, kind, world changers.
- Smaller classes.
- The emphasis on local community issues, circumstances, and resources.
- Using nature as a classroom and teacher.
- Child directed learning, mastery based learning, interactive with the community and global learning in the classroom, outdoor time, not confined to a desk, hands on/project based learning.
- Interested in having an alternative learning environment from the traditional public school model. Also very interested in project based learning.
- Options for education.

A summary of what concerned respondents most about a place-based public charter school were (wording taken directly from survey):

- My biggest concern is fundraising.
- A charter will detract from the funding, staffing and vibrancy of our current schools where there are robust efforts toward innovation well underway.
- I'm concerned that this type of school could draw the highest caliber students, teachers, and parents away from our current public school.
- I also worry about what happens if its opened and can't survive and how that would affect the school system when those children would need to be absorbed by the district after we've had to cut teachers.
- I am concerned that the class sizes might not be as small as I hoped and that we might not get into the program through a lottery.
- That it will create a divide in the community.
- That it would lack academic structure and help children learn the concept they need to learn--especially if they are not a self-starter with learning new things.
- I am concerned that the presence of a place-based charter school will draw from the existing teaching positions and cater to teachers who are already implementing place-based and inquiry-based projects in their classrooms. I worry that if these teachers consolidate in a place-based focused school, the teachers who do not teach at the charter school will not have access to place-based resources, curriculum, or other teachers who are passionate about implementing place-based curriculum.

Strategies for Enrolling Underserved Families

Considerable effort will be made to notify all families within the school district area. Notifications will be posted in the local paper, flyers, online postings, public service announcements, and radio ads. Efforts will be made to coordinate with Shepherd's Home (a local women and children's shelter), the hospital, and other organizations that may represent communities often overlooked.

Several community meetings will be held to inform the community of our intention, school philosophy, enrollment procedures and to address general questions. Efforts will be made to provide materials in Spanish.

Currently seven percent of the local school district is hispanic. A [report](#) published by the Blum Foundation indicates that most families rely on their information from other family members and friends. The study also reports that most hispanic families believe charter schools are private or "inaccessible to them" (p. 13-14). To overcome these challenges effort will be made to conduct face-to-face meetings, as suggested by the Blum report, at local churches or places of employment.

School Leadership and Management

School Leadership

McCall Community School Board of Directors is the governing Board over the McCall Community School. The Board of Directors is responsible for:

- Policy development and review
- Educational goals, short-term and long-term
- Financial well being of the school
- Operational oversight (not day to day)
- Legal affairs of McCall Community School
- Adopting, advocating for and overseeing a responsive school budget that meets the school goals and needs of all students
- Conducting a self-evaluation of it's own leadership, governance, and teamwork
- Communicating and interpreting the school's mission and vision as well as other matters to stakeholders and the general public
- Evaluation of School Leader

The School Leader will report directly to the Board, specifically the Board chair. The School Leader will be responsible for day to day operations of the school and all reporting to the state department of education and the Board of Directors. The School Leader will be responsible for overall instructional leadership, special education, testing, professional development, and compliance with professional codes and standards. The School Leader shall have the responsibility of all personnel matters relating to hiring, discipline or terminate employees. Danielson's Framework will be used to evaluate employees throughout each school year.

The School Leader will lead in promoting the mission and vision of the McCall Community School. This leader advocates in the development of academic engagement, character development, and community connections. The School Leader will work to lead and develop their team, demonstrate a strong passion for place-based and project based learning, and serve as an engaged teacher leader connected to the student experience. This person promotes a positive engagement with all stakeholders, faculty, and students. The School Leader will work closely with the Director of Academics and Student Affairs to implement appropriate professional development, curriculum implementation, school culture, and coordinating community relations.

Applicants for the School Leader position will need to have extensive experience in the implementation of a mastery based learning model, as well as an understanding of place-based learning. The School Leader position requires qualified applicants to have a background in school leadership, place-based curriculum, and strong community development/relationship skills. Qualified applicants must have experience in working in a PK-12 educational setting and

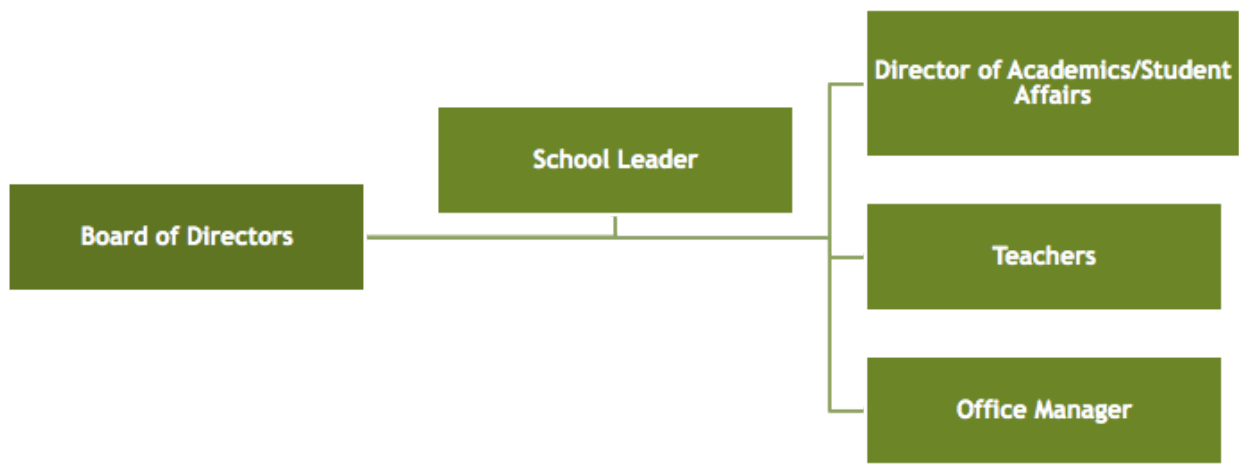
special education. McCall Community School's Leader will need to ensure that proper evaluation of staff and curriculum occurs during the school year.

The Board of Directors will be responsible for evaluating the ~~School Leader~~Lead School Administrator. The ~~School Leader~~Lead School Administrator will be evaluated using the Idaho Principal Evaluation Framework. Evaluations will be conducted throughout the school year with the formal evaluation given at the end of each school year.

All school staff (certified and classified) and school volunteers report directly to the School Leader who then reports to the school Board. Certified staff will be responsible for working with students in multiple grade levels, as well as working with Director of Academics and Student Affairs and School Leader to implement appropriate lessons. Depending on students needs, certified and classified staff will utilize flexible learning by grouping students into small groups, individual work, and student led discussions. Differing in duties between school Board and School Leader are further explained in Description of Governance Structure section.

Under the School Leader and assisting all teachers is the Director of Academics and Student Affairs position. This person's role is to help coordinate logistics of community projects, community support, and personalization for individual students. For example, the Director of Academics and Student Affairs will reach out to local organizations or individuals to collect data, find volunteers, or coordinate a field trip for projects. This person will also help organize personalized projects for students through community outreach. This role also helps to serve as a liason amongst teachers and support by helping teachers coordinate vertically through grade levels so students are able to benefit from the expertise of all staff.

The Director of Academics and Student Affairs position requires qualified applicants to have several years experience teaching multiple different grade levels, multiple different subjects, to have leadership skills to help teachers coordinate with each other and to help outside community members to coordinate with staff. Applicants need to have strong organizational skills, strong people skills, strong creativity, and problem solving skills. Applicants need to have experience in curriculum development and a background in place-based, mastery-based education.



Educational Service Provider

Given the mission of McCall Community School, *to inspire curiosity, engagement, and leadership through transformative mastery-based education*, the school has partnered with the Place Network, a network of schools that share common practices, values, and approaches focused on place-based education. The educational philosophy is grounded in a set of core values, a locally relevant curriculum, and a unifying model. McCall Community School partnered with Place Network due to a shared commitment to unify into a single model the concepts of place-based education, project-based learning, mastery-based assessment, personalized learning, and a focus on character and learning habits. **Place-based education** connects learning with communities to increase student engagement, student outcomes, and community impact. We look at communities through the lenses of culture, economy, and ecology. A Place-Based Education Framework guides teaching and learning in all of Place Network programs.

Place Network is a network of small, public rural schools who share a commitment to innovative and high-impact place-based learning. Teton Science Schools, a 50-year old non-profit based in Wyoming and Idaho, serves as the hub for this network. For the last 15 years, Teton Science Schools has managed its own PK-12 school to define and refine the model. The network provides model curriculum (see Appendix E3), professional learning communities, technology support, research, and consulting services to accelerate the impact of the model. The network makes no requirement on particular curriculum selected by the school and thus allows each school to be locally relevant. Schools within the network share tools and curriculum liberally across other member schools. The contact for Place Network is Nate

McClennen (nate.mcclennen@tetonscience.org), Director of Place Network programs. More information can be found at www.placeschools.org.

The Place Network currently has seven schools in Idaho, Wyoming, Vermont, North Carolina, Alabama, and Wisconsin. The 2017-18 school year was the pilot year for the network. By the 2019-20 school year, the network expects to have 14 schools with a total of 50-60 schools in five years. A partnership with the network is established through a Memorandum of Understanding (MOU) signed by both the school and the network (see Appendix E1). The MOU articulates the network partnership requirements and the commitment to pay the network fee of \$1000/year to support ongoing program development. Due to the emerging nature of the network, limited network wide data is available. However, the hub school (used as the model for the network) has annual performance data that routinely exceeds 70% nationally on norms.

Place Network serves as a paid consultant during the design and launch of a new school or the implementation in an existing school. Typical contracts are created on annual basis to articulate the extent of services. Services include on-site professional development, remote workshops, and leadership/project consulting.

The Place Network does not participate in the management and operation of McCall Community School in any way. McCall Community School will evaluate the Place Network Schools partnership on an annual basis through the analysis of network wide data, school specific data, and satisfaction surveys. Additionally, leadership at McCall Community School will be part of the advisory board of the network to help guide and adjust as the network grows.

Appendices

Appendix A: Budgets and Facilities Options

A1. Financial Summary

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:		65	115	160	185
	Pre-Operational Budget	Break-Even Year 1 Budget	Full Enrollment Year 1 Budget	Year 2 Budget	Year 3 Budget
Cash on Hand/ Other Revenue Sources					
Contributions/ Donations	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Loans	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Grants	\$250,000.00	\$0.00	\$0.00	\$0.00	\$0.00
Base Support	NA	\$118,718.00	\$181,100.00	\$269,747.00	\$295,330.00
Salary and Benefit Apportionment	NA	\$286,997.00	\$443,285.00	\$664,763.00	\$713,720.00
Transportation Allowance	NA	\$17,957.00	\$39,244.00	\$54,600.00	\$63,131.00
Federal Funds		\$57,223.00	\$93,788.00	\$126,400.00	\$218,030.00
Special Distributions	NA	\$88,069.00	\$137,135.00	\$176,142.00	\$193,567.00
REVENUE TOTAL	250,000.00	\$568,964.00	\$894,552.00	\$1,291,652.00	\$1,483,778.00
Expenditures					
	Pre-Operational Budget	Break-Even Year 1 Budget	Full Enrollment Year 1 Budget	Year 2 Budget	Year 3 Budget
Staff and Benefit Totals	\$135,429.00	\$286,473.00	\$491,757.00	\$636,440.00	\$675,610.00
Educational Program Totals	\$16,500.00	\$45,842.00	\$87,185.00	\$140,565.00	\$225,070.00
Technology Totals	\$12,000.00	\$30,430.00	\$57,125.00	\$63,400.00	\$74,775.00
Capital Outlay Totals	\$40,250.00	\$0.00	\$0.00	\$0.00	\$0.00
Board of Directors Totals	\$5,800.00	\$19,600.00	\$19,600.00	\$21,100.00	\$21,600.00
Facilities Totals	\$33,790.00	\$118,876.11	\$136,311.55	\$160,570.98	\$168,394.98
Transportation Totals	\$0.00	\$27,625.00	\$48,875.00	\$68,000.00	\$78,625.00
Nutrition Totals	\$0.00	\$22,750.00	\$40,250.00	\$56,000.00	\$64,750.00
Other	\$0.00	\$4,000.00	\$4,000.00	\$3,500.00	\$3,500.00
EXPENSE TOTAL	243,769.00	\$555,596.11	\$885,103.55	\$1,149,575.98	\$1,312,324.98
OPERATING INCOME (LOSS)	6,231.00	\$13,367.89	\$9,448.45	\$142,076.02	\$171,453.02
PREVIOUS YEAR CARRYOVER		6,231.00	\$6,231.00	\$9,448.45	\$142,076.02
NET INCOME (LOSS)	6,231.00	\$13,367.89	\$9,448.45	\$142,076.02	\$171,453.02

A2. Pre-Opening Budget

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	-	Only include secured funds. Sum all donations/contributions here. Provide documentation for each donation/contribution as appendices.
Loans	-	Include documentation that provides the lender, term, rate, and total principal.
Grants	250,000.00	We request that our petition be approved with one condition - the securing of grant support to fund our pre-opening year. It is clear that if we cannot secure grant support for the period of July 1, 2019 through June 30, 2020, the school will not have the resources to continue planning and implementation.
Other Revenue		Include details and documentation as necessary.
REVENUE TOTAL	\$250,000.00	

Additional Notes or Details Regarding Revenues:

Anonymous grant of \$40,000 received by Bluum, Inc. on behalf of McCall Community School. \$120,000 "Fellowship" grant received by Bluum, Inc. on behalf of McCall Community Charter School.

Pre-Operational Expenditures

Section 1: Staffing

1a: CERTIFIED STAFF	Budget		Assumptions / Details / Sources
Classroom Teachers	FTE	Amount	
Elementary Teachers			
Secondary Teachers			
Specialty Teachers	1.0	54,996.00	Curriculum Director, Jenny Schon, July 2019 through June 2020 @ \$4,583/mo
Classroom Teacher Subtotals	1.0	54,996.00	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		69,996.00	Lead administrator Pat Berg, July 2019 through June 2020 @ \$5,833 / Mo
Assistant Administrator			
Other Certified Staff Subtotals	0.0	69,996.00	
CERTIFIED STAFF TOTAL	1.0	124,992.00	
1b: CLASSIFIED STAFF	Budget		Assumptions / Details / Sources
Position	FTE	Amount	
Paraprofessionals- General			
Paraprofessionals- SPED			
Admin / Front Office Staff			
CLASSIFIED STAFF TOTAL	0.0	-	
1c: BENEFITS	Budget		Assumptions / Details / Sources
Type	Rate	Amount	
Retirement			
Workers comp	0.70%	875.00	
FICA/Medicare	7.65%	9,562.00	
Group insurance			Not required, both EE's have insurance through spouses.
Paid time off (provide assumptions)			
BENEFITS TOTAL		10,437.00	
CERTIFIED & CLASSIFIED STAFF TOTAL		124,992.00	
TOTAL STAFF & BENEFITS TOTAL		135,429.00	

Section 2: Educational Program

2a: OVERALL EDUCATION PROGRAM COSTS	Budget	Assumptions / Details / Sources
Professional Development	15,500.00	Work with TSS and Nate contract services. Travel.
SPED Contract Services		Types of anticipated SPED Contractors:
Other Contract Services (i.e. accounting, HR, management)	-	Bluum is providing back office support as part of fellowship grant.
Office Supplies	1,000.00	Misc Supplies
Membership Dues (if applicable)		
OVERALL EDUCATION PROGRAM TOTAL	16,500.00	

2b: ELEMENTARY PROGRAM	Budget	Assumptions / Details / Sources
Elementary Curriculum		
Elementary Instructional Supplies & Consumables		
Elementary Special Education Curricular Materials		
Elementary Contract Services (provide assumptions)		Types of anticipated Contractors:
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)		Types of anticipated Contractors:
SECONDARY PROGRAM TOTAL	-	
EDUCATIONAL PROGRAM TOTAL	16,500.00	

Additional Notes or Details Regarding Educational Program Expenditures: Two founders of the school, Patrick Berg and Jennifer Schon, will receive salaries from the start-up/ zero year budget of \$70,000 and \$55,000 respectively. Benefits are also included but insurance is not (provided by their spouses).

Section 3: Technology

Line Item / Account	Budget	Assumptions / Details / Sources
Internet Access		All technology use will come from school leader and curriculum directors personal source.
Contract Services		
Technology Software & Licenses	12,000.00	Initial Student Information System licensing and training
Computers for Staff Use		
Computers for Student Use		
Other Technology Hardware (i.e. document cameras, projectors, etc.)		
TECHNOLOGY TOTAL	12,000.00	

Additional Notes or Details Regarding Technology Expenditures:

Section 4: Non-Facilities Capital Outlay

Line Item / Account	Budget	Assumptions / Details / Sources
Furniture (school-wide)	40,250.00	School would purchase general furniture outside of facility lease, or facility cost/development. Assumption is approximately \$350 per pupil total, factoring in desks and chairs for staff. Figure cross checked with initial investment made by Alturas International Academy year 1.
Kitchen Equipment (warming oven, salad bar, etc.)		
Other Capital Outlay (i.e. library, kitchen small wares, maintenance equipment, etc.)		
CAPITAL OUTLAY TOTAL	40,250.00	

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

Section 5: Board of Directors

Line Item / Account	Budget	Assumptions / Details / Sources
Board Training	3,000.00	Travel and training for board members.
Legal		
Insurance (property, liability, E & O, etc.)	2,800.00	D&O and general liability for year zero, similar to TVCA cost of insurance.
Audit		
BOARD OF DIRECTORS TOTAL	5,800.00	

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		
Construction / Remodeling (if applicable)		
Repairs and Maintenance		
Facilities Maintenance Contracts (i.e. snow removal, lawn care, custodial, security, etc.)		
Utilities (i.e. gas, electric, water, etc.)		
Phone		
Other Facilities Related Costs (specify)	33,790.00	Phase 2 enviromental, traffic study, drawings for Conditional Use Permit
FACILITIES TOTAL	33,790.00	

Additional Notes or Details Regarding Facilities Expenditures:

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 Regarding Transportation Expenditures:

Section 8: Nutrition

Line Item / Account	Budget	Assumptions / Details / Sources
Food Costs		
Non-Food Costs		
OTHER TOTAL	-	

Additional Notes or Details Regarding Transportation Expenditures:

Section 9: Other Expenditures

Line Item / Account	Budget	Assumptions / Details / Sources
OTHER TOTAL	-	

Additional Notes or Details Regarding Transportation Expenditures:

A3. Three-Year Operating Budget and Break-Even Year 1 Scenario

Charter Petition: Operational Budgets					
Operational Revenue					
Anticipated Enrollment for Each Scenario:	65	115	160	185	
Line Item / Account	Break-Even Year 1 Budget	Full Enrollment Year 1 Budget	Year 2 Budget	Year 3 Budget	Assumptions / Details / Sources
Cash on Hand	\$6,231.00	\$6,231.00	NA	NA	
Entitlement	\$118,718.00	\$181,100.00	\$269,747.00	\$295,330.00	Attach the M & O Revenue Template
Salary and Benefit Apportionment	\$286,997.00	\$443,285.00	\$664,763.00	\$713,720.00	Attach the M & O Revenue Template
Transportation Allowance	\$17,957.00	\$39,244.00	\$54,600.00	\$63,131.00	
Special Distributions	NA	NA	NA	NA	From the SDE Special Distributions Doc.
Charter School Facilities	\$24,050.00	\$42,550.00	\$59,200.00	\$68,450.00	Using current SDE "FY2019 Special Distributions" guidance, no projected increases. (Conservative)
Content and Curriculum	\$1,216.00	\$1,329.00	\$1,477.00	\$1,507.00	
Continuous Improvement Plans and Training	\$6,600.00	\$6,600.00	\$6,600.00	\$6,600.00	
Gifted Talented	\$3,109.00	\$3,193.00	\$3,269.00	\$3,311.00	
Leadership Premiums	\$3,034.00	\$6,573.00	\$8,594.00	\$9,101.00	
IT Staffing	\$9,000.00	\$9,000.00	\$11,913.00	\$15,000.00	
Math and Science Requirement	\$0.00	\$0.00	\$0.00	\$0.00	
Professional Development	\$16,830.00	\$18,965.00	\$20,185.00	\$20,490.00	
Safe and Drug-Free Schools (limited to 2K Y1	\$2,000.00	\$2,000.00	\$3,976.00	\$4,285.00	
Technology (i.e. infrastructure)	\$22,230.00	\$46,925.00	\$51,200.00	\$53,575.00	
Advanced Opportunities	\$0.00	\$0.00	\$0.00	\$0.00	
College and Career Advisors/ Mentors	\$0.00	\$0.00	\$0.00	\$0.00	
Literacy Proficiency	NA	NA	\$0.00	\$0.00	If literacy intervention needed, costs will at least equal revenues.
Limited English Proficient (LEP)	NA	NA	\$0.00	\$0.00	If LEP intervention needed, costs will equal revenues.
School Facilities (Lottery)	NA	NA	\$9,728.00	\$11,248.00	
Federal Support	NA	NA	NA	NA	
Title I	\$8,125.00	\$14,375.00	\$20,000.00	\$23,125.00	Assume \$125 per enrolled pupil. Part of cost of Pat Berg's salary will be covered by Title I funding, as he will assume Title I coordination role.
Title II	\$3,900.00	\$6,900.00	\$9,600.00	\$11,100.00	Based on awards received by other schools, used a naverage of \$60 per enrolled for bugeting purposes. Equivalent expense budget included below in professional development expenses.
Title IV	\$10,000.00	\$10,000.00	\$10,000.00	\$10,000.00	Based on current minimum awards. School will use for enrichment through curriculum, field trips.
IDEA Part B	\$6,500.00	\$11,500.00	\$16,000.00	\$19,055.00	Estimating based on low-end funding level of \$100 per enrolled child. This is lower than compared charters like Future, Alturas, Heritage, Connor.
Medicaid	\$9,360.00	\$16,800.00	\$23,200.00	\$90,000.00	SPED Contract Services Amount below, minus IDEA part B, then multiplied by 65%.
Food Service Support	\$19,338.00	\$34,213.00	\$47,600.00	\$64,750.00	
REVENUE TOTAL	\$575,195.00	\$900,783.00	\$1,291,652.00	\$1,483,778.00	

Operational Expenditures

Section 1: Staffing

1a: CERTIFIED STAFF	Break-Even Year 1 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	2.5	104,929.00	6.00	245,825.00	8.00	351,920.00	8.50	379,347.00	Mix of career ladder levels used for budget. Pay will be equal to career ladder scale, with leadership premiums allocated for mentoring and other extra-duty expenses. Average classroom size: Y1:16, Y2:18, Y3:21, Y4-Y6:17
Elementary Teachers									
Secondary Teachers									
Specialty Teachers									
Classroom Teacher Subtotals	2.50	104,929.00	6.00	245,825.00	8.00	351,920.00	8.50	379,347.00	
Special Education	FTE	Amount	FTE	Amount	FTE	Amount	FTE	Amount	
SPED Director									See notes below.
Special Education Teacher	0.5	24,700.00	0.50	24,700.00	0.50	25,000.00	0.50	25,500.00	SPED to be covered by half time teacher and lead administrator.
Special Education Subtotals	0.50	24,700.00	0.50	24,700.00	1.00	25,000.00	0.50	25,500.00	Anticipated % Special Education Students: 10%
Other Certified Staff	FTE	Amount	FTE	Amount	FTE	Amount	FTE	Amount	
Lead Administrator	1.0	60,000.00	1.00	61,800.00	1.00	63,700.00	1.00	65,600.00	Pat Berg, 3% increases Y2, Y3
Assistant Administrator									
Other Certified Staff Subtotals	1.00	60,000.00	1.00	61,800.00	1.00	63,700.00	1.00	65,600.00	
CERTIFIED STAFF TOTAL	4.00	189,629.00	7.50	#####	10.00	\$440,620.00	10.00	\$470,447.00	
1b: CLASSIFIED STAFF	Break-Even Year 1 Budget		Full Enrollment Year 1 Budget		Year 2 Budget		Year 3 Budget		Assumptions / Details / Sources
	FTE	Amount	FTE	Amount	FTE	Amount	FTE	Amount	
Paraprofessionals- General									
Paraprofessionals- SPED									
Admin / Front Office Staff	1.0	30,000.00	1.50	45,000.00	1.50	46,350.00	1.50	47,741.00	Expect 1.5 for Y1, with 3% increases Y2-3, if 65 students.
Other									
CLASSIFIED STAFF TOTAL	1.00	30,000.00	1.50	45,000.00	1.50	46,350.00	1.50	47,741.00	
1c: BENEFITS	Break-Even Year 1 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%	24,862.00	11.32%	42,713.00	11.32%	55,125.00	11.32%	58,659.00	Rate to go up nxt year, but we assume benefit apportionment will be modified equally, so we used 11.32% for budget.
Workers comp/ FICA/ Medicare	7.67%	16,846.00	7.67%	28,941.00	7.67%	37,351.00	7.67%	39,745.00	
Group Insurance (Medical/Dental)	10.24%	22,500.00	10.14%	38,250.00	10.50%	51,150.00	10.19%	52,800.00	Start at \$4,700 per full time EE, add \$100 each year
Paid time off (provide assumptions)	1.20%	2,636.00	1.20%	4,528.00	1.20%	5,844.00	1.20%	6,218.00	10 sick days per year qualifying for 1.2% rate
BENEFITS TOTAL		66,844.00		114,432.00		149,470.00		157,422.00	
CERTIFIED & CLASSIFIED STAFF TOTAL		219,629.00		377,325.00		\$486,970.00		\$518,188.00	
TOTAL STAFF & BENEFITS TOTAL		286,473.00		491,757.00		\$636,440.00		\$675,610.00	

Section 2: Educational Program

2a: OVERALL EDUCATION PROGRAM COSTS	Break-Even Year 1 Budget		Full Enrollment Year 1 Budget		Year 2 Budget		Year 3 Budget		Assumptions / Details / Sources
Professional Development		\$20,730.00		\$25,865.00		\$29,785.00		\$31,590.00	Title II Funds & State Professional Dev Funds
SPED Contract Services		\$117.00		\$21,000.00		\$40,000.00		\$90,000.00	\$60 per day OT, \$60 per day for PT, Speech Pathologist \$25 hr, based on rates paid at local school district. To be covered by IDEA Part B, and assume rest 65% by medical, net of Dept of H&W and CSA fees.
Membership Dues		270.00		345.00		480.00		555.00	ICSN Dues
Authorizer Fee		5,000.00		6,000.00		8,500.00		10,000.00	Based on 2018-2019 list provided by PCSC
Back office support from Bluum		-		-		15,000.00		17,500.00	See Bluum contract - zero year and year 1 at \$0.00.
Office Supplies		1,200.00		1,200.00		1,200.00		1,200.00	
OVERALL EDUCATION PROGRAM TOTAL		27,317.00		54,410.00		94,965.00		150,845.00	
2b: ELEMENTARY PROGRAM	Break-Even Year 1 Budget		Full Enrollment Year 1 Budget		Year 2 Budget		Year 3 Budget		Assumptions / Details / Sources
Elementary Curriculum		6,500.00		11,500.00		16,000.00		40,000.00	Year 3 is high due to expectation of bolstering for the following school year; in other words, Year 4 Budget will not include any curriculum/textbooks fees. Assumption is \$100 per pupil per year.
Elementary Instructional Supplies & Consumables		4,550.00		8,050.00		11,200.00		12,950.00	Assume \$70/Student per year
Elementary Special Education Curricular Materials		325.00		575.00		800.00		925.00	Assume additional \$50 in curriculum/testing costs, x 10% of enrollment.
Elementary Contract Services (provide assumption)		7,150.00		12,650.00		17,600.00		20,350.00	Contract with Teton Science Schools - \$110 per
ELEMENTARY PROGRAM TOTAL		18,525.00		32,775.00		45,600.00		74,225.00	
2c: SECONDARY PROGRAM	Break-Even Year 1 Budget		Full Enrollment Year 1 Budget		Year 2 Budget		Year 3 Budget		Assumptions / Details / Sources
Secondary Curriculum									
Secondary Instructional Supplies & Consumables									
Secondary Special Education Curricular Materials									
Secondary Contract Services (provide assumption)									Types of anticipated Contractors:
SECONDARY PROGRAM TOTAL		-		-		-		-	
EDUCATIONAL PROGRAM TOTAL		45,842.00		87,185.00		140,565.00		225,070.00	

Additional Notes or Details Regarding Educational Program Expenditures:

The founder and school leader/Administrator Patrick Berg is also certified as a special education teacher and will be overseeing any SPED related duties the first several years. The other founder, Jennifer Schon, will serve the role of Curriculum Director and will assume teacher duties, therefore counting as one of the teacher FTEs. Contract services will include part time work for various services including school psychologist, speech pathologists, audiologists, and social worker. Pupil services, such as nurses, will be assumed and shared in responsibility by all staff, Admin and teacher alike. For expenditures such as transportation and nutrition we derived these numbers from the local school district, McCall-Donnelly, which has similar demographics so we can assume similar costs.

Section 3: Technology

Line Item / Account	Break-Even Year 1 Budget	Full Enrollment Year 1 Budget	Year 2 Budget	Year 3 Budget	Assumptions / Details / Sources
Internet Access	1,200.00	1,200.00	1,200.00	1,200.00	IT consultant to set up systems, monitor, fix problems.
Contracted Services	2,000.00	4,000.00	6,000.00	15,000.00	
Technology Software & Licenses	5,000.00	5,000.00	5,000.00	5,000.00	Will use Google for most tools, email, google classroom. This budget is for unexpected additional licenses like Adobe, other usefull apps, SIS Licensing.
Computers for Staff Use	4,000.00	3,200.00	2,000.00	2,000.00	\$800 per new staff
Computers for Student Use	18,230.00	43,725.00	49,200.00	51,575.00	Equals Tech Funding
Other Technology Hardware (i.e. document cameras, projectors, etc.)					
TECHNOLOGY TOTAL	30,430.00	57,125.00	63,400.00	74,775.00	
Additional Notes or Details Regarding Technology Expenditures:					

Section 4: Non-Facilities Capital Outlay

Line Item / Account	Break-Even Year 1 Budget	Full Enrollment Year 1 Budget	Year 2 Budget	Year 3 Budget	Assumptions / Details / Sources
Furniture (school-wide)					Furniture and fixtures will be acquired year zero; additionl expansion costs will be figured into the expansion budgets.
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	Break-Even Year 1 Budget	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	Continuous Plan / Improvement Training Funds
Legal	2,500.00	2,500.00	2,500.00	2,500.00	
Insurance (property, liability, E & O, etc.)	6,000.00	6,000.00	7,000.00	7,500.00	D&O, liability, property Based on current rates from Quest CPAs
Audit	4,500.00	4,500.00	5,000.00	5,000.00	
BOARD OF DIRECTORS TOTALS	19,600.00	19,600.00	21,100.00	21,600.00	
Additional Notes or Details Regarding Board of Directors Expenditures:					

Section 6: Facilities Details (consistent with facilities template)

Line Item / Account	Break-Even Year 1 Budget	Full Enrollment Year 1 Budget	Year 2 Budget	Year 3 Budget	Assumptions / Details / Sources
Mortgage or Lease	\$100,928.11	\$117,363.55	\$133,798.98	\$133,798.98	See note below
Construction / Remodeling (if applicable)					
Grounds Maintenance (Snow)	3,000.00	4,000.00	6,000.00	8,000.00	
Repairs and Maintenance	1,500.00	1,500.00	1,500.00	1,500.00	
Janitorial Supplies	1,800.00	1,800.00	1,800.00	1,800.00	
Gas	3,584.00	3,584.00	5,376.00	7,168.00	
Electric	5,376.00	5,376.00	8,064.00	10,752.00	
Other Utilities (provide assumptions)	2,688.00	2,688.00	4,032.00	5,376.00	Water, sewer, trash
FACILITIES TOTAL	118,876.11	136,311.55	160,570.98	168,394.98	

See Facility Plan Page/Tab

Section 7: Transportation

Line Item / Account	Break-Even Year 1 Budget	Full Enrollment Year 1 Budget	Year 2 Budget	Year 3 Budget	Assumptions / Details / Sources
Daily Transportation	\$27,625.00	\$48,875.00	\$68,000.00	\$78,625.00	
Special Transportation (i.e. SPED, field trips, etc.)					
Other Transportation Costs (specify)					
TRANSPORTATION TOTAL	\$27,625.00	\$48,875.00	\$68,000.00	\$78,625.00	

Additional Notes or Details Regarding Transportation Expenditures:

Assume \$425 average per enrolled, based on rates currently charged to McCall school district, based on reviewing their budget and discussing the costs with their business manager.

Section 8: Nutrition Program

Line Item / Account	Break-Even Year 1 Budget	Full Enrollment Year 1 Budget	Year 2 Budget	Year 3 Budget	Assumptions / Details / Sources
Food Costs and Non-food costs	22,750.00	40,250.00	56,000.00	64,750.00	Assume \$350 per pupil per year average.
Non-Food Costs					
NUTRITION TOTAL	22,750.00	40,250.00	56,000.00	64,750.00	

Additional Notes or Details Regarding Other Expenditures:

Section 9: Other Expenditures

Line Item / Account	Break-Even Year 1 Budget	Full Enrollment Year 1 Budget	Year 2 Budget	Year 3 Budget	Assumptions / Details / Sources
Advertising and postage	4,000.00	4,000.00	3,500.00	3,500.00	Cost of ads, radio ads, postage, newspaper postings.
OTHER TOTAL	4,000.00	4,000.00	3,500.00	3,500.00	

Additional Notes or Details Regarding Other Expenditures:

A4. Cash Flow Projection for Initial Operation Year

Idaho Public Charter School Commission Cash Flow Operational Year 1														
Year 1 Budgeted		JUL	AUG	SEPT	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUNE	Total
Student Enrollment Capacity	115													
Revenue														
Donations and Contributions	0													\$0.00
Leans	0													\$0.00
Grants	0													\$0.00
Entitlement	181,100		\$90,550.00											\$181,100.00
Salary and Benefit Apportionment	443,285		\$221,642.50											\$443,285.00
Transportation Allowance	39,244		\$19,622.00											\$39,244.00
Federal Funds	93,788													\$93,788.00
Special Distributions	137,135													\$137,135.00
Total Revenue	\$894,552.00	\$0.00	\$331,814.50	\$0.00	\$10,421.00	\$143,146.80	\$10,421.00	\$10,421.00	\$143,146.80	\$44,704.75	\$10,421.00	\$179,635.15	\$10,420.00	\$894,552.00
Expenditures														
Salaries and Benefits	491,757.00		40,980.00	40,980.00	40,980.00	40,980.00	40,980.00	40,980.00	40,980.00	40,980.00	40,980.00	40,980.00	81,957.00	\$491,757.00
Education Program	87,185.00		\$7,926.00	\$7,926.00	\$7,926.00	\$7,926.00	\$7,926.00	\$7,926.00	\$7,926.00	\$7,926.00	\$7,926.00	\$7,926.00	7,925.00	\$87,185.00
Technology Totals	57,125.00		\$57,125.00											\$57,125.00
Capital Outlay Totals	-													\$0.00
Board of Directors	19,600.00		\$1,782.00	\$1,782.00	\$1,782.00	\$1,782.00	\$1,782.00	\$1,782.00	\$1,782.00	\$1,782.00	\$1,782.00	\$1,782.00	1,780.00	\$19,600.00
Facilities	136,311.55		\$34,077.89											\$136,311.55
Transportation	\$48,875.00													\$48,875.00
Nutrition	40,250.00													\$40,250.00
Other	4,000.00							4,000.00						\$4,000.00
Total Expenditures	\$885,103.55	\$0.00	\$141,890.89	\$50,688.00	\$60,591.00	\$94,668.89	\$60,591.00	\$64,591.00	\$94,668.89	\$60,591.00	\$60,591.00	\$94,668.89	\$101,563.00	\$885,103.55
Cash Flow														
Operational Cash Flow		\$0.00	\$189,923.61	(\$50,688.00)	(\$50,170.00)	\$48,477.91	(\$50,170.00)	(\$54,170.00)	\$48,477.91	(\$15,886.25)	(\$50,170.00)	\$84,966.26	(\$91,143.00)	\$9,448.45
Cash on Hand	\$6,231.00	\$6,231.00	\$6,231.00	\$196,154.61	\$145,466.61	\$95,296.61	\$143,774.53	\$93,604.53	\$39,434.53	\$87,912.44	\$72,026.19	\$21,856.19	\$106,822.45	\$6,231.00
Cash End of Period		\$6,231.00	\$196,154.61	\$145,466.61	\$95,296.61	\$143,774.53	\$93,604.53	\$39,434.53	\$87,912.44	\$72,026.19	\$21,856.19	\$106,822.45	\$15,679.45	\$15,679.45

A5. Facility Plan Phased Growth

FACILITY PLAN - PHASED GROWTH

The school has placed land under contract using \$5,000 of JKAFF funding to hold the land for 270 days for due diligence and underwriting. If extensions are required, the owner has agreed to accept a \$1,300 monthly fee for each month extension. The price of the land has been negotiated (see land contract).

We recognize that our enrollment plan is considered assertive and difficult to prove at this early stage. We have developed a facility plan that allows the school to start with as low as 65 students and be sustainable using only state and Federal (Title, IDEA, Medicaid) funds to operate. The plan is to start the school using the land under contract, a paved parking lot and two portable buildings (2 classrooms each, each classroom with an ADA-compliant bathroom and ADA compliant ramps). A quote for the portables is included; this quote includes all required upgrades to meet the snow-load requirements in McCall (120 lbs/sf).

The school has determined that for each 50 student enrollment increase, an additional portable building (2 classrooms) will need to be added. This plan provides the flexibility needed to deal with these scenarios:

- 1) Worst-case scenario - the school never grows, enrollment stays between 65 - 100 students - the school would operate out of the two portables indefinitely;
- 2) Slow-growth scenario - the school grows slower than shown in the three year plan - the school would add a portable when enrollment increases above 100, one portable per 50-student increment;
- 3) Planned-growth scenario - the school adds portables as needed through full enrollment, with the understanding that if the school secures sufficient enrollment growth, grant and lending support to justify permanent construction, the school can opt for this construction rather than continuing to add portables

The following table shows the detailed cost analysis, by enrollment range:

	Break-Even Enrollment	Y1 Full Enrollment	Y2 Full Enrollment	Y3 Full Enrollment
Enrollment Target:	65	115	160	185
Portables/Classroom Count:	2/4	3/6	4/8	4/8
Classroom Capacity, Students:	65 to 100	101 to 150	151 to 200	151 to 200
Portables **	\$ 420,200	\$ 630,300	\$ 840,400	\$ 840,400
Land Acquisition	\$ 375,000	\$ 375,000	\$ 375,000	\$ 375,000
Closing Costs	\$ 10,000	\$ 10,000	\$ 10,000	\$ 10,000
Parking Lot	\$ 75,000	\$ 75,000	\$ 75,000	\$ 75,000
Street Improvements & Utilities	\$ 360,000	\$ 360,000	\$ 360,000	\$ 360,000
Furniture	\$ 25,000	\$ 25,000	\$ 25,000	\$ 25,000
Contingency	\$ 25,000	\$ 25,000	\$ 25,000	\$ 25,000
Total Cost to Finance:	\$ 1,290,200	\$ 1,500,300	\$ 1,710,400	\$ 1,710,400
Loan at 6% blended rate, 25 year amortization, annual cost:	\$ 100,928	\$ 117,364	\$ 133,799	\$ 133,799

<p align="center">** Portables Specs</p> <p align="center">28 x 64 (1,792 sq ft ea)</p> <p align="center">\$185,500 installed + \$600 Blinds + \$15K ADA + \$9K Bathrooms = \$210,100 Each</p>

2018 - 2019 BUDGET WORKSHEETS						
ESTIMATING M & O STATE SUPPORT REVENUE						
						Rev Code
1	Number of Support Units - 2020-2021 (Best 28 Weeks ADA - Units)				4.32	
2	State Distribution Factor - Per Unit - 2020-2021				\$ 27,481	
3	Entitlement (line 1 x line 2)				\$ 118,718	
4	Salary Apportionment: 1st Reporting Period Units (From SBA Template)				4.32	
		Administrative Index	Average Instructional Salary	Average Pupil Services Salary	Total SBA plus Allowances from SBA Template	
		1.20220	\$41,577	\$41,577	\$ 245,333	
5	Estimated Base Support (line 3 + line 4)				\$ 364,051	431100
6	Add: Benefit Apportionment				\$ 41,664	431800
7	Add: Approved Border Contracts				\$ 0	431500
8	Add: Approved Exceptional Child Support				\$ 0	431400
9	Add: Approved Tuition Equivalency				\$ 0	431600
10	Add: Transportation Allowance				\$ 30,713	431200
11	Adjustments					
12	Total Estimated SDE State Support (lines 5 + 6 + 7 + 8 + 9 + 10 + 11)				\$ 436,428	
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:		McCall Community School		School District Number:		

2018 - 2019 BUDGET WORKSHEETS

ESTIMATING M & O STATE SUPPORT REVENUE

					Rev Code
1	Number of Support Units - 2020-2021 (Best 28 Weeks ADA - Units)			6.59	
2	State Distribution Factor - Per Unit - 2020-2021			\$ 27,481	
3	Entitlement (line 1 x line 2)			\$ 181,100	
4	Salary Apportionment: 1st Reporting Period Units (From SBA Template)	6.59			
		Administrative Index	Average Instructional Salary	Average Pupil Services Salary	Total SBA plus Allowances from SBA Template
		1.20220	\$41,619	\$41,619	\$ 374,552
5	Estimated Base Support (line 3 + line 4)			\$ 555,652	431100
6	Add: Benefit Apportionment			\$ 68,733	431800
7	Add: Approved Border Contracts			\$ 0	431500
8	Add: Approved Exceptional Child Support			\$ 0	431400
9	Add: Approved Tuition Equivalency			\$ 0	431600
10	Add: Transportation Allowance			\$ 39,244	431200
11	Adjustments			\$	
12	Total Estimated SDE State Support (lines 5 + 6 + 7 + 8 + 9 + 10 + 11)			\$ 663,629	
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:		McCall Community School		School District Number:	

2018 - 2019 BUDGET WORKSHEETS

ESTIMATING M & O STATE SUPPORT REVENUE

					Rev Code
1	Number of Support Units - 2020-2021 (Best 28 Weeks ADA - Units)			9.53	
2	State Distribution Factor - Per Unit - 2020-2021		\$	\$ 28,305	
3	Entitlement (line 1 x line 2)		\$	269,747	
4	Salary Apportionment: 1st Reporting Period Units (From SBA Template)	9.53			
		Administrative Index	Average Instructional Salary	Average Pupil Services Salary	Total SBA plus Allowances from SBA Template
		1.24730	\$44,344	\$44,344	\$ 574,538
5	Estimated Base Support (line 3 + line 4)		\$	844,285	431100
6	Add: Benefit Apportionment		\$	90,225	431800
7	Add: Approved Border Contracts		\$	0	431500
8	Add: Approved Exceptional Child Support		\$	0	431400
9	Add: Approved Tuition Equivalency		\$	0	431600
10	Add: Transportation Allowance		\$	39,244	431200
11	Adjustments		\$		
12	Total Estimated SDE State Support (lines 5 + 6 + 7 + 8 + 9 + 10 + 11)		\$	973,754	
<hr/>					
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: **McCall Community School**

School District Number:

2018 - 2019 BUDGET WORKSHEETS
ESTIMATING M & O STATE SUPPORT REVENUE

					Rev Code
1	Number of Support Units - 2020-2021 (Best 28 Weeks ADA - Units)			10.13	
2.	State Distribution Factor - Per Unit - 2020-2021		\$	29,154	
3.	Entitlement (line 1 x line 2)		\$	295,330	
4.	Salary Apportionment: 1st Reporting Period Units (From SBA Template)	10.13			
		Administrative Index	Average Instructional Salary	Average Pupil Services Salary	Total SBA plus Allowances from SBA Template
		1.24730	\$44,983	\$44,983	\$ 617,837
5.	Estimated Base Support (line 3 + line 4)		\$	913,167	431100
6.	Add: Benefit Apportionment		\$	95,883	431800
7.	Add: Approved Border Contracts		\$	0	431500
8.	Add: Approved Exceptional Child Support		\$	0	431400
9.	Add: Approved Tuition Equivalency		\$	0	431600
10.	Add: Transportation Allowance		\$	63,131	431200
11.	Adjustments		\$		
12.	Total Estimated SDE State Support (lines 5 + 6 + 7 + 8 + 9 + 10 + 11)		\$	1,072,181	
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:		McCall Community School		School District Number:	

A5. Quote for Portables



Sale No.: _____

Date: 2/13/19

Customer #: _____

Customer PO #: _____

**4055 Eagleson Road
Boise, ID 83642
Ph: 208-362-7587
Fax: 208-362-7588**

PROPOSAL AND AGREEMENT OF SALE

DESIGN SPACE MODULAR BUILDINGS, INC. (DSMBI), hereinafter referred to as "Seller", hereby submits for acceptance by:

Customer Name:	McCall Charter School	Contact:	Patrick Berg
Address:	McCall ID	Phone:	208-697-3345
			Patrickberg74@gmail.com

hereinafter referred to as Buyer, the following Proposal to furnish the materials and services described below for the prices indicated:


DESCRIPTION	PRICE
28x64 New Modular Classroom/office space with local snow load	\$170,000
Delivery to McCall ID	\$2,600
<u>Installation with</u> anchors and Painted wood skirting	\$12,900
Optional: Blinds \$600, ADA ramps \$15K, Split HVAC \$5K, 2 ADA restrooms \$9K	
Permits, utility connections, data/ fire alarm, and site prep on customer	
Sales Tax	
Total	\$185,500

Payment Terms:	50% down, balance upon delivery
Progress Invoices: (If Applicable)	
	Balance Due Upon Completion
	Balance Due

Above Pricing Based Upon:	Date	SHIPPING ADDRESS:
120 lb snow load	High grade carpet tiles	McCall
Specification:	Attached	

This Proposal by Seller must be accepted in its entirety by Buyer within fifteen (15) days from the date hereof and acceptance shall be defined for purposes of this Proposal and Agreement as receipt by Seller of the duly executed original hereof at its offices in Fontana, California or personal delivery thereof to a duly authorized agent or representative of Seller. Buyer's acceptance of this Proposal subsequent to fifteen (15) days from the date hereof shall be deemed to be a counterproposal, which shall be subject to renegotiation.

A6. Land Agreement

	RE-24 VACANT LAND REAL ESTATE PURCHASE AND SALE AGREEMENT	<small>JULY 2018 EDITION</small>  <small>Page 1 of 7</small>
THIS IS A LEGALLY BINDING CONTRACT. READ THE ENTIRE DOCUMENT, INCLUDING ANY ATTACHMENTS. IF YOU HAVE ANY QUESTIONS, CONSULT YOUR ATTORNEY AND/OR ACCOUNTANT BEFORE SIGNING.		
NO WARRANTIES, INCLUDING, WITHOUT LIMITATION, ANY WARRANTY OF HABITABILITY, AGREEMENTS OR REPRESENTATIONS NOT EXPRESSLY SET FORTH HEREIN SHALL BE BINDING UPON EITHER PARTY.		

1 ID# BOUMA426428 DATE Sep 4, 2018

2

3 LISTING AGENCY Century 21 Whitewater Clark Office Phone # 208-634-1800 Fax # 208-634-1850

4 Listing Agent Mary Nuckols E-Mail Mary@IdahoLandOnTheWeb.com Phone # 208-630-4642

5 SELLING AGENCY Professional Realty Svcs ID Office Phone # (888) 302-5550 Fax # (509) 241-0336

6 Selling Agent Shaun Howell E-Mail astarprop@gmail.com Phone # (888) 302-5550

7 1. BUYER: Bouma USA Management, LLC

8 (Hereinafter called "BUYER") agrees to purchase, and the undersigned SELLER agrees to sell the following described real estate hereinafter referred to as "PROPERTY" **COMMONLY KNOWN AS 426**

9

10 City McCall County Valley Idaho, Zip 83628 legally described as: MCCALL ACREAGE TAX

11 NO. 256-L & TAX NO. 256-B IN SW4 SE4 S9 T18N R3E

12 OR Legal Description Attached as exhibit _____ (Exhibit must accompany original offer and be signed or initialed by

13 BUYER and SELLER.)

14 2. \$ 375,000 PURCHASE PRICE: *****

15 payable upon the following **TERMS AND CONDITIONS** (not including closing costs):

16 This offer is contingent upon the sale, refinance, and/or closing of any other property ☐ Yes ☒ No

17 3. FINANCIAL TERMS: Note: A+C+D+E must add up to total purchase price.

18 (A). \$ 5000.00 EARNEST MONEY: Five Thousand Dollars And Zero Cents

19 BUYER hereby offers the above stated amount as Earnest Money which shall be credited to BUYER upon closing. Earnest Money is:

Evidenced by: <input type="checkbox"/> Cash <input checked="" type="checkbox"/> Personal Check <input type="checkbox"/> Cashier's Check <input type="checkbox"/> Wire Transfer <input type="checkbox"/> Note <input type="checkbox"/> Other _____	Held By: <input type="checkbox"/> Responsible Broker <input checked="" type="checkbox"/> Closing Company <input type="checkbox"/> Other _____	Delivered: <input type="checkbox"/> With Offer <input checked="" type="checkbox"/> Within <u>7</u> business days (three [3] if left blank) of acceptance. <input type="checkbox"/> Other _____	Deposited: <input checked="" type="checkbox"/> Upon Receipt and Acceptance <input type="checkbox"/> Upon Receipt Regardless of Acceptance <input type="checkbox"/> Other _____
--	---	--	--

20

21 **THE RESPONSIBLE BROKER SHALL BE:** Bette Zerba

22

23 (B). ALL CASH OFFER: ☐ NO ☒ YES If this is an all cash offer do not complete Sections 3C and 3D, fill blanks with N/A (Not Applicable). IF

24 CASH OFFER BUYER'S OBLIGATION TO CLOSE SHALL NOT BE SUBJECT TO ANY FINANCIAL CONTINGENCY. BUYER agrees to provide

25 SELLER within 7 business days (five [5] if left blank) from the date of acceptance of this agreement by all parties written confirmation of sufficient

26 funds and/or proceeds necessary to close transaction. Acceptable documentation includes, but is not limited to a copy of a recent bank or financial

27 statement.

28 Cash proceeds from another sale: ☐ Yes ☒ No

29 (C). \$ _____ NEW LOAN PROCEEDS: This Agreement is contingent upon BUYER obtaining the following financing:

30 FIRST LOAN of \$ _____ not including mortgage insurance, through ☐ FHA, ☐ VA, ☐ CONVENTIONAL, ☐ IHFA,

31 ☐ RURAL DEVELOPMENT, ☐ OTHER _____ with interest not to exceed _____ % for a period of _____ year(s) at:

32 ☐ Fixed Rate ☐ Other _____; In the event BUYER is unable, after exercising good faith efforts, to obtain the indicated financing,

33 BUYER'S Earnest Money shall be returned to BUYER.

34 SECOND LOAN of \$ _____ through ☐ FHA, ☐ VA, ☐ CONVENTIONAL, ☐ IHFA, ☐ RURAL DEVELOPMENT,

35 ☐ OTHER _____ with interest not to exceed _____ % for a period of _____ year(s) at: ☐ Fixed Rate ☐ Other _____

36 LOAN APPLICATION: BUYER ☐ has applied OR ☐ shall apply for such loan(s). Within _____ business days (ten [10] if left blank) of final acceptance of

37 all parties, BUYER agrees to furnish SELLER with a written confirmation showing lender approval of credit report, income verification,

38 debt ratios, and evidence of sufficient funds and/or proceeds necessary to close transaction in a manner acceptable to the SELLER(S) and

39 subject only to satisfactory appraisal and final lender underwriting. If an appraisal is required by lender, the PROPERTY must appraise at

40 not less than purchase price or BUYER'S Earnest Money shall be returned at BUYER'S request unless SELLER, at SELLER'S sole discretion,

41 agrees to reduce the purchase price to meet the appraised value. SELLER shall be entitled to a copy of the appraisal and shall have 24 hours from

42 receipt thereof to notify BUYER of any price reduction. BUYER may also apply for a loan with different conditions and costs and close transaction

43 provided all other terms and conditions of this Agreement are fulfilled, and the new loan does not increase the costs or requirements to the SELLER.

44 FHA / VA: If applicable, it is expressly agreed that notwithstanding any other provisions of this contract, BUYER shall not be obligated to complete

45 the purchase of the PROPERTY described herein or to incur any penalty or forfeiture of Earnest Money deposits or otherwise unless BUYER has

46 been given in accordance with HUD/FHA or VA requirements a written statement by the Federal Housing Commissioner, Veterans Administration or a

47 Direct Endorsement lender setting forth the appraised value of the PROPERTY of not less than the sales price as stated in the contract.

48

49 If such written confirmation required in 3(B) or 3(C) is not received by SELLER(S) within the strict time allotted, SELLER(S) may at their option cancel

50 this agreement by notifying BUYER(S) in writing of such cancellation within 1 business days (three [3] if left blank) after written confirmation was

51 required. If SELLER does not cancel within the strict time period specified as set forth herein, SELLER shall be deemed to have accepted such written

52 confirmation of lender approval or waived the right to receive written confirmation and shall be deemed to have elected to proceed with the transaction.

53 SELLER'S approval shall not be unreasonably withheld.

BUYER'S Initials (BS) (_____) Date 09/05/2018 SELLER'S Initials (_____) (_____) Date _____

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JULY 2018 EDITION

RE-24 VACANT LAND PURCHASE AND SALE AGREEMENT

Page 1 of 7

Serial#: 062793-600153-6089954

Prepared by: Shaun Howell | Professional Realty Svcs ID | astarprop@gmail.com | 8883025550

Electronically Signed using eSignOnline™ | Session ID : 9ab45581-7e4b-423b-b82c-4bb26da50cb |

PROPERTY ADDRESS: 426 & 428 E Colorado, McCall, ID 83628

ID#: BOUMA426428

(D). \$ ADDITIONAL FINANCIAL TERMS:

- ☐ Additional financial terms are specified under the heading "OTHER TERMS AND/OR CONDITIONS" (Section 4).
☐ Additional financial terms are contained in a FINANCING ADDENDUM of same date, attached hereto, signed by both parties.

(E). \$ -5000

APPROXIMATE FUNDS DUE AT CLOSING: Cash at closing, not including closing costs, to be paid by BUYER at closing, in GOOD FUNDS, which includes: cash, electronic transfer funds, certified check or cashier's check.

4. OTHER TERMS AND/OR CONDITIONS: This Agreement is made subject to the following special terms, considerations and/or contingencies which must be satisfied prior to closing: See addendum 1, Exhibit A and B

5. "NOT APPLICABLE" DEFINED: The letters "n/a," "N/A," "n.a.," and "N.A." as used herein are abbreviations of the term "not applicable." Where this agreement uses the term "not applicable" or an abbreviation thereof, it shall be evidence that the parties have contemplated certain facts or conditions and have determined that such facts or conditions do not apply to the agreement or transaction herein.

6. INSPECTION:

(A). BUYER IS STRONGLY ADVISED TO INVESTIGATE THE CONDITION AND SUITABILITY OF ALL ASPECTS OF THE PROPERTY AND ALL MATTERS AFFECTING THE VALUE OR DESIRABILITY OF THE PROPERTY INCLUDING, BUT NOT LIMITED TO, THE FOLLOWING:

SIZE: Square footage and lot size. (Any numerical statements regarding these items are APPROXIMATION ONLY, and have not been and will not be verified and should not be relied upon by BUYER.)

1. LINES AND BOUNDARIES: Property lines and boundaries, septic, and leach lines (Fences, walls, hedges, and other natural or constructed barrier or markers do not necessarily identify true property boundaries. Property lines may be verified by surveys.)

2. ZONING AND LAND USE: Inquiries, investigations, studies or any other means concerning past, present or proposed laws, ordinances, referendums, initiatives, votes, applications and permits affecting the current use of the PROPERTY, BUYER's intended use of the PROPERTY, future development, zoning, building, size, governmental permits and inspections. Both parties are advised that Broker does not guarantee the status of permits, zoning or code compliance. The parties are to satisfy themselves concerning these issues.

3. UTILITIES AND SERVICE: Availability, costs, and restrictions of utilities and services, including but not limited to, sewage, sanitation, water, electricity, gas, telephone, cable TV, internet and drainage.

4. UTILITIES, IMPROVEMENTS & OTHER RIGHTS: SELLER represents that the PROPERTY does have the following utilities, improvements, services and other rights available (describe availability):

5. HAZARDOUS MATERIALS: The real estate broker(s) or their agents in this transaction have no expertise with respect to toxic waste, hazardous materials or undesirable substances. BUYERS who are concerned about the presence of such materials should have the PROPERTY inspected by qualified experts. BUYER acknowledges that he/she has not relied upon any representations by either the Broker or the SELLER with respect to the condition of the PROPERTY that are not contained in this Agreement or in any disclosure statements.

6. TAX LIABILITY: The BUYER and SELLER acknowledge that they have not received or relied upon any statements or representations by the Broker with respect to the effect of this transaction upon BUYER's or SELLER's tax liability.

(B). BUYER chooses ☒ to conduct inspections; ☐ not to conduct inspections. If BUYER chooses not to conduct inspections skip the remainder of Section 6. If indicated, BUYER shall have the right to conduct inspections, investigations, tests, surveys and other studies at BUYER'S expense, hereafter referred to as the "Primary Inspection." BUYER'S inspection of the PROPERTY includes all aspects of the PROPERTY, including but not limited to neighborhood, conditions, zoning and use allowances, environmental conditions, applicable school districts and/or any other aspect pertaining to the PROPERTY or related to the living environment at the PROPERTY. Unless otherwise addressed BUYER shall, within 120+2x90 calendar days (thirty [30] if left blank) from acceptance, complete these inspections and give to SELLER written notice of disapproved items/conditions or written notice of termination of this Agreement based on an unsatisfactory inspection. Once BUYER delivers written notice to SELLER it shall end BUYER's timeframe and is irrevocable regardless of if it was provided prior to the deadline stated above. BUYER is strongly advised to exercise these rights and to make BUYER'S own selection of professionals with appropriate qualifications to conduct inspections of the entire PROPERTY. SELLER shall make the PROPERTY available for all inspections. BUYER shall keep the PROPERTY free and clear of liens; indemnify and hold SELLER harmless from all liability, claims, demands, damages and costs; and repair any damages arising from the inspections. No inspections may be made by any governmental building or zoning inspector or government employee without the prior consent of SELLER unless required by local law. No inspections may be made by any governmental building or zoning inspector or government employee without the prior consent of SELLER, unless required by local law.

BUYER'S acceptance of the condition of the PROPERTY is a contingency of this Agreement.

(C). SATISFACTION/REMOVAL OF INSPECTION CONTINGENCIES:

1. If BUYER does not within the strict time period specified give to SELLER written notice of disapproved items/conditions or written notice of termination of this Agreement, BUYER shall conclusively be deemed to have: (a) completed all inspections, investigations, review of applicable documents and disclosures; (b) elected to proceed with the transaction and (c) assumed all liability, responsibility and expense for repairs or corrections.

2. If BUYER does within the strict time period specified give to SELLER written notice of termination of this Agreement based on an unsatisfactory inspection, the parties will have no obligation to continue with the transaction and the Earnest Money shall be returned to BUYER.

BUYER'S Initials (OB) Date 09/05/2018

SELLER'S Initials () Date

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PROPERTY ADDRESS: 426 & 428 E Colorado, McCall, ID 83628

ID#: BOUMA426428

- 123 3. If BUYER does within the strict time period specified give to SELLER written notice of disapproved items, it shall end BUYER's timeframe for
 124 inspections and is irrevocable. BUYER shall provide to SELLER pertinent section(s) of written inspection reports upon request, if applicable. Upon
 125 receipt of written notice SELLER shall have _____ business days (three [3] if left blank) in which to respond in writing. SELLER, at SELLER's option,
 126 may agree to correct the items as requested by BUYER in the notice or may elect not to do so. If SELLER agrees in writing to correct items/conditions
 127 requested by BUYER, then both parties agree that they will continue with the transaction and proceed to closing. Otherwise, immediately upon a written
 128 response from SELLER that rejects BUYER's requests, in whole or in part, said response is irrevocable and BUYER may proceed under 6(C)(4)
 129 below.
 130
- 131 4. If SELLER does not agree to correct BUYER's disapproved items/conditions within the strict time period specified, or SELLER does not respond in
 132 writing within the strict time period specified, then the BUYER has the option of either proceeding with the transaction without the SELLER being
 133 responsible for correcting these deficiencies or giving the SELLER written notice within _____ business days (three [3] if left blank) that BUYER will not
 134 continue with the transaction and will receive the Earnest Money back. If BUYER does not give written notice of cancellation within the strict time periods
 135 specified, BUYER shall conclusively be deemed to have elected to proceed with the transaction without repairs or corrections.
 136
- 137 **7. TITLE CONVEYANCE:** Title of SELLER is to be conveyed by warranty deed, unless otherwise provided, and is to be marketable and insurable except
 138 for rights reserved in federal patents, state or railroad deeds, building or use restrictions, building and zoning regulations and ordinances of any
 139 governmental unit, and rights of way and easements established or of record. Liens, encumbrances or defects to be discharged by SELLER may be paid out
 140 of purchase money at date of closing. No liens, encumbrances or defects, which are to be discharged or assumed by BUYER or to which title is taken
 141 subject to, exist unless otherwise specified in this Agreement.
 142
- 143 **8. TITLE INSURANCE:** There may be types of title insurance coverages available other than those listed below and parties to this agreement
 144 are advised to talk to a title company about any other coverages available that will give the buyer additional coverage.
 145 (A). **PRELIMINARY TITLE COMMITMENT:** Within 7 _____ business days (six [6] if left blank) of final acceptance of all parties, ☒ SELLER or ☐ BUYER shall
 146 furnish to BUYER a preliminary commitment of a title insurance policy showing the condition of the title to said PROPERTY. BUYER shall have _____
 147 business days (two [2] if left blank) after receipt of the preliminary commitment, within which to object in writing to the condition of the title as set forth in
 148 the preliminary commitment. If BUYER does not so object, BUYER shall be deemed to have accepted the conditions of the title. It is agreed that if the
 149 title of said PROPERTY is not marketable and cannot be made so within 2 _____ business days (two [2] if left blank) after SELLER's receipt of a written
 150 objection and statement of defect from BUYER, then BUYER's Earnest Money deposit shall be returned to BUYER and SELLER shall pay for the cost of
 151 title insurance cancellation fee, escrow and legal fees, if any.
 152 (B). **TITLE COMPANY:** The parties agree that Stewart (Rowena/Robyn) Title Company located
 153 at 1944 S Eagle Rd Meridian, ID. 83642 shall provide the title policy and preliminary report of commitment.
 154 (C). **STANDARD COVERAGE OWNER'S POLICY:** SELLER shall within a reasonable time after closing furnish to BUYER a title insurance policy in the
 155 amount of the purchase price of the PROPERTY showing marketable and insurable title subject to the liens, encumbrances and defects elsewhere set
 156 out in this Agreement to be discharged or assumed by BUYER unless otherwise provided herein. **The risk assumed by the title company in the**
 157 **standard coverage policy is limited to matters of public record.** BUYER shall receive a ILTA/ALTA Owner's Policy of Title Insurance. A title
 158 company, at BUYER's request, can provide information about the availability, desirability, coverage and cost of various title insurance coverages and
 159 endorsements. If BUYER desires title coverage other than that required by this paragraph, BUYER shall instruct Closing company in writing and pay any
 160 increase in cost unless otherwise provided herein.
 161 (D). **EXTENDED COVERAGE LENDER'S POLICY (Mortgagee policy):** The lender may require that BUYER (Borrower) furnish an Extended Coverage
 162 Lender's Policy. This extended coverage lender's policy considers matters of public record and additionally insures against certain matters not shown in
 163 the public record. **This extended coverage lender's policy is solely for the benefit of the lender and only protects the lender.**
 164
- 165 **9. COVENANTS, CONDITIONS AND RESTRICTIONS (CC&Rs):** As part of the BUYER'S inspection of the PROPERTY as set forth in Section 6,
 166 BUYER is responsible for obtaining and reviewing a copy of any CC&Rs which may affect the PROPERTY. BUYER shall have **120+2x90** business days (ten
 167 [10] if left blank) (but in no event shall such time period exceed that time period set forth for inspections in Section 6) to review any CC&Rs that may affect
 168 the PROPERTY. Unless BUYER delivers to SELLER a written and signed objection to the terms of any applicable CC&Rs with particularity describing
 169 BUYER'S reasonable objections within such time period as set forth above, BUYER shall be deemed to have conclusively waived any objection to the terms
 170 of any CC&Rs affecting the PROPERTY, nothing contained herein shall constitute a waiver of BUYER to challenge CC&Rs directly with a homeowners
 171 association after closing. If BUYER timely and reasonably objects to a term of the CC&Rs, this Agreement shall terminate, and the Earnest Money shall be
 172 returned to BUYER.
 173
- 174 **10. SUBDIVISION HOMEOWNER'S ASSOCIATION:** BUYER is aware that membership in a Home Owner's Association may be required and
 175 BUYER agrees to abide by the Articles of Incorporation, Bylaws and rules and regulations of the Association. BUYER is further aware that the PROPERTY
 176 may be subject to assessments levied by the Association described in full in the Declaration of Covenants, Conditions and Restrictions. BUYER has
 177 reviewed Homeowner's Association Documents: ☐ Yes ☐ No ☒ N/A. Association fees/dues are \$ _____ per _____
 178 ☐ BUYER ☐ SELLER ☐ Shared Equally ☒ N/A to pay Association SET UP FEE of \$ _____ and/or _____
 179 ☐ BUYER ☐ SELLER ☐ Shared Equally ☒ N/A to pay Association PROPERTY TRANSFER FEES of \$ _____ and/or _____
 180 ☐ BUYER ☐ SELLER ☐ Shared Equally ☒ N/A to pay Association STATEMENT OF ACCOUNT FEE of \$ _____ at closing. Association Fees are
 181 governed by Idaho Code 55-116 and 55-1507.
 182
- 183 **11. INTERSTATE LAND SALES FULL DISCLOSURE ACT:** This Vacant Land Real Estate Purchase and Sale Agreement is NOT intended to
 184 be used for situations in which Seller owns and is selling one hundred (100) or more lots. Properties containing one hundred (100) or more lots for
 185 sale may be subject to the reporting and disclosure requirements of the Interstate Land Sales Full Disclosure Act ("Act"), 15 USC § 1701 et seq. If you have
 186 questions regarding this Act, contact your attorney before signing. Any contract or agreement for the sale or lease of a lot subject to the Act may be revoked
 187 at the option of the purchaser or lessee until midnight of the seventh day following the signing of such contract or agreement or until such later time as may
 188 be required pursuant to applicable law. Any contract or agreement for the sale or lease of a lot for which a property report is required by the Act and the
 189 property report has not been given to the purchaser or lessee in advance of his or her signing such contract or agreement, such contract or agreement may
 190 be revoked at the option of the purchaser or lessee within two (2) years from the date of such signing.
 191

BUYER'S Initials (OB) (_____) Date 09/05/2018

SELLER'S Initials (_____) (_____) Date _____

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JULY 2018 EDITION

RE-24 VACANT LAND PURCHASE AND SALE AGREEMENT

Page 3 of 7

Serial#: 062793-600153-6089954

Prepared by: Shaun Howell | Professional Realty Svcs ID | astarprop@gmail.com | 8883025550

formsimplicity

Electronically Signed using eSignOnline™ [Session ID : 9ab4558f-7e4b-423c-b82c-4bb26da6c0cb]

PROPERTY ADDRESS: 426 & 428 E Colorado, McCall, ID 83628

ID#: BOUMA426428

192 **12. FARM/CROPS/TIMBER RIGHTS:** SELLER, or any tenant of SELLER, shall be allowed to harvest, sell or assign any annual crops which have been
 193 planted on the PROPERTY prior to the date of this Contract, even though said harvest time may occur subsequent to the date of the settlement of this
 194 contract, unless otherwise agreed by attached addendum. If the crop consists of timber, then neither SELLER nor any tenant of SELLERS shall have any
 195 right to harvest the timber unless the right to remove same shall be established by an attached addendum. Notwithstanding the provisions hereof, any tenant
 196 who shall be leasing the PROPERTY shall be allowed to complete the harvest of any annual crops that have been planted prior to the date of Contract
 197 Acceptance as previously agreed between SELLER and Tenant. **ANY AND ALL SUCH TENANT AGREEMENTS ARE TO BE ATTACHED.**

198
 199 **13. NOXIOUS WEEDS:** BUYER of the PROPERTY in the State of Idaho should be aware that some properties contain noxious weeds. The laws of the
 200 State of Idaho require owners of property within this state to control, and to the extent possible, eradicate noxious weeds. For more information concerning
 201 noxious weeds and your obligations as an owner of property, contact your local county extension office.
 202

203 **14. MINERAL RIGHTS:** Any and all mineral rights appurtenant to the PROPERTY, and owned by SELLER, are included in and are part of the sale of this
 204 PROPERTY, and are not leased or encumbered, unless otherwise agreed to by the parties in writing.
 205

206 **15. WATER RIGHTS:** Any and all water rights including but not limited to water systems, wells, springs, lakes, streams, ponds, rivers, ditches, ditch rights,
 207 and the like, if any, appurtenant to the PROPERTY, and owned by SELLER, are included in and are a part of the sale of this PROPERTY, and are not
 208 leased or encumbered, unless otherwise agreed to by the parties in writing.
 209

210 **16. RISK OF LOSS OR NEGLECT:** Prior to closing of this sale, all risk of loss shall remain with SELLER. In addition, should the PROPERTY be
 211 materially damaged by fire, neglect, or other destructive cause prior to closing, this agreement shall be voidable at the option of the BUYER.
 212

213 **17. BUSINESS DAYS:** A business day is herein defined as Monday through Friday, 8:00 A.M. to 5:00 P.M. in the local time zone where the subject real
 214 PROPERTY is physically located. A business day shall not include any Saturday or Sunday, nor shall a business day include any legal holiday recognized
 215 by the state of Idaho as found in Idaho Code §73-108. If the time in which any act required under this agreement is to be performed is based upon a
 216 business day calculation, then it shall be computed by excluding the calendar day of execution and including the last business day. The first business day
 217 shall be the first business day after the date of execution. If the last day is a legal holiday, then the time for performance shall be the next subsequent
 218 business day.
 219

220 **18. CALENDAR DAYS:** A calendar day is herein defined as Monday through Sunday, midnight to midnight, in the local time zone where the subject real
 221 PROPERTY is physically located. A calendar day shall include any legal holiday. The time in which any act required under this agreement is to be performed
 222 shall be computed by excluding the date of execution and including the last day, thus the first day shall be the day after the date of execution. Any reference
 223 to "day" or "days" in this agreement means the same as calendar day, unless specifically enumerated as a "business day."
 224

225 **19. SEVERABILITY:** In the case that any one or more of the provisions contained in this Agreement or any application thereof, shall be invalid, illegal or
 226 unenforceable in any respect, the validity, legality or unenforceability of the remaining provisions shall not in any way be affected or impaired thereby.
 227

228 **20. TRANSMISSION OF DOCUMENTS:** Facsimile or electronic transmission of any signed original document, and retransmission of any signed
 229 facsimile or electronic transmission shall be the same as delivery of an original. At the request of either the BUYER or SELLER, or the LENDER, or the
 230 Closing company, the BUYER and SELLER will confirm facsimile or electronic transmitted signatures by signing an original document.
 231

232 **21. WIRE TRANSFER WARNING:** Electronic means of transferring money (i.e. ETF, wire transfer, electronic check, direct deposit, etc...) are subject
 233 to sophisticated cyber fraud attacks. These attacks are even more prevalent in real estate transactions due to the large sums of money being exchanged.
 234 BUYER is advised that Brokerage will not provide electronic transfer instructions by e-mail. Following money transfer instructions contained in an email from
 235 any party is inherently dangerous and should be avoided. BUYER agree that if BUYER use, or authorize the use of, electronic transfer of funds in a
 236 transaction they hereby hold the Brokerages, their agents, and the designated title and escrow company harmless from any and all claims arising out of
 237 inaccurate transfer instructions, fraudulent interception of said funds and/or any other damage relating to the conduct of third parties influencing the transfer
 238 process or stealing funds.
 239

240 **22. COUNTERPARTS:** This Agreement may be executed in counterparts. Executing an agreement in counterparts shall mean the signature of two
 241 identical copies of the same agreement. Each identical copy of an agreement signed in counterparts is deemed to be an original, and all identical copies
 242 shall together constitute one and the same instrument.
 243

244 **23. ENTIRE AGREEMENT:** This Agreement including any addendums or exhibits, constitutes the entire Agreement between the parties respecting the
 245 matters set forth and supersedes all prior Agreements between the parties respecting such matters. This Agreement may be modified only by a written
 246 agreement signed by each of the parties.
 247

248 **24. SALES PRICE INFORMATION:** Pursuant to Idaho Code §54-2083(6)(d), a "sold" price of real property is not confidential client information.
 249

250 **25. AUTHORITY OF SIGNATORY:** If BUYER or SELLER is a corporation, partnership, trust, estate, or other entity, the person executing this
 251 agreement on its behalf warrants his or her authority to do so and to bind BUYER or SELLER.
 252
 253
 254
 255
 256

BUYER'S Initials (DS) () Date 09/05/2018 SELLER'S Initials () () Date _____

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RE-24 VACANT LAND PURCHASE AND SALE AGREEMENT

Page 4 of 7

Serial#: 062793-600153-6089954

Prepared by: Shaun Howell | Professional Realty Svcs ID | astarprop@gmail.com | 8883025550

formsimplicity

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PROPERTY ADDRESS: 426 & 428 E Colorado, McCall, ID 83628

ID#: BOUMA426428

257 **26. ADDITIONAL CONTINGENCIES AND COSTS:** The closing of this transaction is contingent upon written satisfaction or waiver of the
 258 contingencies listed in the "contingencies" column below. In addition, the parties shall satisfy all contingencies set forth in this section by close of business
 259 (Date): _____ unless otherwise agreed to by the parties in writing. The parties agree to pay the following costs as indicated below. None of the costs
 260 to be paid by the parties in this section creates an inspection or performance obligation other than strictly for the payment of costs unless otherwise stated
 261 below. There may be other costs incurred in addition to those set forth below. Such costs may be required by the lender, by law, or by other such
 262 circumstances. Requested tests/inspection reports as indicated below shall be provided to the other party within _____ business days (ten [10] if left blank)
 263 prior to closing.
 264 Upon closing SELLER agrees to pay ☐ _____ % of the purchase price OR ☐ \$ _____ (dollar amount) (N/A if left
 265 blank) as a SELLER concession. This can be used toward lender-approved BUYER'S closing costs, lender fees, and prepaid
 266 costs which include but are not limited to those items in BUYER columns marked below. This concession can also be used for
 267 any other expense not related to financing at the BUYER's discretion.

COSTS	BUYER	SELLER	Shared Equally	N/A	CONTINGENCIES	BUYER	SELLER	Shared Equally	N/A
Appraisal Fee	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Environmental Inspection (Phase 1)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Long Term Escrow Fees	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Environmental Inspection (Phase 2)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Closing Escrow Fee	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Environmental Inspection (Phase 3)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Survey Shall be ordered by: <input checked="" type="checkbox"/> BUYER <input type="checkbox"/> SELLER	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	PERC Test	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Flood Certification/Tracking Fee	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Zoning Variance	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Title Ins. Standard Coverage Owner's Policy	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Soil(s) Test(s)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Title Ins. Extended Coverage Lender's Policy - Mortgagee Policy	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Hazardous Waste Report(s)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Additional Title Coverage	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Water Rights Transfer Fee	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Attorney Contract Preparation or Review Fee	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

268 **27. DEFAULT:** If BUYER defaults in the performance of this Agreement, SELLER has the option of: (1) accepting the Earnest Money as liquidated
 269 damages or (2) pursuing any other lawful right or remedy to which SELLER may be entitled. If SELLER elects to proceed under (1), SELLER shall make
 270 demand upon the holder of the Earnest Money, upon which demand said holder shall pay from the Earnest Money the costs incurred by SELLER's Broker
 271 on behalf of SELLER and BUYER related to the transaction, including, without limitation, the costs of title insurance, escrow fees, credit report fees,
 272 inspection fees and attorney's fees; and said holder shall pay any balance of the Earnest Money, one-half to SELLER and one-half to SELLER's Broker,
 273 provided that the amount to be paid to SELLER's Broker shall not exceed the Broker's agreed-to commission. SELLER and BUYER specifically
 274 acknowledge and agree that if SELLER elects to accept the Earnest Money as liquidated damages, such shall be SELLER's sole and exclusive remedy, and
 275 such shall not be considered a penalty or forfeiture. However, in the event the parties mutually agree in writing that the Earnest Money shall become non-
 276 refundable, said agreement shall not be considered an election of remedies by SELLER and the non-refundable Earnest Money shall not constitute
 277 liquidated damages; nor shall it act as a waiver of other remedies, all of which shall be available to SELLER; it may however be used to offset SELLER'S
 278 damages. If SELLER elects to proceed under (2), the holder of the Earnest Money shall be entitled to pay the costs incurred by SELLER's Broker on behalf
 279 of SELLER and BUYER related to the transaction, including, without limitation, the costs of brokerage fee, title insurance, escrow fees, credit report fees,
 280 inspection fees and attorney's fees, with any balance of the Earnest Money to be held pending resolution of the matter. If SELLER defaults, having
 281 approved said sale and fails to consummate the same as herein agreed, BUYER'S Earnest Money deposit shall be returned to him/her and SELLER shall
 282 pay for the costs of title insurance, escrow fees, credit report fees, inspection fees, brokerage fees and attorney's fees, if any. This shall not be considered as
 283 a waiver by BUYER of any other lawful right or remedy to which BUYER may be entitled.

284 **28. EARNEST MONEY DISPUTE / INTERPLEADER:** Notwithstanding any termination or breach of this Agreement, BUYER and SELLER agree that
 285 in the event of any controversy regarding the Earnest Money and things of value held by Broker or closing company, Broker may reasonably rely on the
 286 terms of this Agreement or other written documents signed by both parties to determine how to disburse the disputed money. However, Broker or closing
 287 company shall not be required to take any action but may await any proceeding, or at Broker's or closing company's option and sole discretion, may
 288 interplead all parties and deposit any moneys or things of value into a court of competent jurisdiction and shall recover all costs which were incurred as a
 289 result of the dispute including, but not limited to, reasonable attorney's fees. If either parties' Broker incurs attorney's fees as a result of any Earnest Money
 290 dispute, whether or not formal legal action is taken, said Broker is entitled to recover actual fees incurred from either BUYER or SELLER.

291 **29. ATTORNEY'S FEES:** If either party initiates or defends any arbitration or legal action or proceedings which are in any way connected with this
 292 Agreement, the prevailing party shall be entitled to recover from the non-prevailing party reasonable costs and attorney's fees, including such costs and fees
 293 on appeal.

294 **30. TIME IS OF THE ESSENCE IN THIS AGREEMENT.**

295 BUYER'S Initials (BS) (_____) Date 09/05/2018 SELLER'S Initials (_____) (_____) Date _____

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RE-24 VACANT LAND PURCHASE AND SALE AGREEMENT

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Serial#: 062793-600153-6089954

Prepared by: Shaun Howell | Professional Realty Svcs ID | astarprop@gmail.com | 8883025550

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PROPERTY ADDRESS: 426 & 428 E Colorado, McCall, ID 83628

ID#: BOUMA426428

300 **31. CLOSING:** On or before the closing date, BUYER and SELLER shall deposit with the closing company all funds and instruments necessary to
301 complete this transaction. **Closing means the date on which all documents are either recorded or accepted by an escrow agent and the sale**
302 **proceeds are available to SELLER.** The closing shall be no later than (Date) See addendum 1.

304 The parties agree that the **CLOSING COMPANY** for this transaction shall be Stewart Title Company (Rowena/Robyn)
305 located at 1944 S Eagle Rd Meridian, ID. 83642. If a long-term escrow /collection is involved, then the long-term escrow holder
306 shall be _____.

308 **32. POSSESSION:** BUYER shall be entitled to possession ☒ upon closing or ☐ date _____ at _____ ☐ A.M. ☐ P.M.

310 **33. PRORATIONS:** Property taxes and water assessments (using the last available assessment as a basis), rents collected, interest and reserves, liens,
311 encumbrances or obligations assumed, and utilities shall be prorated ☒ upon closing or as of ☐ date _____.
312 BUYER to reimburse SELLER for fuel in tank ☐ Yes ☐ No ☒ N/A. Dollar amount may be determined by SELLER's supplier.

314 **34. REPRESENTATION CONFIRMATION:** Check one (1) box in Section 1 and one (1) box in Section 2 below to confirm that in this transaction, the
315 brokerage(s) involved had the following relationship(s) with the BUYER(S) and SELLER(S).

Section 1:

- 318 ☒ A. The brokerage working with the BUYER(S) is acting as an AGENT for the BUYER(S).
319 ☐ B. The brokerage working with the BUYER(S) is acting as a LIMITED DUAL AGENT for the BUYER(S), without an ASSIGNED AGENT.
320 ☐ C. The brokerage working with the BUYER(S) is acting as a LIMITED DUAL AGENT for the BUYER(S) and has an ASSIGNED AGENT
321 acting solely on behalf of the BUYER(S).
322 ☐ D. The brokerage working with the BUYER(S) is acting as a NONAGENT for the BUYER(S).

Section 2:

- 325 ☒ A. The brokerage working with the SELLER(S) is acting as an AGENT for the SELLER(S).
326 ☐ B. The brokerage working with the SELLER(S) is acting as a LIMITED DUAL AGENT for the SELLER(S), without an ASSIGNED AGENT.
327 ☐ C. The brokerage working with the SELLER(S) is acting as a LIMITED DUAL AGENT for the SELLER(S) and has an ASSIGNED AGENT
328 acting solely on behalf of the SELLER(S).
329 ☐ D. The brokerage working with the SELLER(S) is acting as a NONAGENT for the SELLER(S).

330 Each party signing this document confirms that he has received, read and understood the Agency Disclosure Brochure adopted or approved by the Idaho
331 real estate commission and has consented to the relationship confirmed above. In addition, each party confirms that the brokerage's agency office policy
332 was made available for inspection and review. EACH PARTY UNDERSTANDS THAT HE IS A "CUSTOMER" AND IS NOT REPRESENTED BY A
333 BROKERAGE UNLESS THERE IS A SIGNED WRITTEN AGREEMENT FOR AGENCY REPRESENTATION.

334 **35. ASSIGNMENT:** This Agreement and any rights or interests created herein ☒ may ☐ may not be sold, transferred, or otherwise assigned.

336 **36. ACCEPTANCE:** This offer may be revoked at any time prior to acceptance and is made subject to acceptance on or before
337 (Date) Sep 6, 2018 at (Local Time in which PROPERTY is located) 5:00 ☐ A.M. ☒ P.M.

338 BUYER'S Initials (DS) (_____) Date 09/05/2018 SELLER'S Initials (_____) (_____) Date _____

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PROPERTY ADDRESS: 426 & 428 E Colorado, McCall, ID 83628

ID#: BOUMA426428

37. BUYER'S SIGNATURES:

☒ SEE ATTACHED BUYER'S ADDENDUM(S): 1 (Specify number of BUYER addendum(s) attached.)☒ SEE ATTACHED BUYER'S EXHIBIT(S): A & B (Specify number of BUYER exhibit(s) attached.)☐ BUYER does currently hold an active Idaho real estate license. ☐ BUYER is related to agent.BUYER Signature *Doug Bouma*BUYER (Print Name) Bouma USA Management, LLCDate 09/05/2018Time 12:16 PM EDT☐ A.M. ☒ P.M.

Phone # _____

Cell # 616-485-4434Address 445 Pettis Ave SEE-Mail doug@boumausa.comCity AdaState MIZip 49301

Fax # _____

☐ BUYER does currently hold an active Idaho real estate license. ☐ BUYER is related to agent.

BUYER Signature _____

BUYER (Print Name) _____

Date _____

Time _____

☐ A.M. ☐ P.M.

Phone # _____

Cell # _____

Address _____

E-Mail _____

City _____

State _____

Zip _____

Fax # _____

38. SELLER'S SIGNATURES: On this date, I/We hereby approve and accept the transaction set forth in the above Agreement and agree to carry out all the terms thereof on the part of the SELLER.

☐ SIGNATURE(S) SUBJECT TO ATTACHED COUNTER OFFER☒ SIGNATURE(S) SUBJECT TO ATTACHED ADDENDUM(S) # 1☒ SIGNATURE(S) SUBJECT TO ATTACHED EXHIBIT(S) # A & B☐ SELLER does currently hold an active Idaho real estate license. ☐ SELLER is related to agent.

SELLER Signature _____

SELLER (Print Name) Kelly D Coles

Date _____

Time _____

☐ A.M. ☐ P.M.

Phone # _____

Cell # _____

Address 894 S Gray Eagle way

E-Mail _____

City BoiseState IDZip 83712

Fax # _____

☐ SELLER does currently hold an active Idaho real estate license. ☐ SELLER is related to agent.

SELLER Signature _____

SELLER (Print Name) _____

Date _____

Time _____

☐ A.M. ☐ P.M.

Phone # _____

Cell # _____

Address _____

E-Mail _____

City _____

State _____

Zip _____

Fax # _____

LATE ACCEPTANCE

If acceptance of this offer is received after the time specified, it shall not be binding on the BUYER unless BUYER approves of said acceptance within _____ calendar days (three [3] if left blank) by BUYER initialing HERE (DS) (_____) Date 09/05/2018. If BUYER timely approves of SELLER's late acceptance, an initialed copy of this page shall be immediately delivered to SELLER.

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A7.Facility Options

New Charter Petition Facility Option 1						
Location Address	426 & 428 Colorado Street E McCall, ID 83638					
Facility Information	Anticipate Move-In Date	Spring 2020	Facility Type	New Construction	Facility Status	Likely, board preferred site, actively pursuing
Budget Location	<p>Please indicate if this option is reflected as an expenditure in the budget template.</p> <p>Note: A facility option may be true for only your first year with a different option in subsequent years, or a scaled-down option may be presented in the break-even budget only. Sometimes a facility option is presented as evidence that the petitioners have explored multiple facilities, but only one plan is reflected in the budget.</p>					Year 1 Budget Only
Vendor/ Developer/ Contractor Information (if applicable)	Company Name:		Bouma USA			
	Physical Address of Home Office:		Michigan Office 445 Pettis Ave SE Suite 201 Ada, MI 49301			
	Website Address:		http://boumausa.com/			
	Company Contact:		Doug Bouma			
	Company Contact Phone Number:		616-682-6100			

Additional Information – Facility Option 1

Please include any information pertinent to Facility Option 1 that is not already included in Section II (Finance and Facilities Plan) of the petition. Include attachments referenced here or throughout the petition in Attachment F. Links in the final PDF are appreciated.

Facility Option 1 would be purchased with help of Building Hope and the Bluum Foundation and designed and developed by Bouma USA.



The above image shows Phase 1 on the far left with modular classrooms for a break-even enrollment situation. Phase II, III, and then IV will follow as enrollment numbers and the budget increase as reflected in the budget, Appendix A1.



McCall Charter School

428 Colorado Street, McCall, ID
Project P18147

2019-02-12 Project Memorandum

OVERVIEW

Property: The subject property is "U" shaped, surrounding three residential parcels that front on Colorado Street. The west property line is approximately 450 feet east of Third Street. The overall property is approximately 311 feet north to south and 664 feet east to west. The road frontage for the subject parcel is comprised of two segments - 100 feet of frontage at the west property line and 254 feet at the east property line.

Right-of-Way: Colorado Street is classified as a minor collector street. Between Third Street and the west of edge of the subject parcel, the right-of-way is 60 feet wide. At the west edge of the subject parcel, the south right of way line offsets 15 feet to the north, resulting in a 45 feet right-of-way across the front of the subject parcel and the residential properties it surrounds. There is a 12' easement across the frontage of the subject parcel, granted to the City of McCall for snow storage, drainage, and utilities.

The transportation master plan calls for a 70' right-of-way, to include travel lanes, paved shoulders, drainage swales on both sides of the road, and a single 10' to 12' multi-use path. The city has indicated that improvements per the master plan will be required, but they would be proportionate to the scope of the development. Initial improvements to Colorado would only be required across the western 100 feet of frontage.

The city will require dedication of 15 feet of right-of-way to match Colorado west of the site. At a future date, the city will require an additional 5' of right-of-way on each side to get to 70 feet of right-of-way. A 12 feet easement will still be required for snow storage, drainage, and utilities. However, this would not impact building or parking setbacks, required landscape greenbelts, etc.

Because of the utility and site work in Colorado associated with the initial phase of the project, it should be anticipated that 100 feet of Colorado will need to be built to the masterplan standards. The east frontage would need to be upgraded to the master plan standards when the school develops at that end of the site. Power and telecommunications can remain on the poles along the north side of Colorado but will need to be put underground to cross to the site.

NOTE: The right-of-way adjustments will necessitate a revision of building locations on the Henrickson Architecture site plan dated 01-22-2019. The alignment of the school drive and Ward Street will also need to be reviewed. Currently, opposing left turns will lock each other out.

Municipal Utilities: Water and sanitary sewers are existing in the road right of way. There is no storm water system in this part of McCall. Stormwater is to be managed and detained on site. The only point of discharge would be to an open swale in the right of way. Maintenance or upgrades to the downstream section of that swale are not anticipated.

Private Utilities: There is no natural gas utility in McCall. Individual properties contract with private vendors for propane.



Electric power is provided by Idaho Power and is on the poles along the north side of Colorado. A "service point" is shown about 300 feet west of the subject parcel. Idaho Power has initiated an engineering review to see if upgrades are required for the initial phase of the project.

Telecommunication is provided by Frontier or Cable 1. Cable 1 is on the poles along the north side of Colorado.

All utilities need to be brought underground to cross Colorado. Power and telecommunications can remain on the existing poles but will need to be underground to cross Colorado.

ADDITIONAL DUE DILIGENCE

The costs identified in this section are not included in the "Scope and Budget for Onsite Phase 1 Improvements" tabulated at the end of this document.

Traffic study: The city will probably require a traffic impact study. Our traffic consultant is confirming the city requirements for the study and updating his proposal. The cost would likely be \$17,000-\$20,000.

Survey: The field work for the survey was completed last year. The preparation of drawings, legal descriptions, etc., has not yet been authorized. The cost of that work is \$7000.

Environmental: A Phase I - Environmental Site Assessment was completed. One recognized environmental concern was identified – a possible vapor encroachment condition due to the presence of an old municipal landfill immediately east of the subject parcel. The cost of a Phase II study is estimated to be about \$6500-\$8000.

Soils: The geotechnical study was completed last year. Typical depth to proper bearing soils was generally 1.4 to 2.4 feet below ground surface. Conventional spread footings and continuous wall footings are recommended. The soils can be used as structural fill. Permeability was not tested, but infiltration appears to be a viable way to handle storm water. Ground water was not encountered in any of the test pits. A caution was raised about construction during wet weather since fine grained soils become unstable and will deform or rut with higher moisture content.

PROBABILITY OF OFFSITE IMPROVEMENTS

Risk or probability	Item
Low	Traffic signal at Third and Colorado
High	Transportation Master Plan road improvements across the Colorado frontage
Medium	Center turn lane for westbound Colorado at Third Street
Low	School crossing flasher on Colorado at school drive
Low	Westbound center turn lane at school drives
Medium	School crossing flasher(s) on Third Street
Low	Downstream stormwater improvements
High	Power and telecommunication - underground road crossing

Risk Key:

Low – Due diligence research indicates there is a low probability of this being required

Medium – More due diligence required. Funding for these improvements should be anticipated

High – These improvements will be required



SCOPE OF WORK FOR HIGH AND MEDIUM PROBABILITY OFFSITE IMPROVEMENTS

Transportation Master Plan road improvements – units for Initial phase/Subsequent phases	
100 lf / 240 lf	20' to 24' wide asphalt road
70 lf / 240 lf	1' to 6' wide paved shoulder – includes both sides
100 lf / 480 lf	Drainage swale – includes both sides
100lf / 240 lf	10' to 12' wide multi use path
Center turn lane for westbound Colorado at Third Street	
50 sy of asphalt and base	Pave shoulders and pavement markings for turn lane
School crossing flasher(s) on Third Street	
6 signs, 4 sign posts	4 "school crossing" signs and 2 "school crossing ahead" signs
Power and Telecommunication Underground to Site	
70 lf UG	Frontier or Cable One Telecom service from pole to site – anticipate coming down existing pole on north side of Colorado and through new conduit under road to site
70 lf UG	Overhead to underground power – anticipate staying on poles along north side of Colorado until across from site, down the pole, and through new conduit under road to site - <u>\$15,000 to \$16,000</u>

SCOPE AND BUDGET FOR ONSITE PHASE 1 IMPROVEMENTS

\$15,000	Mobilization
\$10,000	Soil Erosion and Sedimentation Control
\$55,000	Site Clearing and Earthwork
\$20,000	Asphalt
\$110,000	Underground Utilities – Water, Sanitary, Storm
\$15,000	Exterior Concrete, Sidewalks and Curb
<u>\$90,000</u>	Miscellaneous Site Items, including:
	Segmental Block Retaining Wall
	Landscape and Irrigation
	Building Pad Preparation
	Electrical Feed
	Telecommunication Feed
	Fencing and Screening
\$45,000	Contingency
<u>\$360,000</u>	Total

Facility Option 1 - Details

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

Description of Start-Up Costs	Cost Estimate (Refer to appropriate documentation in Attachments)	Responsible Party (Board or Name of Contractor)
Land purchase (if applicable)	\$375,000	Bluum Foundation with JKAF Albertson's Family Foundation/Building Hope
Land development (include grading, utilities, etc.)		Bouma USA
Parking, curb, lighting (if applicable)		Bouma USA
Permits and applicable studies (as applicable)		Bouma USA
Delivery and set up of modular units (if applicable)		Bouma USA
Remodel estimate (if applicable)	NA	
Other	\$2.6-3,000,000.00	Loa from Building Hope and local lender (in conversation with local bank)
Total One-Time Costs	3,375,000.00	
Description of Lease/Rent/Purchase Plan	Details (Refer to appropriate documentation in Attachments)	

Annual Lease / Rent / Mortgage Payment		
Lease term		
Interest rate		
Rate escalator (if applicable, please describe)		
In which operating year does the school intend to purchase (if option to purchase is applicable)	Choose an item.	Zero year, 2019
Capitalization rate at purchase (if applicable)		
Other		
Please include any additional narrative here.		

New Charter Petition Facility Option 2

Location Address	Elk Creek Church 14102 ID-55, McCall, ID 83638					
Facility Information	Anticipate Move-In Date	Summer 2020	Facility Type	Building remodel/ use existing facilities	Facility Status	Possible (research in progress)
Budget Location	Please indicate if this option is reflected in the Budget Template (Attachment A1-A4)			Not reflected in budget		
Vendor/ Developer/ Contractor Information (if applicable)	Company Name:		Elk Creek Church			
	Physical Address of Home Office:		14102 ID-55, McCall, ID 83638			
	Website Address:		http://www.elkcreekchurch.com/			
	Company Contact:		Pastor Eric Ova			
	Company Contact Phone Number:		208-634-1938			

Additional Information – Facility Option 2

Please include any information pertinent to Facility Option 2 that is not already included in Section II (Finance and Facilities Plan) of the petition. Include attachments referenced here or throughout the petition in Attachment F. Links in the final PDF are appreciated.

Elk Creek Church is currently (Fall 2018) building a new center, called the Celebration Center, a 21,000 square foot building in addition to the existing church building. The Celebration Center will include a commercial kitchen, meeting rooms, indoor basketball court, stage, and walking track. The church pastor and board are interested in the idea of housing the McCall Community School; a rental fee has not been discussed due to pending proposal at an upcoming board meeting.

More information about the Celebration Center and construction can be found here:
<http://www.elkcreekchurch.com/building-expansion/>

Facility Option 2 - Details

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

Description of Start-Up Costs	Cost Estimate (Refer to appropriate documentation in Attachments)	Responsible Party (Board or Name of Contractor)
Land purchase (if applicable)	NA	
Land development (include grading, utilities, etc.)	NA	
Parking, curb, lighting (if applicable)	NA	
Permits and applicable studies (as applicable)	NA	
Delivery and set up of modular units (if applicable)	NA	
Remodel estimate (if applicable)	NA	
Other		

Total One-Time Costs		
Description of Lease/Rent/Purchase Plan	Details (Refer to appropriate documentation in Attachments)	
Annual Lease / Rent / Mortgage Payment		
Lease term	Currently under negotiation	
Interest rate		
Rate escalator (if applicable, please describe)		
In which operating year does the school intend to purchase (if option to purchase is applicable)		
Capitalization rate at purchase (if applicable)		
Other		
Please include any additional narrative here.		

New Charter Petition Facility Option 3

Location Address	Mountain Life Church 14180 Highway 55, McCall, ID 83638					
Facility Information	Anticipate Move-In Date	Summer 2020	Facility Type	Building remodel/ use existing facilities	Facility Status	Possible (research in progress)
Budget Location	Please indicate if this option is reflected in the Budget Template (Attachment A1-A4)			Not reflected in budget		
Vendor/ Developer/ Contractor Information (if applicable)	Company Name:		Mountain Life Church			
	Physical Address of Home Office:		14180 Highway 55, McCall, ID 83638			
	Website Address:		http://mymlc.org/			
	Company Contact:		Joe Eisenbrandt			
	Company Contact Phone Number:		208-634-3037			

Additional Information – Facility Option 3

Please include any information pertinent to Facility Option 2 that is not already included in Section II (Finance and Facilities Plan) of the petition. Include attachments referenced here or throughout the petition in Attachment F. Links in the final PDF are appreciated.

Mountain Life Church previously housed a private K-6 school that also included a daycare and preschool. Although the school is currently not in operation, the infrastructure and facility is still in existing including several classrooms, public restrooms, office space and shared church space. Mountain Life Church also has a playground and extensive outdoor area on their 33 acres of land that include streams, ponds, wooded and grassland areas, and trails. Initial conversations with the church staff are underway with plans to continue to develop this relationship and define the terms of a potential agreement for use.

Facility Option 3 - Details

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


Description of Start-Up Costs	Cost Estimate (Refer to appropriate documentation in Attachments)	Responsible Party (Board or Name of Contractor)
Land purchase (if applicable)	NA	
Land development (include grading, utilities, etc.)	NA	
Parking, curb, lighting (if applicable)	NA	
Permits and applicable studies (as applicable)	NA	
Delivery and set up of modular units (if applicable)	NA	
Remodel estimate (if applicable)	NA	
Other		

Total One-Time Costs		
Description of Lease/Rent/Purchase Plan	Details (Refer to appropriate documentation in Attachments)	
Annual Lease / Rent / Mortgage Payment		
Lease term	Currently under negotiation	
Interest rate		
Rate escalator (if applicable, please describe)		
In which operating year does the school intend to purchase (if option to purchase is applicable)		
Capitalization rate at purchase (if applicable)		
Other		
Please include any additional narrative here.		

Appendix B: Articles of Incorporation and Corporate Bylaws

B1.Signed Copy of Articles of Incorporation

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 **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
2018 JAN 16 AM 10:20
SECRETARY OF STATE
STATE OF IDAHO

Article 1: The name of the corporation shall be:
McCall Community School INC

Article 2: The purpose for which the corporation is organized is: public charter school

Article 3: Registered agent name and address:
Patrick Berg 1315 Divot Ln McCall ID 83638
(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:

<u>Patrick Berg</u> <small>(Name)</small>	<u>PO Box 2811 McCall, ID 83638</u> <small>(Address)</small>
<u>Jenny Schon</u> <small>(Name)</small>	<u>PO Box 258 McCall, ID 83638</u> <small>(Address)</small>
<u>Bruce Shultz</u> <small>(Name)</small>	<u>1325 Greystone Dr. McCall, ID 83638</u> <small>(Address)</small>

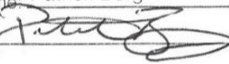
Article 5: Incorporator name(s) and address(es):
Patrick Berg PO Box 2811 McCall, ID 83638
(Name) (Address)

Article 6: The mailing address of the corporation shall be:
PO Box 2811 McCall, ID 83638
(Address)

Article 7: The corporation (☒ does ☐ does not) have voting members.

Article 8: Upon dissolution the assets shall be distributed: to board of directors or staff.

Signatures of all incorporators:

Printed Name: <u>Patrick Berg</u>	<div>Secretary of State use only</div> <div>IDAHO SECRETARY OF STATE</div> <div>01/16/2018 05:00</div> <div>CK:1176 CT:351069 BH:1621361</div> <div>1@ 30.00 = 30.00 INC NONP #2</div> <div>0210428</div>
Signature: <u></u>	
Printed Name: _____	
Signature: _____	
Printed Name: _____	
Signature: _____	

B2. Bylaws of McCall Community School, Inc.

1 Name and offices

1.1 Name

The name of the corporation shall be McCall Community School, Inc.

1.2 Mission

~~Mission:~~ The mission of the McCall Community School is to inspire curiosity, engagement, and leadership through transformative mastery-based education. We imagine the region as our classroom with students engaging in a unique combination of personalized learning and community impact projects through a deep commitment to addressing local, regional, and global challenges. Expected student outcomes include increased engagement, increased academic outcomes, and increased community impact to empower and encourage creative problem solvers and strong leadership within the classroom and throughout the community.

1.3 Principal office

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

1.4 Registered office

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

1.5 Purpose

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

2 Board of Directors

2.1 General powers

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

2.2 Number, tenure and qualification

The number of directors of the corporation shall consist of not less than 5 nor more than 9 persons and each directorship shall have a numerical designation as follows: Director 1, Director 2, Director 3 and so on. The number of directors serving on the Board of Directors may be increased or decreased from time to time by resolution adopted at a regular or special

meeting of the Board of Directors. During the initial year of operation, the Board shall be comprised of the Directors listed in the Articles of Incorporation and any other Directors elected by the then current Board or appointed in accordance with these bylaws.

The Directors stated in the Articles shall hold office until the 2021 annual meeting of the Board of Directors, or until they shall have appointed successors, whichever shall first occur, or until their earlier death, resignation, or removal. The Directors stated in the Articles may, at any time prior to the 2021 annual meeting of the Board of Directors, appoint successors and/or additional directors up to the maximum number of directors allowed under these Bylaws and such directors shall serve until the 2021 annual meeting of the corporation.

Thereafter, all directors shall serve until their term expires or they are ~~replaced by a duly elected replacement or otherwise removed pursuant to these Bylaws.~~ The term of service between elections shall be a term of 3 years except that for Directors serving from the date of the 2021 annual meeting of the Board of Directors, whose seats shall be staggered to ensure staggered transitions going forward. After the initial term of each seat directors shall serve for a term of 3 years so that up to, but no more than, 3 directors may be replaced each year at the annual meeting of the Corporation as set forth in these Bylaws.

2.3 Appointment of Directors

During the initial year of operations, the Board shall consist of those Directors appointed pursuant to the terms of these Bylaws. After the initial year of operations Directors will continue to be appointed by a majority vote of Directors at the Corporation's annual meeting as per Board-approved ~~nominating~~ policy.

2.4 Vacancies

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

2.5 Compensation

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

2.6 Presumption of assent

A Director of the Corporation who is present at a meeting of the Board of Directors at which action on any corporate matter is taken shall be presumed to have assented to the action taken unless his/her dissent shall be entered in the minutes of the meeting or unless he/she shall file

his/her written dissent to such action with the person acting as the secretary of the meeting before the adjournment thereof or shall forward such dissent by registered mail to the Secretary of the Corporation immediately after the adjournment of the meeting. Such right to dissent shall not apply to a director who voted in favor of such action.

2.7 Removal of Director

Any Board member may be removed with or without cause by majority vote of the Board. A Director may be removed only at a meeting of the Board of Directors called for the purpose of removing one or more Director(s). Any vacancy in the Board of Directors caused by removal, death, resignation, or an increase in the number of Directors by reason of amendment of the Bylaws shall be filled as specified in Section 2.4 herein.

2.8 Meetings by telephone/Internet

Members of the Board of Directors or any Committee may participate in a meeting of the Board or Committee by means of conference telephone, online video chat, or similar communications equipment by which all persons participating in the meeting can hear each other at the same time as allowed through the state open meetings laws. Such participation shall constitute presence in person at the meeting. As public must be able to attend phone meetings, at least one Board member must be present at the posted meeting location.

2.9 Committees

The Board of Directors may create one or more committees and appoint members of the Board of Directors to chair or liaise with them. Members of the committees other than the chairperson need not be Directors. Each committee may have two or more members, who shall serve at the pleasure of the Board of Directors. The provisions of this Article which govern meetings, action without meetings, and quorum and voting requirements of the Board of Directors, shall apply to committees and their members as well.

3 Board Meetings

3.1 Annual meeting

The annual meeting of the Board of Directors shall be held at the time and date established by the Board of Directors. In the absence of a designation from the Board of Directors, the annual meeting shall be held on the 2nd Tuesday in June ~~November~~. The failure to hold the meeting at the time stated shall not affect the validity of any corporate action.

3.2 Regular meetings

The Board of Directors may establish, by action at a meeting ~~or unanimous written consent~~, the time and place for holding subsequent regular meetings of the Board of Directors and they shall be held without the need of further notice.

3.3 Special meetings

Special meetings of the Board of Directors may be called by or at the request of the president or at least 2 Directors. The person or persons authorized to call special meetings of the Board of Directors shall fix any place, either within or without the State of Idaho, as the place for holding any special meeting of the Board of Directors called by them.

3.4 Public Meetings

Except as otherwise set forth in these Bylaws, all meetings shall be open to the public. Pursuant to Title 33, Chapter 52 of the Idaho Code, all other provisions of Title 74, Chapter 2 of the Idaho Code shall be applicable to meetings called by the Directors of the Corporation.

3.5 Notice and Agendas

Not less than 48 hours prior to any regular meeting, including the annual meeting of the Board of Directors, agenda notice shall be published in accordance with Idaho Code §74-204. Agenda items may be added subsequent to notice provided a good faith effort was made to include all known agenda items in the published notice at the time of its publication. Notice of any special meeting shall be given at least 24 hours and will comply with open meeting laws. Meeting notices may be amended by following the procedures set forth in Idaho Code §74-204(4).

3.6 Quorum

A majority of the number of directors then in office shall constitute a quorum for the transaction of business at any meeting of the board of directors.

3.7 Manner of taking action

~~The act of the majority of the directors present at a meeting at which a quorum is present shall be the act of the Board of Directors. Action required or permitted to be taken by the laws of the State of Idaho at a meeting of the Board of Directors may be taken without a meeting. If all the Directors consent to taking such action without a meeting, the affirmative vote of all of the Directors shall be the act of the Board. The action must be evidenced by one (1) or more written consents describing the action taken, signed by each Director in one (1) or more counterparts, indicating each signing Director's vote or abstention on the action, and included in the minutes or filed with the corporate records reflecting the action taken. Action taken under this section shall be effective when the last Director signs the consent, unless the consent specifies a different effective date. A consent signed under the section shall have the effect of a meeting vote and may be described as such in any document.~~

3.8 Meeting

~~Minutes~~ Written minutes shall be maintained at all meetings of the Board of Directors. Neither a full transcript nor a recording of the meeting is required. Minutes shall be available to the public within a reasonable time after the meeting, including: (a) Members of the Directors present; (b) Motions, resolutions, orders, or ordinances proposed and their disposition; (c) Results of all votes. Minutes of any executive sessions held by the Directors of the Corporation under Title 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.

3.9 Executive Sessions

Executives sessions, closed to any persons for deliberation on specified matters, may be held by the Board of Directors for those reasons outlined and specified in Section Title 74-206; Chapter 2 of the Idaho Code. Unless otherwise allowed by law, no Director may disclose the content of an executive session to an outside source.

4 Officers

4.1 Numbers

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

4.2 Election and term of office

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

4.3 Removal

Any officer or agent may be removed by the Board of Directors whenever, in its judgment, the best interests of the corporation will be served thereby, but such removal shall be without prejudice to the contract rights, if any, of the officers being removed.

4.4 Vacancies

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

4.5 Chair

At its annual meeting, the Board of Directors shall elect from among its members a Board Chair who shall, when present, preside at all meetings of the Board of Directors and ensure the Board of Directors follows appropriate parliamentary procedures. The Chair shall be the principal

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

4.6 Vice Chair

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

4.7 Secretary

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

4.8 Treasurer

The Treasurer shall: (a) serve as the chief liaison with the business manager for the school; and (b) in general perform all of the duties incident to the office of treasurer.

4.9 Salaries

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

5 Contracts, loans, checks, and deposits

5.1 Contracts

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

5.2 Loans

No loans shall be contracted on behalf of the Corporation and no evidences of indebtedness shall be incurred without the express approval of the Board.

5.3 Checks, drafts, etc.

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

5.4 Deposits

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

6 Fiscal year

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

7 No private inurement

No part of the net earnings of the corporation shall inure to the benefit of, or be distributable to its directors, officers, or other private persons. ~~except that the corporation shall be authorized and empowered to pay reasonable compensation for services rendered and to make payments and distributions in furtherance of the purposes set forth in the Articles of Incorporation.~~ No substantial part of the activities of the corporation shall be the carrying on of propaganda, or otherwise attempting to influence legislation, and the corporation shall not participate in, or intervene in (including the publishing or distribution of statements) any political campaign on behalf of or in opposition to any candidate for public office. Notwithstanding any other provisions, the corporation shall not carry on any other activities not permitted to be carried on (a) by a corporation exempt from federal income tax under section 501(c)(3) of the Internal Revenue Code, as amended; or (b) by a corporation, contributions to which are deductible under section 170(c)(2) of the Internal Revenue Code, as amended.

8 Corporate seal

The corporation shall not have a corporate seal.

9 Waiver of notice

Whenever any notice is required to be given to any member of the Board of Directors of the corporation under the provisions of these Bylaws or under the provisions of the Act, a waiver

thereof in writing signed by the person or persons entitled to such notice, whether before or after the time stated therein, shall be deemed equivalent to the giving of such notice.

10 Amendments

These Bylaws may be altered, amended or repealed and new Bylaws may be adopted by a majority vote of the Board of Directors at any regular or special meeting. Bylaw amendments will be provided to ~~must also be approved by~~ the Idaho Public Charter School Commission.

11 Indemnification

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

12 Dissolution

Upon dissolution, the assets of the school shall be distributed to employees first, and once appropriate assets have been used to pay creditors, the school will donate or redistribute the remaining assets to the Public-School Income Fund other non-profits, in accordance with the requirements of Idaho Code 33-5212(2). Any assets bought with federal funds will be returned to the Idaho Public Charter School Commission and will not be used to pay creditors.

13 Severability

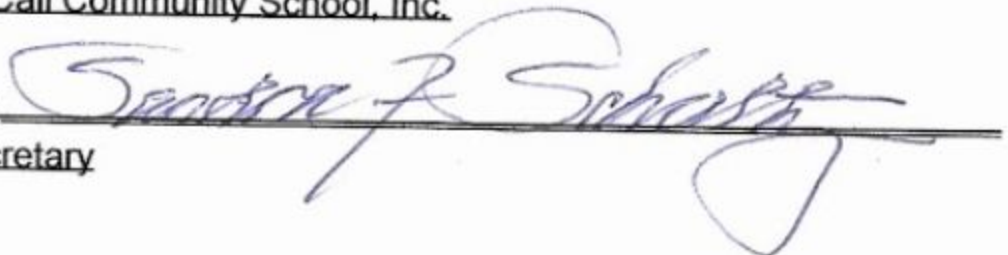
The invalidity of any provision of these bylaws shall not affect the other provisions.

Certificate

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

Date: 11/29/18

McCall Community School, Inc.

By: 
Secretary

Appendix C: Board of Directors and Petitioning Group Resumes

C1. List of Board of Directors & Roles

Name	Pre-opening Role	Intended Role
Patrick Berg	Original founder/ founding board	School Leader
Jennifer Schon	Co-founder/ founding board	Admin/teacher
Bruce Schultz	Consultant/ founding board	Board Member
Sandra Schultz	Consultant/ founding board	Board Member
Jonas Bean	Consultant/ founding board	Board Member
<u>Tessa Soutar</u>	<u>Consultant/ founding board</u>	<u>Board Member</u>
<u>Jeremy Humphrey</u>	<u>Consultant/ founding board</u>	<u>Board Member</u>

C2. Board Members' Professional Resumes

Patrick Berg

PATRICK S. BERG

1315 Divot Ln. McCall, ID 83638 (208) 697-3345 Email: dakvizla@gmail.com

EDUCATION

May 2014	Educational Specialist Northwest Nazarene University, Nampa, ID
April 2009	Certified Athletic Administrator (CAA)
July 2005	Boise State University, Boise, ID
	Endorsement: Special Education
August 2003	Masters in Education University of Phoenix, Phoenix, AZ Endorsement: Physical Education
July 1998	Bachelor of Science in Recreation and Leisure Services
	University of North Dakota, Grand Forks, ND Emphasis: Recreation Administration

PROFESSIONAL EXPERIENCE

Fall 2018 Bluum Fellow - to explore developing a school of choice in McCall, ID

7/2015 – 6/2018 Meadows Valley School District, New Meadows, Idaho

PK-12 Principal/Federal Programs Director/Curriculum & Assessment Director/Tech Director

- Evaluated staff according to Charlotte Danielson's Framework for Professional Practices
- Evaluated and planned technology needs for the district
- Created and implemented mastery learning practices for K-12 school
- Guided staff in state assessment and title one services 8/2001 – 2015 Nampa School District, Nampa, Idaho

Vice Principal; Ridgeline High School (2013 to 2015)

- Planned and developed the opening of Big Picture learning model for Union High School
- Evaluated staff according to Charlotte Danielson's Framework for Professional Practices
- Engaged stakeholders in building relationships to improve teaching and learning along with other emerging issues that impact District and school planning, programs, and structures

PE Teacher/Athletic Director/7th Grade Dean of Students/Team Chair; Lone Star Middle School (2006-2013)

- Directed/Organized all extra-curricular activities
- Taught Physical Education and Health to 700+ students in grades 6-8
- Supported 7th grade team as chair and leader (working directing with administration)
- Administered all discipline to 7th grade students (300 students)

Elementary PE Teacher; Greenhurst Elementary (2004-2006)

- Taught all physical education classes in an elementary school (K-5)

Special Education Teacher / Athletic Director; West Middle School (2003-2004)

- Case managed for 30+ special needs students (grades 6-8)
- Carried out all duties of extracurricular events

Special Education Teacher/Assistant Basketball & Baseball Coach; Nampa High (2001-2003)

- Taught emotionally disturbed students in a self-contained classroom.
- Carried out all duties as stated by the Individual Education Plan and IDEA in a high school of more than 1,800 students.

AFFILIATIONS Member of Idaho Association of School Administrators

Certified Athletic Administrator (CAA) Member of Idaho Association of School Administrators Certified NICA Coach
Commercial Drivers License

REFERENCES AVAILABLE UPON REQUEST

i. Jennifer Schon

Jennifer A. Schon

PO Box 258 McCall Idaho 83638 Phone: 406-250-6069 E-Mail: jennyschon@gmail.com

Education

Ph.D. Education Curriculum and Instruction, spring 2015. Dissertation title: Science Identity in

Informal Education. University of Idaho, Moscow, ID.

M.A. Teaching, 2001. Ashford University, Clinton, IA.

B.S. Environmental Science, emphasis on Terrestrial Ecology, minor in Chemistry and

Biology, 2001. Western Washington University, Bellingham, WA.

Experience

Fall 2018 Bluum Fellow - to explore developing a school of choice in McCall, ID

Teacher/ Instructional Coach, Meadows Valley School, New Meadows, ID

- Taught 2nd-12th grade.
- Subjects taught include High School Biology, Fire Ecology, Yearbook, Lifestyle Fitness, Internship, Study Seminar; Middle School Exploratory, Middle School Earth Science, Middle School Computer Skills, 2nd-5th Gifted and Talented Math and Science
- Instructional Coach for K-12th grade, assisting teachers in meeting performance standards and implementing new techniques; develop and plan weekly teacher professional development training
- Leadership Team committee, Idaho Mastery Education Network committee, Summit Learning Platform coordinator
- District wide Technology staff and website coordinator
- Track coach for 5th, 6th, 7th and 8th graders.

September 2015-June 2018

Program Coordinator, McCall Outdoor Science School – University of Idaho, McCall, ID

- Plan, coordinate and implement residential and outreach programs
- Supervise and evaluate graduate students
- Evaluate and implement updates to current programs and procedures
- Instruct, train, and teach graduate students on best teaching practices
- Create, conduct, evaluate, analyze research education
- Member of USDA Northwest Advanced Renewable Alliance Education team 2011-2015, assisted in creating K-12 curriculum for Facing the Future
- Plan, implement, and evaluate teacher professional development
- Create site specific and grant specific curriculum for K-12 with teacher- facing and student-facing materials
- Maintain open communication with staff, students, graduates and school personnel

September 2010-May 2015

Science Teacher, Somers Middle School, Somers, MT

- Teach 7th and 8th grade.
- Subjects taught include, life science, chemistry, physics and environmental science.
- Track and cross country coach for 6th, 7th and 8th graders.

September 2007-June 2010

Fire Effects Monitor, Crew Lead, Bandelier National Monument, Los Alamos, NM

- Crew Lead of four to eight people both in the field and in the office setting. Monitoring the quality of work as well as the health and well being of the crew. Mitigated any problems or concerns. Worked with the program director directly to streamline and improve the program.
- Gathered data from prescribed burn sites by identifying and measuring various plant species, shrubs, seedlings, pole-sized and over-story trees, measured and determined duff and litter content of soil as well as downed burnable fuels.
- Measured burn severity of site and vegetation following burns.
- Entered data from field season, identified specimens collected throughout season using a flora key to genus and species, filed and organized hard copies and electronic copies of all data.
- A part of the New Mexico Incident Management Team as an Incident Information Officer. Assist in major wildland fires by informing the media, public and wildland fire fighters about the status of the fire and its effect on the local community.
- Worked on a Prescribed Fire Module as a fire fighter involving strenuous and long hours maintaining the fire line and assisting in igniting. Worked as an active Fire Effects Monitor on the fire collecting data on the size, growth and nature of the fire.

Seasonally 2001-2007

Publications

Schon, J.A. (2015). Science identity in informal education. *Environmental Education Research*, in press.

Schon, J.A., Eitel, K.B., Hougham, R.J., Hendrickson, D. (2015). Creating a research to classroom pipeline: closing the gap between science research and educators. *Journal of Sustainability Education*. In press.

Eitel, K. B., Hougham, R. J., Laninga, T., Fizzell, G., Schon, J. & Hendrickson, D. (2015). Teacher Professional Development for Energy Literacy: A comparison of two approaches. *Journal of Sustainability Education*, in press.

Hendrickson, D., Corrigan, K., Keefe, A., Shaw, D., Jacob, S., Skelton, L., Schon, J., Eitel, K.B., Hougham, R.J. (2015). Global Sustainability: An Authentic Context for Energy Education. *Journal of Sustainability Education*, in press.

Schon, J., Eitel, K.B., Bingaman, D., Miller, B.G., Rittenburg, R. (2014). Big Project, Small Leaders: A creek restoration project led by fifth-grade students affects the whole community. *Science & Children*. 51(9), 48-54.

Schon, J., Hougham, R.J., Eitel, K., & Hollenhorst, S. (2014). The Value of a Tree: Comparing Carbon Sequestration to Forest Products. *Science Scope* 37(7), 27-35.

Eitel, K.B., Hougham, R.H., Miller, B.G., Schon, J., & LaPaglia, K. (2013). Upload/download:

- Empowering students through technology-enabled problem-based learning. *Science Scope*. 36(7).
- Magney, T., Eitel, K., Eitel, J., Jansen, V., Schon, J., Rittenburg, R., & Vierling, L. (2013). Keeping a (Digital) Eye on Nature's Clock: Students use cameras to monitor plant phenology. *The Science Teacher*, 80 (1) 37-43.
- Hougham, R.J., Schon, J.A., Eitel, K.B., & Hollenhorst, S.A. (2012). Education at the speed of research: communicating the science of biofuels. Published Proceedings of the Sun Grant Initiative. New Orleans, L.A.

ii. Bruce Schultz

Bruce Schultz

1325 Greystone Drive McCall, ID 83638
Phone: (208) 447-6022 E-Mail: dbruceschultz@gmail.com

Professional Goal

To engage in educational programs that enhance student learning opportunity and success. In order to prepare today's learners with skills necessary for success in the 21st century, educational programs must build from a base of student-centered learning experiences that promote the desire and habits of life long learners.

Education

Masters Degree, Montana State University, 1984

B.S. Degree, Carroll College, 1971

Professional Experience

- | | |
|---|------------------------|
| • Project Manager, J.A. & Kathryn Albertson Family Foundation | 6 years of experience |
| • College faculty and administrator | 11 years of experience |
| • Special education Director | 5 years of experience |
| • Elementary Principal | 10 years experience |
| • Teaching, Gr. K-12 | 10 years experience |
| • Non-profit organization board membership | 9 years experience |

Philanthropic & Community Service

- | | |
|---|-----------------------|
| • Founding board member for McCall Community School | Present |
| • Volunteer consultant for Payette Lakes Ski Club Little Ski Hill | 2 years of experience |
| • Volunteer at Barbara Morgan Elementary School | 1 year of experience |
| • Volunteer in the Meals on Wheels Program | 9 years experience |
| • Volunteer youth mentor | 4 years experience |

iii. Sandra Schultz

Sandra Marsh Schultz

1325 Greystone Drive McCall, ID 83638
Phone: (208) 577-7287 E-Mail: sandrafschultz@gmail.com

Mission

Live my life fully and responsibly, knowing I am the beneficiary of many wonderful people who have contributed to my life's journey. I, in turn, have a genuine desire to do good so that others may also benefit.

Education

Ed. Specialist Degree, University of Idaho, 2002

Masters Degree, Idaho State University, 1982

B.A. Degree, Idaho State University, 1972

Professional Experience

- | | |
|---|------------------------|
| • Response to Intervention consultant and trainer for Idaho State Dept. of Educ. | 2 years experience |
| • Elementary School Principal in Idaho, Montana, and Washington | 23 years of experience |
| • Administrator of Continuous Improvement & Beginning Teacher Programs for the West Ada School District | 2 years of experience |
| • Professional coach for J.A. & Katherine Albertson Foundation | 1 year of experience |
| • Teacher in 1 st grade, 4 th grade, and gifted/talented program | 10 years experience |

Philanthropic & Community Service

- | | |
|--|-----------------------|
| • Founding Board Member for McCall Community School | Present |
| • Volunteer and consultant for Payette Lakes Little Ski Hill | 2 years of experience |
| • Volunteer at Barbara Morgan Elementary School | 1 year of experience |
| • Volunteer in the Meals on Wheels Program | 9 years experience |
| • Volunteer for Red Cross | 4 years experience |

iv. Jonas Bean

Jonas E. Bean

P.O. Box 146 | 715 Bridle Path Way | McCall, ID 83638 | 208.271.6195 | jonasbean@gmail.com

OBJECTIVE To work in, live in, and serve my greater community through employment, education, volunteering, and enjoying the mountain lifestyle.

EDUCATION Seattle University (College of Education), Washington '05-'06

Prescott College, Arizona, B.A. Wilderness Leadership/Environmental Education '96-'99 Sterling College, Vermont, Resource Management '95-'96

EXPERIENCE Co-owner, Office Manager, Lab Technician, Bookkeeper (September 2006 – Present)

Solace Natural Medicine, PLLC, McCall, ID

Board Member – volunteer (March 2013 – Present) President (February 2016-Present) McCall Donnelly Education Foundation, McCall, ID

Guest Teacher (September 2006 – June 2007 & April 2017 - Present) McCall-Donnelly School District, McCall, ID

EMT/Firefighter - volunteer Donnelly Fire Protection District, Donnelly, ID (July 2017 - Present) Meadows Valley EMS, New Meadows, ID (September 2016 - Present)

Firefighter/Step-up Officer/AEMT/WEMT (February 2007 – August 2016) IAFF Local# 4564 McCall Professional Firefighters President (March 2013 – October 2016) McCall Fire Protection District, McCall, ID

District Board Member – volunteer (October 2010 – January 2013) St. Luke's McCall (McCall Memorial Hospital), McCall, ID

Faculty (August 2002 – June 2006) Forest Ridge High School, Bellevue, WA

- Outdoor Education Director/Trip Leader/Climbing Wall Manager
- Physical Education/Health/Senior Advisor/Golf Coach

Search and Rescue - volunteer (December 2000 – September 2006) Seattle Mountain Rescue, King County Sheriff's Office, Seattle, WA

- Board Member/Special Projects Coordinator/Education Chair

Substitute Teacher (December 2000 – June 2002) University Prep High School, Seattle, WA

- Assistant Athletic Director (March-June 2002)
- Sailing Captain for Zushi-Kaisei Summer Program ('02, '03)
- Winter Opportunities Wilderness Trip Leader (1999, 2002)

Trip Leader, Waterfront Instructor (Summers: '94, '95, '96, '00,'01, '04) Camp Nor'wester, Johns Island, WA

INTERESTS Traveling, Family, Teaching/Learning, Duel Sport Motorcycles, Skiing, Rock Climbing, Storytelling

SKILLS Fluent in Swedish, CDL, EMT, WEMT, WFR, CPR-BLS Provider, PHTLS, Blue Card,

Red Card, Idaho State EMT Instructor

AWARDS Golf Coach of the Year 2005 & 2006, Emerald City 1A League

"A Coach Who Makes a Difference" 2005, King 5 TV "SMRHWB": Seattle Mountain Rescue Commitment Award, '04 & '05

v. Tessa Soutar

Tessa M. Soutar

1742 Warren Wagon Rd., McCall, ID 83638 · (805) 708-2772· tmsoutar@gmail.com

ttmsoutar@gmail.com

Experience

Work

- **Head Buyer and Event Coordinator** · Gravity Sports · McCall, ID · June 2018- Current.
 - Own and run a local mountain bike and ski business with Partner and Father-in-law.
 - Responsible for seasonal and daily ordering.
 - Work with local organizations and schools to sponsor events and provide equipment for events.
- **Substitute Teacher** · Roots Forest School · McCall, ID · September 2018- Current.
 - Provided outdoor exploration opportunities for both parents and toddlers in Parent Toddler class.
 - Support parents with early childhood communication techniques.
 - Work with children ages 3-5 in the Forest Preschool.
 - Support children with hands-on, student directed learning.
- **Gardener** · Soutar Garden and Landscaping · Montecito, CA · September 2016 - February 2017.
 - Responsible for care, maintenance, and the development of landscapes at multiple estates.
 - Knowledgeable about native plant life and drought tolerant landscapes.
 - Self-management of work time, task completion, and materials.
- **Teacher II** · Orfalea Children's Center at Santa Barbara Cottage Hospital · Santa-Barbara, CA · April 2013- August 2016.
 - Practiced a **Continuity of Care** program, where I stayed the primary teacher for nine students, and secondary teacher for eighteen students for three years. Children ages 2 ½ -5 ½.
 - Shared a classroom with two other primary teachers, and worked as a team with students and families to create a supportive learning environment.
 - Maintained supportive and communicative relationships with families.
 - Responsible for developing own curriculum, conducting bi-annual assessments (DRDP) and goals for children, and responsible for parent teacher conferences.
 - Created curriculum that practiced hands on learning, student-directed learning, risk based play, project based, incorporated multiple modality learning styles, and utilized the outdoor environment.

- Designated Outdoor Classroom Specialist for school. Developed the school's yard to increase outdoor curriculum potential and accessibility for children. Built (with the children) climbing walls, trapeze bars, animal spaces and enclosures, self-help art areas, butterfly gardens, and edible gardens. Worked with staff to increase education on ways to utilize the outdoor environment for their curriculum planning and risk management both for themselves and their students.
- Member of the Shared Governance Team, whose role was to work alongside teachers and administrators to create a supportive and happy work environment.
- **Event Staff** · Planet Granite Climbing Gym · San Francisco, CA · January 2011-May 2012.
 - Climbing Instructor and camp counselor for children ages 5-13.
 - Worked with children to discuss climbing techniques, healthy exercise, nutrition, and encouraged group support and social interaction.
 - Developed relationships with parents to encourage a supportive environment for the children's learning.

School

- **Student Teacher** · Commadore Sloat Elementary School · San Francisco, CA January - May 2013.
 - Assistant teacher in a first grade classroom of nineteen children.
 - Created activities and group times that were hands-on and addressed CA Standards for groups of three to four children.
 - Completed 47 hours of Student Teaching.
- **Student Teacher** · Kinko's Early Learning Center · Santa Barbara, CA Fall 2009, Spring 2010.
 - Worked with children ages 3-5.
 - Educated on the foundations of group times, and facilitated group times for up to six children.
 - Planned and facilitated inviting activities that addressed and enhanced children's domains.
 - Educated in conflict resolution and communication with children.
 - Practiced and enhanced observation and assessment techniques.
 - Completed 270 Hours of Student Teaching.

Volunteer

- **DPHS Mentor** · Dos Pueblos High School · Goleta, CA Fall 2006.
 - Worked with young adults ages 12-13.
 - Educated in mentor communication and concept skills.
 - Supported young adults that faced difficulties at school, at home, mentally or physically.
- **Camp Counselor** · Isla Vista Youth Projects Day Camp · Isla Vista, CA Summers 2003/ 2004.
 - Worked with children ages 6-11.

- Provided supervision for groups of ten to fifteen children out on playground.
- Facilitated activities and games to encourage developmental growth.

Education/Conferences

- **The Outdoor Classroom Project** · La Cañada, CA October 2014- November 2015.
 - **Outdoor Classroom Specialist Level I Training.**
Certificate Date: December 2014 Hours of training: 18
 - **The Benefit of Risk and Adventure in the Outdoor Classroom**
Certificate Date: January 2015 Hours of training: 7
- **Documenting Children's Learning with Nature**
Certificate Date: September 2015 Hours of training: 3
- **Outdoor Classroom Specialist Level II Training.**
Certificate Date: November 2015 Hours of training: 18
- **Santa Barbara City College** · Santa Barbara, CA Fall 2006-Spring 2010/ Spring 2013-Fall 2015.
- **Associates in Science, Early Childhood Education**
Degree Date: Dec 2015
- **Certificate of Achievement in Associate Child Care Teacher**
Certificate Date: May 2014
ECE units completed: 31
President's Honor Roll: Fall 2008 – Spring 2010, Fall 2015
Graduated with a 3.8 GPA.
- Supporting coursework: BIO 120(Natural History), SPAN 103-104 (Intermediate Spanish), BMS 128 (Human Nutrition), PHSC 103 (The Physical Universe), BOT 121 (Plant Diversity), COMM 121 (Interpersonal communication), and Earth 101 (Introduction to Astronomy).
- **San Francisco State University** · San Francisco, CA Fall 2010- May 2012.
 - **Bachelor of Arts in Liberal Arts, Emphasis in Elementary Education.**
Degree Date: May 2012
Dean's List: Fall 2012 – Spring 2012.
Graduated Magna Cum Laude with a 3.9 GPA.
- Supporting Coursework: GEOG 600 (Environmental Problems and Solutions), SS 460 (Childhood, Nature, Society), Kin 401 (Elementary School PE, K-5), GEOL 350 (Geology of National Parks), and LS 309 (Physical Science for Elementary Teachers).

Jeremy D. Humphrey

492 Timbercrest Loop, P.O. Box 4665
McCall, ID 83638
(303) 386-5629

Mission

To serve the McCall community youth by giving families a new and exciting choice in their education. As a professional mountain runner and adventurer, the mountains surrounding my home have given me so much knowledge and strength. I embrace the opportunity to share that experience and foster an understanding and appreciation of this amazing resource with the next generation.

Education

- 1997-2001: B.S. Political Science, Summa Cum Laude, Kent State University, OH
- 2001-2004: Juris Doctorate, Cleveland-Marshall College of Law, OH

Professional

- 2005-2010: Practicing attorney in Colorado, specializing in Medical Equipment and FDA Regulatory Law.
- 2010-15: Solo Law Practice (Colorado Bar).
- 2011-Present: Sponsored Ultra Distance Runner with many victories and course records in the 50 kilometer to 100 mile distances.
- 2012-Present. Ultramarathon Race Founder and Director of two races. The IMTUF 100, founded in 2012, is a destination race with an international reputation for quality.
- 2013-Present: Personal Running Coach with clients across the United States of all ages.
- 2013-Present: High School Cross Country day-camp Director.

Community Service

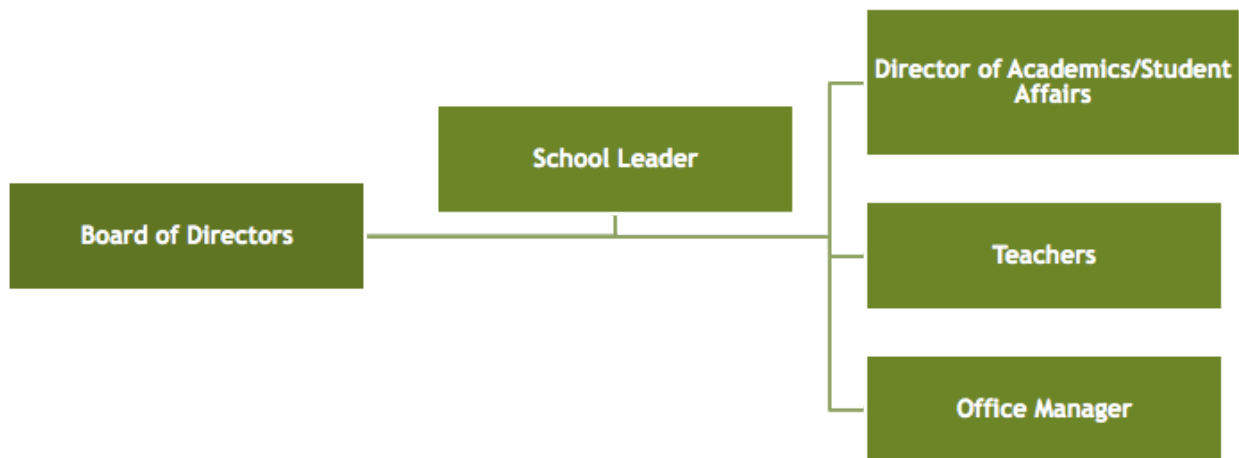
- Founding board member for McCall Community School
- McCall Donnelly High School senior project mentor
- Volunteer Payette Lakes Ski Club, Little Ski Hill youth programs

Appendix D: School Administration

D1. School Leader

Patrick Berg (resume in Appendix Ci)

D2. School Organization Chart



All school staff (certified and classified) and school volunteers report directly to the School Leader whom then reports to the School Board.

Appendix E: Education Service Provider

E1. Term Sheet: Memorandum of Understanding

A draft planning year consulting contract can be found [here](#).



Place Network Schools
Local Learning to Inspire Global Citizenship

Place Network Schools: Memorandum of Understanding (v.1 10.2017)

1. **Overview:** The Place Network is a collaborative network of rural K-12 schools that connect learning and communities to increase student engagement, academic outcomes, and community impact. Place Network Schools inspire curiosity, leadership, and engagement through transformative place-based education.
2. **Commitments of the Place Network:** The Place Network agrees to facilitate and support the following elements.
 - 2.1.1. Accelerated growth through the use of common co-constructed learning tools.
 - 2.1.2. Access to ongoing research and data-collection to inform school model
 - 2.1.3. Partners to collaboratively access philanthropy through the power of a larger network
 - 2.1.4. Collaborative platform to share ideas/resources around school model and school elements
 - 2.1.5. Premium access to virtual micro-credentials, on-site professional development, and remote faculty via Place Network Online and Place Network Virtual PD (fee-based)
 - 2.1.6. Access to model project plans and collaboration through common technology platform
 - 2.1.7. Risk management documents to support high quality off-campus programming
 - 2.1.8. Learning tools and resources including program guide template, project planning templates, and resources linked to the Place-based Education Framework.
3. **Commitments of Place Network Schools:** All schools that are part of the Place Network commit to the following learning model elements:
 - 3.1. Place-based education principles as a core philosophy (learner-centered, interdisciplinary, inquiry-based, design thinking, community as classroom, local to global).
 - 3.2. Implementation of four common learning model elements surrounding a place-based context:
 - 3.2.1. **Personalized core skill pathways** in ELA, math, and design/technology;
 - 3.2.2. **Project-based** learning with community impact;
 - 3.2.3. **Competency-based** assessment;
 - 3.2.4. **Habits of success** focused on leadership, character, and self-awareness
 - 3.3. Common set of competencies and performance indicators based on seven key domains and constructed from national standards
 - 3.3.1. Competencies and performance indicators can all be linked to local and state standards as required by the school, district, or state
 - 3.4. Use of common technology solution and dashboard to record mastery of competencies and to share place-based projects.
 - 3.5. School elements
 - 3.5.1. **Student committees:** Schools commit to having student committees that are invested in the real management of the school in appropriate ways.

700 Coyote Canyon Road | Jackson, Wyoming 83001 | Ph. 307.733.1313 | Fax 307.733.7650
www.tetonscience.org | info@tetonscience.org

www.placenetworkschools.org



Place Network Schools

Local Learning to Inspire Global Citizenship

- 3.5.2. **Community Partnership Program:** Schools commit to building a Community Partnership Program to ensure that the community sees the school and students as vital resources.
- 3.5.3. **Makerspace:** Schools commit space in classrooms/building where prototyping, building, and making can happen to support innovation and entrepreneurship in student projects.
- 3.6. **Network partnership:** Select staff member(s) commit to serve as lead for on-site implementation (stipend may be available from network)
- 3.7. **Collaboration:** Schools agree to collaborate on the following elements
 - 3.7.1. Sharing data on engagement, academic outcomes, and community impact to inform the model
 - 3.7.2. Sharing projects linked to competencies and performance indicators through a common platform
- 3.8. **Branding:** Schools commit to using the same branding for network logo and place-based principles/framework. Schools can use their own branding for all other materials.
- 4. **Advisory Council:** The school leader at each school belonging to the network is automatically part of the advisory council.
 - 4.1. **Meetings:** The advisory council meets twice per year in a virtual conference.
 - 4.1.1. Annual Conference for practitioners and leaders will be held to share ideas and build solutions that benefit all schools.
 - 4.2. **Authority:** The advisory council has the following authority.
 - 4.2.1. Vote to remove a school from the network should fidelity not be met.
 - 4.2.2. Reviews the annual report that measures the learning model against available research.
 - 4.2.3. Suggest changes and additions to the learning model based on data
- 5. **Fees:** An annual fee will be assessed to support the administrative operations of the Place Network. See school contract or Appendix A for details.

Signatures:

McCall Community School _____ (school name) commits to be an active partner in the Place Network
6/1/19 _____ (mm/dd/yyyy). Active partner is defined as meeting and/or exceeding the criteria listed
above and full payment of annual fees (see Appendix A attached).

Teton Science Schools/Place Network		Place Network School Partner	
By:	<u></u>	By:	<u></u>
Printed:	<u>Nate McClennen</u>	Printed:	<u>Patrick Berg</u>
Title:	<u>VP Education Innovation</u>	Title:	<u>Co-Founder</u>
Date:	<u>11/29/18</u>	Date:	<u>11/30/18</u>



Place Network Schools

Local Learning to Inspire Global Citizenship

Appendix A: Place Network School Fees

Place Network Fee	One Year	\$1,000 or 0.1% of total revenue (whichever is greater)
Total		\$1,000

700 Coyote Canyon Road | Jackson, Wyoming 83001 | Ph. 307.733.1313 | Fax 307.733.7650
www.tetonscience.org | info@tetonscience.org

www.placenetworkschools.org

E2. Recent Existing Contracts

Existing Memorandum of Understanding can be found [here](#).

E3. Place Network Sample Curriculum

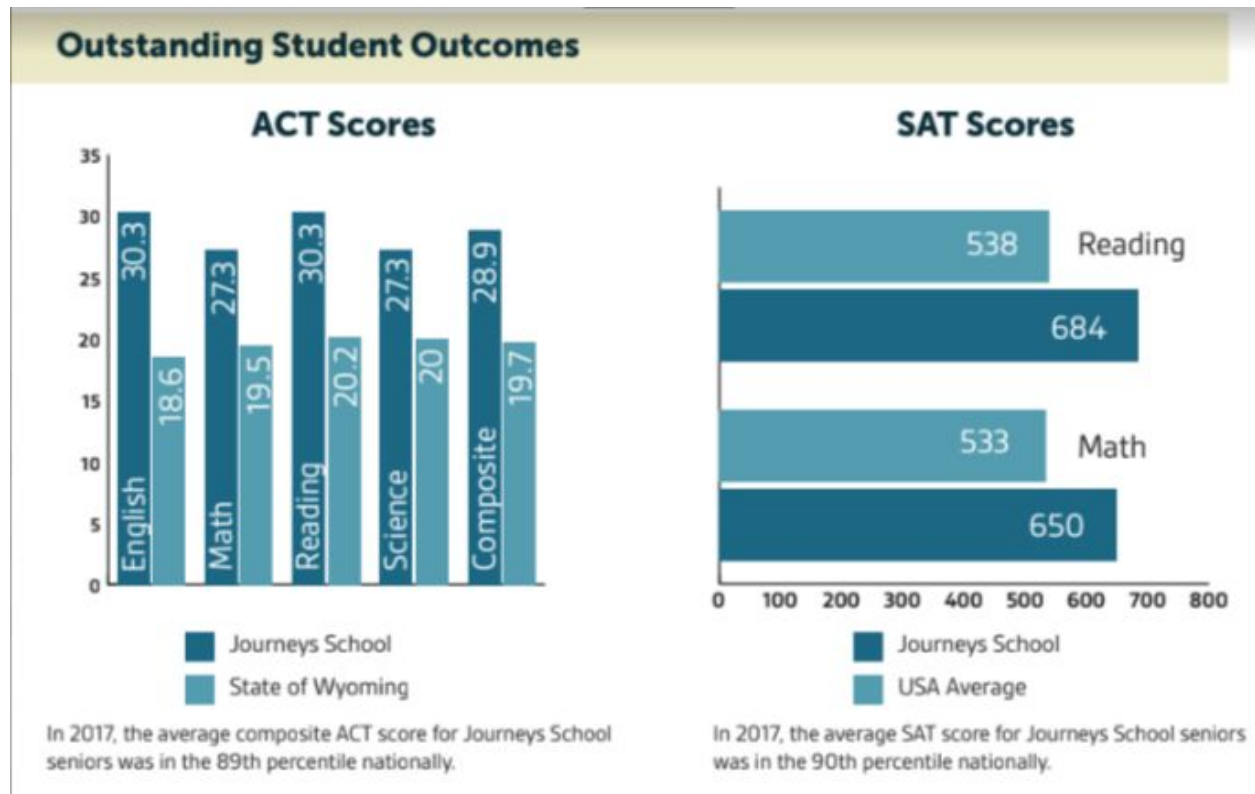
[Sample lesson](#)

[Sample unit](#)

[Network Model Curriculum](#)

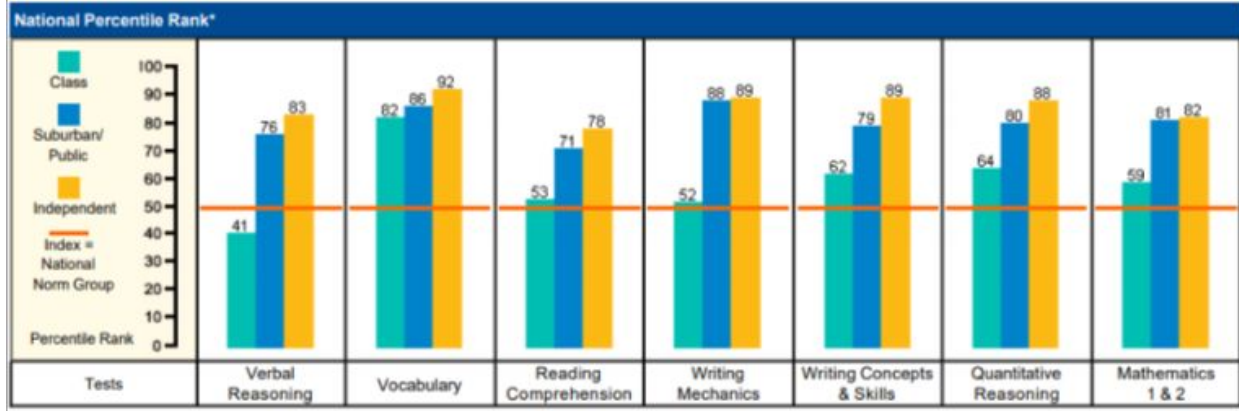
E4. Service Provider Existing Data

Existing data from hub schools of Service Provider is provided below for 2017-18 school year. Data on network is not yet available due to the fact that the network is in its early stages.



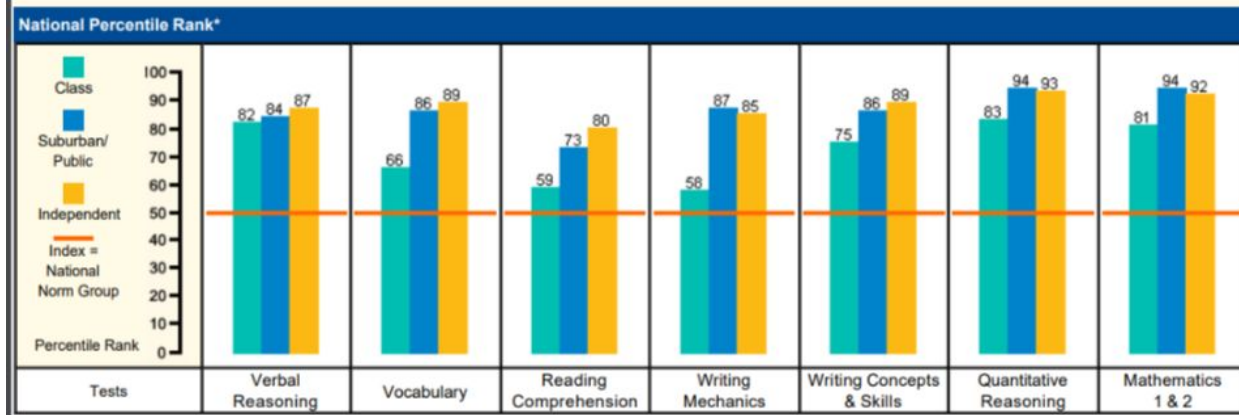
Class: JS 6th School: Journeys School of Teton Science Schools

Students: 15 Grade: 6 Level: 6 Admin: Spring 2018



Class: JS 7th School: Journeys School of Teton Science Schools

Students: 12 Grade: 7 Level: 7 Admin: Spring 2018



Class: JS 8th School: Journeys School of Teton Science Schools

Students: 18 Grade: 8 Level: 8 Admin: Spring 2018





LEARNER FOCUSED - Summary

Learners have experiences that are relevant, contextualized and designed for needs, strengths, interests and approaches to learning.



LEARNER LED - Summary

Learners co-design their learning experiences; partner in setting learning goals and plans; articulate their interests, strengths and needs; assess and monitor their own progress; and advocate for needed support from teachers, peers, technology and other sources.



LEARNER DEMONSTRATED - Summary

Learners begin at a level appropriate to their prior knowledge and learning needs; progress at a pace that fits their needs; demonstrate competency when ready; demonstrate evidence of learning in multiple ways; and receive recognition based on demonstrated competency (not seat time).



Appendix F: Supporting Documentation

F1. District Notification Letter

Sent via email

September 10th, 2018

Dear Mr. Foudy and McCall-Donnelly School District School Board,

Enclosed in the email are the attachments for our formal submission of our charter petition for the McCall Community School. We are seeking an authorizer from the state and are submitting our petition and documents to you prior to our submission to the state in four weeks time. We welcome the opportunity to discuss with you in person our vision, the school, and any questions or concerns you may have. We greatly appreciate your time.

Sincerely,

Patrick Berg and Jennifer Schon

F2. Letter of Support/Commitment from Bouma USA



Re: **The McCall Community School Project**

To whom it may concern,

Greetings from Bouma USA Management. It has been an honor to have been introduced to the **McCall Community School** project by Terry Ryan and Marc Carignan of Bluum in July of 2018. We have really enjoyed working with Pat Berg, Jenny Schon, and the Board Members with creating a "Facilities Solution" for the **McCall Community School** project. Shortly after we began our process of creating the facilities solution it was determined with the assistance of Bluum that the **McCall Community School** project could afford up to an approximate 3 million dollar facilities budget that would need to include real estate, design, and construction. From there we were asked to create this solution for the proposed new school and then our Bouma USA Management development school process began. Since July we have been facilitating bi-weekly video conference meetings with the **McCall Community School** Team, the Bluum Team, and the Bouma USA Management real estate, design, and construction team members for planning purposes.

Together we have accomplish the following to date:

1. Early in the process we created the overall conceptual solution that included real estate, design, and construction to be then utilized as our general solutions guide.
2. We had identified a variety of properties for consideration that were reviewed and vetted.
3. Bouma USA Management has placed a property under contract which is located at 426 & 428 Colorado Street in McCall, Idaho under contract in Bouma USA Management's name. Please note that Bluum was very generous in providing the necessary earnest deposit for the property.
4. We have created a preliminary site layout design with the potential for phasing.
5. We have created a preliminary facilities design with the potential for phasing.
6. We have prepared a preliminary project budget with options for phasing.
7. We have prepared a pre-construction cash flow projection.
8. We have coordinated and completed the Geotech work for the property under contract. Please note that Bluum was very generous in providing the necessary funding for this work.
9. We have coordinated and completed the necessary phase one environmental work for the property under contract. Please note that Bluum was very generous in providing the necessary funding for this work.
10. We have coordinated and completed the survey work for the property under contract. Please note that Bluum was very generous in providing the necessary funding for this work.
11. We have prepared a preliminary project schedule.

In closing we would also like to provide some back ground about our Bouma USA Management's experience with creating facility solutions for charter schools. The first Charter School that Doug Bouma had the privilege of creating a project solution for was in 1995. He was asked by National Heritage Academies, (Education Development Corporation at that time), to create a facilities solution (design & build) that when built would cost half as much as a typical public school in the area selected.

Ada, Michigan

Palmdale, California



That was accomplished! Since then the combined experience of our Bouma USA team has created solutions for over 150 Charter School projects in states from New York to California representing over 8,000,000 square feet of interior space, and over \$900,000,000 in contract value.

Each project brought new learned knowledge that helped us become proficient with creating the necessary project solutions including real estate, financing, budgeting, programing, design, construction, scheduling, furniture, furnishings, equipment, & technology. From an education standpoint you might say that we have earned our "Charter School Development Master's Degree!" With that being said we still look forward to growing our knowledge with every single new project!

We thoroughly understand that charter schools do not typically receive facilities funding, and that it takes very special talent, experience, and passion to create these affordable, and educational effective solutions. We have learned that there needs to be someone leading the overall project who understands that, and the development process for charter schools, in addition to just being a design-builder in order to create a successful project and to execute successfully. A benefit to **McCall Community School** for this approach is that we perform this additional development work beyond the design-build scope without charging a developer's fee (additional fee). Instead we utilize our design builder's fee and time as our basis. We do this in order to create successful design build projects, and to guide our clients early in the process, into the best possible solutions.

Sincerely,

The Bouma USA Management Team

F3. Bluum Foundation and JKAF Support Letter



November 30, 2018

To: Idaho Public Charter School Commission
Chairman Alan Reed
Vice Chair Brian Scigliano

Re: Support for the McCall Community School Project

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

I am writing in support of the McCall Community School Project. My name is Terry Ryan and I am CEO of the non-profit charter school support organization Bluum. It is my pleasure to write this letter of support for the McCall Community School Project. The two educational leaders of this effort – Pat Berg and Jenny Schon – are Bluum Idaho New School Fellows. Their work to launch the McCall public charter school has been funded up to this point by a \$120,000 from the J.A. and Kathryn Albertson Family Foundation, and \$40,000 from an anonymous funding in McCall.

In recent months we attended a community meeting in McCall hosted by Pat and Jenny to listen to the comments and views of the local citizens and parents about the McCall Community School Project. We were impressed by the community engagement and the discussion that took place around the proposed school, whether it is in fact necessary and whether or not it can actually work for families and children in McCall and its surrounding communities. Listening to the people who want the school, and even those who don't want the school, is a very important part of the process. To their credit, Pat, Jenny and their partners have been very open and transparent throughout this process. As a result they have significant community support for their proposed school.

We have also worked with Pat, Jenny, their board members and the highly regarded Bauma USA to identify, and put money down, on a reasonably priced piece of land that could serve as the property for their school. We are also continuing to work with the J.A. and Kathryn Albertson Family Foundation and other funding partners to help the McCall Community School Project raise the resources necessary to launch a successful public charter school in Valley County. This is an ongoing process and a big hurdle to moving forward is the McCall Community School Project team garnering approval from the Idaho Public Charter School Commission to open in 2020.

I encourage the Idaho Public Charter School Commission to support this effort. Bluum has and we will continue to do so into the future.

Sincerely,

Terry Ryan
Chief Executive Officer

F4. Letter of Support: Payette Children's Forest



November 26, 2018

To Whom it May Concern,

The Payette Children's Forest is a partnership of 20 organizations that deliver meaningful and affordable outdoor recreation, education, work and stewardship programs in Valley, Adams and Washington counties in Idaho.

We value place based learning opportunities for students, particularly in outdoor settings. The McCall Community School's mission aligns with the Payette Children's Forest's mission, and we would welcome partnership opportunities with the McCall Community School.

Their educational approach, which emphasizes community engagement, would benefit students academically and socially while also providing tremendous benefit to the McCall community. The Payette Children's Forest is supportive of the McCall Community School's educational model.

Sincerely,

A handwritten signature in black ink, appearing to read 'Leslie Freeman', is written over a light gray rectangular background.

Leslie Freeman
Leadership Team Member
Payette Children's Forest
PO Box 3174

F5. Letter of Support: Roots Forest School

December 2, 2018

To Whom It May Concern:

I am writing to share with you my experience as a teacher at Roots Forest School, a nature-based preschool in McCall, Idaho. Our school is attended by local children aged 1½ to five years. This is my third year teaching at Roots so I can say that, though we have never struggled to fill classes, the community's enthusiasm for the school and its recognition as a positive educational experience for children has only increased.

We have received much positive feedback over the years from parents of students as well as volunteers and specialists who have worked with our program. Parents tell us that they are grateful for the comfort their children develop with the natural world and the different activities their child is exposed to beyond what is traditionally considered academic. Many families have chosen to live in McCall for its abundance of natural resources and outdoor opportunities and they feel like Roots recognizes and capitalizes on these features.

Our program provides three-hour classes for children and many of our families make an extra effort to send their children to Roots even when they need full-time childcare. This alone is a testament to the value that people attribute to our educational philosophy. We even have a student enrolled this year that is commuting from Nampa to attend Roots! We frequently have waiting lists for classes and have hosted visitors from Moscow, Boise, and beyond who are interested in starting forest preschools in their own communities.

I have many times heard local parents say, "I wish your school was around when my child was that age." These people would like their children to have an immersive experience in their community and the natural world. Currently, in McCall there are few school-sponsored opportunities to do this for children beyond the age of five. My only response to these parents is, "We hope that ideas from Roots will catch on in the elementary, middle, and high schools" but this is little consolation as progress has been slow. In the meantime, young people are moving in to high school and towards graduation without the opportunity to learn at a local level, which many educators here would be eager to provide.

Sincerely,
Maura Goldstein

F6. Letter of Support: Homeschool Network

NORTHWEST CULTURAL RESOURCE CONSULTANTS
P.O. Box 3001
McCall, ID 83638

RE: McCall Charter School

To Whom it May Concern,

I am writing in support of the proposed McCall Community School. I am currently the lead organizer of the Idaho Mountains Homeschool Co-op that serves approximately 20 children in Valley and Adams counties. Many of the children in our co-op would greatly benefit from this charter school, as the approach to education is similar to the approach we use in our homeschool curriculum. Several of the families have expressed interest and support to Jenny Schon and Patrick Berg as they have reached out to the community. We were impressed with their public meeting to share their vision, answer questions, and get input from the community.

The public school was no longer an option for my son after he was diagnosed with a rare autoimmune disorder. We have been using Oak Meadows Waldorf distance learning curriculum that has a focus on place based learning and environmental education. The McCall Community School would continue this focus while fostering his interests and allowing him to return to school with his peers.

As a professional Cultural Resource Consultant with experience teaching archaeology to school groups, I have offered my support and volunteer time to assist the team in seeing the charter school open.

Cheers,



Jenn

Jennifer Whiteman, M.A.
Northwest Cultural Resource Consultants
PO Box 3001
McCall, ID 83638
Cell: (208) 315-3110
jwhiteman@northwestcrc.com

F7. Letter of Support: Little Ski Hill



December 3, 2018

To Whom it May Concern,

As the director of programs for Little Ski Hill, I would like to express my support of the McCall Community School. I have a long history working with children of all ages in many different atmospheres, and I have come to strongly believe in experiential forms of education based on my experience. I support innovative and engaging approaches to education and I believe the McCall Community School can provide this for our growing community.

I currently direct the Payette Lakes Ski Club's After School Ski and Snowboard Program which services about 150 children from the local schools in our area. This unique program buses local youth to our small ski hill after schools for weekly lessons in a group setting, usually taught by older students from middle school and high school who have aged out of the lessons. Our program is innovative in the way it engages youth of all ages while teaching new skills in an outdoor setting. I have come across children with all sorts of unique needs over the years at Little Ski Hill and strongly believe that more options in our local education offerings are not only wanted but needed. Our community nestled in the West Central Mountains is very active, and a more active learning process would suit local families very well.

Many years ago, in college, I studied experiential education and outdoor studies. I learned early on what a difference an engaging atmosphere can have on a person's education process. Since those days I have spent summers working as a camp counselor taking children out into the world whether it be into the woods for interpretive hikes or for an adventure into town to learn something new. Based on my experience around youth, I whole-heartedly believe in making the education process as engaging as possible and I believe the McCall Community School can provide this. There is more than one way a child can learn, and I know our community is ready for more innovative approaches to education and learning. I see it first hand at Little Ski Hill every day. I realize there are many viable reasons including style preference, emotional needs, or social needs that a family would choose a school like McCall Community School for their children; I support the chance to give us the choice.

Sincerely,

Jennifer Dummer
Payette Lakes Ski Club

Po Box 442, McCall, ID 83638

www.littleskihill.org

208-634-5691

F8. Letter of Support: West Central Mountains Economic Development Council



March 7, 2019

Jenny Schon & Patrick Berg
McCall Community School

To whom it may concern,

The West Central Mountains Economic Development Council (WCMEDC) was recently engaged by the founders of the proposed McCall Community School, Pat Berg and Jenny Schon. We were glad to share significant market information, industry alliance opportunities and student and workforce data with them in their effort to establish a K-8 place-based charter school in McCall. WCMEDC typically doesn't endorse specific projects, but we are happy to support public, private and nonprofit innovators in their efforts to make their communities the best that they can be. We look forward to working alongside all educational providers in the region to ensure the highest quality education is available in the West Central Mountains and will gladly assist with establishing partnerships wherever possible. The link below contains the specific data we have made available:

<https://wcmedc.org/workforce-data/>

Sincerely,



Andrew Mentzer, on behalf of the West Central Mountains EDC board of directors
Executive Director
WCMEDC.org

Chelsea Cantrell

From: dwchap@frontiernet.net
Sent: Tuesday, February 5, 2019 3:42 PM
To: PCSC
Subject: McCall charter school proposal

I urge you to deny, in your April meeting, the request for a charter school in McCall.

McCall schools are among the best in Idaho. Charter schools work best in districts with poorly-performing schools. There is no need to establish a charter school in the McCall-Donnelly school district.

Please deny the McCall charter school request.

Signed:

Donald W. Chapman, PhD.

Chelsea Cantrell

From: Susan Bechdel <bechdelsusan@gmail.com>
Sent: Tuesday, February 12, 2019 2:19 PM
To: PCSC
Subject: prospective charter in McCall

Esteemed Commissioners,

I appreciate an opportunity to comment on the application for a charter in McCall, ID.

I've devoted my 33 years as a McCall resident to supporting our school community. I served on the Board of Trustees for 8 years with 4 as Chair. I was a founding member of the McCall-Donnelly Education Foundation and later, it's Executive Director. In addition to my formal positions, I've always volunteered in our schools, contributed to strategic planning initiatives and served on other citizen committees. I held two long term substitute positions at the high school and have served as a student mentor, judge for student projects and chaperone for field trips.

I am a strong advocate of our public schools, but also appreciate the need to augment that when applicable. I am an advocate of The North Fork School, a private school, even enrolling my daughter there. I understand the value of charters in certain cases. McCall, however, is not such a case.

We are a small community with total K-12 enrollment of around 1100 (current number on district web site). The proposed McCall charter expects an initial enrollment of 220 students with projected growth. Upwards of 20% reduction of our enrollment would create tremendous insecurity in our school population. As students progress through grades, each year would see wild fluctuation of class sizes, creating instability in teacher hiring and assignments, not to mention district funding.

A less quantifiable, but significant impact is the discord a charter would create in our school community. The prospect of a charter has already set up animosity between proponents of the charter and advocates of the existing schools. As with enrollment, the impact would be much greater than in a larger district, where impacts are diluted by larger populations.

But let's look at the positive outcomes. Would a charter school in McCall offer higher benchmarks of academic success? More rigorous academics? Could we expect more varied curricula?

The answer to all of those questions is NO. McCall students have attained some of the highest levels of academic achievement in the state. Course and program offerings are extensive, serving all populations.

The proposed charter touts place based learning, but that's been deeply embedded in our district for years. From snowshoes provided for winter recess to XC and alpine skiing/snowboarding, to kayaking, to science in the outdoors with water quality testing, stream bank restoration, star gazing, to raising chickens and planting gardens, to cooperative projects with local businesses, to the partnering of citizens with students for mentoring, job-shadowing and more; there are a multitude of examples. In an effort to shorten my letter, I'll stop there, but please contact me or the district if you want more examples.

There is absolutely no evidence that McCall would benefit by a charter school.

The proposal seems to simply meet the career needs of the founders. I do not deny that they are excellent educators and have all the skills necessary for success. But that isn't enough if the majority of the community neither needs nor wants a charter school.

I urge you to look beyond what I expect to be a very solid proposal. Look at our community and at the very least require a comprehensive, well-designed survey to assess the needs of the community.

McCall has strong leadership and instructional staff, a dynamic curricula, an Education Foundation to fund exciting new initiatives, a strong partnership with business and citizens at large, a community of supportive parents and alumni and an inclusive student community. We do not need a charter school.

Thank you for your work and your attention to this proposal.

Susan Bechdel
PO Box 477
McCall, ID 83638
208-634-4304 land line



University of Idaho
College of Natural Resources

McCall Outdoor Science School

PO Box 1025
McCall, ID 83638

(888) 634-3918 ph
(866) 540-4833 fax

www.uidaho.edu/cnr/moss

April 8, 2019

Ms. Chelsea Cantrell
Idaho Public Charter School Commission
304 North 8th St., Suite 242
Boise, ID 83702

Dear Ms. Cantrell:

This letter is being submitted to the Idaho Public Charter School Commission in reference to the application of the McCall Community School to the Charter School Commission, final review of which will take place April 11, 2019.

In the document that was reviewed, there is a statement on p. 41 that “the University of Idaho’s McCall Outdoor Science School are committed in supporting the McCall Community School both in generating support and interest from their schools to potentially serving on the school Board.” This statement is not accurate and needs to be removed from the document. The University of Idaho cannot commit resources in this way; as an institution, our program is committed to supporting place-based education for students across the state of Idaho and within the McCall-Donnelly School District as a whole. We must remain a neutral entity with a commitment to all students equally. This change has been discussed with the petitioners.

Thank you for assisting us in ensuring that this correction is made to the document.

Sincerely,

Lee A. Vierling, Ph.D.
Executive Director, McCall Field Campus and MOSS

cc: Dennis Becker, Dean, College of Natural Resources
Karla Eitel, MOSS Director of Education

Chelsea Cantrell

From: caitlingus@gmail.com
Sent: Friday, April 5, 2019 3:47 PM
To: Chelsea Cantrell
Subject: Charter School Application for McCall

Follow Up Flag: Follow up
Flag Status: Flagged

We are writing to you as parents of 2 girls ages 5 and 6. Our older daughter attended Roots Forest preschool prior to her enrollment in kindergarten at Barbara Morgan elementary this year. Our younger daughter currently attends Root's for preschool and we have registered her for kindergarten next year at Barbara Morgan.

We feel that Barbara Morgan meets our expectations for their education and would not enroll them in a charter school when and if that were to become an option in McCall. We do not see the need for a charter school in our community. We have also confirmed with the Roots board and director that Roots has not given an endorsement or expressed organizational support for a charter school in McCall.

Sincerely,

Caitlin Gustafson and Tor Andersen
PO Box 4312
McCall, Idaho 83638

Sent from my iPhone