

SUBJECT

Gem Prep: Meridian North 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

Gem Prep: Meridian North (GMPN) is a proposed new public charter school to be located in Meridian, Idaho. The governing board for GMPN also governs Gem Prep: Meridian (GPM), Gem Prep: Pocatello (GPP), Gem Prep: Nampa (GPN), and Gem Prep: Online (GPO). GMPN would be the fifth school sharing senior administrative and operations personnel.

GMPN would provide a blended learning model identical to that implemented at GPM, GPN, and GPP. GMPN proposes to serve 312 students in grades K-5 during its first year of operations and grow to enroll up to 676 students in grades K-12 by its fifth year of operations.

DISCUSSION

See the GMPN Public School Petition Evaluation Report for details.

IMPACT

If the PCSC approves the petition, 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 Public Instruction, or they could decide to not proceed further.

STAFF COMMENTS AND RECOMMENDATIONS

Staff recommends that the PCSC approve the new charter petition for Gem Prep: Meridian North.

COMMISSION ACTION

A motion to approve the new charter petition for Gem Prep: Meridian North.

OR

A motion to deny the Gem Prep: Meridian North new charter petition on the following grounds:_____.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

IDAHO PUBLIC CHARTER SCHOOL COMMISSION
**PETITION EVALUATION REPORT &
STANDARDS OF QUALITY**



Idaho Public Charter School Commission
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Phone: (208) 332-1561
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Alan Reed, Chairman
Tamara Baysinger, Director

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PETITION EVALUATION REPORT

GEM PREP: MERIDIAN NORTH



Petition Review Summary

Summary

The petition demonstrates a commitment to serving all students and ensuring that the school is accessible to local families. Overall, the petition is strong and the academic model is clearly described. In addition, the governance model has been vetted and is well-defined in the petition.

Petitioners should be commended for making a concerted effort to resolve staff concerns that were noted in the first draft of the petition review summary.

Summary of Section Ratings

Section 1: Educational Program ↓↓

MEETS STANDARD

Section 2: Financial & Facilities Plan ↓↓

MEETS STANDARD

Section 3: Board Capacity and Governance Structure ↓↓

MEETS STANDARD

Section 4: Student Demand & Primary Attendance Area ↓↓

MEETS 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

As with the three operational brick and mortar Gem Innovation Schools, Gem Prep: Meridian North would provide a blended learning model of education that combines face-to-face and online instruction with a traditional calendar and daily schedule. Students in the model receive individualized learning opportunities through adaptive technology that allows each child to advance at a unique pace.

Detail

Strengths:

- The petition demonstrates a strong commitment and fidelity to the mission and academic model.
- The socio-emotional component of the curriculum is robust and complements the academic model.

Concerns:

- Because the three blended learning Gem Prep schools opened in recent years, the academic performance of the model is still relatively unproven. In early years of the model, standardized test results in math and science were generally higher than the local district, but ELA outcomes trended lower. The schools' MAP growth rates in ELA are also relatively low. ELA performance and growth is an area for improvement.

Section II: Financial and Facilities Plan

MEETS STANDARD

READ MORE: [Standards of Quality](#)

Comments

GPMN intends to secure and prepare undeveloped land with JKAF funds already received by Gem Innovations Schools.

The school intends to apply for a CSP grant to offset the amount of borrowed funds necessary. The grant-writing team is experienced with this grant, having been awarded \$800,000 for GPM in spring 2019. Additionally, the school intends to work with Building Hope to structure a loan similar to those held by other Gem Prep schools. Building Hope has provided documentation confirming their intent to provide the loan.

The operational budget is not dependent on philanthropy and presents reasonably estimated revenues and expenditures. The school proposes a 312 student enrollment in year one, but can evidence breaking even at 85% of that number.

The budget evidences a positive year-end fund balance each year and the cash flow for year 1 shows a positive fund balance each month. Financial management services will be provided by Gem Innovation Schools. This management team provides the same services to two other Gem Prep schools in the PCSC portfolio, both of which have earned accountability designations of "Honor" on the PCSC financial framework each year they have been in operation.

Detail

Strengths:

- The school has financial backing from philanthropy.
- The administration has experience with building charter school facilities.

Concerns:

- No significant concerns.

Section III: Board Capacity and Governance Structure

MEETS STANDARD

READ MORE: [Standards of Quality](#)

The Gem Prep: Meridian North petition demonstrates an understanding of the division between management and governance. The long-serving board is committed to growing the model and supporting the administrative staff as their responsibilities grow to manage more school sites.

Detail

Strengths:

- The board is experienced with governing multiple charter schools.
- The board evidences clear engagement with the school's academic outcomes and opportunities for improvement.
- The governance structure has previously been vetted and approved by the PCSC.

Concerns:

- No significant concerns

Section IV: Student Demand and Primary Attendance Area

MEETS STANDARD

READ MORE: [Standards of Quality](#)

Comments

The petitioners believe that a significant portion of the enrollment at Gem Prep: Meridian North will be filled by current Gem Prep: Meridian families and by families on GPM's long waiting list. In the second draft of the petition, the petitioners provided more information about the demand for the Gem Prep model in the middle school grades. This information was helpful to explain why there is a high likelihood that the proposed K-8 program would be filled to or near capacity.

While Gem Prep: Nampa and Gem Prep: Meridian are both approved to serve K-12 populations, neither school has grown into those grade levels yet. Therefore, there is no data available to demonstrate community demand or market interest in a third Gem Prep high school in the area. Nearly all charter high schools in Idaho are under capacity and struggle to maintain sufficient enrollment. While the school may need to work to fill the high school grades, the model has long been supported by JKAF and Bluum, who may provide support if necessary. Additionally, the business management team has maintained good financial standing, and as the school wouldn't grow into high school grades for several years, there would be time for the petitioners to propose an amendment if necessary.

Building upon their experience with opening schools in the Treasure Valley and Pocatello, the Gem Prep team is committed to ensuring that all families are welcome and able to attend the school. They plan to offer free all-day kindergarten, lunch, and bus service in year one.

Detail

Strengths:

- The Gem Prep team has experience with operating schools and has generally met their stated enrollment targets in K-8.
- The map that flags family residences is helpful for understanding why the petitioners chose North Meridian for their proposed site.
- The population in the proposed location is rapidly growing and the economic forecast for the area is strong.

Concerns:

- Charter schools often struggle to fill secondary grade levels. It is unclear what particular strategies the school will employ to successfully recruit and retain high school students. GPP and GPM have full middle schools, but there are currently no waiting lists for 8th grade. Charter schools typically lose a significant percentage of their student enrollment between 8th and 9th grades and there is concern that Gem Prep: Meridian North may not fill its high school to capacity.

Section V: School Leadership and Management

MEETS STANDARD

READ MORE: [Standards of Quality](#)

Comments

Gem Innovation Schools' administrative structure has opened several brick and mortar blended learning schools in Idaho in the past few years and is experienced in leadership and management. The description of the legal relationship between Gem Innovation Schools and the proposed school, Gem Prep: Meridian North, creates a clear set of distinct responsibilities for each entity. The Gem Prep: Meridian North board is experienced, self-reflective, and committed to the mission. A summary of the governance capacity interview is included with these materials.

Detail

Strengths:

- A draft management services contract is included as Appendix F2. The contract outlines roles and responsibilities of each party and provides for annual evaluation of the vendor by the school's board to determine whether the terms of the contract are being met.

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. 20-21, 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" are defined 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 leader(s).

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.18)

- 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 Board Interview

Petitioning School	Gem Prep: Meridian North (GPMN)
Date of Interview	September 18, 2019
PCSC Staff who Conducted Interview	Tamara Baysinger, PCSC Director
	Kirsten Pochop, Senior Accountability Program Manager
	Jenn Thompson, Finance & Resource Program Manager
Board Members Interviewed	Dennis Turner, Chair
	Murray Stanton, Vice-chair
	Jill Call, Member
	Renee Ellsworth, Member
	Duncan Robb, Member
	Roger Stewart, Member
	Brian Trammell, Member

PCSC staff interviewed the Gem Prep: Meridian North (GPMN) Board of Directors. Currently, all of the GPMN board members are also on the Gem Prep: Online (GPO), Gem Prep: Pocatello (GPP), Gem Prep: Meridian (GPM), and Gem Prep: Nampa (GPN) charter school boards. GPO is a virtual charter school that was authorized by the White Pine School District in 2004, while GPM, GPP and GPN operate under the identical model proposed for GPMN. GPP and GPM are authorized by the PCSC; GPN is district-authorized.

The interview addressed questions about academic performance, meeting enrollment targets in the upper level grades, workload and distribution for staff and the board, and lessons learned from operating the other schools.

GPMN's board members represent a wide array of expertise, and all express a genuine enthusiasm for the blended learning model and a commitment to continuous improvement for themselves and the schools that they oversee. The group includes a pastor who was formerly an attorney, a bank manager, an education consultant who formerly worked for the SDE, a music teacher, a professor at Boise State's College of Education, and a former Pocatello Water Department official.

The board members were enthusiastic about their oversight role and placed particular emphasis upon improving academic outcomes for all students. The board is passionate about leading a network of schools that produces well-educated students who are ready for higher education or careers. Board members understand that their role is one of oversight, rather than management, and put trust in their administrators to manage the schools well.

When asked about whether the workload remains manageable for the board and those staff members who serve all four operating schools, plus a potential fifth in GPMN, board members indicated no concern. They stated that the administrators streamline board meetings with well-organized packets and a sophisticated and easy to read data dashboard. The board is split into committees to address areas such as facilities and academics.

Strengths of the board:

- Experience governing several successful schools
- Passionate pursuit of excellence in governance
- Clear commitment to high quality, personalized education

Gem Prep: Meridian North



Charter Petition

Grades K-12

Proposed Opening: August 2021

Primary Attendance Area:

West Ada School District

Submitted to Idaho Public Charter School Commission: August 21, 2019

Primary Liaison: Barb Femreite
barbfemreite@geminnovation.org

Board Chair: Dennis Turner

PO Box 86

Deary, Id 83823

208-877-1513

Non-Discrimination Statement:

Gem Prep: Meridian North does not discriminate on the basis of race, religion, color, national origin, sex, or disability in providing education services, activities, and programs, including vocational programs, in accordance with Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Educational Amendments of 1972; and Section 504 of the Rehabilitation Act of 1973, as amended. Any variance should be brought to the attention of the administration through personal contact, letter, phone, or email.

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Executive Summary

Mission Statement: To prepare students for success in college by providing a high quality, personalized, relevant and rigorous education through exceptional teaching, innovative uses of technology and partnerships with families.

Vision Statement: Gem Prep will be a K-12, personalized, college preparatory school. Through personalization, and by leveraging best practices in technology, blended learning and online learning the school will engage students in 21st century work, using competencies necessary for productive lives as citizens in a dynamic, increasingly competitive global world.

Summary: Gem Prep is a college preparatory school. Every program, K-12, at Gem Prep is designed and aligned to prepare students for success in college and beyond. The philosophical premise is that students need a tailored and rigorous instructional environment to help them develop the knowledge, skills, and competencies that will assist them in their success in college and beyond.

Gem Prep's instructional methodology is to provide instructional access to content designed to prepare students for the rigors of college-level instruction. Because the elementary grade levels include foundational content, Gem Prep utilizes a personalized approach, which leverages technology to adapt instruction to student needs, while simultaneously providing them with real-time feedback and remediation. As students progress to secondary grade levels, the focus of student competency development shifts toward independence, ownership of learning, and exposure to new skills. Students engage in courses in person, online, and through video teleconference to gain skills of professional communication and collaboration with colleagues (other students and teachers) in remote geographic locations. Secondary students also participate in college preparatory courses, which are dedicated to the development of competencies such as mindsets, communication skills, and habits of success.

Community Need and Interest: Across the state of Idaho there is an urgent need for more high quality educational options that prepare students for post-secondary success. Although there are some high performing charter and traditional schools, most of these schools are concentrated in a few areas, are overenrolled, and/or have long wait lists. Idaho's population has one of the lowest percentages of college degrees. According to the [Lumina Foundation](#), only three other states have a lower college attainment rate than Idaho.

In just its second year of operation, the existing Gem Prep: Meridian is fully enrolled for the 19-20 school year and another 500 students are on the waiting list. This demonstrates evidence of community interest in a Gem Prep education.

Student Outcome Expectations: Gem Prep expects students to graduate ready for the rigors of college with both the content knowledge and competencies necessary for success. Graduates will be effective problem solvers, life-long learners, self-motivated, and responsible citizens.

Section I: Educational Programs

Educational Philosophy

The world is changing rapidly, and education needs to keep pace with the challenges and advancements students will meet in the real world. Most Idaho students simply are not prepared for success in college, but Gem Prep seeks to make a change in Idaho. Through the use of adaptive technology coupled with highly qualified teachers who use data to personalize instruction, Gem Prep is developing students who have the knowledge, characteristics, competencies, and mindsets that they will need in order to be successful in college and the next generation workplace.

Gem Prep's education model encompasses a graduate profile developed around the competencies, the skills, and characteristics necessary for tomorrow's leaders. Gem Prep students will graduate with early college success in high school and with the experiences and accomplishments in the areas of real-world communication, rigorous academics, and superior independence and motivation.

Proficiency in reading, writing, and math has traditionally been the entry-level threshold to the job market, but the 21st century's global economy will require a workforce with a different set of skills in order to be competitive. Future employees will need a more diverse skillset combining learning skills, literacy skills, and life skills. Students will need to be exceptional critical thinkers, problem solvers, innovators, communicators and collaborators in order to be competitive in tomorrow's marketplace.

The [IBE Workforce Needs Survey](#) indicates that students need to be prepared to use technology appropriately and strategically to solve problems, find information, evaluate sources, make connections, forge deeper understandings, and effectively communicate with others. They further indicate that students need to be able to ask and answer challenging questions, solve problems, and reflect critically on their work and performance to inform future progress. Students also need to demonstrate resilience and perseverance when faced with challenges, and collaborate productively with others from different backgrounds, experiences and perspectives.

Student Academic Achievement Standards

In addition to the outcomes and targets included in the Performance Certificate, Gem Prep will track the following outcomes to ensure student's progress:

- **Sixty percent of Gem Prep's 7th-12th grade students will take one or more advanced opportunities course each school year**, setting their trajectory for early college success in high school. Completion of this goal will be tracked through the SIS, which tracks enrollment data, student schedules and grades. Students receiving coursework in above-grade-level content is part of how Gem Prep fulfills its mission of providing students a rigorous education.

- **Seventy-five percent of 7th & 8th grade students will take courses from a teacher who is physically located in a different building than the student.** Completion of this goal will be tracked through the SIS, which tracks enrollment data, student schedules and teacher assignments. As stated in the mission statement, these send/receive courses provide an “innovative use of technology” to ensure students have access to the “exceptional teaching” regardless of their geographic location.
- **Students in grades 4th-8th will meet or exceed the state proficiency and growth average in English Language Arts and math** on state standardized assessments. Student academic outcomes in the 4th-8th grades are a key indicator of their readiness to complete rigorous coursework in subsequent years. Gem Prep will use the Idaho State Standardized Achievement Test (ISAT) to measure both growth and achievement for students in grades 4th - 8th. The Gem Prep mission statement emphasizes high-quality instruction, which is synonymous with academic growth and proficiency.
- **Gem Prep will serve students in grades K-12th, mirroring (within a 5% margin) the student population of local district demographics.** Gem Prep believes that a diverse student body enriches the education of all students and is essential to preparing students for a pluralistic world. It is also important to mirror the demographics of the surrounding district to demonstrate that Gem Prep successfully serves all students. Our mission to prepare students for success includes all students regardless of race, income, and special education status.

The following are Gem Prep: Meridian North’s educational goals.

SCHOOL GOALS, MEASUREMENTS, AND FOCUS ON MISSION

GOAL #1
Sixty percent of Gem Prep’s 7th-12th grade students **will take one or more advanced opportunities course** each school year, setting their trajectory for early college success in high school.

MEASUREMENT
 Completion of this goal will be tracked through the SIS, which tracks enrollment data, student schedules and grades.

SUPPORTS MISSION
 Students receiving coursework in above-grade-level content is part of how Gem Prep fulfills its mission of providing students a rigorous education.

GOAL #2
Seventy-five percent of 7th & 8th grade students **will take courses from a teacher who is physically located in a different building than the student.**

MEASUREMENT
 Completion of this goal will be tracked through the SIS, which tracks enrollment data, student schedules and teacher assignments.

SUPPORTS MISSION
 As stated in the mission statement, these send/receive courses provide an “innovative use of technology” to ensure students have access to the “exceptional teaching” regardless of their geographic location.

GOAL #3

Students in grades 4th-8th will **meet or exceed the state proficiency and growth average in English Language Arts and math** on state standardized assessments. Student academic outcomes in the 4th-8th grades are a key indicator of their readiness to complete rigorous coursework in subsequent years.

MEASUREMENT

Gem Prep will use the Idaho State Standardized Achievement Test (ISAT) to measure both growth and achievement for students in grades 4th - 8th.

SUPPORTS MISSION

The Gem Prep mission statement emphasizes high-quality instruction, which is synonymous with academic growth and proficiency.

GOAL #4

Gem Prep will **serve students in grades K-12th, mirroring (within a 5% margin) the student population of local district demographics**. Gem Prep believes that a diverse student body enriches the education of all students and is essential to preparing students for a pluralistic world. It is also important to mirror the demographics of the surrounding district to demonstrate that Gem Prep successfully serves all students.

MEASUREMENT

Completion of this goal will be tracked through the SIS, which tracks enrollment data, student schedules and teacher assignments.

SUPPORTS MISSION

Our mission to prepare students for success includes all students regardless of race, income, and special education status.

Key Educational Design Elements, Curricular, Tools & Instructional Methods

The key design elements of the Gem Prep model are as follows:

- **High Expectations and Rigor.** The school will be focused on 21st century learning and critical thinking skills, as well as Common Core-alignment. Students will be prepared for a post-secondary education through dual credit courses taken during high school and the alignment of curriculum with Common Core standards. Personalized learning does not effectively benefit students if students are working with content that is below their capacity. The quality and rigor of student work is framed by competency-based standards planning and challenging learning objectives and assessments.
- **Personalization.** The school's instructional model is built on the belief that each student brings unique strengths and challenges to their learning experience and must be supported accordingly. Personalized learning includes working in adaptive online learning programs, working toward informed post-secondary goals and utilizing flexible time at the secondary level for self-directed learning. The path of learning will look different for each student, as it will be tailored to his or her needs. In the K-6 model, students will be using a blended learning rotation model, and the 7-12 model will use a flexible college prep learning model. Differentiated instruction will occur at these pathways—online adaptive instruction, as well as elective courses. Teachers will also do targeted small group instruction as a form of intervention and acceleration.
- **Data.** Gem Prep will be grounded in the importance of using data to drive instruction. The school will use formative assessment and other data to continually adjust instruction and necessary interventions.

- **Innovation.** Very much related to the above, the importance of continual improvement and innovation will be a focus for Gem Prep. The organization will constantly review performance data and make adjustments to the school model as necessary.

As with most innovation, Gem Prep realizes that adjustments and improvements are often necessary as these ideas are tested and put into practice in real-world settings. Gem Prep is committed to evaluating the academic impact of its instructional model and making any necessary adjustments in order to meet all academic goals. The School is committed to vigilance in ongoing assessments, evaluations and adjustments to facilitate successful student outcomes.

Elementary School Model: Building on Best Practices

The elementary school model (Grades K-6) at Gem Prep (GP) is built around the following practices:

- **Rigorous, deeply supported learning.** Students are engaged in highly interactive learning environments designed to challenge each student at their comprehension level. This rigorous learning environment necessitates a support structure to help students reach the high bar.
- **Data driven instruction.** Teachers provide frequent formative assessments and are continually refining their instruction based on a careful review of student progress data.
- **Socio-emotional learning and support.** Gem Prep weaves socio-emotional learning into all the student daily academic schedule. The school will participate in the Panorama Ed assessment, which measures socio-emotional health of students and staff. Gem Prep schools have been identified as an outlier on this survey, as they perform significantly above their peers. Panorama sent a team to Gem Prep schools to study what makes the schools stand out so substantially.
- **Scaffolded independence and leadership.** In the upper elementary grades, students have increased opportunities for student-centered learning, teamwork, and collaboration. Students grow in self-awareness and self-discipline as they prepare for their transition to the 7th grade.

Secondary Model: Cutting Edge Innovation

Gem Prep has spent a substantial amount of time and energy on the secondary model (grades 7-12) design. While the elementary school model at GIS leverages best practices found in other high quality schools, the secondary model is uniquely innovative both with regard to use of human capital and also redefining what students can achieve during their high school years. Key components of the Gem Prep secondary model include:

- **Access to high quality teachers across the state.** Through the use of technology, students are paired with excellent teachers in every classroom, without regard to location. Wherever they happen to live, Gem Prep students have equal access to great teachers through the creative use of shared virtual learning opportunities.
- **Exposure to diverse learning environments.** Secondary students at Gem Prep engage in three types of learning opportunities: In person, online, and “send/receive” where they engage

virtually with a Gem Prep teacher on another campus. By learning in these varied ways, students develop the skills to communicate and work in a variety of environments.

- **Free early college.** All Gem Prep students pursue either a full two-year associates degree or an 18 college credit pathway during their high school experience at Gem Prep. The Gem Prep model is strategically structured to cover college costs so that students never need to pay for their college tuition costs while in high school.
- **Group and 1:1 Advisory.** Students participate in an advisory program throughout their time with Gem Prep. For grades 7-10 the content of advisory is structured around Mindsets, Essential Skills and Habits (MESH). In 11th and 12th grade the advising programs shifts its focus to college applications, FAFSA, scholarship applications, college visits, program research, resume development and improvement.

Sixth grade (brick & mortar students) participated in multiple pilot courses during the 2018-19 SY, in preparation for broadcasting the send/receive courses the following year. Social Studies is the initial course being broadcast in the send/receive method during the 2019-2020 SY

This delivery method has also been used in Gem Prep: Online (formally I-DEA) for selected courses for several years. Below are some of the academic results of GPO:

- 2018-2019 English SAT scores were 3rd in the state.
- 2018-2019 SAT scores were in the top 10% of all schools in the state.
- 2018-2019 school year English SAT scores are 23% above state average
- 18% of graduates have graduated with enough credits eligible AA degree.

By individual design encompassing a variety of education tools (virtual classrooms, dual credit courses, on campus face-to-face instruction, fluid schedules, study blocks, etc.) students are able to create an education framework that meets their personal skills, abilities and interests, and which facilitates their progression toward their own goals.

The three Gem Prep brick and mortar schools that are currently operating have demonstrated a track record of success. In every Gem Prep school Math & Science, proficiency levels on the ISAT are significantly higher than the local districts. Collectively, the percent of Gem Prep students who are proficient or above on the ISAT is above the state average in every subject. According to the MAP assessment, Gem Prep students are in the 70th and 74th %ile in the nation for proficiency. In addition to their high ranking for proficiency, Gem Prep students are also in the top quartile for math growth, in the nation. (See assessment results in Appendix F6: Gem Prep Results.)

Curriculum

Gem Prep believes that access to high-quality learning materials is central to the effective instruction of students. Accordingly, the school seeks to adopt a rigorous, sustainable, evidence-based curriculum that provides students with optimal access to information and learning opportunities. Gem Prep curriculum aligns to national and/or Idaho Content standards, which define the knowledge and skills students should have within their K-12 education. Gem Prep has established rigorous performance objectives, and additionally ensures each curricula meets the

following qualifications: (a) rigor meets or exceeds common core state standards; (b) curriculum is research and evidence based.

All Gem Prep core academic curriculum undergoes an extensive review process by the curriculum adoption committee. This committee reviews curriculum on an annual basis to ensure core academic content meets or exceeds content standards and maintains research-based efficacy for their specific student demographic (Idaho Administrative Rules IDAPA 08.02.03.102).

Gem Prep's proposed ELA (English Language Arts) curriculum is All About Reading for Kindergarten, Amplify Core Knowledge Language Arts for grades 1 and 2, ReadyGEN for grades 3-6, and Pearson MyPerspectives for grades 7-11. Gem Prep will also provide all K-6 students with individualized ELA intervention and enrichment through the computer-adaptive reading program, Istation. Each curriculum has been strategically selected for each grade or grade band to provides many opportunities for rich and rigorous evidence-based discussions and writing about texts to build strong literacy skills. Students build skills in reading, writing, speaking and listening, and they integrate language work throughout. These researched and reviewed curriculum meets rigorous expectations in both alignment and usability ratings ([EdReports, 2019](#)).

Gem Prep's proposed Math curriculum is Zearn Math for grades K-5, Illustrative Mathematics for grades 6-8, and Pearson Envision Math for high school students. Each curriculum allows students to learn across multiple instructional formats, rotating between learning independently with self-paced digital lessons and working with their teacher and classmates in a small group. Research indicates each curriculum successfully increases student understanding and proficiency in mathematics. These mathematics curricula meet rigorous expectations in both alignment and usability ratings ([EdReports, 2019](#); [Sharma & Hasim, 2019](#); [Tabrah, 2018](#)).

Gem Prep's proposed science curriculum, Houghton Mifflin Harcourt's Science Fusion, is designed to use technology to best meet learners' needs—to be flexible, to allow for interaction, to be engaging and motivating, and to reach a wide range of learning styles, employing visual, kinesthetic, auditory, and verbal modes and abilities ([Beck, Conner, & Cruse, 2012](#); [Dani & Koenig, 2008](#); [Resendez & Azin, 2013](#)).

Gem Prep's proposed Social Studies Curriculum is MyWorld Social Studies curriculum. In preparing scholars to be college and career ready, MyWorld aligns with the new framework for social studies instruction, known as the C3 Framework, to help educators expand social studies and civic education in the classroom. MyWorld aligns with Idaho Content Standards ([Pearson, 2013](#); [Smith, 2018](#)).

To meet Gem Prep's performance objectives and gain experience communicating and learning in a variety of 3-course formats: (a) in-person classes, (b) online classes, and (c) virtual classes through live video teleconference systems in a send-receive model. Select classrooms are equipped with video teleconference equipment to facilitate send/receive courses. All students interact with digital content using Chromebooks. Gem Prep utilizes the learning management system, [Canvas](#), to design content for all core classes in grades K-12. Canvas provides a consistent framework for instructional delivery, assessment, and access to academic progress for all students in grades K-12.

In addition to Gem Prep's use of a learning management system, the school will also use computer adaptive technology to provide individualized learning. Computer adaptive programs, such as Zearn and Istation, assess each individual student and adapt the activities and assessment

questions based on the student’s response. Based on their assessment results and individual abilities, students are able to individually engage with digital activities daily.

Gem Prep will also utilize technology to support safe, equitable, and positive classroom environments such as [Class Dojo](#) and [GoGuardian](#). Class Dojo is a digital management program teachers use to communicate with elementary students and their parents. Student behavior is tracked and celebrated, student portfolios and grades are shared with parents, and staff members are able to share daily messages, videos, tutorials, updates, and pictures with students and families in a secured digital application. GoGuardian provides teachers and administrators access to observe student technology use, which facilitates students staying on task to maximize learning time. The program is also a security system to ensure students are only accessing safe and appropriate academic content when they engage with digital learning.

The school chose to utilize autonomies in three central categories: (a) acquisition and retention of high-quality teachers, (b) innovative, individualized instructional models, and (c) development and implementation of college-ready competencies. Gem Prep students deserve the best teachers and staff. Accordingly, Gem Prep developed a thorough hiring process and offers all teachers a 1-year contract. This ensures that students have consistent access to teachers who thoroughly support the development of all students in Gem Prep’s college preparatory model.

To meet Gem Prep’s rigorous performance objectives, the school uses an instructional model with a variety of course formats to meet the individual needs of their unique population. Student learning is additionally enhanced through differentiation via blended learning, adaptive technology, and grade and subject acceleration.

Per ESEA 4310, Gem Prep has identified a specific set of educational objectives, which include the development of the Gem Prep Graduate Profile and implementation of college-ready competencies. All students should have access to a high-quality education built upon a strong academic, social, and emotional foundation. Gem Prep provides all kindergarten students with tuition-free, full-day kindergarten (only half-time K is state funded), to begin laying this critical foundation. All students begin building their college competencies in kindergarten with their K-12 graduate profile focused on the following areas: (a) college planning and saving, (b) evidence of college-ready competencies, (c) college and career coaching, (d) academic growth, (e) social/emotional development, and (f) self-advocacy.

Estimate of student time spent in each of the learning modalities

The charts below are sample weekly schedules for Grade 1, Grade 5, and Grade 8. The schedules illustrate approximately how much time students will spend in each of the learning modalities during a given week.

In addition to core instructional time, students will participate in weekly learning activities such as:

- **CSC**—Caring Schools Curriculum for social and emotional education. This time is dedicated to students developing skills such as developing empathy, taking responsibility for their actions, and showing respect for others.
- **GEM CIRCLE**—This student led time is dedicated to addressing any concerns that may exist between classmates in constructive ways. Students also commend one another for any actions that exemplify the Gem Prep culture.

- W.I.N. TIME—“What I Need” Time is an opportunity for teachers and paraprofessionals to work with students in small groups to address specific standards students are struggling to meet. This is also a time for advanced students to receive enrichment.

During the Wednesday early release, students have a menu of opportunities to further their learning. Students can participate in on-campus extracurricular activities (like student council, math club, STEM club, etc.), attend College Prep Academy to take advantage of tutoring services, or they may be released to go home.

SAMPLE GRADE SCHEDULE: GRADE 1

MERIDIAN GRADE 1 MORNING SCHEDULE					
	M	T	W	TH	F
7:30-8:00	Teacher Prep				
8:00-8:05	Attendance				
8:05-9:05	ELA: Skills Lesson (Foundational & Reading)				
9:05-9:35	ELA: Intervention Groups				
9:35-9:55	Recess				
9:55-10:55	ELA: Knowledge Lesson (Read Aloud & Writing)				
10:55-11:15	Math: Launch				
11:15-11:35	Lunch Recess				
11:35-11:55	Lunch Recess				
11:55-12:30	Math: Station Rotations				
12:30-1:00	Math: Station Rotations				

MERIDIAN GRADE 1 AFTERNOON SCHEDULE					
	M	T	W	TH	F
1:00-1:30	Math: Station Rotations		Pack-Up. Excused at 1:15	Math: Station Rotations	
1:30-2:00	Science	Science	EARLY RELEASE	Social Studies	Social Studies
2:00-2:30	Electives	Electives (Comm. Prep.)		Electives (Comm. Prep.)	Electives
2:30-2:50	CSC Lesson	Student Choice Reading/ Data Conferences		Student Choice Reading/ Data Conferences	Gem Circle
2:50-3:10	Student Choice Reading/ Data Conferences	CSC Lesson		Student Choice Reading/ Data Conferences	
3:10-3:15	Pack-up			Pack-up	

SAMPLE GRADE SCHEDULE: GRADE 5

MERIDIAN GRADE 5 MORNING SCHEDULE	
	M T W TH F
7:30-8:00	Teacher Prep
8:00-8:05	Attendance
8:05-8:35	ELA: Small Group Intervention
8:35-9:05	ELA: Read Aloud/Reading
9:05-9:35	ELA: Writing
9:35-9:55	ELA: CRQ Intervention
9:55-10:15	Math: Launch
10:15-10:35	Recess
10:35-11:05	Math: Station Rotations
11:05-11:35	Math: Station Rotations
11:35-1:55	Lunch Recess
11:55-12:15	Lunch

MERIDIAN GRADE 5 AFTERNOON SCHEDULE					
	M	T	W	TH	F
12:15-12:45	Math: Station Rotations				
12:45 - 12:55	W.I.N.				
12:55 - 1:30	Social Studies	Social Studies	Pack-up. Early Release at 1:15	Social Studies	Social Studies
1:30 - 2:00	CSC Lesson	Electives (Comm. Prep.)	EARLY RELEASE	Electives (Comm. Prep.)	Gem Circle
2:00 - 3:00	Science	Science		Science	Science
3:10-3:15	Pack-up	Pack-up		Pack-up	Pack-up

SAMPLE GRADE SCHEDULE: GRADE 8

MERIDIAN GRADE 8 MORNING SCHEDULE	
	M T W TH F
7:30-8:00	Teacher Prep
8:00-8:05	Leadership Opportunity
8:05-8:55	1st Period: Math 8
9:00-9:50	2nd Period: ELA 8
9:55-10:45	3rd Period: SS 8
10:50-11:40	4th Period: Science 8
11:45-12:35	5th Period: Advisory 8
12:40-1:10	Lunch
MERIDIAN GRADE 8 AFTERNOON SCHEDULE	
	M T W TH F
1:15-2:15	6th Period: HS Health
2:20-3:10	7th Period: IDLA
3:10-3:15	Leadership Opportunity
3:15	Release

**Some students may be assigned math intervention during IDLA periods*

When students are working in asynchronous blocks, they will be supported by certified teachers and/or paraprofessionals providing tutoring, course assistance monitoring, etc. This additional structure assists students with necessary tools, time management and support, and also provides a level of expertise and encouragement toward student success.

Strategies for Serving Special Populations

Gem Prep believes that all students deserve and can succeed in an atmosphere of high expectations. However, many students need additional support to succeed in such an environment. A Response to Intervention (RTI) system will be implemented at Gem Prep to identify and intervene with students who struggle academically or behaviorally while the challenges are still relatively small. Teachers are trained in and expected to utilize interventions for students who need additional support. Further, secondary students meet with their college preparatory advisory class in a small group (15 students or less) to learn non-academic competencies such as goal setting, mindsets, and habits of success. The teacher for the class also meets individually with students to review their future goals, their progress toward previous goals, and to reflect on progress since the last meeting. During this time, the teacher checks key indicators with the students (such as grades, behavior data, and attendance) and provides assistance or direction for the student. This is another place where students who face unique contextual challenges can get help or can be referred for additional help. The teacher’s role is to intervene and assist before problems have snowballed, but also to provide a place for the student to reflect and improve.

Teachers norm around a definition of rigor and what it looks like in the classroom. Teachers are trained in equitable instruction to ensure that students from educationally disadvantaged circumstances are provided the same intellectual rigor as every other student, even if they need additional support. If an assignment, question, or activity would be given to a classroom of gifted and talented students at a high-priced private school, then it might be worthy of Gem Prep students as well. With this visualization, Gem Prep teachers are asked to hold the bar high for all students, but provide robust support for students who struggle. Some students may even need behavioral or academic intervention plans, and teachers, parents, and administrators are expected to fully integrate these plans.

The school provides a full continuum of services for students who require special education services. Students in need of intervention services are identified as outlined in the Individuals with Disabilities Act (IDEA). Once identified, the student's Individualized Educational Program (IEP) team establishes the necessary intervention strategy. The IEP team consists of the classroom teacher, special education teacher, parents, and administrator. The team first considers support options, which allow students to spend as much time as possible with peers who do not receive special education services (LRE: Least Restrictive Environment).

After determining what appropriate services and supports can be provided within the regular classroom, supplementary aids and interventions may be provided within the special education classroom, based on each student's unique needs. Gem Prep's special education focus is always on the student's abilities and not their disabilities. Gem Prep provides services for students as determined by the IEP, such as speech and language services, counseling, behavioral intervention, school-based occupational therapy, psychological services, etc. Gem Prep's special education staff meet, or exceed, the requirements as outlined by the Idaho State Department of Education. They undergo continuous professional development to persist in meeting the needs of students with disabilities at a high level.

Gem Prep will plan and budget to provide certified special education teacher(s) and other personnel, physical facilities that are appropriately accessible to permit access by students with disabilities, funding and contractual arrangements to ensure that Gem Prep students with disabilities will receive special education and services as required in IDEA and outlined on the students' IEPs.

Gem Prep will provide transportation for special needs students if it is determined that this is necessary to provide for a Free and Appropriate Public Education (FAPE).

Professional Development Plan

Gem has developed a strategic model to support staff development, evaluation, and retention. This framework places emphasis in the following areas: (a) New staff onboarding, (b) intentional culture building, (c) ongoing, differentiated, relevant professional development, (d) aligned observation and coaching practices, and (e) Gem Prep leadership pipeline. Gem Prep believes in the importance of high-quality professional development for all team members, especially new practitioners. Because of this belief, the network schedules two-full weeks of professional development for all new and returning staff prior to the beginning of each school year. This professional development time is dedicated to onboarding and unifying all staff by: (a) Introducing and updating staff on curriculum, (b) aligning individual, school, and network goals, (c) clarifying staff and scholar expectations, (d) providing work time for grade, school, network, and vertical alignment, (e) training and practice of Common Pictures of Excellence, (f) developing collective lesson plans and practicing instruction and, (g) building positive school and network cultures of trust and support.

Gem Prep recognizes the importance of cultivating positive student, staff, classroom, school, and community culture. The school has implemented three specific strategies to build and support positive culture: (a) Aligned network culture guide, (b) Gem Staff and Student Circle, and (c) scheduled time for social-emotional learning curriculum. The Gem Prep Culture Guide outlines school values, expectations, and steps of celebration and restorative justice. The principal holds Gem Circle at least once per month with all staff during building-level professional development time. The purpose of Gem Circle is to practice mindfulness, encourage a culture of unity and celebration, and support positive lines of communication through conflict resolution. Gem Prep teachers hold

Gem Circle with their class at least once per week as well, focusing on the same purpose. Gem Prep also schedules allotted weekly time to teach the evidence-based social-emotional curriculum. The purpose of this time is to encourage practices of mindfulness, develop growth mindsets, and cultivate social/emotional personal competencies.

Gem Prep utilizes ongoing, differentiated, relevant professional development to meet their rigorous performance objectives. In addition to the two weeks Gem Prep dedicates to professional development at the beginning of the year, the network also dedicates two-hours of teacher contracted time per week for professional development, four-hours of after-school professional development per week, four full days of student-free professional development during the school year, and one week of student-free professional development (PD) at the end of the school year. Weekly PD focuses on reviewing scholar work, evaluating data, intellectual preparation of lesson plans, and culture building through Gem Circle and building-level meetings. Full PD days throughout the school year provide multiple learning pathways for individual needs based on observation results, student achievement data, administrative input, and staff and student feedback. Practitioners are provided the opportunity to self-select relevant PD aligned with their strengths, areas of opportunity, and educational trends.

Gem Prep believes Common Pictures of Excellence (CPE), aligned observation practices, and strategic coaching strategies lead to instructional fidelity, excellence, and student achievement. CPE provide clear and aligned expectations of what excellent instruction and, more importantly, excellent learning looks like. The CPE define and detail instructional strategies and procedures such as: (a) Hallway behavior, (b) learning posture, (c) response strategies, (d) habits of discussion, (e) annotating text, (f) classroom and school transitions, (g) read aloud routines, and (h) partner work. CPE provide aligned management and instructional strategies to create safe, academically focused learning spaces. Because Gem Prep utilizes CPE, administrators are able to align observation rubrics, expectations, practices, and coaching strategies. Gem Prep administrations, including network leadership and building leadership, meet for two hours each week to review videos of Gem Prep teaching instruction, calibrate evaluation criteria, develop collective active steps, and practice coaching scripts and strategies. This alignment of expectations, observations, and coaching ensures implementation fidelity of the educational model.

Section II: Financial and Facilities Plans

Fiscal Philosophy and Spending Priorities

The Gem Prep board and staff believe that thorough financial training, expertise, and accountability are all essential elements of a successful school. For that reason, Gem Prep employs staff experienced in successful financial management. The current CFO has 25 years of successful school finance experience. Financial reports are reviewed each month as part of the board data dashboard. Gem Prep seeks to always have at least two board members with financial expertise, who serve on our Board Finance Committee. The finance staff attend regular training to keep their knowledge current and to stay abreast of any changes in the law or financial practice.

The Board is confident in the financial projections due to their grounding in current Gem Prep schools. While the approach is always to budget conservatively, Gem Prep also bases the financial projections on historical data and experience with existing Gem Prep schools. Gem Prep's spending priorities are focused on student investments, particularly on staff and instructional programming. Every expenditure is evaluated on how it impacts student outcomes.

One indicator that is of particular importance is the fund balance. The Gem Prep board of directors believes maintaining a healthy fund balance is essential to the preservation of the financial integrity of the school. A healthy fund balance provides stability to students and staff through unanticipated interruptions in cash flow, changes in funding formulas or other regulations, emergencies, the ability to invest in opportunities, and meet the long-term goals of the school and organization. As a demonstration of our commitment to this philosophy, the organization's brick and mortar Gem Prep Schools have an average of 3.8 months of operating reserves. The fund balance is one of the standards against which the school's fiscal performance can be judged.

Transportation and Food Service Plans

Transportation

Gem Prep understands the importance of providing student transportation, therefore Gem Prep: Meridian North plans to offer student transportation in their first year. Gem Prep plans to contract with a bus service for transportation. The school will follow all state reporting requirements for transportation. A formal bid process as outlined by the Idaho State Department of Education and Idaho Code will be followed. Transportation will be provided to the student population as outlined in Idaho Code.

Students with special needs will be provided transportation in accordance with the requirements of state and federal law. A student's IEP will determine if transportation is required and the best method of transportation. All transportation will adhere to the IDEA. Transportation of field trips, excursions, and extracurricular activities will be provided by the school through contracted services, and supported through donations from families, as well as philanthropic avenues.

Food Services

Gem Prep believes that no child should go without food and intends to provide a lunch program to students. Gem Prep is currently investigating two options for implementing the lunch program.

Option 1:

Similar to Gem Prep: Meridian and Gem Prep: Nampa, the school may contract with the Nampa School District to provide meal planning and meals to the school. Under this option Gem Prep: Meridian North would submit an application to be part of the National School Lunch Program (NSLP). The operations team will manage all reporting requirements, FRL forms, direct certifications, and lunch room and serving staffing.

Option 2:

NNU/Sodexo has shown interest in providing meals to the school. Though this option may not include participation in the NSLP, the school intends to offer free and reduced lunches to those who qualify. Similar to Option 1 NNU/Sodexo would provide the meal planning and meals. The operations team will manage all reporting requirements, FRL forms, direct certifications, and lunch room and serving staffing.

If Gem Prep participates in the National Lunch Program, free and reduced data will be collected annually by individual FRL forms and/or through Direct Certification. The forms will be collected at the beginning of each school year. Gem Prep will pursue receiving a high percentage of respondents to the FRL survey. Students who qualify for free or reduced lunches will be offered a lunch for free or at a reduced price, whether or not the school participates in the NSLP program. GPMN will only choose the option of providing a lunch program without NSLP reimbursement if it is sustainable within the constraints of the budget.

Families will be notified about the nutrition options through various communication avenues such as on-campus events like 'back to school night', as well as in-house announcement TV screen, Facebook, flyers, teacher newsletters, principal newsletter, emails, Class Dojo, etc.

Financial Management and Monitoring Plan

Gem Prep has developed a sustainable and comprehensive operational and financial plan including curriculum, technology, staffing, facilities, and support services. Gem Prep: Meridian North is part of a network of Gem Prep schools who share administrative and business services in order to direct financial resources towards supporting the Gem Prep college preparatory model.

The Board of Directors is comprised of a seasoned group of professionals with expertise and in areas such as finance, law, real estate, and governance. Further strengthening the board, the current board chair has five years of governance experience with Gem Prep schools, and the vice-chair has 10 years. In addition, the CEO has 12 years of experience ~~operation~~ operating Idaho charter schools and the CFO has 25 years' school finance experience. *(See Appendix F4: Management Team Resumes.)*

Gem Prep will comply with the financial reporting requirements of Idaho Code Section 33-701 (5-10). The Board will have prepared and published, within one hundred twenty (120) days from the last day of each fiscal year, an annual statement of financial condition and report of the school as of the end of such fiscal year in a form prescribed by the State Superintendent of Public Instruction pursuant to Idaho Code Section 33-701(5)(6).

The Board will present and discuss all financial matters at public sessions and will post all financial results, budgets, audits, contracts and disbursements electronically on the Gem Prep website. The Board will hold an annual public hearing where the budget is discussed in detail. The Board will

post notices of all meetings, including financial meetings, at the Gem Prep school site as well as two other public sites within the attendance area, such as at a public library.

Such annual statement shall include, but not be limited to, the amounts of money budgeted and received, and from what sources, and the amounts budgeted and expended for salaries and other expenses by category. The annual statement will be submitted to the State Department of Education and the charter authorizer as required by law.

The school will place copies of all teacher contracts and vendor contracts on the school website. In addition, the school will place a listing of all disbursements on the website and makes available all such information upon request.

Annually, Gem Prep will file with the State Department of Education such financial and statistical reports as may require pursuant to Idaho Code Section 33-701(7). Gem Prep will destroy all claims or vouchers paid five years from the date the same was canceled and paid pursuant to Idaho Code Section 33-701(8).

Gem Prep will review the school budget periodically and make appropriate budget adjustments. Amended budgets shall be submitted to the State Department of Education pursuant to Idaho Code Section 33-701(9).

Gem Prep will invest any money coming into the hands of the school in investments permitted by section 67-120 of the Idaho Code.

The CEO and CFO compile a proposed budget based on the state funding formula with input from principals and department administrators. The CFO will present the proposed budget to the Board Finance committee. After the budget is developed, Gem Prep will publish a budget hearing notice per Idaho Code. The finance committee then recommends the final budget for adoption to the Board of Directors. Gem Prep posts the approved budget on the School's website and submits a copy to SDE.

The board of directors will be responsible for the financial management of Gem Prep. The board of directors' role in financial management will include, but not be limited to the following:

- Establishment of operating and capital budgets
- Long-term financial planning and preparations
- Monthly review of budget-to-actual financial performance providing for adequate oversight of financial performance and the opportunity to adjust expenditures as necessary to ensure operation within budget
- Monthly review of cash flow projections
- Establishment of internal financial policies consistent with the requirements of state law and Generally Accepted Accounting Principles to provide for adequate financial controls.

(Appendix A1: Financial Summary, Appendix A2: Pre-Opening Budget, Appendix A3: Three-Year Operating Budget and Break-Even Year 1 Scenario, Appendix A4: Cash Flow Projection for Initial Operating Year, Appendix F3: JAKAFF Grant.)

Facilities Plan

At full scale, Gem Prep: Meridian North will require approximately 50,000 square feet of space. The space breakdown is as follows:

Area	Size (sf)	Quantity	Total Size
Classrooms (K-6, Sped)	850	15	12750
Classrooms (7 - 12)	1000	6	6000
Gym	5000	1	5000
Cafeteria	2000	1	2000
Fab Lab	1500	1	1500
High School Commons	2000	1	2000
High School Collab Rooms	150	10	1500
Admin, Reception, Conf.	1750	1	1750
Circulation, Kitchen, Bathroom, Storage, Tech (35% of total)	17500	1	17500
		Total:	50000

At the K-6 grade levels Gem Prep: Meridian North will require classrooms that will allow teachers and students the ability to move around and re-organize their room to accommodate our station rotation model. Each classroom will have access to high capacity wireless Internet and Chromebooks for students. In high school, the facility will need to accommodate an open concept capable of adapting to the needs of the students and teachers. Common areas will be created with various learning pods to allow for student collaboration, project work, and students taking online classes. Each classroom will contain virtual teleconferencing equipment to accommodate our shared course model. Structurally, the school requires a facility that will allow for adaptation of the learning environment to suit its needs.

Gem Prep: Meridian North will assure that all facilities meet state and federal health and safety laws and meet ADA requirements. The school leadership will comply with state laws to have annual safety inspections of their facilities and address any issues that are found during those inspections.

Gem Prep: Meridian North will remain in compliance with applicable state and federal guidelines as provided in Section 39-4130, Idaho Code, and the Americans with Disabilities Act. The School will provide certification that the facilities meet all requirements for health, safety, fire and accessibility for those with disabilities. Gem Prep: Meridian North will continue to provide regular inspections of the facilities for health, safety and fire compliance and will provide copies of these reports upon request.

Gem Prep: Meridian North's school leadership has successfully secured facilities for three other school startups and is aware that finding affordable facilities that can meet the programmatic needs of schools is an essential criterion for success. The school anticipates that securing affordable

facilities may be one of the more challenging components of this plan. *(See Building Hope Letter of Support in Appendix F7.)*

Option 1

In the proposed budget, Gem Prep: Meridian North plans to purchase property and phase the facility construction over the course of 3 years. Phase I (yr.1) construction is approximately 34,600 sq. feet, which includes classroom space for K-8th grades, a gym, cafeteria, fab lab, and admin space. Phase II's estimated construction start is October of 2022 (yr. 3) and is approximately 13,600 sq. ft. This phase will add classroom space for 9th - 12th grades as well as the high school commons space, and a teacher workroom. The estimated cost the total project to \$9,000,000.

Option 2

In the event the school is able to secure a CSP grant or other philanthropic support, Gem Prep: Meridian North plans to purchase property and enter into a predevelopment agreement to construct an approximately 50,000 sq. ft. K-12 facility. Construction will start in October of 2020 and will complete in July of 2021. Based on other recent school construction projects, GPMN estimates a total project cost of \$9,000,000.

(Appendix A5: Facility Options Template)

Section III: Board Capacity and Governance Structure

Governance Structure

Gem Innovation Schools of Idaho, Inc. (GIS) will be the charter holder (the board of directors) and will govern Gem Prep: Meridian North, LLC, pursuant to GIS's existing Articles of Incorporation, Bylaws, and Board Policies. Gem Innovation Schools of Idaho, Inc., is a non-profit organization organized and managed under the Idaho Nonprofit Corporation Act. The Corporation is organized exclusively for educational purposes within the meaning of Section 501(c) (3) of the Internal Revenue Code of 1986 ("IRS Code"), or the corresponding provisions of any future federal income tax code. GIS will be the sole member of Gem Prep: Meridian North, LLC (GPMN).

(Appendix B: GIS Articles of Incorporation, Articles of Amendment, GIS Bylaws, GPMN Certificate of Organization, LLC, and GPMN Operating Agreement)

Board of Directors Responsibilities

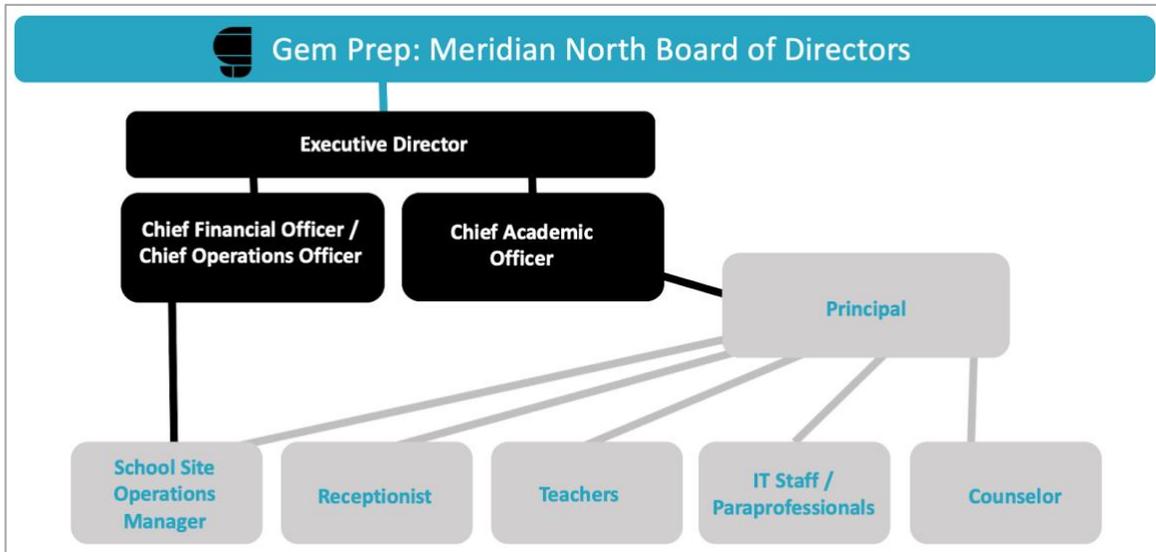
The Board will be responsible for the financial health of the school, managing the school's funds responsibly and prudently while prioritizing spending with consideration given to the school's mission, vision and educational program goals. The Board will make an effort to establish financial practices and reporting that result in accuracy and transparency. Board members will participate in fundraising activities as deemed necessary and appropriate by the Board. Board members will put the interests of the school first and will refrain from using the position for personal or partisan gain.

Board business conducted at Board meetings will be done per the bylaws and applicable laws (*See bylaws in Appendix B*). Board members will commit to the ethical standards set forth in the Ethical Standards Agreement. The Board is to serve as liaison between the school and the authorizing entity. (*See Appendix F5 Board Ethics Statements.*)

Relationship between the Board of Directors and School Administration

Gem Innovation Schools of Idaho Board of Directors is the governing board of the Gem Prep: Meridian North school and has ultimate control over the school and all employee and parent concerns. If a parent or employee has a concern, they will first attempt to resolve the issue with the principal. If the issue cannot be resolved with the principal, the parent or employee may attempt a resolution with the ~~School Academic Administrator~~ Chief Academic Officer and then the ~~School Executive~~ Director. If their concern is still not resolved, it will be brought before the Board of Directors.

The organization chart below demonstrates the reporting and interaction structure for Gem Prep: Meridian North.



The Board of Directors is responsible for:

- Policy development and review
- The financial health of the school
- Administrative and operational oversight (not day-to-day operations)
- The legal affairs
- The adoption, advocate for and oversee a school budget, which is responsive to school goals and meets the needs of all students
- Conducting an annual self-evaluation of its own leadership, governance and teamwork.
- Communicating and interpreting the school's mission and other policy related matters to the public and stakeholders.
- Ensuring there is a supportive, smoothly operating leadership team, which advocates for both children and the community.
- Selecting and evaluating the Executive Director

School Executive Director works under the direction of the Board.

Responsibilities include, but are not limited to:

- Implement the vision and mission of the school
- Recommend to the Board the hiring of personnel
- Fulfill state charter school requirements
- Insure Gem Prep meets the performance requirements outlined in the performance certificate
- Execute the policies of the Board
- Act as the intermediary between the Board and stakeholders
- Make recommendations to the Board on issues facing the school

~~Business Manager (CFO)~~ Chief Financial Officer works under the direction of the school Executive Director.

Responsibilities include but are not limited to:

- Monthly and annual financial reporting to the board and outside entities
- Budgeting
- Day to day financial operations and accounting
- Financial records
- Purchasing and contracts
- State reporting requirements
- Payroll
- Insurance
- Benefits
- Accounts Payable

~~Academic Administrator (CAO)~~ Chief Academic Officer works under the direction of the school Executive Director.

Responsibilities include but are not limited to:

- Develop curriculum, instruction and assessment
- Recommend special services
- Implement professional development
- Supply annual educational reports
- Supervise and evaluate school principal
- State assessment planning
- Oversee hiring educational staff and provide recommendations

~~Operations Administrator (COO)~~ Chief Operating Officer works under the direction of the school Executive Director.

Responsibilities include but are not limited to:

- Facilities management
- Supervise school operations employee
- Transportation
- Nutrition
- Building security and student safety
- Technology

Principal works under the direction of the ~~Academic Administrator~~ Chief Academic Officer.

Responsibilities include but are not limited to:

- Parent and public relations
- Building school wide community and culture
- Student and staff discipline.
- Participate in curriculum development
- Supervise student scheduling

- Conduct all staff evaluations
- Provide teacher mentoring and coaching
- Resolve personnel issues
- Oversee substitute teacher roster, training and evaluation
- Student enrollment and records
- Attendance

The following organizational chart is the initial proposed plan. The school anticipates minor changes over the course of school growth.

Board Member Qualifications

The appointed Board of Directors will be legally accountable for the operation of Gem Prep: Meridian North. The school is committed to compliance with all federal and state laws and rules and acknowledges its responsibility for identifying essential laws and regulations, and complying with them. The board of directors not only seeks potential board members who support Gem Prep students but also who have the specific skill set needed on the board.

The Board of Directors is comprised of a talented and seasoned group of professionals and civic leaders. Board expertise and strength covers all necessary governance areas such as education, law, real estate, strategy, finance, management and community relations, etc. Further strengthening the board, the current board chair has five years of governance experience with Gem Prep schools, and the vice-chair has 10.

(Appendix C: Board of Directors and Petitioning Group)

Board Composition Profile & Terms of Service									
Board Member Name	Education	Law / Compliance / Operation	Real Estate / Facilities	Strategy	Accounting / Finance	Business / Management	Politics / External Relationships	Years of Service	Current Term Expires
Dennis Turner, Chair			X	X		X	X	From 03/2014	6/30/21
Murray Stanton, V. Chair		X		X			X	From 05/2009	6/30/21
Jill Call	X				X	X		From 08/2012	6/30/22
Renee Ellsworth			X		X	X		From 05/2018	6/30/22
Duncan Robb	X	X		X		X	X	From 09/2018	6/30/20
Roger Stewart	X			X			X	From 02/2016	6/30/20
Brian Trammell		X	X					From 12/2016	6/30/20
*Legal Counsel		X	X	X	X	X			

*Services as needed (Contract law, policy review, etc.)

Transition Plan

A vital element in the plans for the Gem Prep: Meridian North school has been the governance of the GIS Board of Directors. The GIS Board has been governing four Gem Prep Schools for a considerable time and integral in the growth and development plans of Gem Prep: Meridian North. Therefore, a transition plan from a founding board to a governing board is not necessary.

Board Member Recruitment and Training

Recruitment and nomination of potential new board members is the responsibility of the board’s Governance Committee. When recruiting, the committee leverages professional networks, as well

as the connections of staff, teachers, parents, and community members. When less than two board members possess any categorized skills set, the committee identifies that skill as the recruitment priority. Further, if board members cannot be identified who possesses the necessary skills set, the Committee recommends board training in order to develop expertise in that skill within existing board members. Board members must share a commitment to the mission of the school, and be willing to volunteer their expertise to ensure the school's success in fulfilling its mission.

GIS school board members are committed to continued development. The board believes strongly in seeking out relevant board training opportunities to assist in making Gem Prep a high performing college preparatory school, which prepares students for college, career, and citizenship.

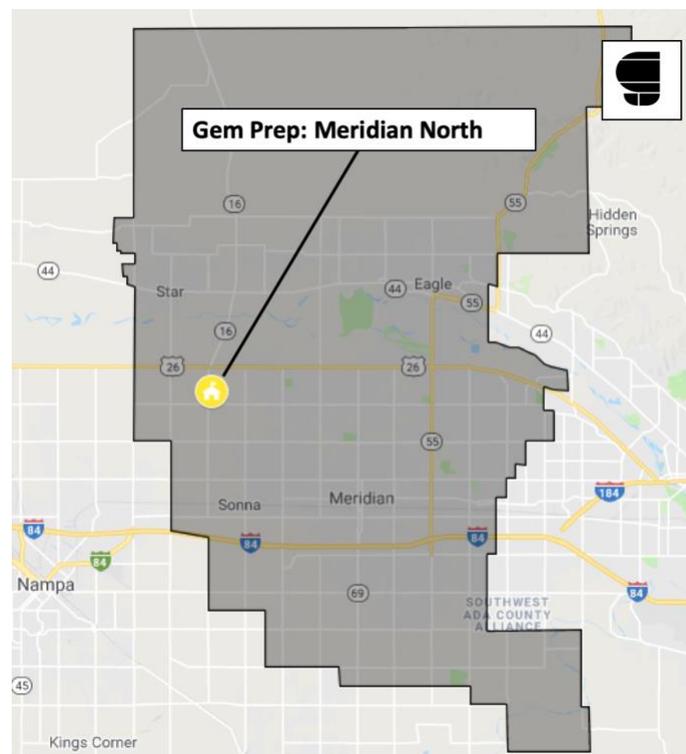
Board members identify the greatest needs for professional learning. Once needs are identified, the board develops a professional development plan which provides opportunities for board members to advance their expertise, and to strengthen and deepen the board as a whole. The annual school budget includes funding for board training and development opportunities, which is fully reimbursable by the state. Board members attend regular training such as the Idaho School Board Association's annual convention. They also attend the State Department of Education charter school workshops, which provide information about best practices and common challenges of charter boards. These workshops and training opportunities also provide critical networking connections for board members.

A New Board Members packet is provided to new board members. This packet contains information to help them understand what is involved in being a board member. Packets include, but are not limited to, the GIS Board Handbook, GPMN Charter, roles and responsibilities, open meeting and record laws, state statute for charter schools, ethical standards, conflict of interest information, board policies, financial reports, and budgets. New members are also provided with educational materials relative to Gem Prep's educational model, such as webinars, books, and conferences, prior to appointment, and during their service on the board.

Section IV: Student Demand and Primary Attendance Area

Primary Attendance Area

The school will be physically located within the West Ada School District. Gem Prep: Meridian North's attendance area will include all of WASD as detailed in the map below. A more detailed view can be found at the following link: [GPMN Attendance Area Map](#).



The school anticipates drawing students from Nampa School District, Boise School District, Middleton School District, and Vallivue School District. The City of Meridian and the WASD will be the most impacted. As mentioned, the WASD is growing quickly, and many of the schools are overcrowded. Most importantly, the school provides a college preparatory school in the area.

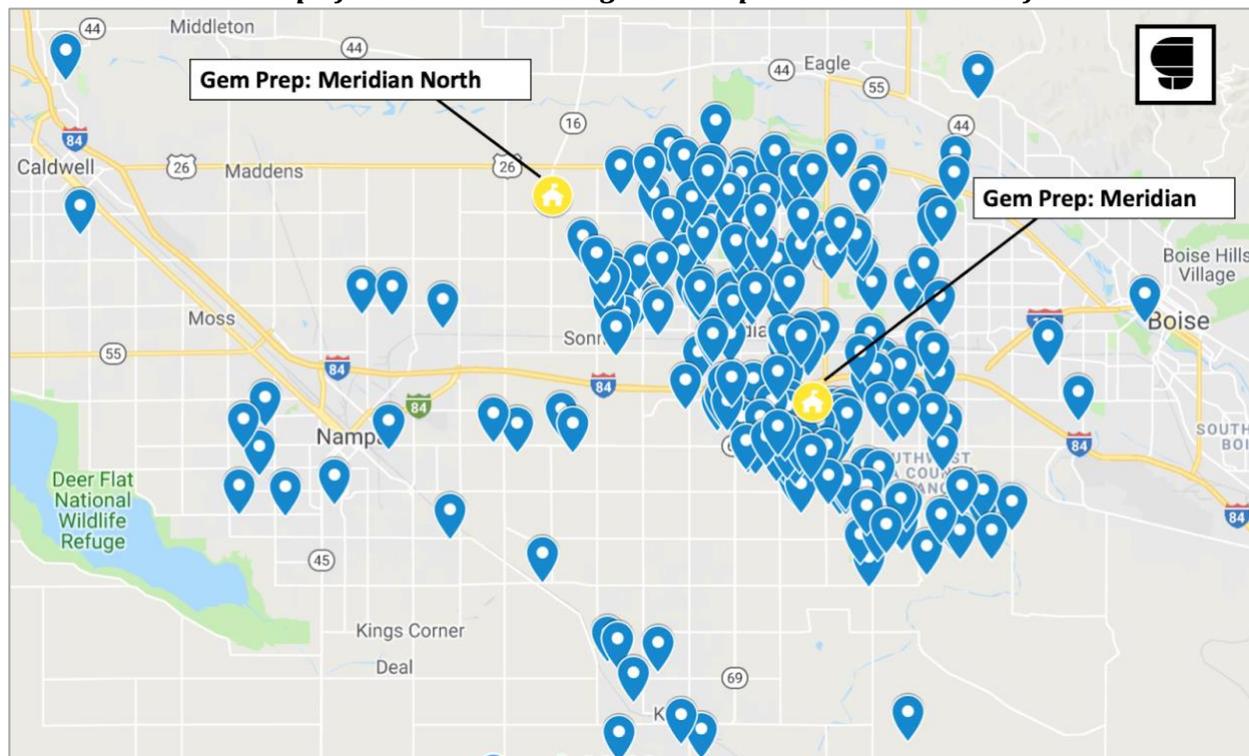
Student Demand

Sustained Interest in the existing Gem Prep: Meridian school

There is considerable demand for student enrollment in the existing Gem Prep: Meridian (GPM) school. Its second year of operation, for the 2019-2020 school year, GPM is 100% enrolled and there are more students who remain on the waiting list for enrollment than the total enrollment

capacity for the school. GPM's waitlist currently stands at approximately 500 students as of June 2019 for the 2019-20 school year.

Locations map of 2019-2020 existing Gem Prep: Meridian enrolled families



Twenty-one percent of current GPM families live closer to the proposed location of GPMN than the existing GPM school location. It is anticipated that some current GPM students who live closer to GPMN will transfer to the new school, or that students on the GPM waitlist will enroll in GPMN even if it is not the closest GP campus. GPMN anticipates interest in enrollment from some GPM and GPN students. GPMN's current interested student list is approximately 200 with nearly two full years to continue student recruitment before opening. Due to these factors, along with the population growth in Meridian, GPMN is confident that every seat will be filled on day one, with a significant waitlist as well. *(See Appendix F8 for GPM's and GPN's grade by grade waitlist.)*

Community Growth

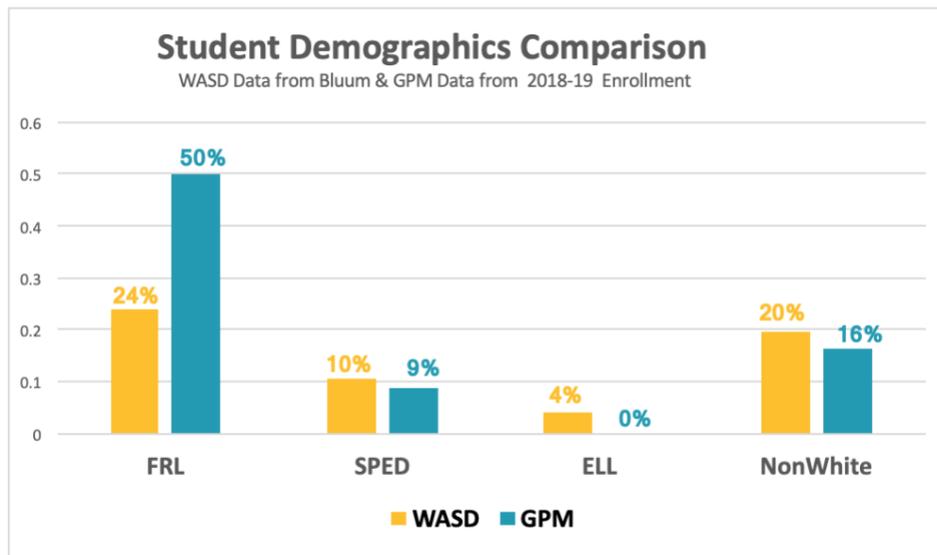
According to Compass Idaho, a community planning organization for southwest Idaho, by the year 2021, approximately 1,041 new residential units are projected to be built within a one-mile radius of the proposed GPMN location. Expanding that radius out to two miles, an additional 1,837 new units are projected.

Further, West Ada School District's facilities plan indicates that the North Meridian area is projected to be one of the highest growth areas for school age children. Within two miles of the proposed GPMN location, WASD estimates there will be approximately 3,077 elementary students, 1,743 middle school students, and 1,966 high school students. The district predicts their mid-west region (between Chinden and I-84 and west of Eagle Road) to be their fastest growing region for elementary students. Additionally, middle schools and high schools in the area are predicted to be

1,000 - 2,000 students over-enrolled. *(West Ada Future School Sites Map, West Ada School District School Facility Plan)*

Student Population

It is anticipated Gem Prep: Meridian North will mirror the student demographic population of the West Ada School District and the existing Gem Prep: Meridian. Focused recruitment strategies have enabled GPM’s student demographic population to roughly reflect the West Ada school district’s percentage of non-white, English Language Learner, economically disadvantaged (low income), and special education. GPM serves a higher percentage of low-income students compared to the district *(see below data)*.



Enrollment Capacity

Gem Prep’s instructional model includes challenging each student at their comprehension level. One way Gem Prep does this is by placing students in the grade level of their comprehension, not necessarily in the grade level of their birth year. While this practice keeps students academically challenged, changing a student’s grade level placement also creates challenges to keep within the grade level cap, which is the reason a schoolwide cap is necessary as opposed to a grade-level cap.

Gem Prep enrollment is capped at 676 students in grades K-12. The table below contains the grade-by-grade *plan* to grow to 574 students over five years. While the Board has a grade-by-grade plan that targets 574 students, the Board requests a single K-12 enrollment capacity of approximately 676. This approach allows the Board to adjust grade-level student numbers, within the 676 student cap, in order to assure availability for all current students who wish to re-enroll, in order to place students in the grade level of their comprehension, and in response to market needs. For the purpose of the lottery, no less than three months prior to GPMN’s application deadline, the Board of Directors will establish the annual school-wide enrollment capacity not to exceed 676 students and an annual enrollment capacity for each grade level.

Grades	2022	2023	2024	2025	2026
K	52	52	52	52	52
1st	52	52	52	52	52
2nd	52	52	52	52	52
3rd	52	52	52	52	52
4th	52	52	52	52	52
5th	52	52	52	52	52
6th		52	52	52	52
7th		45	45	45	45
8th		45	45	45	45
9th			30	30	30
10th			30	30	30
11th				30	30
12th					30
Total	312	454	514	544	574

GPMN recognizes the demand in the secondary level drops, which is why the growth plan above (which the financial plan is built upon) reduces down from 52 seats in 6th grade to 45 seats in grades 7-8 and then again to 30 seats in grades 9-12. In the first year offering grades 7 & 8 in Gem Prep: Meridian, the demand is higher than we anticipated. GPM's 7th & 8th grade enrollment is currently full with another 44 students on the waitlist in just the first year offering secondary grades. GPN sees the same trend with 7 & 8 grades full with 34 students on waitlist.

Community Partnerships and Local Support

The school continues to develop mutually beneficial relationships with local vendors, businesses, and community leaders. Below are examples of early or existing partnerships that will be leveraged for GPMN.

- **Dragon Fly Performing Arts:** Provides after school program for students and other children in the local community.
- **Young Rembrandts:** Offers arts classes on campus each week.
- **Idaho Dance:** Teaches ballet and hip hop classes on campus.
- **Fowler Orthodontics:** Presents oral hygiene information to students.
- **Meridian Fire Department:** Provides fire safety and emergency training for students.
- **Independence Indoor Shooting Range:** provide firearms safety courses to students.

GPMN expects to continue to develop partnerships with community based organizations. Future organizations which may be the focus of partnerships include colleges, student support organizations, philanthropic supporters, and businesses whose interests align in supporting GPMN students. (See Appendix F1: Letter to Local Superintendent.)

Enrolling Underserved Families

Gem Prep has developed a student recruitment plan that intentionally enrolls a diverse student population. Branding was created by a professional designer, and messaging was created with the help of an experienced consultant to balance high expectations with robust support.

Gem Prep uses a variety of recruitment tools including social media, mailers, door-to-door campaigns, public forums, local preschools, and community events and groups. Student recruitment materials (also available in Spanish) feature students who represent racial diversity and a range of age levels. These materials make it abundantly clear that Gem Prep serves students at all academic levels, including special education students. Door-to-door efforts and mailers include a variety of neighborhoods, including those most likely to yield enrollment from students of color and of low-income. Social media parameters are narrowed to target these same neighborhoods and demographics. During the summer, Gem Prep staff attend free lunch at the parks (which are intended for low-income families) to inform families about school choice options. Strong demand currently exists for enrollment at Gem Prep from a regionally diverse student population.

Additionally, beneficial to underserved families, is the opportunity to take advantage of the tuition-free full-day kindergarten offered through GPMN.

Section V: School Leadership and Management

Leadership Team

The Administrative services will be provided by the school Administrators (state certification required), with support from the Board of Directors. Gem Prep: Meridian North will contract with another Idaho charter school, Gem Prep: Online (formally I-DEA), for professional services (*See Appendix F2: Professional Services Agreement Draft*). GPO will provide a seasoned charter school leadership team with over 15 years of experience who manage several Idaho charter schools including Gem Prep: Online (GPO), Gem Prep: Pocatello, Gem Prep: Nampa and Gem Prep: Meridian. The team is augmented by a governance board, which provides expertise in all of the functions and areas needed to run a successful school.

The contract with GPO provides a Chief Executive Officer who reports directly to the Board of Directors and is responsible for the overall success of the school. The contract also provides for service of positions such as a Chief Academic Officer, Chief Financial Officer and Chief Operating Officer, who all report directly to the CEO (*See Appendix F2: Professional Services Agreement Draft*). The instructional leader of the school is the principal who reports to and is evaluated by a certified academic officer. All other certified staff are evaluated by the principal. (*See Appendix D: School Administration and Organization Chart.*)

The school's management plan provides the school support from an executive team with a demonstrated track record of preparing students for success in college and beyond. The executive team is currently comprised of a CEO, CFO, CAO, COO. The executive team manages curriculum development, instructional oversight, obtaining a facility and facility financing, fundraising, professional development, preparing budgets and financial reports, back office support, human resources, overseeing special education, and marketing. This allows the principal to focus on the instructional leadership of the school. The principal's responsibilities include student academic success, building school community and culture, providing teacher mentoring and coaching, conducting staff evaluations, student discipline, and facilitating parent and community relations.

The board reviews key indicators on the school's data dashboard each month. Key indicators include enrollment, academic growth and achievement, financial stability, student demographic diversity, stakeholder satisfaction, and teacher turnover. Monthly reviews allow the board to proactively address concerns as they arise. If concerns arise, administrators may provide context or additional information to address those concerns. If the concern warrants additional action, the board may either send the concern to one of the committees or ask the administration to make a recommendation at the next meeting concerning a resolution. In addition, the CEO is evaluated annually on the performance of the school, which is informed by indicators outlined in the data dashboard. The Board of Directors will evaluate the CEO using an evaluation framework permissible by Idaho law. At the present, this is a Danielson Evaluation Framework. The Board will complete the evaluation of the administrator once per year, as required by Idaho Code. The timeline of evaluation will follow Idaho Code and be written in policy adopted by the Board of Directors after the charter petition is approved.

The CEO, CAO, and CFO, all of whom have over 12 years of charter sector experience, manage charter specific requirements. Operations are managed collaboratively by the COO (with 15 years charter sector experience) and the school site operations manager. The CFO (who has 25 years of school experience) manages finances. The CEO in collaboration with the school attorney handles legal matters.

The chart below outlines the experience and areas of expertise of the school’s board and leadership team. *(See board resumes in Appendix C: Board of Directors and Petitioning Group. See leadership team resumes in Appendix F: Management Team.)*

Gem Prep: Meridian North School Leadership Profile

School Leadership	Finance	Educational Program	Education Innovation	New School Start-Up	School Facilities	Governance & Law	Operations	Community Outreach	Development / Fundraising	School Administration	Distance Learning	Special Populations	Technology & Data	Board Member
Jason Bransford, CEO	X	X	X	X		X		X	X	X	X	X		
Laurie Wolfe, CAO		X	X	X	X	X				X	X	X	X	
Lisa Pearce, CFO	X				X	X	X		X		X			
Josh Femreite, COO			X	X	X		X				X		X	
Jill Call		X	X											X
Renee Ellsworth	X							X						X
Duncan Robb		X				X		X						X
Murray Stanton						X	X							X
Roger Stewart		X	X											X
Brian Trammel						X		X						X
Dennis Turner				X	X	X	X	X						X

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:		266	312	454	514
	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	\$0.00	\$0.00	NA	NA	\$0.00
Contributions/ Donations	\$650,000.00	\$625,931.36	\$625,931.36	\$216,399.11	\$57,669.53
Loans	\$5,845,000.00	\$0.00	\$0.00	\$0.00	\$0.00
Grants	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Base Support	NA	\$332,751.00	\$396,119.00	\$670,902.00	\$805,878.00
Salary and Benefit Apportionment	NA	\$857,627.00	\$1,020,949.00	\$1,699,157.00	\$2,018,362.00
Transportation Allowance	NA	\$120,488.00	\$120,488.00	\$160,650.00	\$160,650.00
Local Meal Sales		\$20,702.00	\$24,141.00	\$37,826.00	\$43,683.00
Nutrition Reimbursement		\$20,820.00	\$26,276.00	\$36,303.00	\$41,169.00
Title I		\$44,800.00	\$54,600.00	\$79,450.00	\$89,950.00
Title IV		\$10,000.00	\$10,000.00	\$10,000.00	\$10,000.00
IDEA		\$32,000.00	\$39,000.00	\$56,750.00	\$64,250.00
Special Distributions	NA	\$230,111.00	\$258,048.00	\$374,719.00	\$452,794.00
REVENUE TOTAL	6,495,000.00	\$2,295,230.36	\$2,575,552.36	\$3,342,156.11	\$3,744,405.53
Expenditures					
	Pre-Operational Budget	Break-Even Year 1 Budget	Full Enrollment Year 1 Budget	Year 2 Budget	Year 3 Budget
Staff and Benefit Totals	\$0.00	\$1,077,530.81	\$1,178,751.36	\$1,692,539.11	\$1,864,490.41
Educational Program Totals	\$0.00	\$239,298.00	\$289,127.00	\$461,046.00	\$541,414.00
Technology Totals	\$0.00	\$82,000.00	\$99,200.00	\$97,600.00	\$54,400.00
Capital Outlay Totals	\$0.00	\$90,200.00	\$97,200.00	\$90,200.00	\$54,000.00
Board of Directors Totals	\$0.00	\$26,500.00	\$31,500.00	\$29,500.00	\$27,500.00
Facilities Totals	6,495,000.00	\$510,715.00	\$510,715.00	\$510,715.00	\$727,450.00
Transportation Totals	\$0.00	\$160,650.00	\$160,650.00	\$214,200.00	\$214,200.00
Nutrition Totals	\$0.00	\$62,272.00	\$72,975.00	\$110,922.00	\$125,517.00
Other	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
EXPENSE TOTAL	6,495,000.00	\$2,249,165.81	\$2,440,118.36	\$3,206,722.11	\$3,608,971.41
OPERATING INCOME (LOSS)	-	\$46,064.55	\$135,434.00	\$135,434.00	\$135,434.12
PREVIOUS YEAR CARRYOVER			\$0.00	\$135,434.00	\$270,868.01
NET INCOME (LOSS)	-	\$46,064.55	\$135,434.00	\$270,868.01	\$406,302.13

**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	650,000.00	Gem Innovation Schools Foundation, funding provided by \$4.5 million grant from J.A. & Kathryn Albertson Family Foundation.
Loans	5,845,000.00	Facility option 1. Based on historical financing for three other Gem Prep facilities, a combination of loans from Building Hope for 35% PRI (interest rate at 3%) and 65% from bank loan (interest rate at 5.5%)
Grants		Only include secured grants. Provide documentation of grantor, total amount, and any applicable restrictions or requirements.
Other Revenue		Include details and documentation as necessary.
REVENUE TOTAL	\$6,495,000.00	

Additional Notes or Details Regarding Revenues:

Pre-Operational Expenditures

Section 1: Staffing

1a: CERTIFIED STAFF	Budget		Assumptions / Details / Sources
Classroom Teachers	FTE	Amount	
Elementary Teachers			
Secondary Teachers			
Specialty Teachers			
Classroom Teacher Subtotals	0.0	-	Average classroom size:
Special Education	FTE	Amount	
SPED Director / Coordinator			
Special Education Teacher			
Special Education Subtotals	0.0	-	Anticipated % Special Education Students:
Other Certified Staff	FTE	Amount	
Lead Administrator			
Assistant Administrator			
Other Certified Staff Subtotals	0.0	-	
CERTIFIED STAFF TOTAL	0.0	-	

1b: CLASSIFIED STAFF	Budget		Assumptions / Details / Sources
Position	FTE	Amount	
Paraprofessionals- General			
Paraprofessionals- SPED			
Admin / Front Office Staff			

CLASSIFIED STAFF TOTAL	0.0	-	
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1c: BENEFITS	Budget		Assumptions / Details / Sources
Type	Rate	Amount	
Retirement			
Workers comp			
FICA/Medicare			
Group insurance			
Paid time off (provide assumptions)			
BENEFITS TOTAL		-	

CERTIFIED & CLASSIFIED STAFF TOTAL	-	
TOTAL STAFF & BENEFITS TOTAL	-	

Section 2: Educational Program

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

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

Additional Notes or Details Regarding Educational Program Expenditures:

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

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

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

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)	6,495,000.00	Option 1: Phase I land purchase and construction
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)		
FACILITIES TOTAL	6,495,000.00	

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:

Idaho Public Charter School Commission					
Charter Petition: Operational Budgets					
Worksheet Instructions: list revenues, expenditures, and Full-Time Equivalencies (FTE) anticipated during the pre-operational year. Insert rows as necessary throughout the document. Include notes specific to start-up					
Operational Revenue					
Anticipated Enrollment for Each Scenario:	266	312	454	514	
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			NA	NA	Secured funds only; include documentation
Donations and Contributions	\$625,931.36	\$625,931.36	\$216,399.11	\$57,669.53	Gem Innovation Schools Foundation, funding provided by \$4.5 million grant from J.A. & Kathryn Albertson Family Foundation.
Loans					Include documentation for lender, term, rate, and total principal and interest.
Grants					Provide documentation and details.
Entitlement	\$332,751.00	\$396,119.00	\$670,902.00	\$805,878.00	Attach the M & O Revenue Template
Salary and Benefit Apportionment	\$857,627.00	\$1,020,949.00	\$1,699,157.00	\$2,018,362.00	Attach the M & O Revenue Template
Transportation Allowance	\$120,488.00	\$120,488.00	\$160,650.00	\$160,650.00	75% reimbursement rate based on GPM's 18-19 reimbursement
Local Meal Sales	\$20,702.00	\$24,141.00	\$37,826.00	\$43,683.00	Based on current GPM: 25% of students participate in school provided lunch. 42% of those participating are free and 10% are reduced. Full pay lunch is \$3.85/lunch, reduced pay is \$.40/lunch 175 school days
Nutrition Reimbursement	\$20,820.00	\$26,276.00	\$36,303.00	\$41,169.00	NSLP reimbursement = \$3.31/free, \$2.91/reduced & \$.31/paid
Title I	\$44,800.00	\$54,600.00	\$79,450.00	\$89,950.00	Based on avg. per pupil at GPM
Title IV	\$10,000.00	\$10,000.00	\$10,000.00	\$10,000.00	Based on avg. per pupil at GPM
IDEA	\$32,000.00	\$39,000.00	\$56,750.00	\$64,250.00	Based on avg. per pupil at GPM
Special Distributions	NA	NA	NA	NA	From the SDE Special Distributions Doc.
Charter School Facilities	\$102,400.00	\$124,800.00	\$181,600.00	\$205,600.00	From the SDE Special Distributions Doc.
Content and Curriculum	\$2,598.00	\$2,815.00	\$3,589.00	\$3,969.00	From the SDE Special Distributions Doc.
Continuous Improvement Plans and Training	\$5,000.00	\$5,000.00	\$5,000.00	\$5,000.00	From the SDE Special Distributions Doc.
Gifted Talented	\$3,000.00	\$3,000.00	\$3,000.00	\$3,000.00	From the SDE Special Distributions Doc.
Leadership Premiums	\$13,723.00	\$13,723.00	\$20,839.00	\$22,363.00	From the SDE Special Distributions Doc.
IT Staffing	\$15,000.00	\$15,000.00	\$15,000.00	\$15,000.00	From the SDE Special Distributions Doc.
Math and Science Requirement				\$33,100.00	From the SDE Special Distributions Doc.
Professional Development	\$26,070.00	\$26,070.00	\$31,810.00	\$33,040.00	From the SDE Special Distributions Doc.
Safe and Drug-Free Schools	\$2,000.00	\$2,000.00	\$5,557.00	\$7,176.00	From the SDE Special Distributions Doc.
Technology (i.e. infrastructure)	\$60,320.00	\$65,640.00	\$79,130.00	\$84,830.00	From the SDE Special Distributions Doc.
Advanced Opportunities					From the SDE Special Distributions Doc.
College and Career Advisors/ Mentors					From the SDE Special Distributions Doc.
Literacy Proficiency	NA	NA	\$6,075.00	\$6,075.00	Ave 9 students based other GP schools
Limited English Proficient (LEP)	NA	NA			From the SDE Special Distributions Doc.
School Facilities (Lottery)	NA	NA	\$23,119.00	\$33,641.00	From the SDE Special Distributions Doc.
REVENUE TOTAL	\$2,295,230.36	\$2,575,552.36	\$3,342,156.11	\$3,744,405.53	
Operational Expenditures					

Section 1: Staffing											
1a: CERTIFIED STAFF	Break-Even		Year 1 Budget		Full Enrollment Year 1		Year 2 Budget		Year 3 Budget		Assumptions / Details / Sources
Classroom Teachers	FTE	Amount	FTE	Amount	FTE	Amount	FTE	Amount	FTE	Amount	
Elementary Teachers	12.0	576,000.00	12.00	576,000.00	14.00	672,000.00	14.00	672,000.00	14.00	672,000.00	Avg. teacher salary = \$48,000 based 195 day contracts includes PD days.
Secondary Teachers			-		4.00	192,000.00	5.00	240,000.00	5.00	240,000.00	Avg. teacher salary = \$48,000 based 195 day contracts includes PD days.
Classroom Teacher Subtotals	12.00	576,000.00	12.00	576,000.00	18.00	864,000.00	19.00	912,000.00	19.00	912,000.00	Average classroom size: K-6 = 26 students/class, 7-8 = 45 students/grade, 9-12= 30 students/grade
Special Education	FTE	Amount	FTE	Amount	FTE	Amount	FTE	Amount	FTE	Amount	
SPED Director											Included in Professional Contract with Gem Prep: Online
Special Education Teacher	1.0	48,000.00	1.00	48,000.00	1.50	72,000.00	2.00	96,000.00	2.00	96,000.00	Avg. teacher salary = \$48,000 based 195 day contracts includes PD days.
Special Education Subtotals	1.00	48,000.00	1.00	48,000.00	1.50	72,000.00	2.00	96,000.00	2.00	96,000.00	Anticipated % Special Education Students: 11%
Other Certified Staff	FTE	Amount	FTE	Amount	FTE	Amount	FTE	Amount	FTE	Amount	
Lead Administrator	1.0	79,500.00	1.00	79,500.00	1.00	79,500.00	1.00	79,500.00	1.00	79,500.00	Principal 220 day contract @ \$75,000/yr
Assistant Administrator					0.50	31,250.00	1.00	62,500.00	1.00	62,500.00	Assistant Principal 220 day contract @\$62,500
Counselor	0.5	24,000.00	0.50	24,000.00	1.00	48,000.00	1.00	48,000.00	1.00	48,000.00	Avg. teacher salary = \$48,000 based 195 day contracts includes PD days.
Other Certified Staff Subtotals	1.50	103,500.00	1.50	103,500.00	2.50	158,750.00	3.00	190,000.00	3.00	190,000.00	
CERTIFIED STAFF TOTAL	14.50	727,500.00	14.50	\$727,500.00	22.00	\$1,094,750.00	24.00	\$1,198,000.00	24.00	\$1,198,000.00	

1b: CLASSIFIED STAFF	Break-Even		Year 1 Budget		Full Enrollment Year 1		Year 2 Budget		Year 3 Budget		Assumptions / Details / Sources
Position	FTE	Amount	FTE	Amount	FTE	Amount	FTE	Amount	FTE	Amount	
Paraprofessionals- General	1.5	25,920.00	3.50	60,480.00	4.00	69,120.00	5.00	86,400.00	5.00	86,400.00	180 days @\$12/hr
Paraprofessionals- SPED	1.0	17,280.00	1.00	17,280.00	1.50	25,920.00	1.50	25,920.00	1.50	25,920.00	180 days @\$12/hr
Admin / Front Office Staff	1.0	35,000.00	2.00	55,500.00	2.00	55,500.00	2.00	55,500.00	2.00	55,500.00	Receptionist 205 days @12.5/hr, School Ops Manager \$35,000 salary
Other			0.50	12,500.00	0.50	12,500.00	0.50	20,000.00	0.50	20,000.00	Tech Support 205 days @\$14/hr
CLASSIFIED STAFF TOTAL	3.50	78,200.00	7.00	145,760.00	8.00	163,040.00	9.00	187,820.00	9.00	187,820.00	

1c: BENEFITS	Break-Even		Year 1 Budget		Full Enrollment Year 1		Year 2 Budget		Year 3 Budget		Assumptions / Details / Sources
Type	Rate	Amount	Rate	Amount	Rate	Amount	Rate	Amount	Rate	Amount	
Retirement	13.10%	105,546.70	13.10%	114,397.06	13.10%	164,770.49	13.10%	181,542.42	13.10%	181,542.42	Benefits for qualifying employees. .5 FTE or greater
Workers comp/ FICA/ Medicare	8.23%	66,309.11	8.23%	71,869.30	8.23%	103,516.12	8.23%	114,052.99	8.23%	114,052.99	
Group Insurance (Medical/Dental)	\$5,500/FTE	99,000.00	\$5,500/FTE	118,250.00	\$5,500/FTE	165,000.00	\$5,500/FTE	181,500.00	\$5,500/FTE	181,500.00	Benefits for qualifying employees. .5 FTE or greater
Paid time off (provide assumptions)	13.00	975.00	13.00	975.00	19.50	1,462.50	21.00	1,575.00	21.00	1,575.00	Assumes sub rate of \$75/day includes FICA. Assume each teacher takes 2 days/yr. off. GPMN has paraprofessionals and the school operations manager available to substitute and their pay is already included above. Assume 1/2 the time GPMN needs an additionally paid sub.
BENEFITS TOTAL		271,830.81		305,491.36		434,749.11		478,670.41		478,670.41	

CERTIFIED & CLASSIFIED STAFF TOTAL	805,700.00	873,260.00	\$1,257,790.00	\$1,385,820.00	
TOTAL STAFF & BENEFITS TOTAL	1,077,530.81	1,178,751.36	\$1,692,539.11	\$1,864,490.41	

Section 2: Educational Program

2a: OVERALL EDUCATION PROGRAM COSTS	Break-Even	Year 1 Budget	Full Enrollment Year 1	Year 2 Budget	Year 3 Budget	Assumptions / Details / Sources
Professional Development		10,000.00	15,000.00	21,000.00	23,000.00	PD each year, Gem Prep Model, and general PD
SPED Contract Services		30,000.00	39,000.00	56,750.00	64,250.00	Types of anticipated SPED Contractors: evaluations, speech therapy, behavioral intervention, physical therapy and occupational therapy. Special Ed services based on other Gem Prep Schools services.
Membership Dues		1,000.00	1,000.00	1,000.00	1,000.00	ISBA, Charter School Network,
Authorizer Fee		12,500.00	12,500.00	12,500.00	12,500.00	
Other Contract Services (i.e. accounting, HR, management)		119,038.00	141,707.00	237,006.00	282,424.00	Contract with Gem Prep: Online for service of positions such as a Executive Adminitstrator, Academic Administrator Financial Administrator and Operations Administrator, curriculum development, instructional oversight, obtaining a facility and facility financing, fundraising, professional development, preparing budgets and financial reports, back office support, human resources, overseeing special education, and marketing.(see appendix F Professional Service Agreement) 10% of State M&O
Office Supplies						
OVERALL EDUCATION PROGRAM TOTAL		172,538.00	209,207.00	328,256.00	383,174.00	

2b: ELEMENTARY PROGRAM	Break-Even	Year 1 Budget	Full Enrollment Year 1	Year 2 Budget	Year 3 Budget	Assumptions / Details / Sources
Elementary Curriculum		56,320.00	68,640.00	80,080.00	80,080.00	Assumption:K-6 \$220/ elementary student based on FY18-19 historical cost per student of other Gem Prep schools. Includes textbooks, workbooks, curricular software and content licenses, special education needs
Elementary Instructional Supplies & Consumables		6,600.00	6,600.00	7,700.00	7,700.00	Other classroom supplies \$550/teacher FTE. Based on current Gem Prep schools historical costs.
Elementary Other		3,840.00	4,680.00	6,810.00	7,710.00	Teacher evaluation program, student security program, student assessment programs. Avg. \$15/student based on other GP schools
ELEMENTARY PROGRAM TOTAL		66,760.00	79,920.00	94,590.00	95,490.00	

2c: SECONDARY PROGRAM	Break-Even	Year 1 Budget	Full Enrollment Year 1	Year 2 Budget	Year 3 Budget	Assumptions / Details / Sources
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Secondary Curriculum			36,000.00	60,000.00	Grades 7-12 \$400/student each year. Includes, textbooks, online program licences, workbooks, assessments, online courses, teacher textbooks, teacher resources, manipulatives, social & emotional curriculum Based on GP's virtual school's historical secondary curriculum costs.
Secondary Instructional Supplies & Consumables			2,200.00	2,750.00	Other classroom supplies \$550/teacher FTE. Based on current Gem Prep schools historical costs.
Secondary Contract Services (provide assumptions)					Types of anticipated Contractors:
SECONDARY PROGRAM TOTAL	-	-	38,200.00	62,750.00	
EDUCATIONAL PROGRAM TOTAL	239,298.00	289,127.00	461,046.00	541,414.00	
Additional Notes or Details Regarding Educational Program Expenditures:					

Section 3: Technology						
Line Item / Account	Break-Even	Year 1 Budget	Full Enrollment Year 1	Year 2 Budget	Year 3 Budget	Assumptions / Details / Sources
Internet Access						included in Utilities
Computers for Staff Use		21,600.00	26,400.00	10,800.00	2,400.00	
Computers for Student Use		38,400.00	43,800.00	46,800.00	24,000.00	
Technology Fees & Licenses		15,000.00	15,000.00	20,000.00	10,000.00	PowerSchool, Canvas, Zoom, Illuminate, SchoolMint, Fresh Desk, MS licenses. Based on current contracts.
Other Technology Hardware (i.e. document cameras, projectors, etc.)		7,000.00	14,000.00	20,000.00	18,000.00	Video Technology Conference Systems
TECHNOLOGY TOTAL		82,000.00	99,200.00	97,600.00	54,400.00	
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	Year 2 Budget	Year 3 Budget	Assumptions / Details / Sources
Furniture (school-wide)		60,000.00	60,000.00	34,000.00	24,000.00	
High School Commons Furniture				30,000.00	30,000.00	
Cafeteria Tables		19,200.00	19,200.00	19,200.00		
Copier & Phone system		11,000.00	11,000.00			
Fab Lab		-	7,000.00	7,000.00		
CAPITAL OUTLAY TOTAL		90,200.00	97,200.00	90,200.00	54,000.00	
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	Year 2 Budget	Year 3 Budget	Assumptions / Details / Sources
Board Training		5,000.00	5,000.00	5,000.00	5,000.00	
Legal		5,000.00	10,000.00	8,000.00	6,000.00	
Insurance (property, liability, E & O, etc.)		9,000.00	9,000.00	9,000.00	9,000.00	
Audit		7,500.00	7,500.00	7,500.00	7,500.00	
BOARD OF DIRECTORS TOTALS		26,500.00	31,500.00	29,500.00	27,500.00	
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	Year 2 Budget	Year 3 Budget	Assumptions / Details / Sources
Mortgage or Lease		400,715.00	400,715.00	400,715.00	572,450.00	See Facility Details option 1.
Construction / Remodeling (if applicable)						
Repairs and Maintenance						
Facilities Maintenance Contracts (i.e. snow removal; trash; lawn care, custodial, security, etc.)						
Utilities (i.e. gas, electric, water, etc.)		105,000.00	105,000.00	105,000.00	150,000.00	Facility Operating coast are based on \$3/sq.ft. Includes utililites, maintenance, janitorial, grounds
Phone		5,000.00	5,000.00	5,000.00	5,000.00	
Other Facilities Related Costs (specify)						
FACILITIES TOTAL		510,715.00	510,715.00	510,715.00	727,450.00	
Additional Notes or Details Regarding Facilities Expenditures:						

Section 7: Transportation						
Line Item / Account	Break-Even	Year 1 Budget	Full Enrollment Year 1	Year 2 Budget	Year 3 Budget	Assumptions / Details / Sources
Daily Transportation		\$160,650.00	\$160,650.00	\$214,200.00	\$214,200.00	Based on GPM transportation costs with Brown Bus: \$306/route. Yr. 1 three routes, Yr.2-3 four routes for 175 day
Special Transportation (i.e. SPED, field trips, etc.)						
Other Transportation Costs (specify)						
TRANSPORTATION TOTAL		\$160,650.00	\$160,650.00	\$214,200.00	\$214,200.00	
Additional Notes or Details Regarding Transportation Expenditures:						

Section 8: Nutrition Program						
Line Item / Account	Break-Even	Year 1 Budget	Full Enrollment Year 1	Year 2 Budget	Year 3 Budget	Assumptions / Details / Sources
Nutrition		62,272.00	72,975.00	110,922.00	125,517.00	Based on GPM: Cost to school is \$5.56/lunch, includes contracting with Nampa School district to prepare lunch, contracting to deliver to GPM, employing PT staff, and lunch supplies. 24% of students participate in school provided lunch.
NUTRITION TOTAL		62,272.00	72,975.00	110,922.00	125,517.00	
Additional Notes or Details Regarding Other Expenditures:						

Section 9: Other Expenditures						
Line Item / Account	Break-Even	Year 1 Budget	Full Enrollment Year 1	Year 2 Budget	Year 3 Budget	Assumptions / Details / Sources
OTHER TOTAL		-	-	-	-	
Additional Notes or Details Regarding Other Expenditures:						

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	312													
Revenue														
Donations and Contributions	625,931	\$625,931.00												\$625,931.00
Loans	0													\$0.00
Grants	0													\$0.00
Entitlement	396,119		\$198,060.00			\$79,224.00			\$79,224.00			\$39,611.00		\$396,119.00
Salary and Benefit Apportionment	1,020,949		\$510,474.00			\$204,190.00			\$204,190.00			\$102,095.00		\$1,020,949.00
Transportation Allowance	120,488											\$12,049.00	\$108,439.00	\$120,488.00
Local Meal Sales	24,141			\$2,683.00	\$2,683.00	\$2,683.00	\$2,682.00	\$2,682.00	\$2,682.00	\$2,682.00	\$2,682.00	\$2,682.00	\$2,682.00	\$24,141.00
Nutrition Reimbursement	26,276			\$2,627.60	\$2,627.60	\$2,627.60	\$2,627.60	\$2,627.60	\$2,627.60	\$2,627.60	\$2,627.60	\$2,627.60	\$2,627.60	\$26,276.00
Title I	54,600					\$6,825.00	\$6,825.00	\$6,825.00	\$6,825.00	\$6,825.00	\$6,825.00	\$6,825.00	\$6,825.00	\$54,600.00
Title IV	10,000			\$5,000.00	\$5,000.00									\$10,000.00
IDEA	39,000			\$3,900.00	\$3,900.00	\$3,900.00	\$3,900.00	\$3,900.00	\$3,900.00	\$3,900.00	\$3,900.00	\$3,900.00	\$3,900.00	\$39,000.00
Special Distributions	258,048								\$64,512.00	\$26,070.00	\$21,943.00	\$145,523.00		\$258,048.00
Total Revenue	\$2,575,552.36	\$625,931.00	\$708,534.00	\$14,210.60	\$14,210.60	\$299,449.60	\$16,034.60	\$16,034.60	\$363,960.60	\$42,104.60	\$37,977.60	\$315,312.60	\$121,791.60	\$2,575,552.00
Expenditures														
Salaries and Benefits	1,178,751.36	\$8,344.00	\$98,076.84	\$98,076.84	\$98,076.84	\$98,076.84	\$98,076.84	\$98,076.84	\$98,076.84	\$98,076.84	\$98,076.84	\$98,076.84	\$189,638.96	\$1,178,751.36
Education Program	289,127.00	\$98,528.88	\$15,508.92	\$15,508.92	\$15,508.92	\$15,508.92	\$15,508.92	\$23,008.92	\$15,508.92	\$28,008.92	\$15,508.92	\$15,508.92	\$15,508.92	\$289,127.00
Technology Totals	99,200.00	\$99,200.00												\$99,200.00
Capital Outlay Totals	97,200.00	\$97,200.00												\$97,200.00
Board of Directors	31,500.00	\$12,334.00	\$3,334.00	\$834.00	\$8,334.00	\$833.00	\$833.00	\$833.00	\$833.00	\$833.00	\$833.00	\$833.00	\$833.00	\$31,500.00
Facilities	510,715.00	\$9,166.67	\$209,524.17	\$9,166.67	\$9,166.67	\$89,309.67	\$9,166.67	\$9,166.67	\$89,309.67	\$9,166.67	\$9,166.67	\$49,238.17	\$9,166.63	\$510,715.00
Transportation	\$160,650.00			\$9,180.00	\$18,360.00	\$19,278.00	\$14,688.00	\$11,934.00	\$17,442.00	\$16,524.00	\$15,606.00	\$19,278.00	\$18,360.00	\$160,650.00
Nutrition	72,975.00			\$7,297.50	\$7,297.50	\$7,297.50	\$7,297.50	\$7,297.50	\$7,297.50	\$7,297.50	\$7,297.50	\$7,297.50	\$7,297.50	\$72,975.00
Other	-													\$0.00
Total Expenditures	\$2,440,118.36	\$324,773.55	\$326,443.93	\$140,063.93	\$156,743.93	\$230,303.93	\$145,570.93	\$150,316.93	\$228,467.93	\$159,906.93	\$146,488.93	\$190,232.43	\$240,805.01	\$2,440,118.36
Cash Flow														
Operational Cash Flow		\$301,157.45	\$382,090.07	(\$125,853.33)	(\$142,533.33)	\$69,145.67	(\$129,536.33)	(\$134,282.33)	\$135,492.67	(\$117,802.33)	(\$108,511.33)	\$125,080.17	(\$119,013.41)	\$135,433.64
Cash on Hand	\$0.00	-	\$301,157.45	\$683,247.52	\$557,394.19	\$414,860.86	\$484,006.53	\$354,470.20	\$220,187.87	\$355,680.54	\$237,878.21	\$129,366.88	\$254,447.05	
Cash End of Period	\$135,434.00	\$301,157.45	\$683,247.52	\$557,394.19	\$414,860.86	\$484,006.53	\$354,470.20	\$220,187.87	\$355,680.54	\$237,878.21	\$129,366.88	\$254,447.05	\$135,433.64	\$135,433.64

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

Idaho Public Charter School Commission
304 North 8th Street, Room 242
Boise, Idaho 83702

Phone: (208) 332-1561
chartercommission.idaho.gov

Alan Reed, Chairman
Tamara Baysinger, Director

New Charter Petition Facility Option 1

Location Address	5390 N McDermott Rd. Meridian, ID 83646					
Facility Information	Anticipate Move-In Date	7/12/2021	Facility Type	New Construction	Facility Status	Likely (board preferred site, actively pursuing)
Budget Location	Please indicate if this option is reflected as an expenditure in the budget template. 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.				Year 1-3 Budgets	
Vendor/ Developer/ Contractor Information (if applicable)	Company Name:	Building Hope				
	Physical Address of Home Office:					
	Website Address:	http://buildinghope.org/				
	Company Contact:	Patrick Connor				
	Company Contact Phone Number:	214-564-2812				

Additional Information - Facility Option 1

The land is in North West Meridian and will be surrounded on 3 sides by the currently under construction North Oaks Subdivision. The school is in conversation with the developer and intends to work with the developer to provide ample pedestrian access to the school from the neighborhood so local students can safely walk to the property. The new SH-16 project will reduce the traffic McDermott currently sees and there are plans currently to terminate McDermott Rd just north of the school property. Information about the Idaho 16 project can be found [here](#).

GPMN expects many students will walk and ride their bikes to school, however, GPMN intends to provide busing routes to students who live further from the school.

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)
Phase I Land purchase w/ survey and closing costs	\$650,000	Gem Prep: Meridian North Board
Building Hope Phase I development (less land cost)	\$5,845,000	Building Hope
Building Hope Phase II development (year 3)	\$2,505,000	Building Hope
Total One-Time Costs	9,000,000	
Description of Lease/Rent/Purchase Plan	Details (Refer to appropriate documentation in Attachments)	
Annual Lease / Rent / Mortgage Payment		
Lease term	25	
Interest rate	Combination	Building Hope, LLC: 35% PRI from Building Hope (interest rate at 3%) and 65% from bank loan (interest rate at 5.5%)
Rate escalator (if applicable, please describe)	None	
In which operating year does the school intend to purchase (if option to purchase is applicable)	Operating Year 1	
Capitalization rate at purchase (if applicable)	TBD	
Other		
Phase I consists of approximately 35,000 sq. ft. with construction starting in October of 2020 and completing in July of 2021. The estimated cost for Phase I is 6,495,000. Phase II consists of approximately 15,000 sq. ft. with construction starting in October of 2022 and completing in July of 2023 with an estimated cost of \$2,505,000. Based on other recent school construction projects GPMN estimates a total project cost of \$9,000,000.		

Gem Prep: Meridian North will lease the facility from Building Hope. At the end of 5 yrs., GPMN has the option to purchase the facility from Building Hope at a purchase price equal to the remaining principal (senior and sub-debt). With this option, GPMN’s lease payment will build equity each year.

The lease amount is an estimates based on historical financing for three other Gem Prep facilities, a combination of loans from Building Hope for 35% PRI (interest rate at 3%) and 65% from bank loan (interest rate at 5.5%).

New Charter Petition Facility Option 2

Location Address	5390 N McDermott Rd. Meridian, ID 83646					
Facility Information	Anticipate Move-In Date	7/12/2021	Facility Type	New Construction	Facility Status	Possible (research in progress)
Budget Location	Please indicate if this option is reflected in the Budget Template (Attachment A1-A4)			Not Reflected in Budget		
Vendor/ Developer/ Contractor Information (if applicable)	Company Name:	Building Hope				
	Physical Address of Home Office:					
	Website Address:	http://buildinghope.org/				
	Company Contact:	Patrick Connor				
	Company Contact Phone Number:	214-564-2812				

Additional Information - Facility Option 2

Rate escalator (if applicable, please describe)	None	
In which operating year does the school intend to purchase (if option to purchase is applicable)	Operating Year 1	
Capitalization rate at purchase (if applicable)	TBD	
Other		
<p>In the event the school is able to secure a CSP grant or other philanthropic support, GPMN will enter into a pre-development agreement with Building Hope to construct an approximately 50,000 sq. ft. facility on the 8 acres. Construction will start in October of 2020 and will complete in July of 2021. Based on other recent school construction projects GPMN estimates a total project cost of \$9,000,000.</p> <p>Gem Prep: Meridian North will lease a facility from Building Hope. At the end of 5 yrs., GPMN has the option to purchase the facility from Building Hope at a purchase price equal to the remaining principal (senior and sub-debt). With this option, GPMN’s lease payment will build equity each year.</p> <p>The lease amount is an estimate based on historical financing for three other Gem Prep facilities, a combination of loans from Building Hope for 35% PRI (interest rate at 3%) and 65% from bank loan (interest rate at 5.5%).</p>		

ARTICLES OF INCORPORATION
Of
GEM INNOVATION SCHOOLS OF IDAHO, Inc.

The articles of Incorporation of GEM INNOVATION SCHOOLS OF IDAHO, Inc. a nonprofit corporation are hereby stated:

ARTICLE I
NAME

The name of the corporation (hereinafter called the Corporation) is GEM INNOVATION SCHOOLS OF IDAHO, Inc.

ARTICLE II
DURATION

The Corporation shall exist perpetually.

ARTICLE III
PURPOSE AND POWERS OF THE CORPORATION

The Corporation is a nonprofit benefit corporation and is not organized for the private gain of any person.

It is organized under the Idaho Charter School Act for public purposes. The specific purpose of the corporation is to manage, operate, guide, direct and promote current and future Gem Prep schools, and such other educational activities as the Board of Directors may define from time to time.

The internal affairs of the Corporation shall be governed by the duly adopted code of By-laws which shall be consistent with these articles of incorporation and the laws of the state of Idaho.

No part of the net earnings of the corporation shall be distributed to its Directors. The specific primary purposes for which it is formed are as follows:
To operate charter schools in accordance with the charter school laws of the state of Idaho.
To do and engage in any and all lawful activities that may be incidental or reasonably necessary to any of the forgoing purposes, and to have and exercise all other powers and authority now or hereafter conferred upon a non-for-profit organization.

PROVIDED: that in all events and under all circumstances, and notwithstanding merger, consolidation, reorganization, termination, dissolution or winding up of this corporation, voluntary or by operation of the law, the following provisions apply:

1. This corporation shall never be operated for the primary purpose of carry on a trade

- or business for profit.
2. No part of the net earnings shall inure to the benefit of or be distributed to its directors, trustees, officers, members, 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 purpose set forth in Article m.
 3. The powers and purposes of this Corporation shall, at all times, be so construed and limited as to enable this corporation to qualify as a not for profit organization, and existing under Chapter 3, Title 30 of the Idaho Code, and it shall have all power and authority as set forth in Section 30-3-24 of Idaho Code, and all other applicable sections of the Idaho Code.
 4. Upon dissolution of the Corporation, all assets shall be distributed in accordance with the laws of the State of Idaho governing charter schools and the Internal Revenue Code governing charitable organizations.

ARTICLE IV

The location and street address of the first registered office is 502 1st Avenue, Deary, Idaho 83823.

ARTICLE V

The name of the first registered agent is Daryl Bertelsen

ARTICLE VI

The corporation is organized upon a non-stock and non-profit basis. The amount of assets of the Corporation is:

Real Property	\$0.00
Personal Property	\$0.00

This corporation is to be financed and operated under the following general plan: by the receipt of tax money and private donations in accordance with the Charter School laws of the State of Idaho.

ARTICLE VII

The name and address of the incorporator is as follow:

Daryl Bertelsen
502 1st Avenue
Deary, Idaho 83823

ARTICLE VIII

The names and addresses of the initial Board of Directors are as follows:

Byron Cannon	1242 State Highway 9 Deary, Idaho 83823
Barb Femreite	107 1 st Avenue Deary, Idaho 83823
Steve Henderson	809 Park Street Deary, Idaho 83823
Craig Dalton	1311 Brush Creek Deary, Idaho 83823
Kim Workman	PO Box 545 Bovill, Idaho 83806

ARTICLE IX

This is not a membership corporation. The manner of selecting directors and conducting business and internal affairs of the corporation shall be established by the By-laws. The By-laws may be amended from time to time as may be required or desired at a properly noticed special or regular meeting of the board of directors.

The Directors of this Corporation shall consist of not less than five (5), nor more than nine (9) persons, whose terms may, but need not be, concurrent.

The number of directors constituting the initial Board of Directors is five (5), and shall hold office for an initial period of one year. The directors, after the initial Board of Directors, shall be elected in the manner and the terms provided in the By-laws of the Corporation.

The amended articles were approved by the Board on this 15th day of August, 2019.



Dennis Turner
Board Chair

BYLAWS OF GEM INNOVATION SCHOOLS, OF IDAHO, INC.

The following **BYLAWS** are for the regulation and internal operations, except as otherwise provided by the statute and by its Articles of Incorporation, of GEM INNOVATION SCHOOLS OF IDAHO, INC., an Idaho Nonprofit Corporation

I. MEMBERSHIP

The corporation has no members. The rights which would otherwise vest in the members vest in the directors of the corporation (hereinafter "Directors") of GEM INNOVATION SCHOOLS OF IDAHO, INC. (hereinafter "GIS"). Actions which would otherwise require approval by a majority of all members or approval by the members, require only approval of a majority of all Directors.

II. BOARD OF DIRECTORS

A. Powers

The Board of Directors of the Nonprofit Corporation shall serve and be known as the Board of Directors of the Nonprofit Corporation. The Board shall conduct or direct the affairs of the corporation and exercise its powers, in accordance with and subject to the limitations of the Chapter 52, Title 33, Idaho Code, and Idaho Nonprofit Corporation Act, 30-3-1. The Board may delegate the management of the activities of the corporation to others, so long as the affairs of the corporation are managed, and its powers are exercised, under the Board's ultimate jurisdiction. Without limiting the generality of the powers here granted to the Board, but subject to the same limitations, the Board shall have all the powers enumerated in these Bylaws, and the following specific powers:

to elect and remove Directors

to select and remove officers, agents and employees of the corporation; to prescribe powers and duties for them; and to fix their compensation.

to conduct, manage and control the affairs and activities of the corporation, and to make rules, regulations and policies.

to enter into contracts, leases and other agreements which are, in the Board's judgment, necessary or desirable in obtaining the purposes of promoting the interests of the corporation.

to act as trustee under any trust incidental to the corporation's purposes, and to receive, hold, administer, exchange and expend funds and property subject to such a trust.

to acquire real or personal property, in the name of the corporation, by purchase, exchange, lease, gift, devise, bequest, or otherwise, and to hold, improve, lease, sublease, mortgage, transfer in trust, encumber, convey or otherwise dispose of such property.

to borrow money, incur debt, and to execute and deliver promissory notes, bonds, debentures, deeds of trust, mortgages, pledges, hypothecations and other evidences of debt and securities.

to indemnify and maintain insurance on behalf of any of its Directors, officers, employees or agents for liability asserted against or incurred by such person in such capacity or arising out of such person's status as such, subject to the provisions of the Chapter 52, Title 33, Idaho Code and limitations noted in these Bylaws.

To hire employees of the Corporation either on an at-will basis or via a written contract whose duties shall be specified by the Board.

B. Number of DIRECTORS

The number of voting Directors of the corporation shall be not less than five (5) nor more than nine (9). The Board may have non-voting members of the board as determined below. The Board shall fix the exact number of Directors, within these limits, by Board resolution or amendment of the Bylaws. As of the date on which these Bylaws are adopted, the exact number of Directors is fixed at seven (7) and the exact number of non-voting Directors is fixed at one (1). The names of the five initial Directors are noted in the Articles of Incorporation.

C. Election of DIRECTORS

1. Election. The Board shall elect the Directors by a vote of a majority of the voting Directors then in office, whether or not the number of directors in office is sufficient to constitute a quorum, or by the sole remaining director. The Board shall consist of the following:
 - a. Individuals who will serve the interests of the corporation faithfully and effectively
 - b. The board may appoint non-voting members as deemed appropriate.
2. Terms of Office
 - a. The term of office of all members of the initial Board of Directors shall be one year.
 - b. At the end of the first year, the Board shall provide for staggered terms of its Directors, by designating approximately one-third of the Directors to one-, two- and three-year terms. Following the expiration of those designated terms, the term of each Director shall continue for three years.

- c. The term of office of a Director elected to fill a vacancy in these Bylaws begins on the date of the Director's election, and continues:
 - (1) for the balance of the un-expired term in the case of a vacancy created because of the resignation, removal, or death of a Director, or
 - (2) for the term specified by the Board in the case of a vacancy resulting from the increase of the number of Directors authorized.
 - (3) a Director's term of office shall not be shortened by any reduction in the number of Directors resulting from amendment of the Articles of Incorporation or the Bylaws or other Board action.
 - (4) a Director's term of office shall not be extended beyond that for which the Director was elected by amendment of the Articles of Incorporation or the Bylaws or other Board action.

D. Removal of DIRECTORS

The Board may remove a Director without cause as provided by the Idaho Nonprofit Corporation Act. The board may also remove any Directors without cause who:

- has failed to attend four or more of the Board's Regular Meetings in any calendar year;
- has been declared of unsound mind by a final order of court; has been convicted of any felony;
- has been found by a final order or judgment of any court to have breached any duty imposed by the Idaho Nonprofit Corporation Law; or
- for such other good causes as the Board may determine.

Written notice of removal of an appointed director shall be given to the individual and the removal is effective as of the date of notice, unless the notice specifies a future effective date.

E. Resignation by Director

A Director may resign by giving written notice to the Board Chair or Secretary. The resignation is effective on the giving of notice, or at any later date specified in the notice.

F. Vacancies

A vacancy is deemed to occur on the effective date of the resignation of a Director, upon the removal of a Director; upon declaration of vacancy pursuant to these Bylaws, or upon a Director's death, or any other cause. A vacancy is also deemed to exist upon the increase by the Board of the authorized number of Directors. A Director elected to fill a vacancy shall serve the remaining term of his or her predecessor, or until a successor has been elected and qualified.

G. Compensation of DIRECTORS

Directors shall serve without compensation. However, the Board may approve reimbursement of a Director's actual and necessary expenses while conducting corporation business.

III. PRINCIPAL OFFICE

The corporation's principal office shall be at the GIS registered office as noted in the Articles of Incorporation, or at such other place as the Board may select by resolution or amendment of the Bylaws. The Secretary shall note any change in principle office on the copy of the bylaws maintained by the secretary.

IV. MEETINGS OF THE BOARD

A. Place of Meetings

Board Meetings shall be held at the corporation's principal office or at any other reasonably convenient place as the Board may designate and in compliance with the Idaho Open Meetings Act, Idaho Code §§ 74-201 through 74-208.

B. Annual Meetings

An Annual Meeting shall be held the third Thursday in July of each year, or at such other date as determined by the Board, for the purpose of installing Directors, making and receiving reports on corporate affairs, and transacting other business as comes before the meeting.

C. Regular Meetings

Regular Meetings shall be held the third Thursday of each month, or at such other date as determined by the Board, at the principle office and shall be open to the public. With proper notice, the Chair may schedule regular meeting(s) for an alternate date to avoid holding meetings on holidays, to ensure the availability of a quorum of Directors, or for other valid cause.

D. Special Meetings

Special Meetings can be held at any time, called by the Chair or by any three Directors and shall be open to the public.

E. Adjournment

A majority of the Directors present at a meeting, whether or not a quorum, may adjourn the meeting to another time and place. Notice of the time and place of holding an adjourned meeting need not be given to absent Directors if the time and place be fixed at the meeting adjourned, except if the meeting is adjourned for longer than 24 hours. Notice of the adjournment shall be given as specified in these Bylaws.

F. Notices

Notices of Board Meetings shall be given as follows:

Annual Meetings and Regular Meetings may be held without notice as noted in the Bylaws when the Board fixed the time and place of such meetings and as allowed by Idaho Code. Special Meetings may be held with at least a twenty-four (24) hour meeting and agenda notice, unless an emergency exists. Board members will be notified by first-class mail, personally or by telephone, facsimile or e-mail.

Notices will be deemed given when deposited in the United States mail, addressed to the recipient at the address shown for the recipient in the corporation's records, first-class postage prepaid; when personally delivered in writing to the recipient; or when faxed, e-mailed, or communicated orally, in person or by telephone, to the Director or to a person whom it is reasonably believed will communicate it promptly to the Director.

G. Waiver of Notice

Notice of a meeting need not be given to a Director who signs a waiver of notice or written consent to holding the meeting or an approval of the minutes of the meeting, whether before or after the meeting, or attends the meeting without protest prior to the meeting or at its commencement, of the lack of notice. The Secretary shall incorporate all such waivers, consents and approvals into the minutes of the meeting.

H. Meeting Agendas.

Regular Meetings. A forty-eight (48) hour agenda notice shall be required in advance of each regular meeting. However, additional agenda items may be added up to and including the hour of the meeting by vote of the Board, provided that a good faith effort was made to include in the notice all agenda items known at the time to be discussed. An agenda may be amended after the start of a meeting upon a motion that states the reason for the amendment and states the good faith reason the agenda item was not included in the original agenda posting. Final action may not be taken on an agenda item added after the start of a meeting unless an emergency is declared necessitating action at that meeting. The declaration and justification shall be reflected in the minutes.

Special Meetings. A twenty-four (24) hour agenda notice shall be required in advance of a special meeting unless an emergency exists. An emergency is defined as any situation involving injury or damage to persons or property, or immediate financial loss, or the likelihood of such injury, damage or loss. The notice requirements for a special meeting shall be suspended if such notice is impracticable, or would increase the likelihood or severity of such injury, damage, or loss. In the event that a special meeting is held based upon emergency, the reason for the emergency must be stated at the outset of the meeting.

V. ACTIONS BY THE BOARD

A. Quorum

A quorum consist of a majority of the fixed number of voting Directors

B. Action by the Board

1. Actions Taken at Board Meetings. The actions taken and decisions made by a majority of the voting Directors present at a meeting duly held at which a quorum is present are the actions and decisions of the Board, except for the purposes of appointing committees and delegating authority thereto, or amending the corporation's Bylaws, where the action of a majority of voting Directors then in office is required by the Chapter 52, Title 33, Idaho Code or as set out in these Bylaws. The Board may continue to transact business at a meeting at which a quorum was originally present, even though Directors withdraw, provided that any action taken is approved by at least a majority of the quorum required.
2. Board Meeting by Telecommunication Devices. Directors may participate in a Board meeting through use of telecommunication devices, so long as all Directors, participating in such meeting can hear one another. Participation in a meeting pursuant to this section constitutes presence in person at such meeting. All board meetings conducted by telephone conference call shall fully comply with the Idaho Open Meeting Act, Idaho Sections 74-201 through 74-208.

C. Committees

1. Appointment of Committees. The Board may appoint one or more Board Committees by vote of the majority of Directors. A Board Standing Committee will consist of at least one Director, who shall serve at the pleasure of the Board.
2. Authority of Board Committees. The Board may delegate to a Board committee any of the authority of the Board, except with respect to:
 - a. the filling of vacancies on the Board or any committee which has the authority of the Board.

- b. the amendment or repeal of any Board resolution.
 - c. the amendment or repeal of Bylaws or the adoption of new Bylaws.
 - d. the appointment of other committees of the Board, or the members of the committees.
 - e. the expenditure of corporate funds to support a nominee for Directors.
 - f. the approval of any self-dealing transaction, as defined by Chapter 52, Title 33, Idaho Code.
3. Procedures of Committees. The Board may prescribe the manner in which the proceedings of any Board Committee are to be conducted. In the absence of such prescription, a Board Committee may prescribe the manner in which the proceedings of its committee are conducted, except that the regular and special meetings of the Committee are governed by the provisions of these Bylaws with respect to the calling of meetings.

D. Standard of Care

1. Performance of Duties. Each Director shall perform all duties of a Director, including duties on any Board Committee, in good faith, in a manner the Director believes to be in the corporation's best interest and with such care, including reasonable inquiry, as an ordinary prudent person in a like position would use under similar circumstances.
2. Reliance on Others. In performing the duties of a Director, a Director shall be entitled to rely on information, opinions, reports or statements, including financial statements and other financial data, presented or prepared by:
 - a. one or more officers or employees of the corporation whom the Directors believes to be reliable and competent in the matters presented;
 - b. legal counsel, independent accountants or other persons as to matters that the Director believes are within that person's professional or expert competence; or
 - c. a Board Committee on which the Director does not serve, as to matters within its designated authority, provided the Director believes the Committee merits confidence and the Director acts in good faith, after reasonable inquiry when the need is indicated by the circumstances, and without knowledge that would cause such reliance to be unwarranted.
3. Investments. In investing and dealing with all assets held by the corporation for investment, the Board shall exercise the standard of care described above and avoid speculation, looking instead to the permanent disposition of the funds, considering the probable income, as well as the probable safety of the corporation's capital. The Board may delegate its investment powers to others, provided that those powers are exercised within the ultimate direction of the Board. No investment violates this section where it conforms to provisions authorizing such investment contained in an instrument or agreement pursuant to which the assets were contributed to the corporation.

E. Rights of Inspection

Every Director has the right to inspect and copy all books, records and documents of every kind and to inspect the physical properties of the corporation, provided that such inspection is conducted at a reasonable time after reasonable notice, and provided that such right of inspection and copying is subject to the obligation to maintain the confidentiality of the reviewed information, in addition to any obligations imposed by any applicable federal, state or local law pursuant Chapter 3, title 9 Idaho Code, on disclosure of public records.

F. Participation in Voting

A quorum of the board consists of a majority of the Directors in office immediately before a meeting begins. The action of the majority of the Directors present at a meeting at which a quorum is present shall be the action of the Board. A majority of the committee members fixed and appointed by the Board shall constitute a quorum for the transaction of business at a meeting of such committee. The action of the majority of the committee members present at a meeting at which a quorum is present shall be the action of the committee.

G. Executive Sessions

Executive sessions may be held during any meeting after the presiding officer has identified the authorization under this act for the holding of such executive session pursuant Idaho Code Section 74-206. Every Director has a duty to maintain the confidentiality of all Board executive session deliberations, and discussions. Any Director violating this confidence may be removed from the Board. No executive session may be held for the purpose of taking any final action or making any final decision.

VI. OFFICERS

A. The Officers of the corporation consist of a President (hereinafter " Chair"), Vice President (hereinafter "Vice Chair"), a Secretary and a Chief Financial Officer (hereinafter "Treasurer"). The Secretary position may be filled by the Board clerk. The corporation also may have such other officers as the Board deems advisable.

1. Chair. Subject to Board control, the Chair has general supervision, direction and control of the affairs of the corporation, and such other powers and duties as the Board may prescribe. If present, the Chair shall preside at Board meetings. The Chair shall be a voting director.
2. Vice Chair. If the Chair is absent or disabled, the Vice Chair shall perform all the Chair' s duties and, when so acting, shall have all the Chair' s powers and be subject to the same restrictions. The Vice Chair shall have other such powers and perform other such duties as the Board may prescribe. The Vice Chair shall be a voting director

3. Secretary. The Secretary shall:
 - a. keep or cause to be kept, at the corporation's principle office, or such other place as the Board may direct a book of minutes of all meetings of the Board and Board Committees, noting the time and place of the meeting, whether it was regular or special (and if special, how authorized), the notice given, the names of those present, and the proceedings. The book of minutes may be kept electronically;
 - b. keep or cause to be kept a copy of the corporation's Articles of Incorporation and Bylaws, with amendments;
 - c. give or cause to be given notice of the Board and Committee meetings as required by the Bylaws; and
 - d. have such other powers and perform such other duties as the Board may prescribe.

4. Treasurer. The Treasurer shall:
 - e. keep or cause to be kept adequate and correct accounts of the corporation's properties, receipts and disbursements;
 - f. make the books of account available at all times for inspection by any Director;
 - g. deposit or cause to be deposited the corporation's monies and other valuables in the corporation's name and to its credit, with the depositories the Board designates;
 - h. disburse or cause to be disbursed the corporation's funds as the Board directs;
 - i. render to the Chair and the Board, as requested but no less frequently than at the beginning of each quarter, an account of the corporation's financial transactions and financial condition;
 - j. prepare annual financial report and budget;
 - k. to cause to be made a full and complete audit of the financial statements of the school as required in section 67-450B, Idaho Code. The auditor shall be employed on a written contract. One (1) copy of the audit report shall be filed with the state department of education, after its acceptance by the board of Directors, but not later than the timelines established by Idaho law or rule.
 - l. prepare any reports on financial issues required by an agreement on loans; and
 - m. have such other powers and perform such other duties as the Board may prescribe.

B. Election, Eligibility and Term of Office

1. Election. The Board shall elect the officers annually at the Annual Meeting or a Regular Meeting designated for that purpose or at a Special Meeting called for that purpose, except that officers elected to fill vacancies shall be elected as vacancies occur.
2. Eligibility. A Director may hold any number of offices, except that neither the Secretary nor Treasurer may serve concurrently as the Chair.
3. Term of Office. Each officer serves at the pleasure of the Board, holding office until resignation, removal or disqualification from service, or until his or her successor is elected.

C. Removal and Resignation

The Board may remove any officer, either with or without cause, at any time. Such removal shall not prejudice the officer's rights, if any, under an employment contract. Any officer may resign at any time by giving written notice to the corporation, the resignation taking effect on receipt of the notice or at a later date specified in the notice.

VII. NON-LIABILITY OF DIRECTORS

The Directors shall not be personally liable for the corporation's debts, liabilities, or other obligations.

VIII. INDEMNIFICATION OF CORPORATE AGENTS

The corporation may, in accordance with Idaho Code §30-30-623t, indemnify any Director, officer, or employee of the Corporation against expenses actually and reasonably incurred in connection with the defense of any action, suit or proceeding, whether civil, criminal, administrative or investigative, in which such person is made a party, or is threatened to be made a party, by reason of being or having been an officer, except in relation to matters as to which such person is judged to be liable for willful misconduct in the performance of such person's duties to the Corporation.

All officers and directors of the corporation shall comply with the general standards of conduct contained in Idaho Code § 30-30-623.

IX. INSURANCE FOR CORPORATE AGENTS

The Board may adopt a resolution authorizing the purchase and maintenance of insurance on behalf of any Director, officer, employee or other agent of the corporation, against any liability other than for violating provisions of laws relating to self-dealing asserted against or incurred by the agent in such capacity or arising out of the agent's status as such, whether or not the corporation would have the power to indemnify the agent against such liability under the provisions of the Idaho Charter Schools Act.

X. SELF-DEALING TRANSACTIONS

Except as may otherwise be provided by the Act or the Articles, no contract or other transaction between the Corporation and one or more of the Directors or any other corporation, firm, association or entity in which a Director of the Corporation has an interest shall be voided of doing business with the corporation subject to the provisions section 33-5204 and 33-507 or other relevant sections of Idaho Code.

XI. OTHER PROVISIONS

A. Fiscal Year

The fiscal year of the corporation begins on July 1st of each year and ends on June 30th of the following year.

B. Execution of Instruments

Except as otherwise provided in these Bylaws, the Board may adopt a resolution authorizing any officer or agent of the corporation to enter into any contract or execute and deliver any instrument in the name of, or on behalf of the corporation. Such authority may be general or confined to specific instances.

Unless so authorized, no officer, agent, or employee shall have any power to bind the corporation by any contract or engagement, to pledge the corporation's credit, or to render it liable monetarily for any purpose or any amount.

C. Checks and Notes

Except as otherwise specifically provided by Board resolution, checks, drafts, promissory notes, orders for the payment of money, and other evidence of indebtedness of the corporation may be signed by the Chair, Treasurer or GIS Administrator.

D. Construction and Definitions

Unless the context otherwise requires, the general provisions, rules of construction, and definitions contained in the Idaho Charter Schools Act and Idaho Nonprofit Corporation Act shall govern the construction of these Bylaws. Without limiting the generality of the foregoing, words in these Bylaws shall be read as the masculine or feminine gender, and as the singular or plural, as the context requires, and the word "person" includes both a corporation and a natural person. The captions and headings in these Bylaws are for conveniences for reference only and are not intended to limit or define the scope or effect of any provisions.

E. Conflict of Interest

Any Director, Officer, key employee, or committee member having an interest in a contract, other transaction or program presented to or discussed by the Board or Board Committee for authorization, approval, or ratification shall make a prompt, full and frank disclosure in writing of his or her interest to the Board or committee prior to its acting on such contract or transaction. Such disclosure shall include all relevant and material facts known to such person about the contract or transaction which might reasonably be construed to be adverse to the corporation's interest. The body to which such disclosure is made shall thereupon determine, by majority vote, whether the disclosure shows that a conflict of interest exists or can reasonably be construed to exist. If a conflict is deemed to exist or can be reasonably construed to exist, such person shall not vote on, nor use his or her personal influence on, nor be present during the discussion or deliberations with respect to, such contract or transaction (other than to present factual information or to respond to questions prior to the discussion). Each of the Directors and the Board of Directors shall at all times comply with the Ethics in Government Act, Idaho Code sections 74-401 *et seq.* and shall comply with the General Standards for Directors, Idaho Code section 30-30-623. The minutes of the meeting shall reflect the disclosure made, the vote thereon and, where applicable, the abstention from voting and participation. The Board may adopt conflict of interest policies requiring:

- a. regular annual statements from Directors, officers, key employees to disclose existing and potential conflict of interest; and
- b. corrective and disciplinary actions with respect to transgressions of such policies.

For the purpose of this section, a person shall be deemed to have an "interest" in a contract or other transaction if he or she, or a spouse is the party (or one of the parties) contracting or dealing with the corporation, or is a director, trustee or officer of, or has a significant financial or influential interest in the entity contracting or dealing with the corporation.

F. Interpretation of Charter

Whenever any provisions of these Bylaws are in conflict with the provisions of the Charter, the provisions of these Bylaws control.

XII. AMENDMENT

A majority of Directors may adopt, amend or repeal these Bylaws at any regularly scheduled or special meeting of the Board with appropriate public notice as required herein.

The foregoing Bylaws were regularly adopted by the Board of Directors of GEM INNOVATION SCHOOL OF IDAHO, INC. at the meeting of the Board of Directors held on the 15th day of August, 2019.



Chairman of the Board

CERTIFICATE OF SECRETARY

The undersigned does hereby certify that the undersigned is the Secretary of the Idaho Distance Education Academy, a nonprofit public benefit corporation duly organized and existing under the laws of the State of Idaho, that the foregoing Bylaws of said corporation were duly and regularly adopted as such by the Board of Directors of said corporation, whose Directors are the only members of said corporation; and that the above and foregoing Bylaws are now in full force and effect



Secretary of the Board



0003535185



STATE OF IDAHO
Office of the secretary of state, Lawrence Denney
CERTIFICATE OF ORGANIZATION LIMITED LIABILITY COMPANY

Idaho Secretary of State
PO Box 83720
Boise, ID 83720-0080
(208) 334-2301
Filing Fee: \$100.00 - Make Checks Payable to Secretary of State

For Office Use Only

-FILED-

File #: 0003535185

Date Filed: 6/11/2019 9:03:59 AM

Certificate of Organization Limited Liability Company					
Standard or Expedited Service (select one)	Standard (filing fee \$100)				
1. Limited Liability Company Name Entity name	Gem Prep: Meridian North LLC				
2. The complete street address of the principal office is: Principal Office Address	600 SOUTH AVE DEARY, ID 83823				
3. The mailing address of the principal office is: Mailing Address	PO BOX 86 DEARY, ID 83823-0086				
4. Registered Agent Name and Address Registered Agent	BARBARA A FEMREITE Registered Agent Physical Address 600 SOUTH AVE DEARY, ID 83823 Mailing Address PO BOX 86 DEARY, ID 83823-0086				
5. Governors					
<table border="1"> <thead> <tr> <th>Name</th> <th>Address</th> </tr> </thead> <tbody> <tr> <td>Dennis Turner</td> <td>PO BOX 86 DEARY, ID 83823</td> </tr> </tbody> </table>		Name	Address	Dennis Turner	PO BOX 86 DEARY, ID 83823
Name	Address				
Dennis Turner	PO BOX 86 DEARY, ID 83823				
Signature of Organizer:					
<i>Barbara A. Femreite</i> Sign Here	<u>06/11/2019</u> Date				

B0276-5629 06/11/2019 9:06 AM Received by ID Secretary of State Lawrence Denney

**OPERATING AGREEMENT
OF
GEM PREP: MERIDIAN NORTH LLC**

Effective as of JUNE 6, 2019

**OPERATING AGREEMENT
OF
GEM PREP: MERIDIAN NORTH LLC
A Sole Member Limited Liability Company**

**ARTICLE I
FORMATION OF THE COMPANY**

Section 1.1 Organization. The Company was formed upon the filing of the Certificate with the Idaho Secretary of State on June 11, 2019. All actions taken by the Person who executed and filed the Certificate are hereby adopted and ratified, such Person being an “authorized person” under the Act.

Section 1.2 Company Name. The business of the Company shall be conducted under the name “Gem Prep: Meridian North LLC” or such other name as the Sole Member shall hereafter designate.

Section 1.3 Sole Member. The Sole Member of the Company shall be Gem Innovation Schools of Idaho, Inc., located at 600 South Avenue, Deary, Idaho 83823.

Section 1.3 Filing of Certificate and Amendments. The Sole Member is hereby authorized to appoint an officer or other representative of the Company to execute, deliver, file and record all such certificates and documents, including amendments to, or restatements of, the Certificate, and to do such other acts as may be appropriate to comply with all requirements for the formation, continuation and operation of a limited liability company, the ownership of property, and the conduct of business under the laws of the State of Idaho and any other jurisdiction in which the Company may own property or conduct business.

Section 1.4 Term of Company. The Company’s term commences on the date the Certificate was filed with the Idaho Secretary of State and is perpetual. The Company may be terminated in accordance with the terms and provisions hereof, and will continue unless and until dissolved as provided in Article VIII. The existence of the Company as a separate legal entity will continue until the cancellation of the Certificate as provided in the Act.

Section 1.5 Registered Agent and Office. The Company’s initial registered agent and office in the State of Idaho is Barbara A. Femreite, 600 South Avenue, P.O. Box 86, Deary, ID 83823. The Sole Member may designate another registered agent and/or registered office from time to time in accordance with the then-applicable provisions of the Act and any other applicable laws.

Section 1.6 Principal Place of Business. The Company’s initial principal place of business shall be at 600 S. Ave, Deary, Idaho 83823 or such other place within or outside of the State of Idaho as determined by the Sole Member. The location of the Company’s principal place of business may be changed by the Sole Member from time to time in accordance with the then-applicable provisions of the Act and any other applicable laws. The Company may have other offices as the Sole Member may from time to time deem necessary or advisable.

Section 1.7 Qualification in Other Jurisdictions. Any authorized person of the Company may execute, deliver and file any certificates (and any amendments and/or restatements thereof) necessary for the Company to qualify to do business in any jurisdiction in which the Company may wish to conduct business.

Section 1.8 Fiscal Year; Taxable Year. The fiscal year of the Company for financial accounting and income tax purposes will end June 30 unless otherwise required by law.

Section 1.9 Covenants Regarding Organization. The Sole Member shall take such steps as are necessary to (a) maintain the Company's status as a limited liability company formed under the laws of the State of Idaho and its qualification to conduct business in any jurisdiction where the Company does business and is required to be qualified, and (b) ensure that the Company shall continue to be treated as a disregarded entity for federal, state and local income tax purposes.

ARTICLE II PURPOSE AND POWERS OF THE COMPANY

Section 2.1 Purpose. The Company is organized exclusively for charitable, scientific, literary, and educational purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code of 1986, as amended (the "Code"), or within corresponding provisions of any subsequent federal tax laws, including the operation of a public charter school under the laws of the State of Idaho.

Section 2.2 The broadest discretion is vested in and conferred upon the Sole Member for the accomplishment of these purposes.

Section 2.3 Powers of the Company. The Company will have the power and authority to take any and all actions that are necessary, appropriate, advisable, convenient or incidental to or for the furtherance of the purposes set forth in Section 2.1.

Section 2.4 Failure to Observe Formalities. A failure to observe any formalities or requirements of this Agreement, the Certificate, or the Act shall not be grounds for imposing personal liability on the Sole Member for liabilities of the Company.

ARTICLE III SOLE MEMBER

Section 3.1 Powers and Limitations on the Rights of the Sole Member.

(a) The Member is authorized on the Company's behalf to make all decisions in accordance with this agreements as to (a) the sale, development lease or other disposition of the Company's assets; (b) the purchase or other acquisition of other assets of all kinds; (c) the management of all or any part of the Company's assets; (d) the borrowing of money and the granting of security interests in the Company's assets; (e) the pre-payment, refinancing or extension of any loan affecting the Company's assets; (f) the compromise or release of any of the Company's claims or debts; and, (g) the employment of persons, firms or corporations for the operation and management of the company's business.

(b) In the exercise of its management powers, the Member is authorized to execute and deliver (a) all contracts, conveyances, assignments leases, sub-leases, franchise agreements, licensing agreements, management contracts and maintenance contracts covering or affecting the Company's assets; (b) all checks, drafts and other orders for the payment of the Company's funds; (c) all promissory notes, loans, security agreements and other similar documents; and, (d) all other instruments of any other kind relating to the Company's affairs, whether like or unlike the foregoing.

(c) The Sole Member shall have the right to take any action with respect to the Company necessary, in its sole discretion, to protect the Sole Member's status as an exempt entity under section 501(c)(3) of the Code.

Section 3.2 Limited Liability of the Sole Member. Notwithstanding anything to the contrary in this Agreement, the debts, obligations and liabilities of the Company, whether arising in contract, tort or otherwise, will be solely the debts, obligations and liabilities of the Company and the Sole Member will not be obligated personally for any such debt, obligation or liability solely by reason of being a Member of the Company.

Section 3.3 Compensation of the Sole Member. The Sole Member may not be compensated for performing services to the Company, but shall be entitled to reimbursement of reasonable expenses incurred on behalf of the Company in connection with the performance of such services.

ARTICLE IV MANAGEMENT

Section 4.1 Management of the Company by Sole Member. The business, property and affairs of the Company shall be managed and all powers of the Company shall be exercised by or under the direction of the Sole Member. The Member is in control, management, direction and operation of the Company's affairs and shall have powers to bind the Company with any legally binding agreement, including setting up and operating a Company bank account.

Section 4.2 Meetings of Sole Member. Meetings of the Sole Member shall be called, noticed and held pursuant to the Bylaws of the Sole Member. All meetings related to the Company shall comply with Idaho Open Meeting laws.

Section 4.3 Transactions between the Company and the Board. Notwithstanding that it may constitute a conflict of interest, the Board may, and may cause their affiliates to, engage in any transaction (including, without limitation, the purchase, sale, lease, or exchange of any property or the rendering of any service, or the establishment of any salary, other compensation, or other terms of employment) with the Company so long as (i) such transaction is not expressly prohibited by this Agreement, (ii) the terms and conditions of such transaction, on an overall basis, are fair and reasonable to the Company and are at least as favorable to the Company as those that are generally available from Persons capable of similarly performing them and in similar transactions between parties operating at arm's length, and (iii) such transaction has been consented to in writing by the Sole Member. These agreements include, but are not limited to, professional services agreements with other schools affiliated with the Sole Member.

Section 4.4 Reliance Upon Advisors. The Board and/or officers may consult with legal counsel chosen by them and any act or omission suffered or taken by them on behalf of the Company or in furtherance of the interests of the Company in good faith in reliance upon and in accordance with the advice of such counsel shall be full justification for any such act or omission and the Board and/or officers shall be fully protected in so acting or omitting to act, provided such counsel was chosen with reasonable care.

Section 4.5 Bank Accounts. The funds of the Company shall be deposited in such bank account or accounts, or invested in such interest-bearing or non-interest bearing investments, as shall be designated by the Sole Member. Company funds shall be separately identifiable from and not commingled with those of any other Person.

ARTICLE V BOOKS AND RECORDS

Section 5.1 Books, Records and Financial Statements. At all times during the continuance of the Company, the Company will maintain, at the Administration Office 600 South Ave, Deary, Id. 83823, separate books of account in which complete entries will be made that will show a true and accurate record of all costs and expenses incurred, all charges made, all credits made and received and all U.S. income derived in connection with the operation of the Company's business and reflecting all financial transactions of the Company in accordance with this Agreement. The books shall be kept in accordance with Idaho law. Such books of account, together with a copy of this Agreement and the Certificate, will at all times be maintained at the principal place of business of the Company and will be open to inspection and examination at reasonable times, within ten (10) business days following receipt by the Company of a request by the Sole Member, or its duly authorized representatives, for any purpose.

The Company will furnish to the Sole Member within ninety (90) days after the end of each fiscal year of the Company, an unaudited report of the activities of the Company for the preceding fiscal year, including a copy of a balance sheet of the Company as of the end of such year and a statement of income or loss for such year.

Section 5.2 Corporate Existence. The Company will maintain its respective legal existence.

ARTICLE VI LIABILITY AND INDEMNIFICATION

Section 6.1 Liability. Except as otherwise provided by the Act, the debts, obligations and liabilities of the Company, whether arising in contract, tort or otherwise, will be solely the debts, obligations and liabilities of the Company, and the Sole Member will not be obligated personally for any such debt, obligation or liability of the Company solely by reason of being the Sole Member.

Section 6.2 Standard of Care; Fiduciary Duties.

(a) Each Member or officer or employee of the Company (i) is to perform his, her or its duties in good faith on behalf of the Company, in a manner that he, she or it reasonably believes to be within the scope of authority conferred upon such Member, officer or employee, in a manner that such Member, officer or employee reasonably believes to be in the best interests of the Company, and with such care as an ordinarily prudent person in a like position would use under similar circumstances, and, (ii) except to the extent expressly modified by this Agreement, shall have the same fiduciary duties to the Company as a director or officer, as the case may be, of an Idaho corporation would have to such corporation and its shareholders under the Idaho Uniform Business Organizations Code (Idaho Code, Title 30, Chapter 21), as the same may be amended from time to time.

(b) Each Member or officer or employee of the Company, in the performance of his, her or its duties, is entitled to rely in good faith on information, opinions, reports or other statements, including financial statements, books of account and other financial data, if prepared or presented by: (i) one or more other Members, officers or employees of the Company if the Person relying on the statements reasonably believes that the Person preparing or presenting the material is reliable and competent in that matter; or (ii) legal counsel, public accountants or other Persons as to matters that the Person relying on the statements reasonably believes are within the Person's professional or expert competence.

Section 6.3 Indemnification. To the fullest extent permitted by applicable law, a Member, officer or employee will be entitled to indemnification from the Company for any loss, damage or claim incurred by such Member, officer or employee by reason of any act or omission performed or omitted by such Member, officer or employee in good faith on behalf of the Company and in a manner believed to be within the scope of authority conferred on such Member, officer or employee by this Agreement, except that no Member, officer or employee will be entitled to be indemnified in respect of any loss, damage or claim which is found by a court of competent jurisdiction, not subject to further appeal, to have been incurred by such Member, officer or employee by reason of such Member, officer or employee's gross negligence, willful misconduct or willful breach of this Agreement with respect to such acts or omissions; provided, that any indemnity under this Section will be provided out of and to the extent of Company assets only, and no Member, officer or employee will have any personal liability on account thereof.

Section 6.4 Exculpation. Any act or omission of the Member, the effect of which may cause or result in loss or damage to the Company or the Member if done in good faith to promote the best interests of the Company, shall not subject the Member to any liability to the Member.

Section 6.5 Indemnification Severability. To the fullest extent permitted by applicable law, if any portion of this Article is invalidated on any ground by any court of competent jurisdiction, then the Company will nevertheless indemnify each Member, officer or employee as to costs, charges and expenses (including reasonable attorneys' fees), judgments, fines and amounts paid in settlement with respect to any action, suit or proceeding, whether civil, criminal,

administrative or investigative, including an action by or in the right of the Company, to the fullest extent permitted by any applicable portion of this Article VI that has not been invalidated.

ARTICLE VII TRANSFERS OF INTERESTS

Section 7.1 Assignment, Sale or Transfer of Interest. The Sole Member may not voluntarily assign, sell or transfer its Interest in the Company, without the express written consent of the charter school authorizer or other person that has a right to consent.

ARTICLE VIII DISSOLUTION, LIQUIDATION AND TERMINATION

Section 8.1 Dissolving Events. The Company will be dissolved and its affairs wound up in the manner hereinafter provided upon the happening of any of the following events:

- (a) The Sole Member elects to dissolve the Company;
- (b) The sale or liquidation of all, or substantially all, of the Company's assets;
- (c) The bankruptcy of the Company; or
- (d) The occurrence of any event which, under applicable law, would cause the dissolution of the Company; provided, however, that, unless required by applicable law, the Company will not be wound up as a result of any such event and the business of the Company will continue.

Section 8.2 Dissolution and Winding-Up. Upon the dissolution of the Company, the assets of the Company will be liquidated or distributed under the direction of, and to the extent determined by, the Sole Member in accordance with the provisions of the Certificate and in accordance with Idaho Code 33-5212 and the Internal Revenue Code as it applies to charitable organizations.

Section 8.3 Termination. The Company will terminate when the winding up of the Company's affairs has been completed, all of the assets of the Company have been distributed, and the Certificate has been canceled.

Section 8.4 No Personal Liability/Claims of the Sole Member. The Sole Member shall not be personally liable for any debts, liabilities or obligations of the Company, whether to the Company or to the creditors of the Company; and the members of the Board shall be not personally liable for any debts, liabilities or obligations of the Company, whether to the Company, the Sole Member or to the creditors of the Company.

ARTICLE IX MISCELLANEOUS

Section 9.1 Notices. All notices, requests, demands and other communications (collectively, "Notices") given pursuant to this Agreement shall be in writing, and shall be

delivered by personal service, courier, facsimile transmission (which must be confirmed), electronic mail transmission (which must be confirmed) or by United States first class, registered or certified mail, postage prepaid, to the addresses, facsimile numbers and/or electronic mail addresses set forth in the Company's files. All Notices shall be deemed given when received.

Section 9.2 Headings. Captions contained in this Agreement are inserted only as a matter of convenience and in no way define, limit or extend the scope or intent of this Agreement or any provision thereof.

Section 9.3 Interpretation. In the event any claim is made by any Member relating to any conflict, omission or ambiguity in this Agreement, no presumption or burden of proof or persuasion shall be implied by virtue of the fact that this Agreement was prepared by or at the request of a particular Member or its counsel.

Section 9.4 Entire Agreement. Except as herein provided, this Agreement constitutes the entire agreement among the parties relating to the subject matter hereof and supersedes any prior agreement or understanding between them relating to the subject matter hereof. This Agreement may not be modified or amended in any manner other than as set forth herein.

Section 9.5 Counterparts. This Agreement may be executed in any number of counterparts, and by fax or portable document form ("pdf") signatures, each of which will be deemed an original but all of which together will constitute one and the same instrument.

Section 9.6 Attorneys' Fees. In the event of any litigation or arbitration between the parties hereto respecting or arising out of this Agreement, the prevailing party, whether or not such litigation or arbitration proceeds to final judgment or determination, shall be entitled to recover all of the attorneys' fees incurred with respect to such legal efforts, in each and every such action, suit or other proceeding, including any and all appeals or petitions therefrom; provided, however, that in the case of any negotiated settlement of any litigation or arbitration between the parties, there shall be no "prevailing party" for purposes of this Section 9.6. As used herein, the term "attorneys' fees" shall be deemed to mean the reasonable cost of any legal services actually performed in connection with the matters involved.

Section 9.7 Severability. Whenever possible, each provision of this Agreement shall be interpreted in such manner as to be effective and valid under applicable law, but if any provision of this Agreement, or the application of such provision to any Person or circumstances shall be held invalid, the remainder of this Agreement, or the application of such provision to Persons or circumstances other than those to which it is held invalid, shall not be affected hereby.

Section 9.8 Amendments. Neither this Agreement nor the Certificate may be amended (including by way of merger), modified or supplemented except by a written instrument signed by the Sole Member.

Section 9.9 No Third Party Beneficiaries. Except as otherwise provided herein with respect to Member, officer or employees pursuant to Article VI, this Agreement is not intended to confer upon any Person, except for the parties hereto, any rights or remedies hereunder.

Section 9.10 Governing Law. This Agreement and the rights of the parties hereunder shall be governed by and interpreted in accordance with the laws of the State of Idaho. All terms used herein shall have the meaning given them under the Act, as such may be amended from time to time, except as otherwise provided herein.

Section 9.11 Successors and Assigns. Except as herein otherwise provided to the contrary, this Agreement will be binding upon and inure to the benefit of the parties hereto, their successors and permitted assigns.

Section 9.12 Exhibits. All Exhibits attached to this Agreement are incorporated and shall be treated as if set forth herein.

Section 9.13 Legal Representation and Conflicts of Interest. Legal counsel to the Company may also be legal counsel to the Sole Member, or any Affiliate of the Sole Member and the parties hereto expressly waive any conflicts of interest with respect to such representation. Such waiver may be revoked at any time. The Company's revocation will be effective upon the affirmative vote of the Sole Member or the Sole Member.

Section 9.14 Parties in Interest. Except as expressly provided in the Act, nothing in this Agreement shall confer any rights or remedies under or by reason of this Agreement on any Persons other than the Sole Member and their respective successors and assigns nor shall anything in this Agreement relieve or discharge the obligation or liability of any third person to any party to this Agreement, nor shall any provision give any third person any right of subrogation or action over or against any party to this Agreement.

[Signature pages follow]

IN WITNESS WHEREOF, the parties hereto have executed and delivered this Agreement as of June 6, 2019.

Ayes: 5
Noes: 0

**Gem Prep: Meridian North LLC, an Idaho
limited liability company**

By: 

Name: Dennis Turner
Title: President, Gem Prep: Meridian North LLC

EXHIBIT A-1

**MEMBERS OF THE BOARD OF DIRECTORS OF
GEM INNOVATION SCHOOLS OF IDAHO, INC.**

Date of Exhibit: As of June 6, 2019

Name and Address
Murray Stanton 1371 Mica Mountain Rd Deary, Idaho 83823
Renee Ellsworth 2762 Hwy. 3 Deary, Idaho 83823
Jill Call 9819 W Pattie Dr. Boise, Idaho 83704
Brian Trammell 1631 Tanner St. Pocatello, Idaho 83202
Dennis Turner 4040 Amber Ln Pocatello, Idaho 83202
Roger Stewart 4701 N Jullion Way Boise, Idaho 83704
Duncan Robb 2950 W Bellomy Ln. Boise, ID 83702



GEM PREP: MERIDIAN NORTH BOARD OF DIRECTORS

Gem Prep: Meridian North Board of Directors is comprised of a talented and seasoned group of professionals and civic leaders. The board has strong expertise in diverse fields—education, law, publicity / Marketing, Real Estate, Strategy, Accounting/ Finance, Business / Management, Politics / External Relationships—and provides strong governance and oversight.

- Dennis Turner, Chair
- Murray Stanton, Vice Chair
- Jill Call
- Renee Ellsworth
- Duncan Robb
- Roger Stewart
- Brian Trammell

GEM PREP: MERIDIAN NORTH PETITIONING GROUP

Gem Prep: Meridian North Petitioning Group Participation (Other than Board Participation)

The following persons were significantly involved in the GPMN petition. Each individual's participation during and following the petition approval process is listed below:

Jason Bransford, Chief Executive Officer

DURING PETITION PROCESS: Planning, general oversight, board liaison, facilities planning, education model planning, finances, etc.

AFTER PETITION APPROVAL: General oversight, hiring, facilities, education model, finances, compliance with performance certificate, etc.

Laurie Wolfe, Chief Academic Officer

DURING PETITION PROCESS: Planning, general oversight, education model planning, curriculum planning, etc.

AFTER PETITION APPROVAL: Hiring, school leader oversight, education model oversight, compliance with performance certificate, etc.



Lisa Pearce Chief Financial Officer

DURING PETITION PROCESS: Planning, financial oversight.

AFTER PETITION APPROVAL: Compliance with performance certificate / financial, financial oversight, etc.

Josh Femreite, Chief Operating Officer

DURING PETITION PROCESS: Planning, facilities and operations.

AFTER PETITION APPROVAL: Operations oversight: transportation, food services, facilities, etc.

Barb Femreite, New Schools Team (former GIS CFO)

DURING PETITION PROCESS: Planning, budgets, finances, legal and project manage.

AFTER PETITION APPROVAL: Advisory

**BOARD OF DIRECTOR
RESUMES**

COMMUNITY INVOLVEMENT / VOLUNTEER ACTIVITIES

Board Member, Gem Prep network of schools 2014 to Present

Congressional Delegate for Idaho & Utah
Educating congress about drinking water 2006

EXPERIENCE

City of Pocatello 1980 - 2015
Water Department
911 N 7th Avenue
Pocatello, ID 83201
(208)234-6174

Southeast Idaho Subsection / American Water Works 1986-2007
AWWA Intermountain
Subsection President (2 years)
<http://www.ims-awwa.org/>

EDUCATION

Michigan State 1984
University Idaho
State University
College of Western

PROFESSIONAL CERTIFICATES / LICENSES / AWARDS

Class I Water Distribution License
Class I Water Treatment Certificate
Boy Scouts of America Bridge Builders Award

RESUME: Board Vice Chair

Murray Oris Stanton

Board Member, Gem Prep network of schools (2009 to present)

Education: A.A., Simon's Rock of Bard College (Great Barrington, Massachusetts)
A. B. Duke University (magna cum laude) (Durham, North Carolina)
J. D. Washington and Lee University School of Law (Lexington, Virginia) M.
A. (English Literature) University of North Carolina, Chapel Hill
(Chapel Hill, NC)
Certificate in Lay Pastoral Ministry, Weyerhauser Center, Whitworth
University (Spokane, WA)

Resident in Idaho since 1992, I am married (my spouse, Sarah, is a piano teacher and horseback riding instructor) with three school-aged children. Our children attend or have attended both parochial school (St. Mary's, Moscow, ID), and public school (both conventional (Deary, HS) and charter/alternative (I-DEA, which my oldest son attended grades 7-9)).

Previously admitted to the State Bar in North Carolina, Washington, and Idaho (now inactive or resigned in all three states), I practiced law (as a general sole practitioner with a concentration on civil matters) in Deary, Idaho from 1995 until 2007, when I retired from law practice to farm and pursue the ministry. Since 2010, I have served as Pastor of Zion Lutheran Church of Deary (LCMC). I have served on the Board of Trustees for GIS and Idaho Distance Education Academy since May, 2009.

Current civic/community activities:

Member, Whitepine Lions Club (Deary, ID)
Member, A.F.& A. M. of Idaho, Current Master of Unity Lodge #32, Genesee, ID. Member,
Latah County Historic Preservation Commission
Member and current President of Latah County Rural Alliance (and advocacy group for rural
Latah County Residents)
Member and current Vice-chairperson of the Organizational Council, Northwest District,
LCMC (Lutheran Congregations in Mission for Christ).

Jill F. Call

EDUCATION

Master of Arts in Education, Literacy, Boise State University

Bachelor of Science, Business Management, Brigham Young University, 1982

WORK EXPERIENCE

Music Teacher, home studio, 1993 to present.

- Teach individual and group lessons to students ranging in age from 5 years to adult
- Program includes community performances
- Music Festival adjudicator / coordinator 12 years
- Treasure Valley Federated Music Club Board Member, 2013 to present

Office Manager, Call Engineering, part-time, 1997-2015.

- Responsible for preparing quarterly tax reports, promotional materials and marketing, licensing applications, state and federal payroll taxes, and providing office support

Community Coordinator, Idaho Distance Education Academy (I-DEA), part-time, 2008-2012

- Provide ongoing support to parents in program
- Serve as liaison between parents and teachers
- Provide feedback to administrators; assist with marketing and planning
- Host public information sessions
- Planned and taught workshops for parents on strategies for creating effective home learning environments and organization

COMMUNITY INVOLVEM ENT

- Board of Directors, Gem Prep schools, 2012 - Present
- Literacy Educator, parent group workshops, 2014-15
- Certified Love and Logic instructor
- Volunteer, Idaho Commission for Libraries, 2013-2015
- Treasure Valley Music Club Member, 2005-2013; Board Member 2013-2015
- Active member in church congregation working with youth programs

RENEE ELLSWORTH

PROFESSIONAL EXPERIENCE

Umpqua Bank, Community Manager

Branch Manager of: Troy, Pullman, Colfax and LaCrosse Bank Locations
2014 – Present

Sterling Savings Bank, Branch Manager

Deary, Idaho
1999 - 2003

First Security Bank / Wells Fargo, Operations Supervisor

Deary, Idaho
1994-1998

Cornerstone Interiors, Designer

Lewiston, Idaho
1998

First Bank of Troy, Operations Supervisor

Moscow, Idaho
1985-1998

First Bank of Troy, Bookkeeper

Troy, Idaho
1984-85

EDUCATION & AWARDS:

University of Idaho

1998 Bachelors of Fine Arts: Emphasis in Interior Design, Minors in Art,
Architecture, Business

Sterling Leadership Award

2003

CIVIC RESPONSIBILITIES

Board Member, Gem Prep schools (2018 to present)

Secretary, United Way of Moscow / Latah County

Secretary, Deary Recreation District

Secretary, Latah Market Animal Sale

Leader, 4-H

Moscow Chamber of Commerce

Duncan Robb

Summary of Qualifications

- Former educator, state education agency executive team member, and education consultant.
- Highly experienced presenting and facilitating in high-stakes environments with legislators, senior education leaders, and education organization leaders.
- State-level policy experience across a broad cross-section of content areas.
- Expert strategic planning and improvement advisor in education agencies, school districts, and nonprofits.

Professional Experience

Gem Prep network of schools

Sept. 2018 - present

Board Member

Education Consultant

Aug. 2018 – present

Private Practice

- Working with national education organizations to build state education agency capacity, learn from successes across states, and ensure state leaders are equipped to implement their strategies in order to hit the goals they have set for students.

Chief Policy Advisor

Jun. 2016 – Aug. 2018

Idaho State Department of Education

- Implemented the legislative and policy agenda of the Idaho State Superintendent of Public Instruction.
- Maintained critical relationships with state policymakers, including state legislators, Idaho's governor and education policy advisor, and members of the Idaho state board of education.
- Applied On-the-ground knowledge content of state-level policy landscapes including public school funding, workforce development, school improvement, assessment, and educator preparation and certification.
- Engaged in daily engagement with state lawmakers and coalition-building to advance key policy decisions.
- Regularly interfaced with national education organizations to build and maintain knowledge of the national education policy landscape.

Engagement Manager

May 2013 – May 2016

U.S. Education Delivery Institute, Washington, DC

- Led and contributed to partnerships with K-12 state agencies, K-12 districts, nonprofit organizations, and higher education systems and campuses to improve student achievement through effective policy implementation and capacity building at all levels using the Delivery Approach.
- Provided strategic planning, progress monitoring and content expertise to partners and clients.
- Designed and led high quality professional learning and collaborative workshops both among agency leaders and staff and across agencies.

Program Evaluator

Nov. 2012 – Jun. 2013

Baltimore Education Research Consortium, Baltimore, MD

- Collaborated with a small team, the Consortium, and Baltimore City Public Schools to design, implement, and complete a program evaluation of Baltimore City Public Schools' Great Kids Farm project.

Sixth Grade Math Teacher

May 2009 – Jun. 2011

Holland Middle School, Houston Independent School District, Houston, TX

- Highest performing of three sixth grade math teachers in 2010 and 2011.
- School Officer's Leadership Academy

Education

- Baltimore, MD: Johns Hopkins University, Masters in Public Policy *May 2013*
- Eugene, OR: University of Oregon, Bachelor of Arts in Political Science *Jun. 2009*

*Vita***Roger A. Stewart****A. GENERAL INFORMATION****Academic Record**

<u>Institution</u>	<u>Degree and Major</u>	
Purdue University	Ph.D.--Curriculum and Instruction	1989
Purdue University	M.S. Ed.--Sec. Ed.	1987
Indiana University	B.A.--English	1978

Professional Experiences

<u>Position</u>	<u>Location</u>	
Professor	Boise State University	1995-present
Assistant/Associate Professor	University of Wyoming	1989-1995
Instructor	Purdue University	1987-1989
Teacher	LaPorte, IN	1979-1985

Licenses, Registrations and Certifications

State of Indiana Secondary Professional Teacher's License (Life License #436475) Subject Areas: English and General Science Grades 7-12	1987
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Awards and Honors

Research Associate , Boise State University , Spring, 2002.

Outstanding Faculty Recognition Award from the Associated Students of Boise State University , 1999.

Outstanding Faculty Award, The Associated Students of Boise State University, 1996-1997

Research Associate , Boise State University, Spring, 1997.

U.S. West/University of Wyoming Center for Teaching Excellence University Studies Freshman Program Course Teaching Award, 1992-1993.

David Ross Fellowship recipient, Purdue University, Summer , 1989 .

Member, Phi Delta Kappa Education Honorary

Bachelor of Arts Degree awarded with High Distinction by Indiana University.

Membership in Professional and Scholarly Societies

International Reading Association

National Reading Conference

College Reading Association

Phi Delta Kappa

B. TEACHING EXPERIENCE

University Courses

a. Literacy Courses

<u>Title, Description, and Duty</u>	<u>Institution</u>
Large Scale Literacy Assessment--Graduate course exploring large scale literacy assessment at state, national, and international levels .	Boise State 2004-2008

Content Area Literacy K-8-undergraduate course focused on methods to teach reading comprehension at K-8 grade levels.	Boise State 2004-2005
Comprehensive Literacy-Graduate course in basic reading State processes including language structure, comprehension, and assessment. Course was taught via compressed video technology in addition to on-campus delivery. Course is required for continuing Idaho State Department of Education certification.	Boise 1999-2004
Foundations of Reading--Graduate course in foundations of reading including models of reading processes, historical perspectives of reading instruction and research, and literacy pedagogy.	Boise State 1997-2008
Seminar in Reading--Graduate course in professional development opportunities and current issues in literacy education.	Boise State 1996-2008
Psycholinguistics and Reading--Graduate course in theoretical models and processes of reading.	Boise State 1995-2000
Reading in the Content Areas--Content reading methodologies for undergraduate and graduate level students.	Boise State 1995-2008 U. of Wyo. 1989-1995 Purdue Univ. 1987-1989
Reading in the Middle School--Content area reading methodologies for undergraduate middle grade teachers.	U. of Wyo. 1992
Reading Comprehension--Graduate course in theories and strategies of comprehension.	U. of Wyo. 1990-1993
Seminar in Literacy Assessment--Graduate course/staff development in literacy assessment delivered off-campus at Linford Elementary School, Laramie, Wyoming.	U. of Wyo. 1991-1995
Reading, Writing, and Research--Graduate course in applying the research process in K-8 classrooms. The course was delivered via compressed video within the State of Wyoming.	U. of Wyo. 1993-1994

Methods of Teaching Reading in the Elementary School-- Undergraduate methods in the teaching of reading methods in the teaching of reading.	U. of Wyo. 1989 Purdue Univ. 1988
Computer Applications in Reading--Graduate course in in integrating computers into language arts instruction.	Purdue Univ. 1988-1989
Reading Comprehension in the Content Areas--Content reading methodologies for undergraduate elementary education students.	Purdue Univ. 1988
Corrective Reading for the Classroom Teacher--Clinical reading course for undergraduate elementary education students.	Purdue Univ. 1987

b. Research Design and Statistics Courses

<u>Title, Description, and Duty</u>	<u>Institution</u>
Intermediate Statistics--Graduate level course in intermediate and computer-based statistics.	Boise State 1996-2005
Introduction to Educational Research--Graduate course in basic research design.	Boise State 2003-2008 U. of Wyo. 1993-1995 Purdue Univ. 1989
Qualitative Research Design-Graduate course in qualitative research design and techniques.	Boise State 1999-2003
Quantitative Research--Graduate course in quantitative research design and statistical analysis.	Boise State 1996-1999
Statistical Analysis for Research Workers--Graduate course in statistics.	U. of Wyo. 1994-1995
SPSS PC+ Seminar--Graduate seminar in using the SPSS PC+ statistical package.	U. of Wyo. 1994-1995
Measurement and Evaluation--Graduate course exploring measurement and evaluation	U. of Wyo. 1995

Research Colloquium--Graduate seminar exploring a variety of issues in educational research design, implementation, and dissemination.	U. of Wyo. 1992-1994
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c. Other Methods Courses & General Teacher Training Courses

<u>Title, Description, and Duty</u>	<u>Institution</u>
Graduate Core--Graduate course that explores foundations of education and current issues in education.	Boise State 2002-2006
Learning and Instruction--Graduate course for students certifying to be secondary teachers. Course explores psychological foundations of teaching along with teaching methods and assessment.	Boise State 2001-2003
Seminar in Curriculum, Instruction, and Assessment - Graduate course taught to a cohort of middle and high school economics educators pursuing an interdisciplinary masters degree. Course spanned three summers and covered curriculum, instructional strategies, and assessment literacy.	Boise State 1999-2001
Philosophy of Education--Graduate course in philosophical foundations of education and their application to contemporary educational contexts.	Boise State 1999
Instructional Theory--Graduate course in theoretical models of instruction and learning.	Boise State 1997
Senior Practicum--Undergraduate course that integrates a field experience with the methods block.	Boise State 1996-1997
Teaching--Graduate course in models and theories of teaching, roles of teachers, and teacher change.	Boise State 1995-1997
Curriculum Development--Graduate course in curriculum development theory and processes.	U. of Wyo. 1994-1995
The Middle School--General curriculum and methods course for elementary and secondary teachers seeking middle school endorsements.	U. of Wyo. 1994-1995
Peer Assistants Program--A campus-wide program in which students assisted faculty members in teaching a required course acclimating all entering freshmen to the University of Wyoming--	U. of Wyo. 1994-1995

Director/Coordinator.

Phase I: Becoming a Teacher--A seven semester hour block that constitutes the first phase of preservice teacher training. Involves class work and field experiences--Instructor and field experience supervisor	U. of Wyo. 1993
Phase II: Teacher as Decision Maker--An eight semester hour block that constitutes the second phase of preservice teacher training. Involves class work and extensive field experiences--Instructor and field experience supervisor	U. of Wyo. 1994
Introduction to Education and University Life-- A course reserved for entering freshmen who express an interest in education as a career. The course blends an introduction to the field of education with help in making the transition from high school to college. I developed and taught the course for the University of Wyoming College of Education.	U. of Wyo. 1991-1993
Field Experiences for Prospective Elementary and Secondary Teachers--Initial field-based practicum for entering students--Coordinator and Instructor	U. of Wyo. 1989-1992
Educative Processes--Practicum experience for 3 rd and 4 th year education students--Coordinator and Instructor	U. of Wyo. 1990
Methods of Teaching Science in the Elementary School--Undergraduate methods in the teaching of science.	U. of Wyo. 1989 Purdue Univ. 1988-1989
Teaching Science in the Elementary School--Graduate course in science teaching methodologies.	Purdue Univ. 1987

Public School Teaching Experience

<u>Location</u>	<u>Assignment</u>	
LaPorte, IN	LaPorte High School Grades 9-12 English and Science	1980-1985
LaPorte, IN	LaPorte High School Adult Evening School GED Preparation	1983-1985
LaPorte, IN	Kessling Junior High School	1979-1980

RESUME: Board Member

Brian Trammell

EXPERIENCE:

Deputy Prosecuting Attorney August 2015 – Present
Bannock County Idaho

Deputy City Attorney March 2014 – August 2015
City of Boise Idaho

Insurance Agent October 2009 – March 2014
American National Insurance

Eagle Scout
Boy Scouts of America

EDUCATION:

University of Idaho
2013 Juris Doctorate
Dean's List

American InterContinental University
2009 Bachelor in Business Administration
Summa cum laude

CIVIC:

Board Member, Gem Prep schools (2016 to present)



Gem Prep: Meridian North School Leader & Organizational Chart

CHARACTERISTICS OF IDEAL SCHOOL LEADER

Above all else, GPMN principal will be the instructional leader of the school. The principal will ensure that at least sixty percent of Gem Prep students will graduate high school with an associate's degree and the remainder will graduate with at least 18 college credits. The principal will develop master teachers who change the lives of students and families. The principal will set, and work relentlessly toward, academic goals for the school that will prepare students for college and beyond. The principal is an exceptional school leader with a proven record of success and a commitment to educational excellence.

Specific Skills:

Ability to Articulate a Vision and Drive Results

- Drive the success of all students by creating systems of support and accountability for students and staff
- Have a clear vision for instructional excellence and the skill set to help all teachers and staff achieve that vision.
- Possess an understanding and passion for Gem Prep's beliefs, mission, vision, values, and operating norms and a commitment to working relentlessly in their pursuit
- Have a proven record of past achievement: achieving ambitious, measurable results in academics and leadership
- Strong critical thinking skills: making accurate connections between cause and effect and generating relevant solutions to problems
- Possess the ability to influence and motivate others
- Demonstrate organizational ability: planning well, meeting deadlines, and working efficiently
- Show experience using data to lead others to improve student outcomes
- Possess a continuous learning/growth mindset: see obstacles as opportunity and persevere through setbacks, leading others to do the same, increasingly elevating and improving school-wide outcomes
- Set high expectations and goals, achieve results, demonstrate tenacity and initiative despite tremendous obstacles or challenging situations

Leadership Qualities

- Demonstrate collaborative leadership
- Develop positive relationships with parents, teachers, students and community.
- Work in partnership with other school leaders in refining and shaping school culture, recruiting and developing teacher talent and elevating our impact on students' college readiness
- Demonstrate a commitment to the philosophy that every minute of every day is learning time.
- Demonstrate integrity and ability to impact and influence multiple types of stakeholders rooted in the priorities of what is best for students

Working at Gem Prep

Gem Prep focuses on hiring and developing great leaders with high expectations and provides robust support to meet those expectations. Gem Prep expects the following from school leaders:

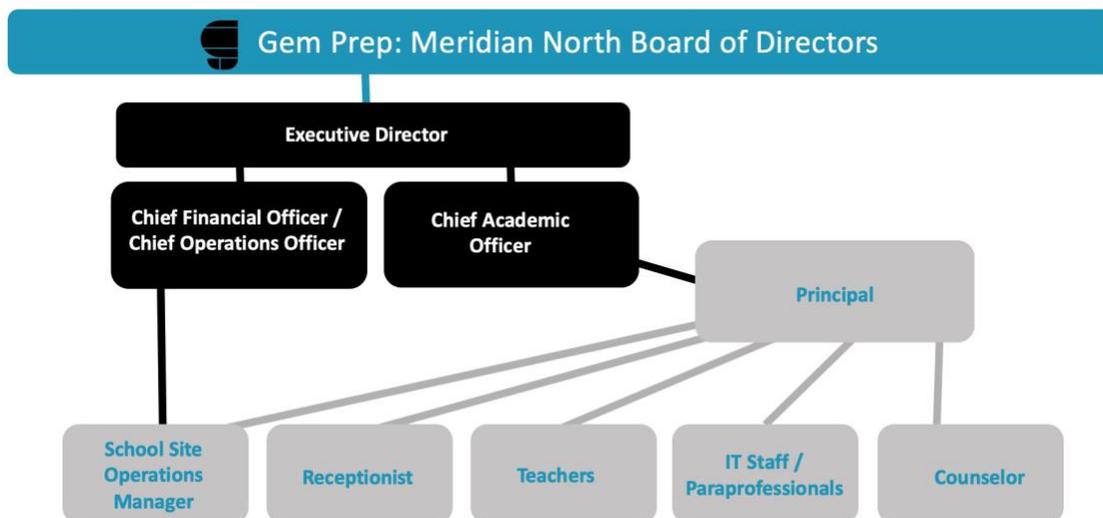
- Results. Gem Prep works relentlessly to create efficient, measurable, and sustainable results. We strive for excellence and pursue our mission tenaciously. Ideally, you thrive working in a fluid environment where flexibility and tenacity are required.
- Innovation. We embrace new approaches and ideas that have a powerful impact on learning and teaching, achieving success for every student. We believe that today's students need schools that dramatically rethink the traditional learning and teaching process for the success of every student. The status quo is not acceptable.
- Integrity. We are truthful, fair, and trustworthy in all aspects of our work. We expect the same of you.
- Humility. If you are humble and teachable, this will be a powerful learning experience for you. Your humility will be key to building trusted and authentic relationships as well as the key to your professional growth. We also understand that you bring valuable experiences and knowledge that will lift our team.
- Teamwork. We value each of our team members as individuals but believe that we achieve the greatest results by working together.

Qualifications

- MA., EdD., or PhD. in School Administration, or related field
- Valid Idaho School Administrator Certificate.
- Databased evidence of helping students achieve academic success.
- Evidence of prior academic achievements, leadership experience, and organizational skills indicating very high potential to perform at this level.

Hiring is done without regard to race, color, religion, national origin, sex, age or disability. In addition, preference may be given to veterans who qualify under state and federal laws and regulations.

GEM PREP MERIDIAN NORTH ORGANIZATIONAL CHART



GEM INNOVATION SCHOOLS
OF IDAHO, INC.
PO BOX 86
DEARY, ID 83823



FAX: 208.877.1713
OFFICE: 208.877.1513
GEMPREP.ORG

July 3, 2019

Dr. Mary Ann Ranells, Supt.
West Ada School District
1303 E Central Drive
Meridian, Idaho 83642

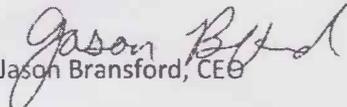
RE: Charter School Application

Dear Dr. Rannells:

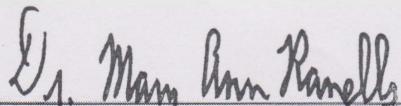
On behalf of the Gem Innovation Schools of Idaho Board of Directors, I am sending this letter to let you know that we are currently seeking an authorizer for a new charter school, Gem Prep: Meridian North (GPMN). The primary attendance boundaries would be the West Ada School District.

If you would like to discuss authorization or request a GPMN representative to attend the next board meeting, please contact me at jasonbransford@geminnovation.org. If your district does not have an interest in authorizing Gem Prep: Meridian North, we respectfully request that you sign the below statement and email it to jasonbransford@geminnovation.org as soon as possible. Absent an affirmative response from the West Ada School District, Idaho Code requires Gem Prep: Meridian North to wait four (4) weeks after sending this letter and a copy of the petition prior to submitting the Petition to the Public Charter School Commission. This letter and attached petition will satisfy the notice and comment requirements of Idaho Code 33-5203(b) (attached for reference).

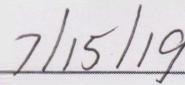
Sincerely,


Jason Bransford, CEO

West Ada School District is not interested in serving as the authorizer of Gem Prep: Meridian North.



West Ada School District Superintendent



Date

GEM INNOVATION SCHOOLS
OF IDAHO, INC.
PO BOX 86
DEARY, ID 83823



FAX: 208.877.1713
OFFICE: 208.877.1513
GEMPREP.ORG

RELEVANT IDAHO CODE CITATION

For your reference, please find the following relevant portion of Idaho Code 33-5205 and the following link to the full Idaho Code provision:

<https://legislature.idaho.gov/statutesrules/idstat/Title33/T33CH52/SECT33-5205/>

(b) Prior to submitting the completed petition to an authorized chartering entity described in section [33-5202A\(1\)](#), Idaho Code, petitioners shall send a letter and a copy of the completed petition to the superintendent of each district that overlaps the proposed public charter school's primary attendance area. The purpose of the letter is to inform the superintendent that petitioners are seeking an authorizer, and to offer to attend a district board of trustees meeting, if the superintendent so requests.

(c) A minimum of four (4) weeks after sending the letter and copy of the completed petition pursuant to paragraph (b) of this subsection, or earlier if the superintendent of each district that overlaps the proposed public charter school's primary attendance area agrees, petitioners may submit the completed petition to an authorized chartering entity pursuant to section [33-5202A\(1\)](#), Idaho Code.

PROFESSIONAL SERVICES AGREEMENT

This Agreement is entered into between Gem Prep: Online, LLC, operating as an Idaho public charter school (hereinafter referred to as “GPO”) and Gem Prep: Meridian North, LLC, operating as an Idaho public charter school (hereinafter referred to as “GPMN”).

It is hereby agreed by both parties that:

DURATION OF AGREEMENT

The period of this Agreement will commence on the _____ . This Agreement is contingent upon the availability of funds to GPMN. At the discretion of the parties, the Agreement may be renewed.

RELATIONSHIP OF PARTIES

In performing services under this Agreement, GPO and GPMN shall remain separate and distinct Local Education Agency.

SERVICES TO BE RENDERED

GPO shall render the professional services enumerated on Attachment A attached hereto and made a part of this Agreement as if set forth fully herein. GPO shall provide an annual report to the Board of Directors indicating the services GPO has provided to GPMN, as contemplated by this Agreement.

RECORD KEEPING

GPO shall be responsible for maintaining complete and accurate records documenting the professional services provided pursuant to this Agreement and shall submit copies of the records to GPMN within ten (10) working days of the date requested. Additionally, upon reasonable notice GPMN shall have the right to review such records at any time during business hours at GPO’s office.

STUDENT DATA PRIVACY AND SECURITY

Both parties to this Agreement acknowledge their obligation to comply with the Idaho Data Accountability Act and further acknowledge the following requirements are being met under this Agreement:

- (a) All information regarding services provided pursuant to this Agreement, including, but not limited to, the student’s identity and the nature of services rendered, shall be confidential and comply with all federal and state laws;
- (b) Administrative Security, Physical Security, and Logical Security controls are in place to protect student data from a data breach or unauthorized data disclosure;
- (c) Personally identifiable information (PII) is restricted to access only by authorized staff who require such access to perform their assigned duties;

- (d) The parties are prohibited from using student data and PII for secondary uses including, but not limited to, sales, marketing, or advertising;
- (e) GPO and GPMN agree to indemnify and hold harmless the other party from any liability, including, but not limited to, costs, fines, expenses, and attorney fees, resulting from GPO's performance of the services provided under this Agreement and/or non-compliance with state and federal law regarding Student Data Privacy and Security; and
- (f) GPO and GPMN represent and warrant that they have an appropriate records retention schedule and/or policy for the destruction of data that is consistent with federal and state law.

CONSENT/AUTHORIZATION TO ACCESS EDUCATIONAL RECORDS OR PROTECTED HEALTH INFORMATION

Both parties to this Agreement shall at all times require the written consent or authorization of the parent/guardian or student, if 18 years of age or older, for the disclosure or access to educational records pursuant to FERPA or protected health information pursuant to the Health Information Portability and Accountability Act (HIPAA) regarding any student, unless an exception applies, and shall maintain the confidentiality of that information consistent with the state and federal law and regulations. For the purposes of FERPA, school officials with legitimate educational interests shall include both GPO and GPMN administrators, supervisors, teachers, support staff members (including health or medical staff and law enforcement unit personnel), board members, volunteers, contractors, or a student, parent or other volunteer assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

COMPENSATION/BILLING

GPMN shall compensate GPO for the professional services identified in Attachment A as set forth in Attachment B. The services identified in Attachment A, and the compensation for services set forth in Attachment B may be amended at any time in writing by mutual agreement by the parties to this Agreement.

GPO will submit a monthly statement of professional services rendered to GPMN for payment, which shall be approved at its next regularly scheduled meeting.

PROFESSIONAL SERVICES

The services rendered pursuant to this Agreement will be provided by individuals who are duly qualified to perform the services, or supervised by a qualified individual in accordance with applicable professional standards.

BACKGROUND CHECKS

All employees of both parties to this Agreement who come into contact with students shall have been subject to a criminal background check as that required by Idaho Code Section 33-130 and

policies of GPO, and will have been determined to not have a criminal background inconsistent with working with children.

INSURANCE AND LIABILITY

Both parties to this Agreement shall indemnify and hold harmless the other party from any liability, including, but not limited to, costs, expenses, and attorney fees, resulting from the performance of the services provided under this Agreement. Both parties shall maintain insurance as required by law.

ASSIGNMENT

This Agreement shall not be subject to assignment, in whole or in part, by either party to this Agreement, or by operation of law, so as to authorize any entity other than GPO, or its employees, to assume the duties subject to this Agreement without prior written consent.

SUCCESSORS AND ASSIGNS

This Agreement is binding upon, and inures to the benefit of, successors and permitted assigns to the Agreement.

AMENDMENT

This Agreement may be amended at any time with the prior written, mutual consent of both parties. Any and all amendments to this Agreement shall be in writing.

TERMINATION

This Agreement may be terminated, without cause, by either party, thirty (30) days after providing written notice of the intent to terminate to the other party.

Additionally, either party to this Agreement may immediately terminate this Agreement, upon written notice, in the event that funding for either GPMN's program or GPO's program is no longer available.

DEFAULT

Upon default by either party, the non-defaulting party may, upon written notice, cancel this Agreement immediately and may pursue any and all available legal and equitable remedies. The defaulting party shall be liable for any and all expenses that are incurred by the non-defaulting party as a result thereof, including, but not limited to, procuring substitute performance, legal fees, and other losses incurred due to the default.

TIME OF PERFORMANCE

Time is of the essence in this Agreement; therefore, all times for performance of the obligations, as stated herein, shall be strictly complied with by the parties.

NON-WAIVER BREACH

The failure of either party to this Agreement to insist upon strict performance of any of the terms of this Agreement, or to exercise any option herein conferred in any or all instances, shall not

constitute a waiver or relinquishment of any such term, but the same shall be and remain in full force and effect, unless such waiver is evidenced by the prior written consent of GPO or GPMN

NON-DISCRIMINATION

The parties hereby agree that no person shall be excluded from, denied participation in, or otherwise subjected to discrimination on the grounds of race, color, creed, national origin, sex, age, or disability in performance of this Agreement.

GOVERNANCE

This Agreement shall be governed by the laws of the State of Idaho. Both parties to this Agreement shall, at all times, comply with and observe all federal, state, and local laws, regulations, and ordinances that are in effect and applicable during the period of this Agreement.

ATTORNEY FEES

If either party defaults in any manner, or fails to fulfill any or all provisions of this Agreement, and if the nondefaulting party hires an attorney to exercise its rights upon such default or failure, or if the parties are involved in any litigation, including any proceedings in bankruptcy, the prevailing party shall be entitled to recover reasonable attorney fees and costs from the other party. This paragraph shall be enforceable by the parties notwithstanding any rescission, forfeiture, or other termination of this Agreement.

SEVERABILITY

Any term or provision of this agreement that is invalid or unenforceable in any situation in any jurisdiction (1) will be deemed modified to reflect the intent of the parties, determined by reference to the invalid or unenforceable term or provision, to the greatest extent permissible; and (2) will not affect the validity or enforceability of the remaining terms and provisions of this Agreement, or the validity or enforceability of the offending term or provision in any other situation or jurisdiction.

CONSTRUCTION

This Agreement is to be construed as the joint and equal work product of each party, and may not be interpreted more or less favorably in respect to either party on account of its preparation or drafting.

COMPLETE STATEMENT OF TERMS

This Agreement constitutes the entire agreement between the parties hereto, and shall supersede all previous oral or written proposals, negotiations, commitments, and all other communications between the parties. This Agreement may not be released, discharged, or modified except by an instrument in writing, signed by the duly authorized representatives of the parties.

IN WITNESS WHEREOF, the parties have executed this Agreement on this ____ day of _____ 20 .

Board Chairman, Gem Prep: Online, LLC

Director, Gem Prep: Meridian North, LLC,

Date Approved by Board of Directors

ATTACHMENT A

Professional Services:

- a. GPO agrees to provide the following professional services:
- b. Support the charter application process and the GPMN's start-up process;
- c. Provide comprehensive program design, including curriculum development and implementation, instructional oversight, the development, administration, and analysis of diagnostic assessments, and the oversight, measurement, and management of school quality;
- d. Find an adequate Facility and coordinate financing and the completion of major repairs;
- e. Assist with fundraising;
- f. Provide a qualified director to oversee the provision of professional services;
- g. Recruit staff, including the principal, teachers, and administrators and make personnel recommendations to the Board of Directors;
- h. Provide professional development training for teachers, administrators and staff;
- i. Prepare a budget for the Board of Directors to consider and provide monthly financial statements for the Board's review;
- j. Provide payroll and bookkeeping services;
- k. Recommend an auditor and serve as a liaison with the auditor;
- l. Coordinate purchasing;

- m. Oversee the provision of special education services and accommodations pursuant to the Individuals with Disabilities Education Act and Section 504 of the Rehabilitation Act of 1973;
- n. Oversee the operations of GPMN and make recommendations to the Board of Directors, as appropriate, regarding facility and ground maintenance, student transportation, food services, policy development, and all other matters pertaining to operations;
- o. Recommend and manage benefits plans for GPMN employees selected by the Board of Directors;
- p. Provide human resource services and maintain GPMN employee files
- q. Facilitate GPMN's purchase and procurement of information technology equipment and services, and provide certain computer and information technology support to the school, including troubleshooting, website and network design, and completion of the E-Rate application;
- r. Complete required State, Federal and State Department of Education reports, including, but not limited to the GPMN's SDE annual financial report;
- s. Facilitate student recruitment;
- t. Provide marketing and advocacy for GPMN.
- u. Provide an annual report to the Board of Directors indicating the services provided to GPMN.

ATTACHMENT B

Compensation for Professional Services:

- GPMN shall fully reimburse GPO for any expenditures made on its behalf.
- GPO shall be authorized to access GPMN's accounts to make any and all payments for GPMN expenditures.
- Ten percent (10%) of funds received from the Idaho Department of Education through the state funding formula shall be utilized to pay for the professional services provided to GPMN.



Appendix F3: JAKAFF Grant Letter

J.A. and KATHRYN
ALBERTSON FAMILY
FOUNDATION

June 20, 2018

Mr. Jason Bransford
Idaho Distance Education Academy
P.O. Box 86
Deary, Idaho 83823

Dear Mr. Bransford:

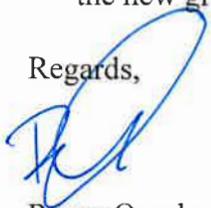
Thank you for advising us that Idaho Distance Learning Academy (“I-DEA”) has established a new non-profit entity called Gem Innovation Schools Foundation, LLC (“GIS Foundation”).

You have provided evidence to us that I-DEA is the sole member of the LLC and GIS is a disregarded entity of I-DEA for the purposes of tax reporting with the Internal Revenue Service.

The J.A. and Kathryn Albertson Family Foundation approves for the following changes to your May 1, 2015 grant (ID # 8041), effective June 30, 2018:

1. The remaining grant is transferred from the original grantee (I-DEA) to the new grantee (GIS Foundation).
2. Any unspent funds as of June 30, 2018, are transferred from the original grantee (I-DEA) to the new grantee (GIS Foundation).

Regards,



Roger Quarles
Executive Director

RQ/mm

cc: Barb Femreite, GIS
Terry Ryan, Bluum
Marc Carignan, Bluum

**LEADERSHIP
RESUMES**

Jason Bransford

jasonbransford@geminnovation.org

Education

Idaho State University

Education Specialist: Educational Administration, 2010

University of Houston

Masters of Science: Educational Management, 2006

Brigham Young University- Idaho

Bachelor of Science: Social Studies Education, 2003

Related Qualifications

- Idaho Charter School Network Board Member- Vice President (July 2011-July 2014).
- Idaho Education Network Strategic Planning Legislative Subcommittee Member (December 2011-March 2012)
- Recipient of the "IEN Innovator of the Year Award" (2013)
- Idaho State Legislative subcommittee team member- advising in excellence and accountability measures (Sept 2012-Present)
- Led the development and implementation of online high school courses and curriculum at I-DEA.
- Implemented a variety of technology initiatives within I-DEA to provide greater access to technology and academic resources to students.

Professional Experience

Gem Innovation Schools

- Chief Executive Officer 2015- Present

Idaho Distance Education Academy, Statewide, Idaho

- Director 2009-Present
- Regional Administrator 2008-2009
- Social Studies Teacher 2007-2008

Dickinson School District; Dickinson, Texas

- District Assessment Committee Chair 2006-2007
- Mentor Teacher 2006-2007
- Teacher 2005-2007

Galveston School District; Galveston, Texas

- Teacher 2004-2005

Josh Femreite

jfemreite@geminnovation.org

Education

BACHELOR OF SCIENCE | 2003 | UNIVERSITY OF IDAHO

- Major: Business
- Emphasis: Information Systems

Qualifications

LEADERSHIP

- Fostered the growth of the technology department which moved I-DEA away from relying on outside vendors for network management.
- Created a work environment that has led to a zero turnover rate in the technology department since becoming the director.

PROJECT MANAGEMENT

- Managed the development of a custom student information system.
- Implemented a school wide web video conferencing system leading to greater communication between teachers and students.
- Led project to implement a learning management system and bring I-DEA courses online.
- Developed an iPad program at I-DEA which placed 300 iPads in student homes across the state of Idaho.

AWARDS

- Recipient of the Idaho Technology Pilot grant in 2013 to implement an online digital library and develop in house digital textbooks.

Experience

CHIEF OPERATING OFFICER | GEM INNOVATION SCHOOLS | 2015-PRESENT

- Project manager for new facility acquisition and expansion. Oversee facility operations.

DIRECTOR OF TECHNOLOGY | IDAHO DISTANCE EDUCATION ACADEMY | 2007-PRESENT

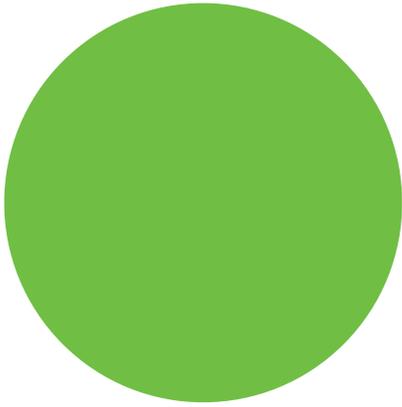
- Oversee the management, implementation, and purchase of all technology

SYSTEMS ENGINEER | IDAHO DISTANCE EDUCATION ACADEMY | 2006-2007

- Managed and planned school wide network and systems

SUPPORT TECHNICIAN | IDAHO DISTANCE EDUCATION ACADEMY | 2004-2006

- Provide support and training to teachers, students, and parents.



Profile – Laurie Wolfe

Experienced educator with a proven track record of raising student academic achievement. I enjoy creating opportunities for high quality, personalized, learning experiences for students and teachers. I love a challenge!

lauriewolfe@geminnovation.org

Experience

Gem Innovation Schools — 7/ 2006 - present

Chief Academic Officer

Idaho Distance Education Academy—7/ 2006 - 2017

Director of Curriculum and Assessment, Regional Principal, Reading Specialist, Gifted and Talented Specialist, and English Language Learner Program Manager.

Hired to turn around test scores. Led the initiative to improve student academic achievement. Moved state testing scores from the bottom quartile to the top quartile. Implemented standards based curriculum, student led portfolio conferences, K-8 learning management system, and professional development focused on improving student academic achievement.

Boise School District — 8/1990 – 6/2006

Trail Wind Elementary- Reading Specialist, and Gifted and Talented Specialist

A founding teacher at Trail Wind Elementary. Developed and implemented a pilot program called the Accelerated Learning. The purpose of the program was to provide services (special education, reading specialist, and gifted and talented) to help all students accelerate their learning without the stigma usually associated with special services.

Les Bois Junior High School – 7th and 8th grade Reading Teacher

A founding teacher at Les Bois Junior High. Worked with colleagues and administrators to establish school culture and norms.

Hawthorne Elementary – 3rd and 6th grade classroom teacher

Low income elementary school. Implemented Saturday School for students who were not successfully completing school work and homework. Parents were required to attend and they were taught strategies for working with their children. .

Long Beach Unified School District 9/1988 – 5/1990

Garfield Elementary – 1st and 2nd grade classroom teacher

Diverse inner city school with high percentage of English Language Learners. Designed and implemented a successful home writing program with 1st and 2nd

Education

Boise State University
Ed. D. Curriculum and Instruction
12/2005

Boise State University
MA Literacy 5/1992

Boise State University
BA Elementary Ed 5/1998

Certificates and Endorsements

Administrator K-12
Gifted and Talented K-12
Literacy K-12
Standard Elementary K-8

References

Dr. Roger Stewart
Doctoral Program Advisor
(208) 323-4977

Mrs. Deborah Pence
Past Colleague
(208) 771-3380

Mrs. Debbie Toy
Past Principal
(208) 345-6082

Lisa Lewis Pearce, SFO

email: lisapearce@geminnovation.org

HIGHLIGHTS OF PROFESSIONAL QUALIFICATIONS

- Solid background in all aspects of school funding and finance issues
- Excellent communication skills and strong lobbying efforts
- Experience in capital construction projects and funding options
- Strong organizational, analytical and problem-solving abilities

EMPLOYMENT

Apr 2019 - Current Chief Financial Officer, Gem Innovation Schools, Deary, ID

- Coordinate and manage all financial operations of the school district
- Direct the activities of procurement, business services, accounting, payroll, pupil transportation, and nutrition services
- Supervisor of Human Resources
- Maintain systems of internal controls to safeguard financial assets
- Oversee the management and coordination of all fiscal reporting activities for the district
- Develop, recommend, and oversee sound financing, budgeting, and accounting policies and systems
- Ensure the district's financial position is accurately accounted for, controlled, and communicated to appropriate parties in a timely manner
- Represent the district to various government agencies, funding agencies, employees, and/or the general public/local community
- Consult with and advise members of the School Board, C-Suite, School Administration and Department Managers on all matters relating to financial and budget issues

Nov 2014 – Aug 2018 Chief Financial Officer, Fairbanks North Star Borough School District, Fairbanks, AK

- Coordinated and managed all financial operations of the school district
- Directed the activities of procurement, business services, accounting, payroll, pupil transportation, and nutrition services
- Supervisor of Human Resources, Information & Technology and Facilities Maintenance Depts
- Developed and maintained systems of internal controls to safeguard financial assets
- Served as chief negotiator in contract discussions with three bargaining units
- Oversaw the management and coordination of all fiscal reporting activities for the district
- Developed, recommended, and oversaw sound financing, budgeting, and accounting policies and systems
- Ensured the district's financial position was accurately accounted for, controlled, and communicated to appropriate parties in a timely manner
- Represented the district to various government agencies, funding agencies, media, employees, and/or the general public/local community
- Coordinated with and assisted lobbyist in communicating district interests to state and national legislative delegations
- Consulted with and advised members of the School Board, Superintendent, School Administration and Department Managers on all matters relating to financial and budget issues

July 2012-June 2014 Chief Business Officer, Kodiak Island Borough School District, Kodiak, AK

- Chief operations over site of all district support services departments including business & finance, facilities, transportation, food service and technology
- Developed and submitted the annual budget for consideration and adoption
- Served as Human Resource Manager responsible for employee benefits and payroll
- Facilitated board agenda items pertaining to business & finance
- Co-Chair district administrative council with Assistant Superintendent of Instruction

- Participated in all Board, Strategic Planning and Budget Development meetings
- Served as District's primary resource of financial data during collective bargaining
- Coordinated with Borough leadership regarding construction and bond management

Lisa Lewis Pearce, SFO

email: lisapearce@geminnovation.org

2004-June 2012 Business Manager, Hot Springs County School District #1, Thermopolis, WY

- Maintained comprehensive set of financial record reflecting district's finances
- Administrator over school lunch, facility maintenance and transportation
- Prepared monthly financial statements and board reports
- Accounted for fixed assets at five separate sites
- Implemented H.R.A. and H.S.A. benefit options
- Represented the District in annual "meet and confer" process (negotiations)
- Responsible for numerous federal and state grants
- Integrally involved in management of \$26 million construction project(s)
- Oversaw District's investments and maintains cash flow projections

- 2001-2002** Financial Officer, Big Horn County School District #4, Basin, Wyoming
- Responsible for overall fiscal management of District
 - Administered all local, state and federal grants including Consolidated Grant
 - Personnel manager accounting for all data pertaining to tenure, compensated leave, contracted salaries and full benefits package including health plan administration
 - Represented the District in salary discussion process
 - Compiled monthly financial statements for Board of Trustees
 - Responsible for fixed assets tracking and depreciation
 - Developed preliminary and final budgets as per statutory requirements
 - Oversaw cash flow and investment requirements
- 2000-2001** Payroll Manager/Accountant, Deseret Cattle & Citrus, St. Cloud, Florida
- Responsible for \$250,000 bi-weekly payroll for largest cattle producing ranch in USA
 - Prepared reports for management regarding payroll
 - Reconciled general ledger accrual accounts
 - Tracked monthly employee accounts receivable
 - Oversaw licensing, insurance requirements and asset tracking for vehicle fleet consisting of over 100 vehicles
- 1997-2000** Director of Finance, Park County School District #16, Meeteetse, Wyoming
- Responsible for overall fiscal management of District
 - Developed preliminary and final budgets as per statute
 - Served as human resource officer
 - Prepared monthly payroll for all employees
 - Directed salary negotiations and staffing assignments
 - Administered local, state and federal grants including
 - Invested District reserve funds in order to obtain competitive earnings and accommodate cash flow needs
- 1993-1997** Business Manager/District Clerk School Districts 55 & 55H, Roundup, Montana
- Supervised District's budgeted funds
 - Administered local, state and federal grants
 - Prepared all federal and state reports as required by law
 - Developed inventory database for internal control purposes
 - Provided Superintendent and Board of Trustees with all records, materials and reports as requested for business operation
 - Served as election administrator for all school elections
 - Participated in successful negotiations with two unions
- 1993** Tax Intern, KPMG Peat Marwick, Billings, Montana
- Chosen to participate in program sponsored by Eastern Montana College of Business and Economics
 - Summarized financial information
 - Compiled tax returns and financial statements for varied client base
 - Performed research projects as directed by management

EDUCATION

- Graduate 2004 – Montana State University Billings, Cum Laude, BSLS Management/Communication

PROFESSIONAL CERTIFICATION & COMMITTEES

- Certified Administrator of School Finance and Operations, ASBO International
- Member ASBO Advisory Services Professional Committee, School Food & Nutrition Programs
- Member ASBO Certification Committee, SFO Recertification/Certification Commission
- Member Board of Directors, Wyoming School Boards Association Insurance Trust

ACCOMPLISHMENTS & ACHIEVEMENTS IN CURRENT POSITION - Fairbanks, CFO

- Collaborated to establish Risk Management Committee with Borough
- Revised Lapse Fund Ordinance
- Adopted Fund Balance Policy
- Established Equipment Replacement Internal Service Fund
- Anticipated need for and increased fund balance position
- Implemented new HDHP health plan saving the district millions of dollars in less than 2 years
- Successfully negotiated unions contracts during very difficult fiscal climate
- Transitioning district from negative time to positive time keeping system
- Developed new budget presentation format in accordance to GFOA & ASBO best practices
- Established Medicaid billing system for billable services provided by Special Education department
- Updated transportation department systems and expectations including GPS tracking and contractor accountability and performance indicators
- Recruited strong accounting and ancillary department staff establishing proactive and progressive business services department

My tenure as Chief Financial Officer for the Fairbanks North Star Borough School District has been a very productive and progressive time. I welcome and encourage the opportunity to share details of these projects with the interview committee. I also encourage dialogue with my references to discuss the progress made in these areas, and more, over the past four years here at Fairbanks North Star Borough School District.

Board of Trustees Code of Ethics

The Gem Prep Board of Trustees recognizes its role as overseers of public education and are committed to the following code of ethics. As a board member, I will:

Commitments & Appropriate Governance Practices

1. Remember always that my first and greatest concern must be the educational welfare of the students attending Gem Prep;
2. Take no private action that will compromise the Board or administration, and I will respect the confidentiality of information that is privileged under applicable law;
3. Commit to support whistleblowers and constituents as set forth in the official Board Conflict of Interest Policy;
4. Support the employment of those persons best qualified to serve as school staff and insist on a regular and impartial evaluation of all staff;

Financial Responsibility & Oversight Expectations

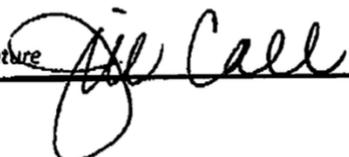
5. Recognize that the Board's function is the provision of education and strive to maintain a balance between fiscal responsibility and accountability for academic results;
6. Avoid being placed in a position of conflict of interest and refrain from using my Board position for personal partisan gain; adhere to Board policy regarding acceptance of gifts;
7. Make every effort to establish financial practices and reporting that result in accuracy and transparency; prioritizing spending with consideration given to the school's mission, vision and educational program goals;
8. Participate in fundraising activities as deemed necessary and appropriate by the Board;

Policy Development

9. Render all decisions based on the available facts and my independent judgment, and refuse to surrender that judgment to individuals or special interest groups;
10. Recognize that I should endeavor to make policy decisions only after full discussions at publicly held Board meetings; Recognize that all Board decisions can only be transacted at official Board meetings with the Board as a whole and not as individual members;
11. Work with other Board members to establish effective Board policies and to delegate authority for the administration of the school to the director; periodically review policies, evaluating effectiveness and impact on school operations and performance and alignment with applicable laws, rules and regulations;

Conduct, Meetings & Development

12. Attend regularly scheduled Board meetings insofar as possible and become informed concerning the issues to be considered at those meetings;
13. Inform myself about current educational issues by individual study and thorough participation in programs providing needed information, such as those sponsored by my state and national school boards associations;
14. Encourage the free expression of opinions by all Board members and seek systematic communications between the Board and students, staff, and elements of the community;
15. Support the cohesiveness in the School's culture and will not speak against any final decision reached by the Board in good faith.

Signature  Jill Call

Date 8/22/15

Board of Trustees Code of Ethics

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Board Signature



Date

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 Signature

10/1/2018

 Date

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10. Recognize that I should endeavor to make policy decisions only after full discussions at publicly held Board meetings; Recognize that all Board decisions can only be transacted at official Board meetings with the Board as a whole and not as individual members;
11. Work with other Board members to establish effective Board policies and to delegate authority for the administration of the school to the director; periodically review policies, evaluating effectiveness and impact on school operations and performance and alignment with applicable laws, rules and regulations;

Conduct, Meetings & Development

12. Attend regularly scheduled Board meetings insofar as possible and become informed concerning the issues to be considered at those meetings;
13. Inform myself about current educational issues by individual study and thorough participation in programs providing needed information, such as those sponsored by my state and national school boards associations;
14. Encourage the free expression of opinions by all Board members and seek systematic communications between the Board and students, staff, and elements of the community;
15. Support the cohesiveness in the School's culture and will not speak against any final decision reached by the Board in good faith.

Signature



Date

8/29/15

Board of Trustees Code of Ethics

The Gem Prep Board of Trustees recognizes its role as overseers of public education and are committed to the following code of ethics. As a board member, I will:

Commitments & Appropriate Governance Practices

1. Remember always that my first and greatest concern must be the educational welfare of the students attending Gem Prep;
2. Take no private action that will compromise the Board or administration, and I will respect the confidentiality of information that is privileged under applicable law;
3. Commit to support whistleblowers and constituents as set forth in the official Board Conflict of Interest Policy;
4. Support the employment of those persons best qualified to serve as school staff and insist on a regular and impartial evaluation of all staff;

Financial Responsibility & Oversight Expectations

5. Recognize that the Board's function is the provision of education and strive to maintain a balance between fiscal responsibility and accountability for academic results;
6. Avoid being placed in a position of conflict of interest and refrain from using my Board position for personal partisan gain; adhere to Board policy regarding acceptance of gifts;
7. Make every effort to establish financial practices and reporting that result in accuracy and transparency; prioritizing spending with consideration given to the school's mission, vision and educational program goals;
8. Participate in fundraising activities as deemed necessary and appropriate by the Board;

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Bruce Trammell

5-15-17

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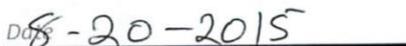
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Signature Dennis Turner


Date 8-20-2015

Appendix F6: Gem Prep Assessment Results

2018-2019 ISAT Percent Proficiency:

	GIS	State
Science	77%	60%
ELA	56%	55%
Math	58%	44%

	GPM	West Ada	State
Science	83%	73%	60%
ELA	65%	68%	55%
Math	63%	59%	44%

	GPP	Pocatello	State
Science	86%	63%	60%
ELA	58%	59%	55%
Math	64%	51%	44%

	GPN	Nampa	State
Science	63%	49%	60%
ELA	46%	50%	55%
Math	46%	36%	44%

2018-2019 NWEA MAP Growth % ile

	GPM	GPP	GPN	GIS
Math	86%	70%	71%	76%
ELA	48%	41%	52%	47%

2018-2019 NWEA MAP Proficient % ile

	GPM	GPP	GPN	GIS
ELA	82%	81%	60%	74%
Math	78%	81%	50%	70%



buildinghope

August 13, 2019

Ms. Tamara Baysinger
Director
IDAHO CHARTER SCHOOL COMMISSION
304 North 8th Street, Suite 242
Boise, ID 83702

RE: GEM: Meridian North Campus

Dear Director Baysinger:

Building Hope, in partnership with Bluum, manages a loan fund funded by the J.A. & Kathryn Albertsons Foundation to support the creation and expansion of high-quality public charter schools in the State of Idaho.

To date, we have funded close to \$25 million in loans that take of the place of traditional equity in real estate transactions because start-up and expanding schools generally lack the capital to contribute equity on their own. Part of this fund has been used to support three of GEM's existing schools in Meridian, Nampa, and Pocatello.

We are excited that GEM is pursuing a charter for their proposed Meridian North Campus and are already supporting them from a real estate perspective. Upon GEM's request, we will engage with them further on structuring and underwriting a new loan from our fund to support the Meridian North Campus.

Please let us know if you have any questions in this regard or if you need any additional information. Thank you in advance for your support of GEM, they are doing great things and we remain committed to supporting their expansion.

Sincerely,

Thomas Porter
Vice President

Appendix F8: GPM & GPN Waitlist by Grade Level

Gem Prep: Meridian waitlist

K	1	2	3	4	5	6	7	8
133	65	56	51	56	63	28	44	0

Gem Prep: Nampa waitlist

K	1	2	3	4	5	6	7	8
166	73	70	72	12	49	21	31	3