

IPCSC Regular Meeting
Idaho Public Charter School Commission
Boise
Aug 19, 2021 9:00 AM MDT

Table of Contents

I. Commission Work.....2

A. Approval of Agenda.....4

B. Meeting MInutes 6/9/21 and 6/10/21.....5

II. Public Comment.....11

III. Director's Report.....13

IV. Consideration of Policy Revisions.....37

V. Consideration of New Petition - Gem Prep Twin Falls.....67

I. COMMISSION WORK

A. AGENDA APPROVAL

The IPCSC must approve the agenda prior to beginning the meeting.

COMMISSION ACTION

A motion to approve the agenda as presented; or

A motion to amend the agenda [state amendment] based on the following good faith reason [state reason amendment is necessary].

B. MEETING MINUTES

The IPCSC will consider approval of meeting minutes for the previous meeting.

COMMISSION ACTION

A motion to approve the meeting minutes for June 9 and June 10, 2021 as presented; or

A motion to approve the meeting minutes for June 9 and June 10, 2021 with the following amendments: [state specific amendments].

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

Date: Thursday, August 19, 2021

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

Physical Location: Len B. Jordan Building, 3rd Floor, Office of the State Board of Education Conference Room, 650 W. State St., Boise, ID 83702, limited public seating available on a first-come-first-served basis. The public is encouraged to participate remotely.

Remote/Public Access via YouTube Livestream:

<https://www.youtube.com/channel/UChV-TDWV4fv1-UoozmMeoPA>

I. COMMISSION WORK

- A. Agenda Review / Approval (Action Item)
- B. Minutes Review / Approval (Action Item)

II. PUBLIC COMMENT

Public comment will be limited to three minutes per person

III. DIRECTOR'S REPORT

Update

IV. CONSIDERATION OF POLICY REVISION

- A. Proposed revisions to IPCSC school policy (Action Item)

V. CONSIDERATION OF NEW CHARTER SCHOOL PETITION

- A. Gem Prep: Twin Falls (Action Item)

MEETING MINUTES
IDAHO PUBLIC CHARTER SCHOOL COMMISSION

June 9, 2021 and June 10, 2021
Len B. Jordan Building, 650 W State St, 3rd Floor Clearwaters Room
Boise, ID 83702

This meeting was called to order by Chairman Reed on June 9, 2021 at 12:00 p.m.

Alan Reed
Sherrilynn Bair
Brian Scigliano
Wanda Quinn
Nils Peterson
Julie VanOrden
Kitty Kunz - Excused

I: COMMISSION WORK

A. Agenda Review/Approval

M/S (Quinn/Van Orden) Motion to approve the agenda as presented. *The motion passed unanimously.*

B. Minutes Review/Approval

M/S (Quinn/Peterson) Motion to approve the April 8, 2021 minutes as presented. *The motion passed unanimously.*

II: DISCUSSION OF TRANSITION TO NEW AGENCY

Director Thompson gave highlights of the upcoming changes to the IPCSC including the Finance Program Manager position.

III: REVIEW OF PERSONNEL POLICY

A. New Section of IPCSC Policy: Director Thompson described the changes and additions to the Personnel Policy, specifically the grievance policies.

M/S (Peterson/Scigliano) Motion to approve the proposed personnel policy as presented. *The motion passed unanimously.*

B. Director Evaluation Process: Director Thompson spoke about the state policy concerning annual evaluations. Matt Freeman, Director of the State Board of Education, explained the process for annual evaluations and compensation changes for directors.

IV. REVIEW OF STRATEGIC PLAN

- A. IPCSC Strategic Plan 2021-2025:** Director Thompson shared the proposed Strategic Plan for 2021-2025.

Jared Dawson, IPCSC Program Manager, gave a presentation on meeting goals in the Strategic Planning document. Melissa-Jo Rivera, IPCSC Program Manager, gave a presentation on social media presence.

Commissioners discussed the proposed plan in-depth and ultimately directed Director Thompson to make minor revisions for re-consideration on June 10th. Edits include: changing the phrase “high-performing” to “exemplary”; changing the word “approvals” to “decisions”; and clarifying that “advocacy” means advocacy for students and public interest.

V. REVIEW OF PROPOSED MEMORANDUM OF UNDERSTANDING

- A. MOU and Services Agreement:** Director Thompson described the MOU that will begin July 1, 2021 with the State Board of Education for IT and HR services. Director Thompson also explained the Data Sharing Agreement with the State Board of Education by which the IPCSC may access and use student data.

M/S (Quinn/Bair) Motion to approve the Service and Data Sharing Agreements. *The motion passed unanimously.*

VI. REVIEW OF IPCSC BUDGET

- A. FY21 Budget Close Out and FY22 Budget Plan:** Commissioner Van Orden shared information concerning the IPCSC budgets. Director Thompson explained the timelines for the FY22 and the FY23 budgets.

M/S (Scigliano/Quinn) Motion to approve the FY22 budget. *The motion passed unanimously.*

VII. CONSIDERATION OF POTENTIAL LEGISLATION

The commission discussed possible items that they would like to propose for the next legislative session. The proposal included possible mandatory training for charter school board directors as well as the potential for additional reasons for revocation, including failure to meet a pre-opening condition and failure to cure issues that violate existing law within an established timeline.

The commission decided to only pursue potential legislation regarding potential revocation for failure to meet an established pre-opening condition.

M/S (Peterson/Van Orden) Motion to propose the State Board of Education consider as possible legislation: consideration to revoke a school’s performance certificate for failure to meet an established pre-opening condition. *The motion passed unanimously.*

M/S (Bair/Peterson) Motion to adjourn. *The motion passed unanimously.*

June 9, 2021 and June 10, 2021
Len B. Jordan Building, 650 W State St, 3rd Floor Clearwaters Room
Boise, ID 83702

The meeting was resumed by Chairman Reed on June 10, 2021 at 9:01 a.m.

Alan Reed
Sherrilynn Bair
Brian Scigliano
Wanda Quinn
Nils Peterson
Julie VanOrden
Kitty Kunz - Excused

AGENDA REVIEW/APPROVAL

M/S (Van Orden/Quinn) Motion to approve the agenda as presented. *The motion passed unanimously.*

I. WRITTEN COMMENT

No written public comment was received.

II. PRE-OPENING SCHOOL UPDATE

- A. Jared Dawson, IPCSC Program Manager gave an update on the new schools opening fall 2021. Gem Prep: Meridian North and Alturas Preparator Academy are on-track to open as expected in August, 2021.

III. CONSIDERATION OF FAILURE TO MEET PRE-OPENING CONDITIONS

- A. **Cardinal Academy:** Director Thompson explained that Cardinal Academy was approved on condition that the school enroll at least 50 students by May 26, 2021. The school reported 36 students enrolled at this time. Staff recommended delaying the school's opening until 2022.

Commissioners discussed the issue in-depth. Emily Bergstrom, Principal, Patricia Kempthorn, Board Chair, and Deborah Heddon-Nicely presented on the need for the school and shared an updated budget plan.

No action was taken, allowing the school to proceed with opening in 2021.

- B. **Peace Valley Charter School:** Director Thompson explained that Peace Valley Charter School was approved with 5 conditions, 4 of which were met by the stated dates. The 5th condition required the school to become fully accredited by June 30, 2021. The school has not pursued accreditation and did not meet the condition. The IPCSC will consider the school for renewal in 2023.

Andrew Ross, Principal, and Andrea Pettitt, Board Chair gave an update to the Commission regarding the state of their school. Chairman Reed thanked the school for the presentation and advised them to keep moving forward.

IV. CONSIDERATION OF NOTIFICATIONS OF FISCAL CONCERN

- A. Peace Valley Charter School:** The school requested that the existing notification of fiscal concern be lifted.

M/S (Scigliano/Van Orden) Motion to continue the notification of fiscal concern for Peace Valley Charter School through fiscal year 2022. *The motion passed unanimously.*

- B. Bingham Academy:** The school did not contest the continuance of the existing notification of fiscal concern.

M/S (Quinn/Peterson) Motion to continue the notification of fiscal concern for Bingham Academy through fiscal year 2022. *The motion passed unanimously.*

- C. The Village Public Charter School:** The school did not contest the continuance of the existing notification of fiscal concern. However, the school's Principal, Josh Noteboom, and Adam Holcomb of MAST Financial presented on the school's progress toward financial recovery.

Commissioners thanked Mr. Noteboom and Mr. Holcomb for their hard work.

M/S (Bair/Scigliano) Motion to continue the notification of fiscal concern for The Village Charter School through fiscal year 2022. *The motion passed unanimously.*

- D. Monticello Montessori Charter School:** The school did not contest the issuance of a new notification of fiscal concern. However, Drew Hosford and Shay Highley, board directors for the school were present to share an update on the school's situation.

The school's board became aware of some significant operational and financial issues in April and are working to make appropriate corrections.

M/S (Peterson/Quinn) Motion to issue a notification of fiscal concern for Monticello Montessori Charter School through fiscal year 2022. *The motion passed unanimously.*

V. CONSIDERATION OF NEW CHARTER PETITION

Kootenai Classical Academy: Kootenai Classical Academy proposed a new charter school to be located in the Post Falls area. The school would deliver a classical model, supported by Hillsdale College. The school proposed to open in the fall of 2022 and to serve 702 students in grades K-12 at capacity.

A petition evaluation report accompanied the meeting materials and provided an in-depth analysis of the petition. The report found the petition to be deficient in the finance and facilities section and in the leadership and management section. Staff recommended the petition either be denied or conditionally approved.

Prospective Principal, Terrance O. Moore and Board Chair, Edward Kaitz presented the school's plan to the Commission. Lengthy discussion followed.

M/S (Bair/Scigliano) A motion to deny the Kootenai Classical Academy new charter school petition on the following grounds: the Leadership and Management section of the petition is incomplete and/or the Facility and Finance section does not meet standard II.1.b with regard to the facility plan. *The motion passed 4:1 (Yea – Peterson, Scigliano, Bair, Van Orden; Nay – Quinn).*

A notice of denial letter was subsequently issued to the school stating the grounds for denial and clarifying the process for resubmission and/or appeal.

VI. CONSIDERATION OF FY21 IMPACT OF ASSESMENT

Director Thompson reviewed the potential impact of the pandemic on the academic and financial measures of the IPCSC's framework. Commissioners engaged in discussion regarding renewal conditions coming due on June 30 2021 and renewal decisions that will be based on FY21 annual reports.

M/S (Van Orden/Peterson) A motion to waive conditions due on June 30th, 2021 if the conditions are specific to assessment data collected in the spring of 2021; AND to exclude ratings on the academic and financial sections of the performance framework on FY21 annual performance reports for all schools. *The motion passed unanimously.*

VII. CONSIDERATION OF POLICY REVISIONS

Director Thompson introduced proposed revisions to IPCSC school policy. These include a new section regarding replications, a minor clarification to the new petition section to align with the replication section, and a clarifying addition to the major amendments section regarding expansions.

As this was considered a first read of the proposed revisions, no action was taken. Policy was posted on the IPCSC's website and the public was encouraged to provide feedback. The policy will appear as an action item on the IPCSC's August agenda.

VIII. FINAL CONSIDERATION OF ITEMS RELATED TO IPCSC AGENCY STATUS

A. Strategic Plan: Director Thompson presented the revised Strategic Plan, as discussed on June 9th.

M/S (Bair/Scigliano) A motion to adopt the strategic plan as presented. The motion passed 4:1 (Yea – Scigliano, Bair, Van Orden, Quinn; Nay- Peterson)

B. Minor Edits to Hiring Documents: As Director Thompson will no longer work under the direction of the Executive Director of the State Board of Education, minor edits to the employment agreement and job description are necessary.

The changes removed references to the SBE and replaced them with references to the IPCSC. No material changes were made.

M/S (Peterson/Van Orden) A motion to adopt the proposed changes to Director Thompson's employment agreement and job description as presented.

IX. CONSIDERATION OF DIRECTOR'S EVALUATION

M/S (Scigliano/Peterson) A motion to enter executive session pursuant to I.C. 74-206(1)(b) for the purpose of considering the performance evaluation of the IPCSC Director.

Roll Call Vote: Peterson – Yea; Quinn – Yea; Scigliano – Yea; Van Orden – Yea; Bair – Yea; Reed – Yea.

The IPCSC entered executive session at 1:16 P.M.

The IPCSC returned to open session at 1:31 P.M.

No subsequent action was taken.

Adjournment: M/S (Bair/Peterson) A motion to adjourn the meeting. *The motion passed unanimously.*

II. PUBLIC COMMENT

A. Live Comment

1. Members of the public may address the IPCSC during this meeting.
2. Please indicate the topic you wish to address on the sign-in sheet prior to the start of the meeting.
3. If the topic is an agenda item the Chairman will invite you to speak during the agenda item to which the public comment pertains.
4. If the topic is not an agenda item, the Chairman will invite you to speak during the separate public comment section of the agenda.
5. Public comments shall be limited to three (3) minutes.

B. Written Comment

1. Written comment may be submitted to the PCSC staff at any time.
2. Written comment must be identified as such and must include the name and contact information of the author.
3. Written comment submitted at least seven (7) days in advance of a PCSC meeting will be included in the meeting materials.
4. Written comment submitted fewer than seven (7) days in advance of a PCSC meeting will be distributed to commissioners, but may not be included in the meeting materials.
5. Written comment will be read aloud at the regularly scheduled IPCSC meeting following receipt and will be limited to three (3) minutes.

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III. DIRECTOR'S REPORT

APPLICABLE STATUTE, RULE, OR POLICY

NA

BACKGROUND

The PCSC Director oversees the day-to-day management of the authorizing office. This agenda item provides opportunity for a brief report regarding actions taken and work in progress at the staff level.

DISCUSSION

Director Thompson will provide an update on items such as staffing, school updates, and team progress on ongoing projects such as annual reports and renewal cycles.

SPEAKER

IPCSC Director, Jenn Thompson

IMPACT

Information item only.

STAFF COMMENTS AND RECOMMENDATIONS

No comments or recommendations.

COMMISSION ACTION

No action.



Annual Performance Report 2021

{Insert School Name}

Mission Statement: {Insert Schools Mission Statement}

SAMPLE

Chair/President	{Name of Chair}
Treasurer	{Name of Treasurer}
Secretary	{Name of Secretary/Clerk}
Administrator	{Name of Head Administrator Only}
Business Manager	{Name of Business Manager}
School Location	{School Address}
School Phone	{School Phone #}

Table of Contents

Introduction	4
School Overview	5
Annual Snapshot	6
Academic Outcomes	8
Math Proficiency & Math Growth	8
ELA Proficiency & ELA Growth	8
Literacy Proficiency.....	8
College & Career Readiness.....	8
Longitudinal Academic Ratings	9
Operational Outcomes: Board Stewardship	9
Governance Structure	9
Governance Oversight.....	9
Governance Compliance.....	9
Operational Outcomes: Management	10
Student Services	10
Data Security and Information Technology.....	10
Facility & Services.....	10
Operational Compliance.....	
Longitudinal Operational Ratings.....	8
Financial Outcomes	11
Near Term Measures.....	11
Sustainability Measures	11
Longitudinal Financial Ratings.....	8
Conditions (If Applicable)	13
Contact Us	13

Introduction

Charter schools in Idaho operate on 5-year terms as defined in a Performance Certificate executed between the school's board and its authorizer. In addition, Idaho law requires that every certificate includes a framework describing the expectations the school must meet in order to earn a next operational term. It also requires that charter school authorizer's complete performance reports for the schools they oversee each year. The annual performance report serves the following purposes:

1. To provide transparent information about charter school quality to the public;
2. To ensure charter school boards have access to clear expectations and;
3. To inform mid-term authorizing decisions.

This report reflects how the school's outcomes during the most recently completed school year measure up against the expectations established in the framework. At the end of each 5-year term, the authorizer reviews the school's annual reports and financial data to inform its decision to renew, conditionally renew, or non-renew, the school for a subsequent term.

Each measure included in the IPCSC's framework has a meets standard benchmark. A school that meets standard on all measures at the end of its current operational term is guaranteed an unconditional renewal. A school that does not meet standard on at least one measure at the end of its current operational term may be conditionally renewed or non-renewed. Because the outcomes on this report inform high-stakes decisions, schools are encouraged to use this information to support their strategic planning efforts each year.

COVID-19 NOTE: Please note that due to the COVID-19 pandemic, the IPCSC has suspended ratings (exceeds, meets, etc.) on academic and financial measures for the FY21 report. All outcomes are included in this report; however, outcomes are not rated.

[School Name] Performance Certificate: [Insert Link](#)

[School Name] Performance Framework: [Insert Link](#)

Current Term: [Insert Dates](#)

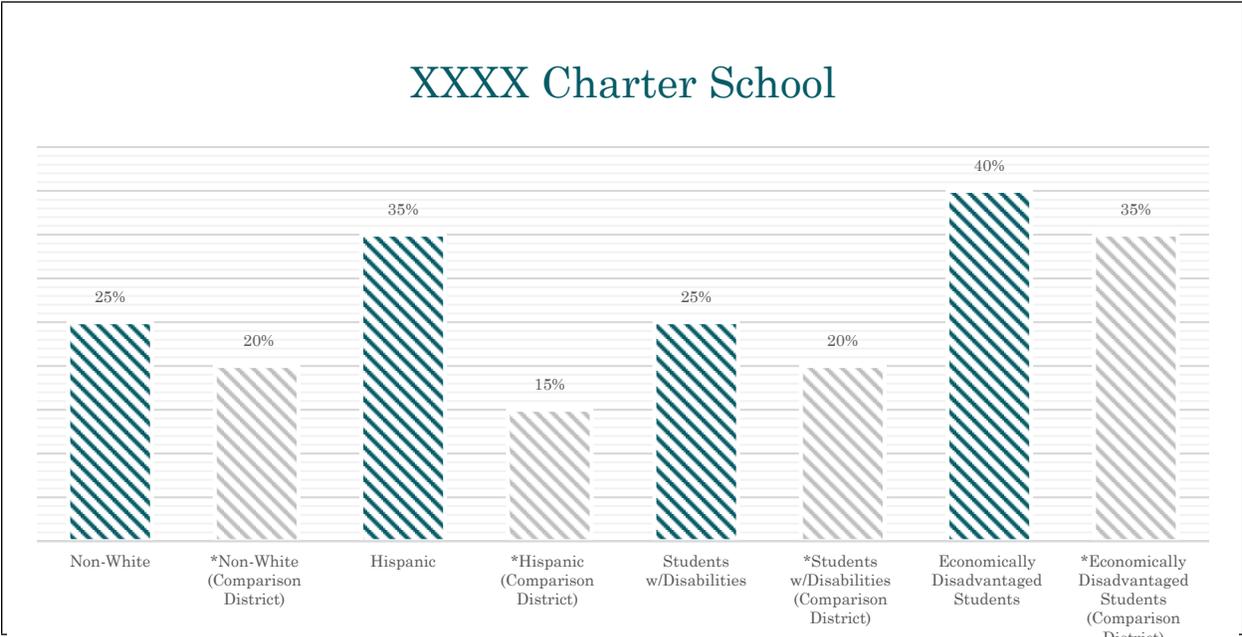
Renewal Recommendation: IPCSC staff will issue a renewal recommendation with the annual report issued no later than November 15, 20[NN]

School Overview

Model:	
Enrollment Capacity:	
Grades Served:	
Enrollment Projected FY22:	

Key Design Elements:
 Input the Key Design elements for the individual school

2021 XXXX CHARTER SCHOOL DEMOGRAPHIC SUMMARY:



2020-2021 Annual Snapshot

Schools are encouraged to use this information for strategic planning and to ensure that any identified weaknesses are addressed in advance of renewal consideration.

RATING LEGEND	DOES NOT MEET STANDARD	APPROACHES STANDARD	MEETS STANDARD	EXCEEDS STANDARD	NOT RATED DUE TO PANDEMIC
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ACADEMIC OUTCOMES:	
Math Proficiency	
Math Growth	
ELA Proficiency	
ELA Growth	
Literacy Proficiency	FALL IRI: SPRING IRI:
College & Career Readiness	

FINANCIAL OUTCOMES: NEAR TERM MEASURES	
Current Ratio	
Unrestricted Days Cash	
Default	
Enrollment Variance	

OPERATIONAL OUTCOMES: BOARD STEWARDSHIP	
Governance Structure	Choose an item.
Governance Oversight	Choose an item.
Governance Compliance	Choose an item.

FINANCIAL OUTCOMES: SUSTAINABILITY MEASURES	
Total Margin 3 Yr. Aggregate Margin	TM: 3YR:
Cash Flow Multi-Year Cash Flow	CF: MY:
Debt Service Coverage Ratio	
Debt Asset Ratio	
Financial Compliance	

OPERATIONAL OUTCOMES: MANAGEMENT	
Student Services	Choose an item.
Data Security/Transparency	Choose an item.
Facility & Services	Choose an item.
Operational Compliance	

Note: Due to the impact of the pandemic, Academic outcomes were not available for the 2019-2020 school year.

Academic outcomes are available but will not be rated for the 2020-2021 school year.

Academic Outcomes

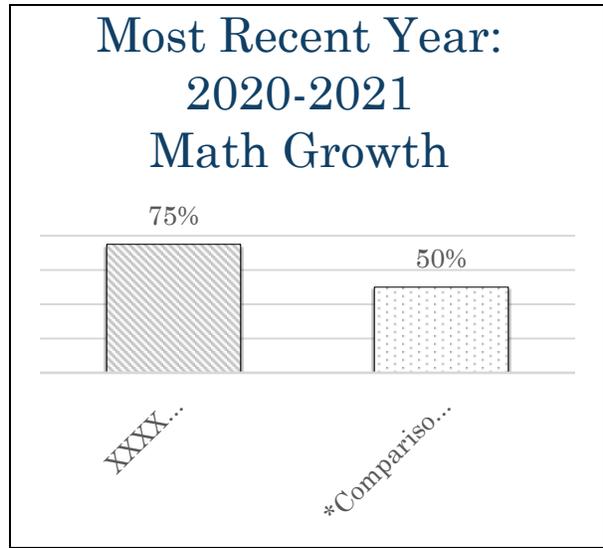
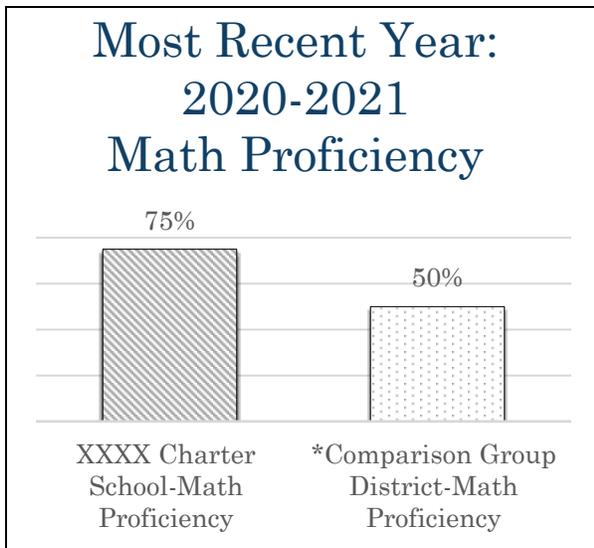
MATH PROFICIENCY & MATH GROWTH

Why This Matters:

The IPCSC must determine whether the academic performance at the school represents a favorable return on the investment of public dollars. For context, the IPCSC considers the school’s performance in relation to other educational choices available to families. A school that performs as well or better than the average of its comparison group on the statewide mathematics assessment (ISAT) meets the IPCSC standard on both the math proficiency and math growth measures.

If this standard is not yet met, the school should focus its strategic planning on improving mathematics achievement outcomes to ensure the school will earn a next operational term. If the standard is met, strategic planning may focus on whatever data points will best establish and sustain an exemplary school of the specific model for which the school is chartered.

Comparison Group: {District XXXX}



RATING LEGEND	DOES NOT MEET STANDARD	APPROACHES STANDARD	MEETS STANDARD	EXCEEDS STANDARD	NOT RATED DUE TO PANDEMIC
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*Please see the [Performance Framework Rubrics](#) for details regarding how each measure is rated.

MEASURE	PROFICIENCY RATING	APPLICABLE RUBRIC DESCRIPTION
MATH PROFICIENCY	Rating Not Applicable for 2020-2021	Not Applicable for 2020-2021 School Year

MEASURE	GROWTH RATING	APPLICABLE RUBRIC DESCRIPTION
MATH GROWTH	Rating Not Applicable for 2020-2021	Not Applicable for 2020-2021 School Year

Academic Outcomes

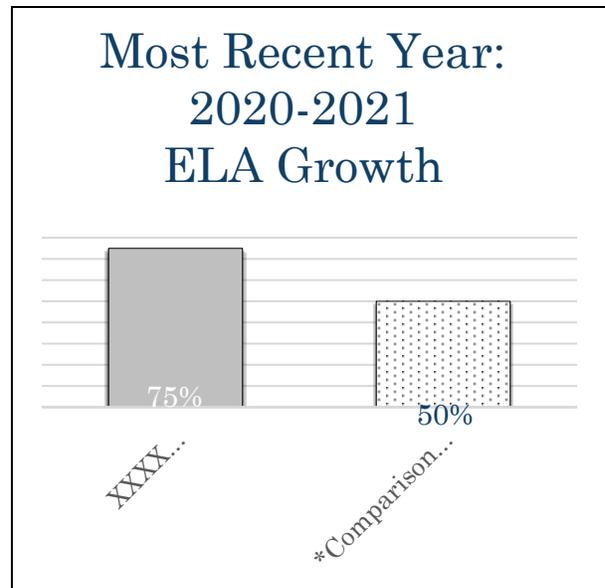
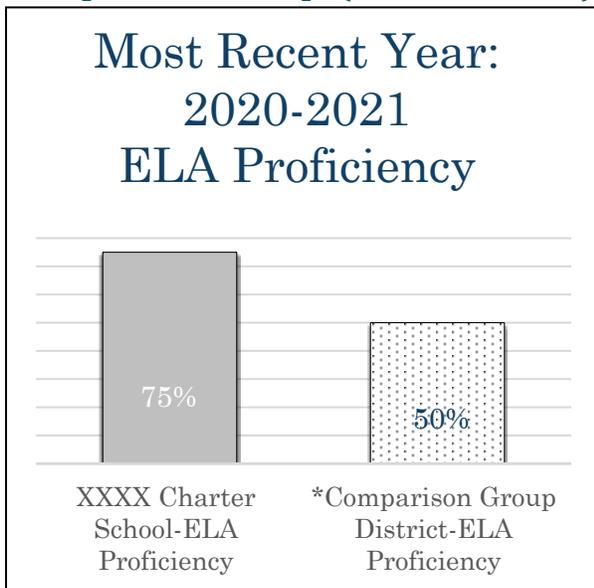
ELA PROFICIENCY & ELA GROWTH

Why This Matters:

The IPCSC must determine whether the academic performance at the school represents a favorable return on the investment of public dollars. For context, the IPCSC considers the school’s performance in relation to other educational choices available to families. A school that performs as well or better than the average of its comparison group on the statewide ELA assessment (ISAT) meets the IPCSC standard on both the ELA proficiency and ELA growth measures.

If this standard is not yet met, the school should focus its strategic planning on improving these outcomes to ensure the school will earn a next operational term. If the standard is met, strategic planning may focus on whatever data points will best establish and sustain an exemplary school of the specific model for which the school is chartered.

Comparison Group: {District XXXX}



RATING LEGEND	DOES NOT MEET STANDARD	APPROACHES STANDARD	MEETS STANDARD	EXCEEDS STANDARD	NOT RATED DUE TO PANDEMIC
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*Please see the [Performance Framework Rubrics](#) for details regarding how each measure is rated.

MEASURE	PROFICIENCY RATING	APPLICABLE RUBRIC DESCRIPTION
ELA PROFICIENCY	Rating Not Applicable for 2020-2021	Not Applicable for 2020-2021 School Year

MEASURE	GROWTH RATING	APPLICABLE RUBRIC DESCRIPTION
ELA GROWTH	Rating Not Applicable for 2020-2021	Not Applicable for 2020-2021 School Year

Academic Outcomes

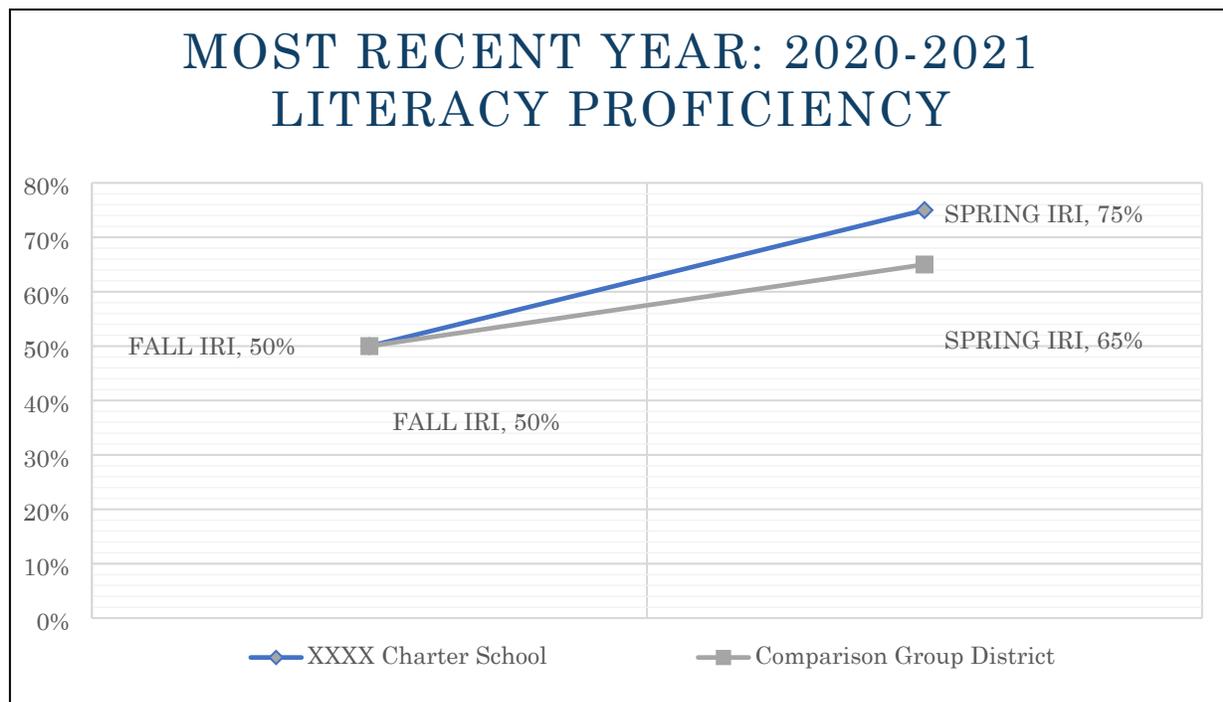
LITERACY PROFICIENCY

Why This Matters:

The IPCSC must determine whether the academic performance at the school represents a favorable return on the investment of public dollars. For context, the IPCSC considers the school’s performance in relation to other educational choices available to families. A school that performs as well or better than the average of its comparison group on the spring statewide literacy assessment (IRI) meets the IPCSC standard. Alternatively, a school that did not perform as well or better than its comparison group on the spring assessment, but that did improve its outcome by at least 10% from fall to spring, also meets standard.

If this standard is not yet met, the school should focus its strategic planning on improving these outcomes to ensure the school will earn a next operational term. If the standard is met, strategic planning may focus on whatever data points will best establish and sustain an exemplary school of the specific model for which the school is chartered.

Comparison Group: {District XXXX}



RATING LEGEND	DOES NOT MEET STANDARD	APPROACHES STANDARD	MEETS STANDARD	EXCEEDS STANDARD	NOT RATED DUE TO PANDEMIC
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*Please see the [Performance Framework Rubrics](#) for details regarding how each measure is rated.

MEASURE	PROFICIENCY RATING	APPLICABLE RUBRIC DESCRIPTION
LITERACY PROFICIENCY	Rating Not Applicable for 2020-2021	Not Applicable for 2020-2021 School Year

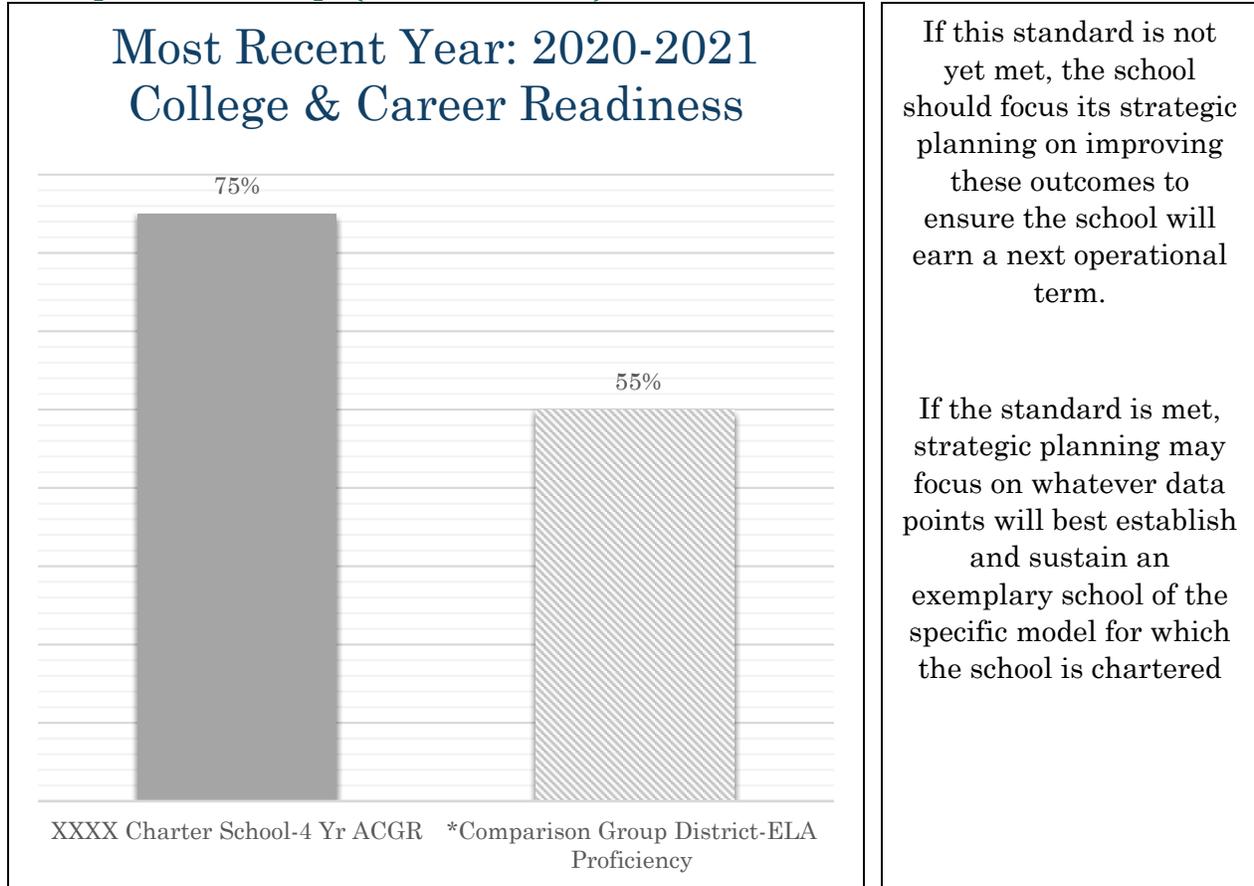
Academic Outcomes

COLLEGE & CAREER READINESS

Why This Matters:

The IPCSC must determine whether the academic performance at the school represents a favorable return on the investment of public dollars. For context, the IPCSC considers the school’s performance in relation to other educational choices available to families. A school with a 4-year graduation rate equal to or greater than the average of its comparison group meets the IPCSC standard.

Comparison Group: {District XXXX}



RATING LEGEND	DOES NOT MEET STANDARD	APPROACHES STANDARD	MEETS STANDARD	EXCEEDS STANDARD	NOT RATED DUE TO PANDEMIC
---------------	------------------------	---------------------	----------------	------------------	---------------------------

*Please see the [Performance Framework Rubrics](#) for details regarding how each measure is rated.

MEASURE	COLLEGE & CAREER RATING	APPLICABLE RUBRIC DESCRIPTION
College & Career Readiness	Ratings Not Applicable for 2020-2021	Not Applicable for 2020-2021 School Year.

Longitudinal Academic Ratings | 2017-2022

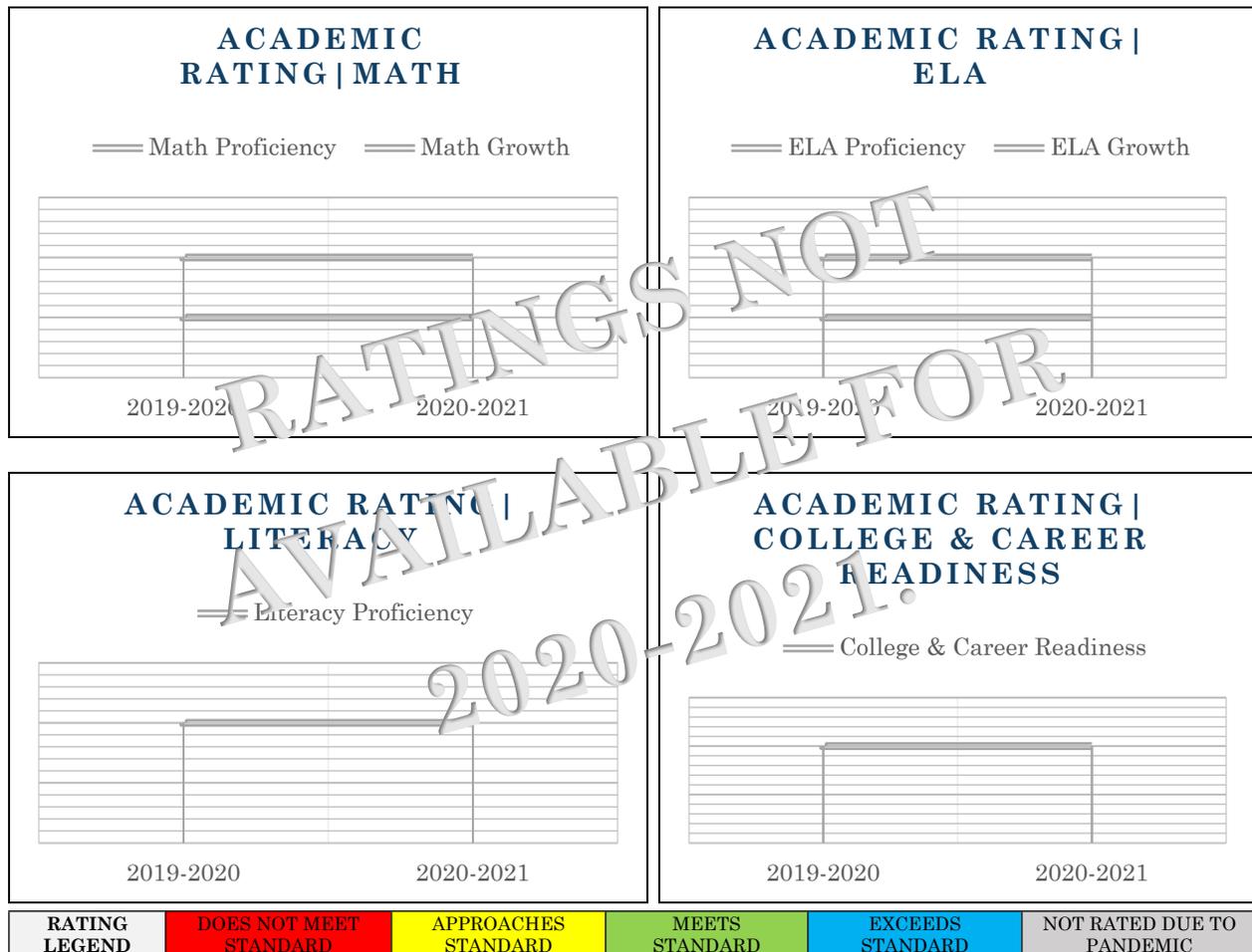
Longitudinal data provides a snapshot of a school’s ratings over a *5-year period*. This data helps to identify performance trends and changes over time. Schools are encouraged to consider how this data might be used to drive strategic planning as the school approach its next renewal decision.

Academic Ratings | Historical Framework

School Year	Math Proficiency	Math Growth	ELA Proficiency	ELA Growth	College & Career Readiness
2016-2017	HONOR	HONOR	HONOR	HONOR	HONOR
2017-2018	HONOR	GOOD STANDING	HONOR	GOOD STANDING	GOOD STANDING
2018-2019	REMEDIATION	REMEDIATION	REMEDIATION	REMEDIATION	REMEDIATION

Academic Ratings | Revised Framework

Due to COVID-19 pandemic, no academic data was available for the 2019-2020 school year. Additionally, as ratings are used to inform charter renewal decisions, the IPCSC chose to suspend ratings for the 2020-21 school year due to the anticipated impact of the pandemic.



Operational Outcomes

BOARD STEWARDSHIP

Why This Matters:

At the highest level, the success of a charter school is driven by the ability of its governing board to govern effectively. The measures in this section help identify the strengths and challenges faced by the school's board. As success on these measures was not unduly influenced by the pandemic, ratings are applied for the 2020-2021 school year. *Please see the [Performance Framework Rubrics](#) for details regarding how each measure is rated.

STANDARD RATING: EXCEEDS STANDARD	
Governance Structure Measure	Data/Evidence Source
Choose an item.	Bylaws xx/xx/xx. *Please provide an updated copy if any amendments have been made as of 7/1/21.
Choose an item.	Articles of Incorporation initially filed on xx/xx/xx. Most recently updated on xx/xx/xx.
Choose an item.	*No instances of non-compliance documented.
Choose an item.	*No instances of non-compliance documented.
Choose an item.	*No instances of non-compliance documented.
Comments/ Context:	

STANDARD RATING: MEETS STANDARD	
Governance Oversight Measure	Data/Evidence Source
The IPCSC did not evaluate the boards review of academic data in a timely and thorough manner due to pandemic for 2020-2021.	*No instances of non-compliance documented.
Choose an item.	*No instances of non-compliance documented.
Choose an item.	*No instances of non-compliance documented.
Choose an item.	*No instances of non-compliance documented.
Choose an item.	*No instances of non-compliance documented.
Comments/ Context:	

STANDARD RATING: EXCEEDS STANDARD	
Governance Compliance Measure	Data/Evidence Source
Choose an item.	*No instances of non-compliance documented.
Choose an item.	*No instances of non-compliance documented.
Comments/ Context:	

Operational Outcomes

MANAGEMENT

Why This Matters:

The systems and structures that support school operations are an important part of the school's overall success. The measures in this section help identify the strengths and challenges that impact the school's day-to-day operations. As success on these measures was not unduly influenced by the pandemic, ratings are applied for the 2020-2021 school year.

STANDARD RATING: EXCEEDS STANDARD	
Student Services	Data/Evidence Source
Choose an item.	*No instances of non-compliance documented.
Choose an item.	*No instances of non-compliance documented.
Choose an item.	Continuous Improvement Plan 2020-2021
Comments/ Context:	

STANDARD RATING: EXCEEDS STANDARD	
Data Security and Information Transparency	Data/Evidence Source
Choose an item.	*No instances of non-compliance documented.
Choose an item.	*No instances of non-compliance documented.
Choose an item.	*No instances of non-compliance documented.
Comments/ Context:	

STANDARD RATING: EXCEEDS STANDARD	
Facility and Services	Data/Evidence Source
Choose an item.	*No instances of non-compliance documented.
Choose an item.	*Most Recent: No instances of non-compliance documented.
<i>The IPCSC did not evaluate school transportation for students due to measure being waived for 2020-2021.</i>	*No instances of non-compliance documented.
<i>The IPCSC did not evaluate school nutrition for students due to measure being waived for 2020-2021</i>	*No instances of non-compliance documented.
Comments/ Context:	

STANDARD RATING: APPROACHES STANDARD	
Operational Compliance	Data/Evidence Source
Choose an item.	*No instances of non-compliance documented.
Choose an item.	*No instances of non-compliance documented.
Choose an item.	*No instances of non-compliance documented.
Choose an item.	*No instances of non-compliance documented.
Comments/ Context:	

Longitudinal Operational Ratings | 2017-2022

Board Stewardship

Longitudinal data provides a snapshot of a school’s ratings over a 5-year period. This data helps to identify performance trends and changes over time. Schools are encouraged to consider how this data might be used to drive your strategic planning as your school approach its next renewal decision.

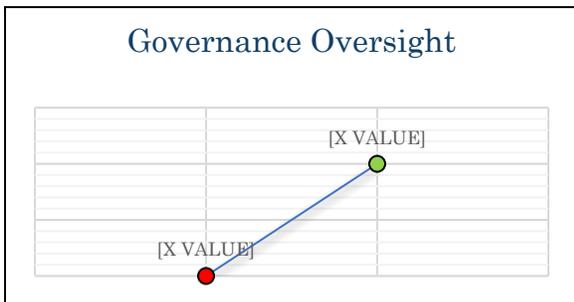
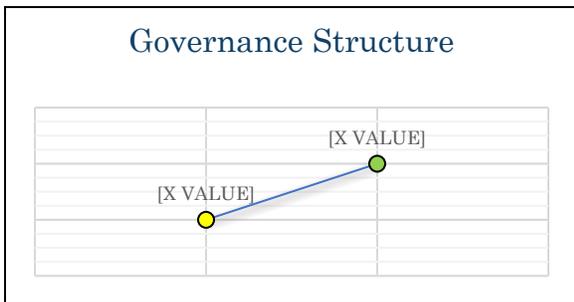
Ratings on the historical and revised framework are not comparable in the operational section. The two sets of data have been included. The school’s operational ratings on the historical framework are provided for reference.

Operational Ratings | Historical Framework

School Year	Rating
2016-2017	HONOR
2017-2018	HONOR
2018-2019	REMEDIATION

Note: In 2020, the IPCSC reorganized these measures for clarity. Operational outcomes are now divided into two sections (board stewardship and management) based on the primary party responsible for the school’s success on each measure.

Operational Ratings: Board Stewardship | Revised Framework



RATING LEGEND	DOES NOT MEET STANDARD	APPROACHES STANDARD	MEETS STANDARD	EXCEEDS STANDARD	NOT RATED DUE TO PANDEMIC
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Longitudinal Operational Ratings | 2017-2022

Board Management

Longitudinal data provides a snapshot of a school’s ratings over a 5-year period. This data helps to identify performance trends and changes over time. Schools are encouraged to consider how this data might be used to drive your strategic planning as your school approach its next renewal decision.

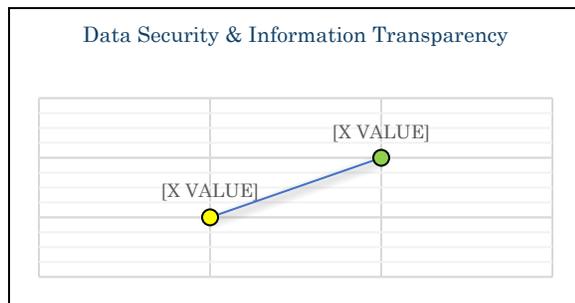
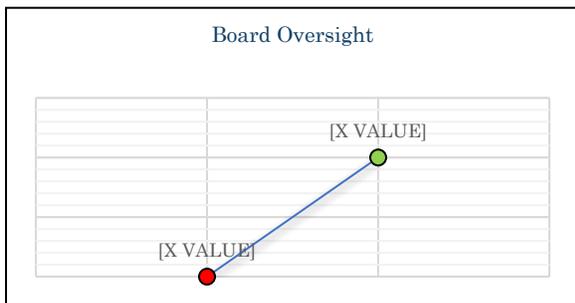
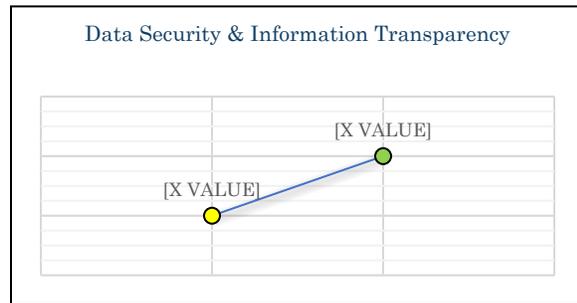
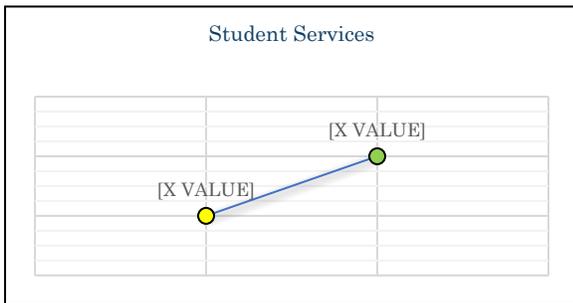
Ratings on the historical and revised framework are not comparable in the operational section. The two sets of data have been included. The school’s operational ratings on the historical framework are provided for reference.

Operational Ratings | Historical Framework

School Year	Rating
2016-2017	HONOR
2017-2018	HONOR
2018-2019	REMEDATION

Note: In 2020, the IPCSC reorganized these measures for clarity. Operational outcomes are now divided into two sections (board stewardship and management) based on the primary party responsible for the school’s success on each measure.

Operational Ratings: School Management | Revised Framework



RATING LEGEND	DOES NOT MEET STANDARD	APPROACHES STANDARD	MEETS STANDARD	EXCEEDS STANDARD	NOT RATED DUE TO PANDEMIC
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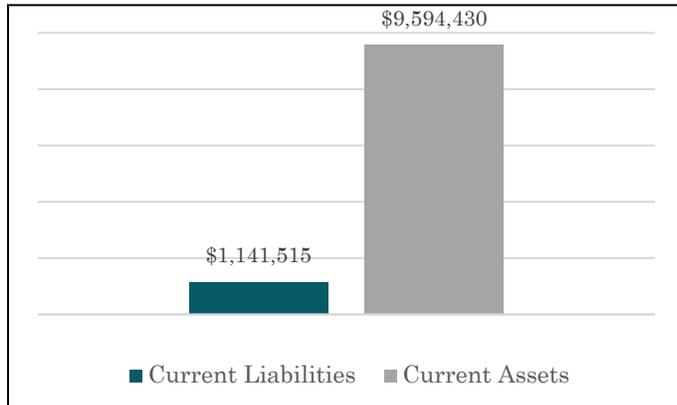
Financial Outcomes

NEAR TERM MEASURES

These measures evaluate whether a school is likely to meet its financial obligations in the next year. *Please see the [Performance Framework Rubrics](#) for details regarding how each measure is rated.

Current Ratio

The school has a current ratio of more than 1.5.	Current Ratio [N.NN]	Ratings Not Applicable for 2020-2021
--------------------------------------------------	----------------------	--------------------------------------



Why This Matters:

Current Ratio is a comparison of a school's financial obligations due within one year (current liabilities) to the cash and investments held by the school (current assets).

A school with more assets than liabilities (a Current Ratio greater than 1.0) would be able to meet its financial obligations for the

next year without relying on future revenue.

A school with more liabilities than assets (a Current Ratio of less than 1.0) is dependent on revenue it has not yet received to meet existing financial obligations.

Unrestricted Days Cash

The school has more than 60 days cash on hand	[NNN] Days	Ratings Not Applicable for 2020-2021
-----------------------------------------------	------------	--------------------------------------

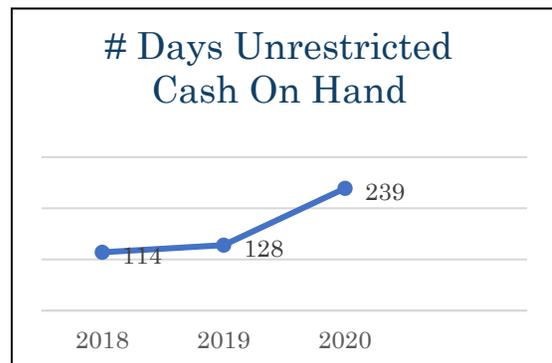
*This school has been notified of (potential or imminent) closure.

Why this Matters:

This measure estimates a school's average daily cost of operations and considers the number of days a school could operate using only its available cash and investments.

A school with at least 60 days cash on hand would be able to meet its immediate financial obligations with available cash, buying the time it might take to

access other current assets. Occasionally, a planned purchase may decrease this number temporarily. In those cases, 30-60 days cash on hand with an upward trend is acceptable. A school with less than 15 days cash on hand is in financial distress and is at risk of automatic closure.



Default

The school is not in default of any financial obligations and did not experience any instances of default during the fiscal year.	Ratings Not Applicable for 2020-2021
-----------------------------------------------------------------------------------------------------------------------------------	--------------------------------------

Why this Matters:

This measure identifies whether a school has defaulted on any of its financial obligations. Default can mean many things. Examples of default include: paying bills late, failing to make payroll, or inaccurately filing reports required for funding. Default can also include a failure to meet any additional requirements of long-term debt as established by the lender (such as meeting a specific enrollment target or maintaining a greater amount of cash on hand than the PCSC requires).

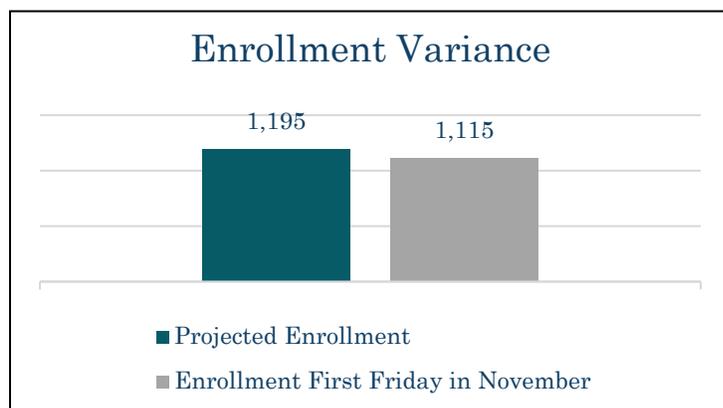
Any act of default can result in disruption of services, loans being called due, or funding that is inaccurate or withheld.

Comments/Context:

Courtesy letters and/or notification of default would be included here, if applicable.

Enrollment Variance

Enrollment variance was between 90% and 95%.	Enrollment Variance 93.3%	Ratings Not Applicable for 2020-2021
----------------------------------------------	------------------------------	--------------------------------------



Why this Matters:

The Enrollment Variance measure considers what percentage of a school's projected enrollment was achieved. As the majority of a public school's funding is generated by student enrollment, this measure reflects a school's ability to execute its budget to plan.

A school that achieves at least 95% of its projected enrollment will likely experience few bumps and may make minor adjustments. A school that achieves less than 95% of projected enrollment is likely to face budget challenges requiring more significant budget amendments and may be in financial distress.

Financial Outcomes

SUSTAINABILITY MEASURES

These measures help determine whether a school is likely to remain financially stable into the future.

Total Margin

The school's most recent year total margin is less than -10%. (DNM)	CY Total Margin [NN.NN%] 3-Year Aggregated [NN.NN%]	Ratings Not Applicable for 2020-2021
---------------------------------------------------------------------	------------------------------------------------------------------	--------------------------------------------

Why this Matters:

The Total Margin compares a school's total revenue to its net income.

Specifically, this measure identifies what percentage of a school's total revenue in a given year was not expended during that year. A school with a positive total margin spent less than it brought in. That is, the school is living within its means and can plan for future purchases and investments.

An occasional negative total margin may indicate that a planned or necessary purchase has taken place. This is not necessarily a negative indicator.

However, if the Total Margin is chronically negative or severe decreases appear, the school may be in financial distress. Aggregating this margin over three years helps to identify these long-term trends.

Note: for the purposes of this calculation, pension liability is excluded from the school's net income.



Cash Flow

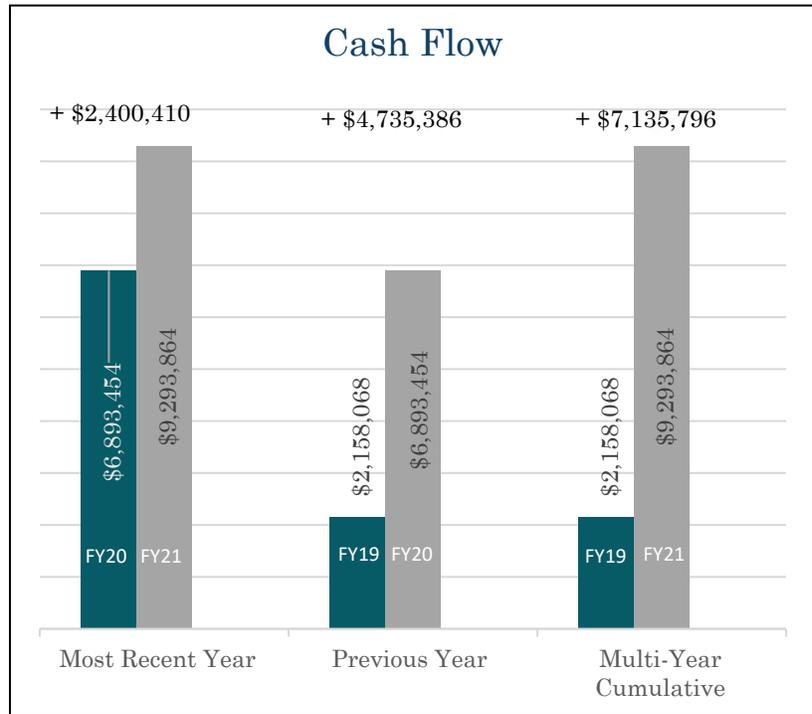
The school's multi-year cumulative cash flow is negative. (DNM)	Most Recent Year \$2,400,410 Previous Year \$4,735,386 Multi-Year \$7,135,796	Ratings Not Applicable for 2020-2021
-----------------------------------------------------------------	-------------------------------------------------------------------------------------	--------------------------------------

Why this Matters:

The Cash Flow measure considers the change in a school's cash balance over time. A school with a positive cash flow is increasing its reserves and is likely able to fund future projects and purchases.

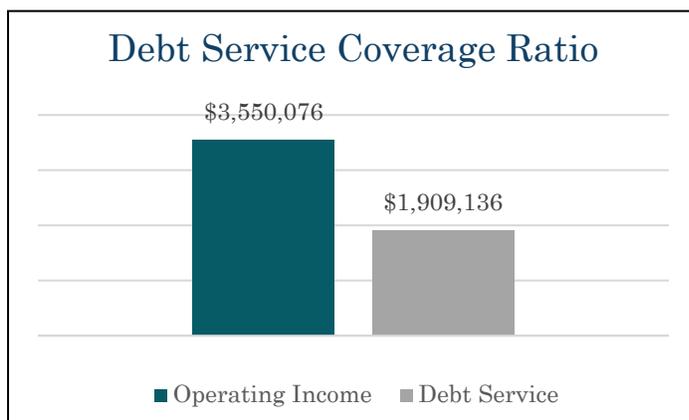
A school with a negative cash flow is using its existing reserves to fund general operations and is not likely to have the financial flexibility to fund future plans.

A multi-year cumulative cash flow helps to identify long-term trends.



Debt Service Coverage Ratio

Choose an item.	Debt Service Coverage Ratio 1.86	Ratings Not Applicable for 2020-2021
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Why this Matters:

This measure evaluates a school's ability to make payments on debt due in a given year using only that year's income. This helps determine whether a school has more debt than it can manage.

A school with more Operating Income than Debt Service (a Debt Service Coverage Ratio greater than 1) can meet the financial obligations of their debt. A

school with more Debt Service than Operating Income (a ratio of less than 1) is reliant on either reserves or revenues anticipated in future years to meet its debt obligations.

Debt to Asset Ratio

The school's Debt to Asset Ratio is between 0.9. and 1.0	Debt/Asset Ratio .93	Ratings Not Applicable for 2020-2021
----------------------------------------------------------	----------------------	--------------------------------------

Why This Matters:

The Debt to Asset Ratio compares a school's total liabilities to its total assets. This helps determine whether a school would be able to meet both its short and long-term financial obligations.

A school whose total liabilities are 90% or less of its Total Assets is

likely to be able to repay all short-term debts and still manage to set its long-term affairs in order in a worst-case scenario. A school with more liabilities than assets would not be able to meet all its financial obligations in a worst-case scenario.

Note: for the purposes of this measure, pension liability is excluded from the school's total liabilities.



Financial Compliance

STANDARD RATING: MEETS STANDARD	
Financial Operations	Data and/or Evidence Source
Choose an item.	Financial Audit {Date}
Choose an item.	School's Expenditure Page {Date}
Choose an item.	
Choose an item.	NA or Notification of Fiscal Concern {Date}
Choose an item.	NA or Notification of Possible or Imminent Closure {Date}
Comments/Context	

Longitudinal Financial Ratings | 2017-2022

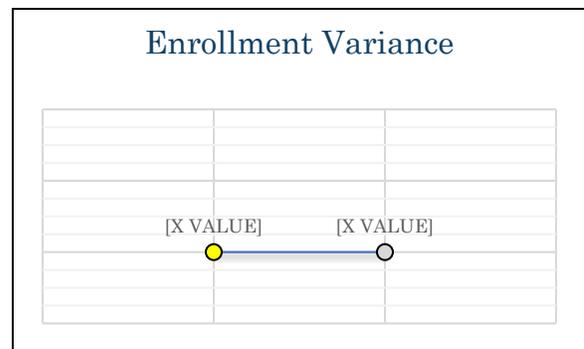
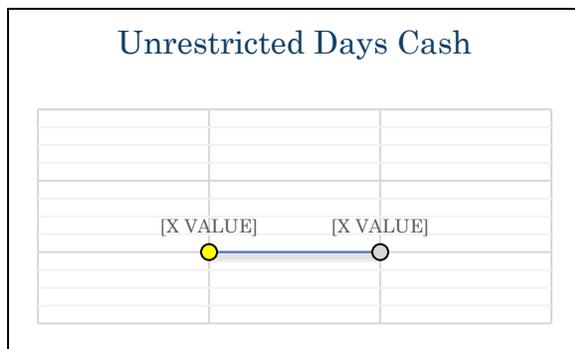
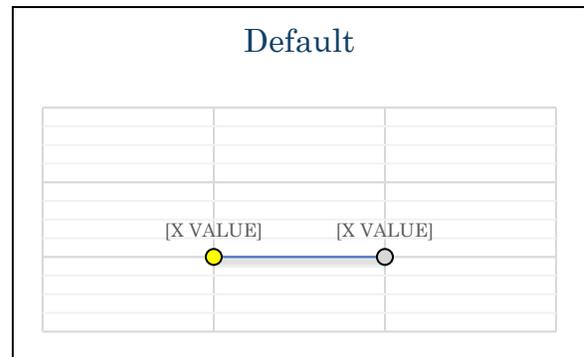
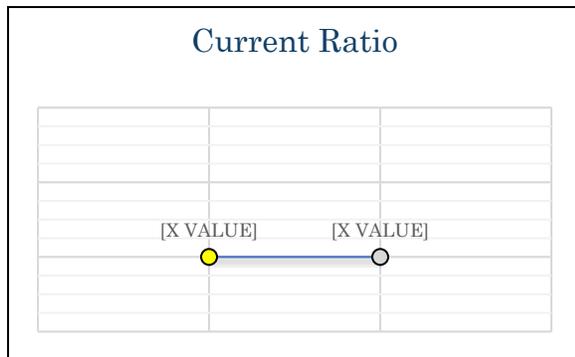
Longitudinal data provides a snapshot of a school’s ratings over a 5-year period. This data helps to identify performance trends and changes over time. Schools are encouraged to consider how this data might be used to drive your strategic planning as your school approach its next renewal decision.

Notes: The 2020 framework revision removed the “cash ratio” measure and moved the existing enrollment variance measure to the financial section.

Financial Near Term Health Ratings | Historical Framework

School Year	Near Term Health Rating
2016-2017	HONOR
2017-2018	HONOR
2018-2019	GOOD STANDING

Financial Near Term Health Ratings | Revised Framework



RATING LEGEND	DOES NOT MEET STANDARD	APPROACHES STANDARD	MEETS STANDARD	EXCEEDS STANDARD	NOT RATED DUE TO PANDEMIC
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Longitudinal Financial Ratings | 2017-2022

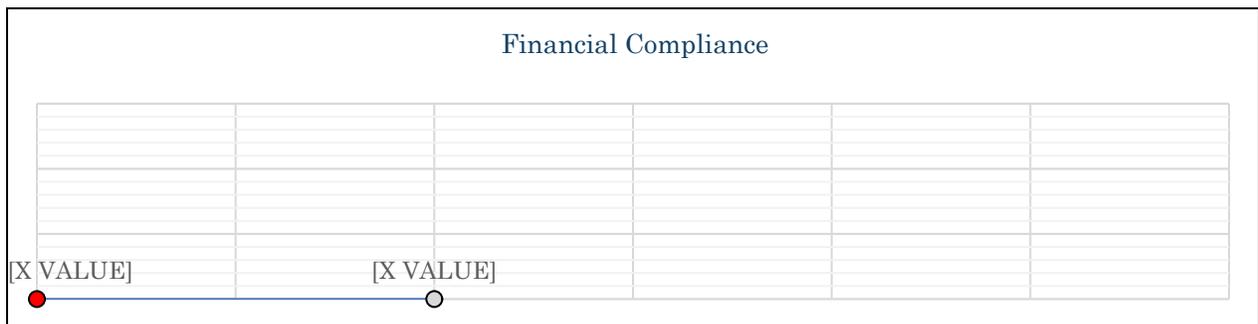
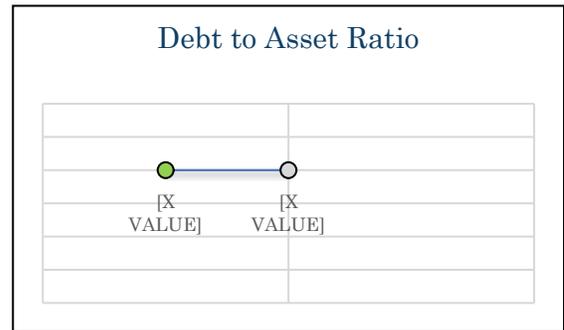
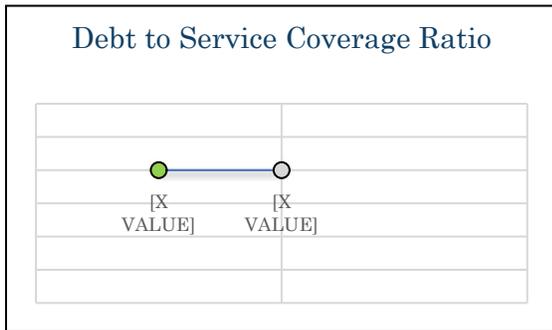
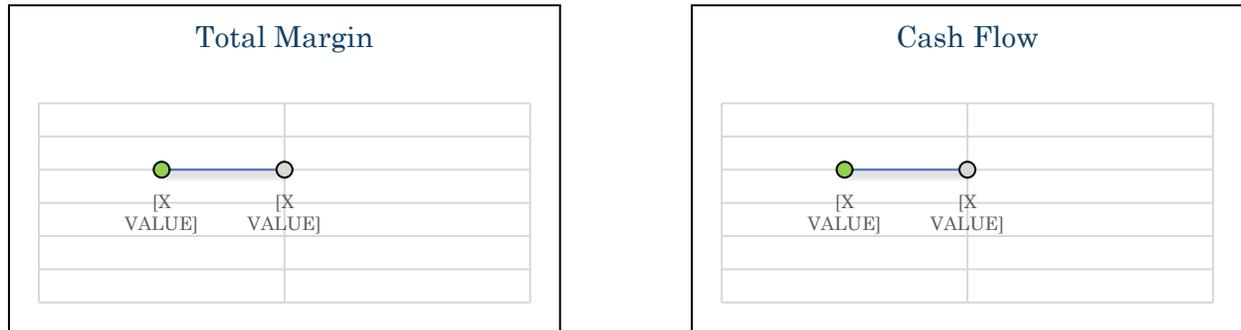
Longitudinal data provides a snapshot of a school’s ratings over a 5-year period. This data helps to identify performance trends and changes over time. Schools are encouraged to consider how this data might be used to drive your strategic planning as your school approach its next renewal decision.

Notes: The 2020 framework revision removed the “cash ratio” measure and moved the existing enrollment variance measure to the financial section.

Financial Sustainability Ratings | Historical Framework

School Year	Sustainability Rating
2016-2017	HONOR
2017-2018	HONOR
2018-2019	GOOD STANDING

Financial Sustainability Ratings | Revised Framework



RATING LEGEND	DOES NOT MEET STANDARD	APPROACHES STANDARD	MEETS STANDARD	EXCEEDS STANDARD	NOT RATED DUE TO PANDEMIC
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Conditions Overview

*The 2020-2021 Annual Report has been finalized by the
Idaho Public Charter School Commission staff.*

If you have any questions or comments, please contact
the IPCSC.



IDAHO PUBLIC CHARTER SCHOOL COMMISSION

304 N. 8th St. Ste.242

Boise, ID 83720

208-332-1561

pcsc@osbe.idaho.gov

IV. CONSIDERATION OF POLICY REVISION

APPLICABLE STATUTE, RULE, OR POLICY

I.C. § 33-5213(2) I.C. § 33-5205C(7)

BACKGROUND

The IPCSC maintains policy for the purpose of governance and administration of its statutory obligations. IPCSC policy was most recently updated in August of 2020.

The IPCSC conducted a first read of the proposed revisions on June 10, 2021. Since that time the revisions have been posted on the IPCSC's website for public comment. To further solicit feedback, a link to the relevant webpage and an electronic form through which stakeholders could leave feedback was sent to over 300 stakeholders on July 2nd.

DISCUSSION

Idaho Code requires charter school authorizers to establish policy regarding petitions for replication. A new section of IPCSC policy, Section V – Replications, has been drafted for this purpose.

It is also necessary to add a clarification between new schools and replication schools in Section II – New Charter School Petitions.

Additionally, the IPCSC has processed a greater volume of amendment requests in the past year than ever before. It has come to our attention that greater clarity regarding amendments would be useful. Specifically, the proposed revision includes greater detail regarding eligibility and required documentation for major amendments. This change is located in Section IV – Amendments.

SPEAKER

IPCSC Director, Jenn Thompson

IMPACT

If the IPCSC approves the proposed revisions, the new and amended policy will become effective as of the date of approval. If the IPCSC does not approve the proposed revisions, current policy will remain in effect.

STAFF COMMENTS AND RECOMMENDATIONS

Staff recommends that the IPCSC approved the proposed revisions as presented.

COMMISSION ACTION

A motion to adopt the proposed revisions to IPCSC school policy as presented;
or

A motion to adopt the revisions to IPCSC school policy as amended: [state
specific changes]; or

A motion to deny the proposed revisions to IPCSC school policy.



IPCSC Charter School Policy

Idaho Public Charter School Commission
304 North 8th Street, Room 242
Boise, Idaho 83702
Phone: (208)332-1561
pcsc@osbe.idaho.gov

Alan Reed, Chairman
Jenn Thompson, Director

IPCSC Policy
Revised 6/10/21

Contents

Section I: PCSC Meeting Protocol	3
Section II: New Charter School Petitions	5
Section III. Transfers	9
Section VI: Amendments	11
Section V: Replications.....	14
Section VI: Reporting	16
Section VII: Oversight.....	21
Section VIII: Renewal, Non-Renewal, and Revocation	25

Section I: PCSC Meeting Protocol

A. Submission of Meeting Materials

1. Final revisions for new charter school petitions must be received by the PCSC office no later than 5:00 p.m. Mountain Time thirty (30) calendar days prior to the scheduled hearing.
2. All other materials to be considered at a regular meeting must be received by the PCSC office no later than 5:00 p.m. Mountain Time fifteen (15) calendar days prior to the meeting date.
3. Materials to be considered at a special meeting of the PCSC must be received by the PCSC office no less than twelve (12) hours prior to the scheduled start time of the meeting.
4. Additional or revised materials may be accepted after the deadline at the discretion of the PCSC Director.
5. Additional materials and handouts may be accepted at the meeting at the discretion of the PCSC Chair.
6. All materials shall be submitted electronically via electronic mail, web-based file-sharing services, or portable data storage devices. Materials submitted as a shared document or via a shared drive not provided by the PCSC will not be accepted.

B. Public Comment

1. Members of the public may address the PCSC during regular or special PCSC meetings if so noted on the meeting agenda.
2. If public comment is on the agenda, members of the public must indicate the topic they wish to address on the sign-in sheet prior to the start of the meeting.
3. If public comment is on the agenda, members of the public will be invited to speak by the Chairman during the agenda item to which the public comment pertains.
4. Public comment unrelated to an agenda item will be allowed only if a separate public comment section is included on the agenda. In such a case, the speaker will be invited to address the PCSC during that section.
5. Public comments shall be limited to three (3) minutes.

C. Written Comment

1. Written comment may be submitted to the PCSC staff at any time.
2. Written comment must be identified as such and must include the name and contact information of the author.
3. Written comment submitted at least seven (7) days in advance of a PCSC meeting will be included in the meeting materials.
4. Written comment submitted fewer than seven (7) days in advance of a PCSC meeting will be distributed to commissioners, but may not be included in the meeting materials.
5. Written comment will be read aloud at the regularly scheduled PCSC meeting following receipt and will be limited to three (3) minutes.

D. Agenda Items Regarding PCSC Schools

1. A public charter school will be informed no less than thirty (30) days prior to any meeting at which that school is the subject of an agenda item.
2. A public charter school's governing board or its designee shall be allotted up to fifteen (15) minutes to address the PCSC during the agenda item(s) specifically related to that school. Additional time may be allowed at the Chairman's discretion.

Section II: New Charter School Petitions

A. New Charter School Petition Eligibility

1. New charter school petitions shall be considered only at regularly scheduled PCSC meetings.
2. A petition for a new charter school shall be eligible for consideration by the PCSC if all of the following are satisfied:
 - a. The new charter school petition includes all required narrative sections and all required appendices, pursuant to IDAPA 80.02.04.202; and
 - b. The new charter school petition is submitted by a governing board whose bylaws are compliant with the Idaho Nonprofit Corporation Act and fully executed, and whose articles of incorporation are filed in the state of Idaho; and
 - c. The new charter school petition includes evidence that both the petition and the letter stating the petitioners' intent to pursue authorization with the PCSC were submitted to all impacted traditional school districts at least four (4) weeks prior to submission to the PCSC.
 - d. At least one member of the petitioning group has completed the Charter Start 101 workshop, hosted by the State Department of Education.
3. A petition for a new charter school shall not be eligible for consideration by the PCSC if any of the following are true:
 - a. The petition has been denied by the PCSC within the 90 days; or
 - b. A Petition Evaluation Report for the proposed new public charter school has been issued by the PCSC staff, and the petition was subsequently withdrawn from consideration prior to the scheduled hearing within the previous 90 days;
 - c. No member of the petitioning group has completed the Charter Start 101 workshop, hosted by the State Department of Education.
4. [A petition for new charter school that seeks to replicate an existing school is not eligible to apply as a new charter school. Please see Section V of these policies for more information regarding a petition to replicate.](#)

B. New Charter School Petition Submission Requirements

1. A petition for a new charter school may be submitted to the PCSC at any time.

2. Petitions received between January 1st and September 1st, if approved, may open the following fall.
3. Petitions received between September 2nd and December 31st will be subject to the next full review cycle based on the petition's submission date. If approved, the public charter school may not begin operations until July 1 of the following year, at least eighteen (18) months after the date on which the petition was submitted.
4. New Charter School Petitions must include the following:
 - a. One Adobe PDF document comprising the petition narrative and all appendices, including the completed budget template; and
 - b. One Excel document (including formulas) comprising the completed budget template.
 - c. Materials provided by the petitioners, but not incorporated into the final PDF by the petitioners, shall not be forwarded to the PCSC for consideration.

C. New Charter School Petition Content Requirements

1. PCSC staff will maintain a New Petition Guidance document and a full description of the Standards of Quality against which a new charter school petition shall be evaluated.
2. Pursuant to IDAPA 08.02.04.202, the petition narrative shall include descriptions of the following:
 - a. Educational program; and
 - b. Financial and facilities plan; and
 - c. Board capacity and governance structure; and
 - d. Student demand and primary attendance area; and
 - e. School leadership and management; and
 - f. Virtual or blended learning model, if applicable.
3. Pursuant to IDAPA 08.02.04.202.07, New Charter School Petitions shall include all of the following appendices:
 - a. Appendix A – Budgets, including the PCSC budget template and facility option template; and

- b. Appendix B – Articles of Incorporation and Bylaws; and
 - c. Appendix C – Board of Directors; and
 - d. Appendix D - School Administration; and
 - e. Appendix E - Education Services Provider, if applicable.
4. New charter school petitions may include any additional supporting documents incorporated into the PDF as Appendix F.

D. New Charter School Petition Evaluation Timeline

1. Within thirty (30) days of receiving an eligible new charter school petition, PCSC staff will issue a Petition Evaluation Report to the petitioners for use as a revision tool.
2. PCSC staff will conduct an interview with the public charter school’s governing board for the purpose of evaluating the board’s governance capacity. A summary of the interview shall be included in the final Petition Evaluation Report.
3. Petition revisions will be accepted by PCSC staff until, and no later than thirty (30) calendar days prior to the hearing. Revisions submitted fewer than thirty (30) days prior to the hearing may be accepted at the discretion of the PCSC Director.
4. PCSC staff will issue a recommendation for approval, denial, or conditional approval to the school within twelve (12) weeks of the original submission date.
5. The PCSC will hold a hearing at the next regularly scheduled meeting following the issuance of the PCSC staff’s recommendation.
6. Materials for the hearing will consist of:
 - a. The final new charter school petition in PDF format, as submitted by the petitioners; and
 - b. The final Petition Evaluation Report, as prepared by PCSC staff; and
 - c. A cover sheet noting the PCSC staff’s recommendation.
7. At the hearing, the PCSC will issue a decision of approval, denial, or conditional approval.
8. If approved, a Performance Certificate for an initial operational term of five (5) years will be drafted by the PCSC staff, and must be executed by both parties within seventy-five (75) days from the date of approval.

9. New public charter schools must attend a pre-opening orientation meeting with PCSC staff within two (2) weeks of approval for the purpose of reviewing pre-opening requirements and timelines.
10. Denials may be appealed to the state superintendent of public instruction, pursuant to I.C. § 33-5207.

Section III. Petition for Transfer of Authorization

A. Petition to Transfer Authorization Eligibility

1. Petitions to transfer authorization of a public charter school's current Performance Certificate to the PCSC shall be considered only at regularly scheduled PCSC meetings.
2. Petitions to transfer authorization may be submitted to the PCSC at any time.
3. The term dates of a public charter school's Performance Certificate are fixed, and shall not change due to a transfer of authorization.
4. A petition to transfer authorization shall be eligible for consideration by the PCSC if both of the following are true:
 - a. The public charter school's governing board has passed a resolution stating its intent to apply for a transfer of authorization; and
 - b. The public charter school's existing authorizer has provided written support of the public charter school's intent to apply for a transfer of authorization.
5. A petition to transfer authorization shall not be eligible for submission if:
 - a. The petition to transfer authorization has been denied by the PCSC within the previous 90 days; or
 - b. Either the public charter school's governing board or the public charter school's current authorizer do not wish to pursue the transfer.

B. Petition to Transfer Authorization Submission Requirements

1. Initial petitions to transfer authorization must include the following:
 - a. A petition narrative as described in Section II.C.2 of these policies; and
 - b. The school's current-year board-approved annual budget; and
 - c. The school's most recent financial audit; and
 - d. Written notification from the existing authorizer indicating that it agrees to the pursuit of a transfer of authorization; and
 - e. The school's existing Performance Certificate, including the Performance Framework, and any other applicable appendices or conditions.
2. Final petition to transfer authorization must also include the following:

- a. The proposed PCSC Performance Certificate, including the Performance Framework, as applicable to the public charter school under PCSC authorization; and
- b. Written confirmation from the school's existing authorizer that it has reviewed the materials included in the final submission, particularly the proposed Performance Certificate, and agrees to the transfer of authorization.

C. Petition to Transfer Authorization Evaluation Timeline

1. Within thirty (30) days of submission, PCSC staff will provide to the petitioner:
 - a. A Petition Evaluation Report outlining any concerns with regard to the PCSC's Standards of Quality; and
 - b. A draft Performance Certificate, as applicable to the public charter school under PCSC authorization.
2. A hearing shall be scheduled within twelve (12) weeks of the original submission date.
3. The PCSC will issue a decision to approve or deny the petition to transfer authorization at the scheduled hearing.
4. If approved, the transfer of authorization shall be effective on the following July 1st.
5. Denials may be appealed to the State Board of Education, pursuant to I.C. § 33-5209A.

Section IV: Amendments

A. Eligibility for Amendment

1. A public charter school or its authorizer may enter into negotiations to revise a Charter or Performance Certificate at any time.
2. The PCSC shall not approve requests for amendments if any of the following are true:
 - a. The amendment proposes to increase enrollment or to change the grade levels served and the school did not meet standard on all measures of the Performance Framework, as reported on the most recent Annual Performance Report; or
 - b. The amendment proposes to increase enrollment or to change the grade levels served, or to increase the rate of growth toward capacity and the school is operating on an initial Performance Certificate term; or
 - c. The amendment proposes to adjust sections of the Charter or Performance Certificate that are relevant to the reasons for possible non-renewal or revocation and the PCSC has issued notification of potential non-renewal or either revocation proceedings or closure protocol have begun.
3. Proposed Charter or Performance Certificate amendments shall include the following:
 - a. A cover letter explaining the nature of and rationale for the proposed amendments; and
 - b. One Adobe PDF document comprising the section(s) of the Charter or Performance Certificate to be amended; and
 - c. One Adobe PDF document comprising any supporting documentation, including budgets and/or notifications to the traditional district, if applicable.

B. Consideration of Minor Amendments

1. The PCSC Director has the authority to approve minor amendments to a school's Charter or Performance Certificate.
2. Minor amendments include, but are not limited to:
 - a. Changes in enrollment numbers by grade if the amendment does not impact the school's approved enrollment capacity or grades served;

- b. Changes in enrollment capacity if the amendment does not increase the school's approved enrollment capacity by more than 10% over the course of the Performance Certificate term and the amendment does not change the approved grade levels served;
 - c. Changes to the school's mission, vision, or key design elements to reflect strategic planning if the amendment does not significantly change the instructional model;
 - d. Changes to the school's primary attendance area for the purposes of clarifying the intent of the existing area; or
 - e. Changes to the school's Charter to include statutorily allowable enrollment preference categories.
 3. Notification of approval or denial by PCSC staff of any minor amendment will be issued to the public charter school within thirty (30) days of submission.
 4. Amended Charters or Performance Certificates shall be fully executed by both parties within thirty (30) days of receiving notification of approval.
 5. If the amended Performance Certificate or Charter is not executed by both parties within thirty (30) days of notification of approval, the amendment shall be considered failed and the Performance Certificate or Charter will revert to its state prior to the failed amendment.

C. Consideration of Major Amendments

1. Major amendments will be considered by the PCSC only at regularly scheduled meetings.
2. Major amendments include, but are not limited to:
 - a. Changes to the public charter school's enrollment capacity of more than 10% over the course of the Performance Certificate term;
 - b. Changes to the grade levels served by the public charter school;
 - c. Changes to the school's instructional model of such significance as to require the section of the charter to be rewritten; or
 - d. Any amendment that does not otherwise qualify as minor according to Section IV.B.2.

3. ~~A written review by PCSC staff of any major amendment shall be issued to the charter holder within thirty (30) days of submission.~~ Upon submission of a request to expand a school's enrollment by ten percent (10%) or more, or to increase the grade levels served:
 - a. The IPCSC will notify any school districts and charter schools that may be impacted by the major amendment request.
 - b. The IPCSC will schedule the amendment for consideration at a regularly scheduled IPCSC meeting at least thirty (30) days after submission.
4. ~~Revision of the proposed Charter or Performance Certificate amendment will be accepted by PCSC staff, provided the revision is submitted no less than fifteen (15) calendar days prior to the scheduled hearing.~~ A request to expand a charter school that results in a single local education agency (LEA) occupying multiple campuses may be considered as an amendment as long as all campuses are located within five (5) miles of the original campus. Should an expansion be located more than five (5) miles from the original campus, the petition may not be submitted as an amendment, but may be considered as a replication.
5. The PCSC shall will approve or deny proposed Charter or Performance Certificate amendments at the hearing at which they are considered.
6. Amended Charters or Performance Certificates must be fully executed by both parties within thirty (30) days of approval.
7. If the Amended Performance Certificate or Charter is not executed by both parties within thirty (30) days of approval, the amendment shall be considered failed and the Performance Certificate or Charter will revert to its state prior to the failed amendment.

Section V: Replication

A. Eligibility for Replication

1. Petitions to replicate an existing charter school shall be considered only at regularly scheduled PCSC meetings.
2. A petition for a replication shall be eligible for consideration by the IPCSC if all of the following are satisfied:
 - a. The school being replicated has completed at least one (1) renewal cycle and has been renewed without conditions;
 - b. The replication must serve the same, or a subset of the same, grades as are served in the school being replicated; and
 - c. The replication must implement the same operational model as implemented by the school being replicated.
 - d. ~~The charter holder has operated all schools for which it holds a performance certificate for at least one (1) complete school year.~~
 - e. ~~The petition requests no more than one (1) replication.~~
3. A petition for a replication shall not be eligible for consideration by the IPCSC if any of the following are true:
 - a. The school is currently operating on a conditional performance certificate; and/or
 - b. The school does not meet the eligibility requirements established in Section A.2 of these policies.
 - e. ~~The charter holder currently holds one (1) or more charters for schools that has not operated for one full fiscal year.~~

B. Replication Petition Submission Requirements

1. A petition for replication may be submitted to the IPCSC at any time.
2. Petitions received between January 1st and September 1st, if approved, may open the following fall.
 - a. Upon submission of a petition to replicate a school, the IPCSC will notify any school districts and charter schools that may be impacted by the replication petition.

- b. The IPCSC will schedule the petition for consideration at a regularly scheduled meeting at least thirty (30) days after submission.
3. The PCSC shall schedule the petition for consideration at a regularly scheduled IPCSC meeting at least 30 days after submission.
4. A replication petition must include all of the following:
 - a. A description of the capacity of the charter holder to successfully govern multiple schools and manage the replication process;
 - b. A description of how the charter holder will maintain high academic performance (based on the PCSC Framework) at all campuses for which the charter holder is responsible;
 - c. A description of how the charter holder will incorporate representation and input in the school operations from the local area where the new school will be located if the location is outside of the traditional school district in which the school being replicated is physically located;
 - d. A facility plan;
 - e. A financial plan;
 - f. A description of the proposed primary attendance area; and
 - g. Evidence of student demand in the proposed primary attendance area.
5. The PCSC will approve or deny replication petitions at the hearing at which they are considered.
6. A performance certificate for approved replications will be executed within seventy-five (75) days of approval.

Section VI: Reporting

C. Governing Documents

1. No charter school may commence operations without a Performance Certificate executed within seventy-five (75) days of charter approval.
2. A Performance Certificate will outline the terms and conditions under which a charter school is authorized to operate.
3. All Performance Certificates will include Performance Framework that outlines the specific standards and outcomes the school must achieve in order to earn subsequent operational terms.
4. The Performance Framework shall include indicators, measures, and metrics in the following categories:
 - a. Academic achievement,
 - b. Operational effectiveness,
 - c. Financial health, and
 - d. Board stewardship

D. Annual Performance Reports

1. Annual Performance Reports will be prepared by PCSC staff and shall include the following:
 - a. The school's status with regard to the terms of its Performance Certificate;
 - b. The school's performance outcomes as evaluated against its Performance Framework;
 - c. The school's status with regard to any renewal conditions included in its existing Performance Certificate, if applicable;
 - d. Longitudinal data reflecting the school's performance over the course of the previous three (3) operational years; and
 - e. The school's status with regard to any mission-specific goals, if such are included in its Performance Framework.
2. Public charter schools may submit corrections and/or clarifications to the Annual Performance Report within thirty (30) days of issuance of the report.

3. Corrections and/or clarifications must be submitted to the PCSC office in writing, and must include a cover sheet clearly identifying each correction or clarification and the supporting documentation.
4. Annual Performance Reports will be published on the PCSC's website no later than January 31st.
5. PCSC staff will prepare and publish an annual report addressing the performance of all schools authorized by the PCSC. This report will be published on the PCSC's website no later than January 31st.

E. Required Reports

1. Public charter schools authorized by the PCSC must submit the following reports annually by the following dates, or as requested:
 - a. July 30th
 - i. The school's leadership update, noting any changes to board directors, administrative staff, or key operational staff. This report also requires confirmation of contact information and assurance that all compliance issues that occurred during the previous fiscal year were reported to the PCSC as required;
 - ii. The school's board-approved annual budget for the current fiscal year (any subsequent amendments must be submitted within five (5) days of the change);
 - iii. The school's projected enrollment by grade level on which the submitted annual budget is based;
 - iv. A projected cash flow report for the current fiscal year; and
 - v. If applicable, any data necessary to evaluate the school's performance against mission-specific goals that are included in the school's Performance Framework.
 - b. November 1st
 - i. A board-approved independent fiscal audit report for the previous fiscal year.
 - c. February 1st
 - i. A balance sheet and a budget-to-actuals report as of the end of the second quarter of the fiscal year.

- d. A public charter school that did not meet standard on any financial measures of the most recently issued Annual Performance Report must also submit the following financial documentation:
 - i. A balance sheet, due November 1st and May 1st to reflect the first and third quarters of the fiscal year, respectively; and
 - ii. A budget to actuals report, due November 1st and May 1st to reflect the first and third quarters of the fiscal year, respectively; and
 - iii. An updated cash flow report for the current fiscal year, due quarterly on November 1st, February 1st, and May 1st.

F. Reporting Standards

1. A public charter school shall be considered a governmental entity. As such, public charter schools shall follow and adhere to the standards established by the Government Accounting Standards Board (GASB).
2. Budgets shall be completed on an accrual basis, with year-end balances including encumbrance. That is, revenue intended for use in one fiscal year may not be used to demonstrate fiscal stability by covering expenditures that should have been paid using revenue from the previous fiscal year.
3. Cash flow projections shall be completed on a cash basis, showing actual cash amounts and projections with funds moving out at the appropriate, anticipated time.

G. Required Documentation

1. Public charter schools must submit copies of the following documents prior to operating and must notify the PCSC of any changes within five (5) days:
 - a. Facility lease agreement, if instructional facilities are leased; and
 - b. Certificate of occupancy for all instructional facilities; and
 - c. Accreditation reports; and
 - d. Board bylaws; and
 - e. Contact information for each board member (including full name, phone number, address, email address, and resume).
2. Public charter schools must notify the PCSC within five (5) days if the administration or the governing board becomes aware of any of the following

circumstances:

- a. The school may have violated the terms of its Performance Certificate;
 - b. The school may have violated an applicable laws, rules, or regulations;
 - c. A lawsuit has been filed against the school;
 - d. A complaint against an employee of the school has been filed with the Professional Standards Commission; or
 - e. The school's board passes a motion to relinquish its charter.
3. A public charter school must provide copies of the following insurance binders to the PCSC prior to operating:
- a. Liability;
 - b. Property loss;
 - c. Worker's compensation;
 - d. Unemployment; and
 - e. Health.
4. Pursuant to IDAPA 08.03.01.300, a public charter school must provide the following documents to the PCSC prior to beginning operations in an initial or any subsequently acquired facility:
- a. Building inspection report from the Idaho Division of Building safety;
 - b. Fire marshal report for the site; and
 - c. Health district inspection certificate issued by the appropriate health district for the site.
5. The PCSC or its staff may request additional reports on an as-needed basis for the purpose of fulfilling its duty to oversee the public charter school's compliance with applicable laws, rules, and regulations, including the school's Performance Certificate and Performance Framework.

H. Authorizer Fee

1. Authorizer fees shall be calculated pursuant to I.C. § 33-5208(8).

2. PCSC staff will issue authorizer fee invoices no later than February 15th each year.
3. Authorizer fees shall be due to the PCSC no later than March 15th each year.
4. A public charter school may redirect up to 10% of the assessed fee to pay membership fees to an organization that provides technical assistance, training, and advocacy for Idaho public charter schools. Receipts must be remitted with payment as proof of purchase.
5. A public charter school will be notified within thirty (30) days of the due date if payment is delinquent. In such a case, the amount due will be withheld from the next scheduled payment distribution until such time as the school remits payment in full, pursuant to IDAPA 08.02.04.102.

Section VII: Public Charter School Oversight

A. General Oversight

1. All public charter schools authorized by the PCSC shall be continuously monitored for compliance with all applicable laws, rules, regulations, and the terms of the Performance Certificate.
2. All public charter schools authorized by the PCSC shall be annually evaluated against the Performance Framework to determine performance outcomes.
3. The PCSC will consider the reporting burden of public charter schools when requesting reports, and will utilize data and reports prepared by the State Board of Education, the State Department of Education, and/or PCSC staff whenever possible.
4. If a public charter school is accredited by a State Board of Education approved accrediting agency, the PCSC shall accept accreditation reports in lieu of conducting a site visit for the purpose of establishing whether the school is effectively implementing its Key Design Elements as stated in its Performance Certificate.
5. If a public charter school is not accredited by a State Board of Education approved accrediting agency, the PCSC will conduct a site visit once during the public charter school's Performance Certificate term for the purpose of evaluating whether the school is effectively implementing its Key Design Elements as stated in its Performance Certificate.
 - a. The public charter school will receive written notice of a site visit for this purpose at least thirty (30) days prior to the visit, and whenever possible, the site visit will be scheduled at a time convenient for the public charter school.
6. The PCSC may make additional site visits for the following purposes:
 - a. Conducting a pre-opening site visit with advanced notice for the purpose of determining the school's readiness to begin operations.
 - b. Observing the enrollment lottery once per Performance Certificate term with advanced notice and for the purpose of evaluating operational compliance;
 - c. Observing a governing board meeting once per Performance Certificate term with advanced notice and for the purpose of evaluating operational compliance;
 - d. Investigating concerns regarding compliance with any applicable laws, rules, regulations, or the performance certificate with or without notice;

and/or

B. Complaints

1. PCSC staff shall log all complaints against a public charter school it authorizes within five (5) business days of receiving the complaint.
2. PCSC staff shall notify the public charter school's governing board and primary administrator of the complaint within five (5) business days of receiving the complaint.

C. Investigations

1. PCSC staff shall investigate the validity of complaints alleging that a public charter school may be in violation of an applicable law, rule, regulation, or term of its Performance Certificate.
2. If the PCSC staff has reason to believe that a violation may have occurred, or that more specific expertise is required to determine whether a violation has occurred, the PCSC staff shall provide notice of its concerns to both the Charter holder and the entity responsible for enforcing the law, rule, or regulation in question.
3. Enforcement of the law, rule, or regulation that has been violated will be the responsibility of the entity with the authority to enforce that law, rule, or regulation.
4. If the public charter school is in violation of the terms of its Performance Certificate, the PCSC shall issue a Courtesy Letter defining the violation and the date by which the violation must be resolved. PCSC shall engage in progress-monitoring for the purpose of enforcing compliance.
5. Progress-monitoring plans will be documented, and may include additional site visits, desk audits, and/or meetings.
6. A public charter school's Annual Performance Report shall include record of any PCSC staff investigation concluding that a violation occurred, and record of any findings or violation identified by an entity responsible for enforcing an applicable law, rule, or regulation.

D. Courtesy Letters

1. Courtesy letters may be issued to a public charter school for any reason at the discretion of the PCSC Director.
2. Courtesy letters will be issued to a public charter school if any of the following circumstances arise:

- a. The PCSC has reason to believe the school may be in violation of a law, rule, regulation, or the terms of its Performance Certificate;
 - b. The PCSC has reason to believe that the public charter school may not be able to remain fiscally viable for the remainder of its Performance Certificate term;
 - c. To request any reports in addition to those described in Section V.C of these policies;
 - d. To request any documentation necessary to conduct the PCSC's oversight duties;
 - e. To inform the school of a progress-monitoring plan; and/or
 - f. To inform the school of potential or executed actions of the PCSC that impact the operations of the public charter school, including, but not limited to, non-renewal or revocation of the school's Performance Certificate or changes to PCSC policy.
3. Courtesy letters shall be for the purpose of ensuring that the public charter school is formally made aware of a concern, request, or required action.
 4. The issuance of a courtesy letter and the receipt of documented resolution of a concern identified in a courtesy letter will be noted in the public charter school's Annual Performance Report.

E. Written Notification of Fiscal Concern

1. If the PCSC has reason to believe that a public charter school may not remain fiscally stable for the remainder of its Performance Certificate term, the PCSC shall issue to the State Department of Education a written notification of concern.
2. A notification of fiscal concern shall be issued by the PCSC for the purpose of protecting taxpayer dollars and shall cause the public charter school's funding to be distributed in equal percentages across the regularly scheduled distribution dates for the fiscal year following issuance.
3. A public charter school shall be considered financially stable if the school met all financial standards on the most recently issued Annual Performance Report.
4. A public charter school may also be considered financially stable if the public charter school did not meet all of the financial standards on the most recently issued Annual Performance Report, but all of the following are true:

- a. The public charter school's fiscal audit indicates a positive year-end fund balance for the previous fiscal year; and
 - b. The public charter school maintained a positive cash flow during the current fiscal year; and
 - c. The public charter school is able to service all current-year financial obligations without relying on revenue intended for use in future fiscal years; and
 - d. The public charter school did not engage in any new long or short term debt during the current fiscal year.
5. Written notifications of fiscal concern shall be considered for issuance, continuation, or removal only at the PCSC's regularly scheduled June meeting.
 6. Written notifications of fiscal concern shall be in effect for the entire fiscal year.
 7. Public charter schools wishing to have written notifications of fiscal concern considered for removal must provide a cover letter and documentation evidencing fiscal stability at least fifteen (15) days in advance of the scheduled meeting.

Section VIII: Renewal, Non-Renewal, and Revocation

A. Renewal Standards

1. The PCSC shall make renewal, non-renewal, or conditional renewal decisions in compliance with I.C. § 33-5209B.
2. The PCSC shall consider a school's demographic profile and other circumstances that may affect the school's ability to adhere to the terms and conditions of its Performance Certificate when making renewal or non-renewal decisions.
3. The PCSC shall base its renewal decisions on:
 - a. The school's performance outcomes as evaluated against the school's Performance Framework; and
 - b. The school's fiscal audits; and
 - c. The terms of the school's Performance Certificate.
4. The PCSC shall renew a charter, thereby granting a subsequent Performance Certificate term, to any public charter school that met all of the terms of its Performance Certificate (including the Performance Framework) on the Performance Report issued on the November 15th preceding the renewal decision. Schools in this category are exempt from submitting a renewal application.
5. The PCSC may renew, non-renew, or renew with conditions any Charter in which the public charter school failed to meet one (1) or more of the terms of its Performance Certificate (including the Performance Framework).
6. All renewals, including conditional renewals, will be for a term of five (5) years.
7. Conditional renewals shall include specific, written conditions for necessary improvement, including the mid-term date by which the condition(s) must be met, in the Performance Certificate. If a school fails to meet any written condition for necessary improvement by the mid-term date specified in the school's Performance Certificate, the PCSC shall consider whether to begin revocation proceedings at the next regularly scheduled meeting, in accordance with Section VII.3 of these policies.

B. Renewal Process

1. The PCSC shall conduct its renewal process in accordance with I.C. § 33-5209B.
2. A performance report shall be issued by the PCSC to all schools by November 15th preceding the school's renewal year. The performance report shall include a summary of the school's performance record to date and, if applicable, notice of

any weaknesses or concerns that may jeopardize renewal.

3. A school may submit a response to the performance report for the purpose of providing relevant clarification or corrections within thirty (30) days of issuance.
4. Renewal guidance and application requirements shall be provided to each schools by November 15th of its renewal year.
5. No later than December 15th, public charter school must submit a renewal application in accordance with the Renewal Guidance Document.
6. No later than January 15th, PCSC staff will notify the school of its proposed recommendation, including any recommended conditions and/or the prospect of non-renewal when applicable.
7. No later than March 15th, the PCSC will hold a meeting for the purpose of making final renewal or non-renewal determinations regarding all renewal-year schools. In preparation for the meeting, the PCSC will be presented with a dossier for each school. The dossier will include at least the following:
 - a. A cover sheet including the PCSC staff's recommendation;
 - b. The school's performance report;
 - c. The school's response to the performance report, if submitted; and
 - d. The school's renewal application, including any additional evidence supporting its case for renewal and any improvements it has planned or has undertaken, as submitted by the school.
8. All public charter schools for which the PCSC is making a renewal decision may present relevant information during the renewal-determination meeting.
9. Any public charter school facing non-renewal may request a separate hearing. In such a case, the PCSC may delegate the hearing of evidence to a hearing officer, or may hear evidence itself.
10. Final renewal or non-renewal determinations will be conveyed in writing to the public charter school and the State Board of Education within fourteen (14) days of the decision.
11. A decision to non-renew may be appealed directly to the State Board of Education pursuant to I.C. § 33-5209C(8).

C. Revocation Process

1. A public charter school that has failed to meet a specific, written condition by the date specified in the school's current Performance Certificate may have its Charter revoked.
 - a. The PCSC will annually communicate to each school in writing the public charter school's progress toward meeting any conditions for necessary improvement included in its Performance Certificate.
 - b. If a school fails to meet an established condition by the date specified in its Performance Certificate, the PCSC will consider whether to begin revocation proceedings at the next regularly scheduled commission meeting.
 - c. A decision to begin revocation proceedings will be issued to the public charter school in writing.
 - d. If closure proceedings must begin, the school will be notified in writing, and the school must cease to operate by June 30th of the current school year.
 - e. A decision to revoke may be appealed directly to the State Board of Education pursuant to I.C. § 33-5209C(8).
2. A public charter school with insufficient access to unrestricted cash may have its Charter revoked pursuant to I.C. § 33-5209C.
 - a. If a school's independently-audited financial report reflects fewer than fifteen (15) days of unrestricted cash on hand, the PCSC will notify the school of the prospect of closure no later than November 30th.
 - b. If the school's next consecutive independently-audited financial report (e.g., the following year) again reflects fewer than fifteen (15) days of unrestricted cash on hand, the PCSC must begin closure protocol by November 30th.
 - c. If closure proceedings must begin, the school will be notified in writing, and the school must cease to operate by June 30th of the current school year.
 - d. Initiation of revocation due to insufficient access to unrestricted cash may be appealed directly to the State Board of Education pursuant to I.C. § 33-5209C.

D. Closure Protocols

1. The implementation of closure protocol shall begin immediately following the issuance of:

- a. Written notification of the PCSC's non-renewal decision; or
 - b. Written notification of the PCSC's decision to revoke; or
 - c. Written notification of the public charter school's decision to relinquish its Charter.
2. Within three (3) business days of the implementation of closure protocol, representatives of the public charter school's board and administration shall meet with staff representatives of the PCSC and the SDE to review and begin the PCSC's closure protocol.
 3. The closure protocol must begin regardless of whether or not a school has chosen to appeal the decision.
 4. The school shall cooperate with the PCSC and the State Department of Education through the closure process, and shall perform the following actions according to PCSC closure protocol:
 - a. Notify stakeholders (e.g., parents, local districts, etc.) of closure; and
 - b. Develop and monitor implementation of the closure plan; and
 - c. Provide educational services in accordance with the Charter and Performance Certificate until the end of the school year, or the agreed upon date when instruction will stop; and
 - d. Assist students in transferring to, or applying for, enrollment at schools that meet their educational needs; and
 - e. Address the school's financial, legal and reporting obligations.

V. CONSIDERATION OF NEW CHARTER SCHOOL PETITION GEM PREP TWIN FALLS

APPLICABLE STATUTE, RULE, OR POLICY

Idaho Code § 33-5205

IDAPA 08.02.04

BACKGROUND

Gem Prep Twin Falls (GPTF) is a proposed new public charter school to be located in Twin Falls, ID. The school is petitioning to open in the fall of 2023. GPTF will offer a college preparatory and blended learning program to students in grades K-12 with an enrollment capacity of 676 students.

GPTF is a replication of the currently operating Gem Prep Pocatello school, authorized by the PCSC. Idaho Code 33-5205C requires that a charter school complete at least 1 renewal cycle and receive a non-conditional renewal before it is eligible to request a replication. Gem Prep Pocatello received a non-conditional renewal from the PCSC in 2019.

In addition to the proposed Gem Prep Twin Falls, this board of directors governs Gem Prep Pocatello, Gem Prep Meridian, Gem Prep Meridian North (opening fall 2021) and Gem Prep Meridian South (opening fall 2022), as well as Gem Prep Nampa, authorized by the Nampa School District, and Gem Prep Online, a virtual school authorized by the White Pine School District.

DISCUSSION

Please see the Petition Evaluation Report for details regarding PCSC staff's evaluation of the petition. Potentially impacted school districts and charter schools were notified of the hearing.

GPTF submitted documentation dated June 25, 2021, evidencing that the Gem Prep Innovations Foundation has purchased land for this project that aligns with the costs reflected in the petition budget. The school will next be finalizing the construction of a new facility with Bouma, USA in two phases based on student enrollment. The facility will be a replication of the facility recently completed by the same company and on the same timeline for Gem Prep Meridian North. This portion of the facility plan is not yet complete, but it is likely these negotiations can be documented a year before the school is to open.

SPEAKER

Jason Bransford, Chief Executive Officer, Gem Innovations Schools and Josh Femreite, Chief Growth Officer, Gem Innovations Schools.

IMPACT

If the IPCSC approves or conditionally approves the petition, the IPCSC and Gem Prep Twin Falls will have seventy-five (75) days to execute a performance certificate.

If the IPCSC denies the petition, the denial decision will be delivered to Gem Prep Twin Falls in writing. In such a case, the school could appeal the decision to the State Department of Education.

STAFF COMMENTS AND RECOMMENDATIONS

Staff recommends that the IPCSC approve the new charter school petition for Gem Prep Twin Falls on condition that facility funding falls into place by May of 2022.

COMMISSION ACTION

A motion to approve the new charter school petition for Gem Prep Twin Falls as presented; or

A motion to approve the new charter school petition for Gem Prep Twin Falls with the following condition: by May 25, 2021, the school will evidence sufficient enrollment and financing to support the school's budget and facility plan; or

A motion to deny the new charter school petition for Gem Prep Twin Falls on the following grounds: [state specific grounds].



IDAHO PUBLIC CHARTER SCHOOL COMMISSION
PETITION EVALUATION REPORT



Gem Prep: Twin Falls LLC
June 28, 2021

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

Phone: (208) 332-1561
pcsc@osbe.idaho.gov

Alan Reed, Chairman
Jenn Thompson, Director

June 28, 2021

Petition Review Summary

Gem Prep: Twin Falls (GPTF) proposes to serve 676 students in grades K-12 at capacity. If approved, this will be the sixth replication school governed by this board of directors and managed by the Gem Prep Innovations management team. The team also oversees a virtual school. GPTF is seeking to open in 2023.

The GPTF petition evidences the team’s commitment to serving all students through a focus on high-quality operational programs and data-driven academic instruction. There appears to be sufficient demand for a blended model in the growing Twin Falls community.

The structure of the school allows it to benefit from other schools in the Gem Prep network, including the use of virtual classes so that students may benefit from teachers physically located at other Gem Prep schools.

There is a small concern with the school’s financial plan, as funding is not yet secured. However, the petitioners have an existing relationship with both funding sources and are currently working with them to build two approved charter schools opening in 2021 and 2022, respectively.

Based upon IPCSC staff’s review of the petition, staff recommend that the Commission approve the petition on condition that the school evidence secured funding and an executed lease or purchase agreement for the proposed facility by May 24th, 2023.

Summary of Section Ratings

Section 1: Educational Program ↓

MEETS STANDARD

Section 2: Financial & Facilities Plan ↓

APPROACHES 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 ↓

MEETS STANDARD

Section I: Educational Program

MEETS STANDARD

Comments

GPTF will use a blended learning instructional model that has produced positive academic outcomes in other schools the board oversees. This model utilizes data rich virtual curriculum to supplement face-to-face instruction and small group support. The following chart presents the academic outcomes for Gem Prep schools in FY 2019.

	ELA Proficiency	Math Proficiency	ELA Growth	Math Growth	IRI Spring Proficiency
Gem Prep Meridian	64.3	62.6	71.4	74.3	80
Gem Prep Nampa	44.3	43.1	54	53.2	65.7
Gem Prep Pocatello	58.6	58.6	68.5	68.5	75.8

Strengths

- High academic outcomes at other operational schools.
- Innovative blended learning program design with thorough schedule samples.
- Significant use of data to inform instructional decisions.
- Blended learning flexible model that allows students to alter between face-to-face or supervised virtual instructional methods.

Concerns:

No significant concerns.

Section II: Financial and Facilities Plan

APPROACHES STANDARD

Comments

The school's business manager is experienced with effectively implementing this model in Idaho. The budget reflects revenues and expenditures based on actual operating costs of other Gem Prep schools.

Gem Innovation Schools Foundation, the foundation supporting Gem Prep schools, assures that GPTF will receive a \$1,100,000 grant (\$600,000 year one, \$500,000 year two), as documented in the budget included in the petition.

The school intends to build a new facility in Twin Falls. As this is the school's third new build, the costs and timelines are more predictable.

This section approaches standard as financing for the facility project is not yet evidenced. See notes below for additional information.

Strengths:

- The management team is well experienced in Idaho charter school finance.
- The enrollment projections have been met at all other Gem Prep schools.
- The school's design is based on already existing school models in the Gem Prep network.

Concerns:

- Because the school does not intend to open until 2023, there is no facility location identified at this time, although it is currently being researched by Bouma, Inc.
- Letters of support (page 135-136) from Bouma and Round Table evidence that both companies intend to engage on this specific project.
- Secured funding for the facility project is not in evidence at this time. However, this project proposes a lengthy pre-operational period and Gem Prep has an established history of success with these entities (including two schools slated to open in 2021 and 2022, respectively). As similar projects have completed on-time, it appears likely that

the GPTF project will follow suit. For these reasons this concern appears to be a technical matter that will likely resolve.

Section III: Board Capacity and Governance Structure

MEETS STANDARD

Comments

The board is comprised of seven individuals, each with varied backgrounds that collectively provide expertise in areas pertinent to charter school governance. The board currently oversees six approved charter schools in the state of Idaho (two of which are not yet operational).

The board has experience working with the proposed model, and is capable of providing high quality academic, operational, and financial oversight. This board's past performance evidence their ability to successfully guide a network of schools to accomplishing a shared mission.

Strengths:

- The board is experienced and currently governs 6 other schools in Idaho. 1 is a statewide virtual school, the other 5 are replications of the proposed model. GPP and GPM are currently operational PCSC schools. GPN is a currently operational Nampa School District authorized charter school. GPM-N is a PCSC school, approved to open in 2021, and GPM-S is a PCSC school approved to open in 2022.

Concerns:

No significant concerns.

**Questions for Gem Prep: Twin Falls Board
May 26th, 2021**

Personal introductions:

- Dennis Turner, Board Chair
- Barb Femreite - Vice Chairperson
- Duncan Robb
- Roger Stewart
- Emmett Wemp
- Tayler Tibbitts

1. How has your perspective on the definition of success shifted with experience?

A definition of success comes in three components: student achievement, retention (of both students and teachers), and enrollment. Retention is also directly tied to student achievement, as students want to attend a school, they can be successful at, and teachers want to know they're doing good work. Additionally, success is measured by how well prepared students are to go out into the world, also financial stability of the school. Regardless, these all play a part in how well students are served, which is the bottom line. Student happiness is key and plays a part in building a self-sustaining model.

2. What are some of your biggest lessons learned and changes made since GP began operations? What challenges remain to be addressed?

Gem Prep is the first charter network in Idaho, and as such, now provides great depth and breadth with board members. Finances, legal, etc., all areas that the board might require advice on have an experienced member to cover that area, which also helps with efficiency.

Facility and finance are still a huge challenge, but they have cultivated resources and relationships to help manage them. Communication is also another difficulty at times, as they are spread across the state, and Zoom was not always a normal thing to use pre-pandemic, but it became normal over time. The board is also in a place now where staff feel comfortable coming to them with issues.

3. What are you plans for recruiting high school students? What are your thoughts on recruiting for a Gem Prep school in what might be considered a smaller market area?

Gem Prep has a good vetting system when determining possible locations for new schools. Twin Falls is experiencing rapid growth, and they have hired a Community Coordinator to canvas the area and help with recruitment. The board expects to see continued growth in the area and performed their due diligence in asserting that they believe there will be enough students to meet enrollment requirements.

Additionally, there is not currently a college prep charter school in Twin Falls, and Gem Prep has a good relationship with the local school district. The board can also ask questions of the new school development team, which conducts research before new school proposals are made. The network also has no intention of wiping out local schools, and therefore only want to move into areas that show growth.

4. How manageable is the additional workload for the board?

The board doesn't feel as though they will be impacted much by the additional school. They have been through the process of adding a school before, and when one school is added and running, they can shift their attention to other areas. They also have different committees to address financial, academic and facility issues. Compartmentalizing the work helps the board function more smoothly as the process is simplified. The newest board member also added that his transition was made easier by using the technology the board incorporates, such as Board docs, a data dashboard for each school, and all docs are published and available for review.

5. If GPTF doesn't grow at the projected rate, what's the plan to make the school financially viable once the grant money ends?

The Gem Prep team has a spreadsheet that looks at all variables and different scenarios listed out. Regardless of outcome, it is a good process to go through, as charter schools generally do not open at full capacity, so schools must have a plan in place to determine financial planning. The board also has great confidence in their new Chief Financial Officer. If necessary, the board is able to make necessary adjustments, as long as they don't impact students. This allows the organization to allow for some bumps in the road and make sure that they're allowable within the network, etc.

One example of maintaining financial solvency is how it was noticed that one school had a large amount of students that were eligible for free and reduced lunch who were not participating, so they reached out to families, and that benefitted both the school and students. The board is also very good at raising philanthropy dollars. This sets up principals to succeed at their job, and benefit students.

Section IV: Student Demand and Primary Attendance Area

MEETS STANDARD

Comments

GPTF will be located in a highly populated area with many prospective students. The primary attendance area is located in the Twin Falls School District, and there are two charter schools in the immediate area.

Strengths:

- The design of the blended-learning program is a marketing asset to the school in a post-pandemic environment.
- The Gem Prep School Network has an experienced marketing plan used to successfully meet enrollment needs.

Concerns:

No significant concerns.

Section V: School Leadership and Management

MEETS STANDARD

Comments

Gem Prep Twin Falls will utilize the management team that works under the direction of the governing board. Gem Prep: Online (GPO) provides the services of an Executive Director, a Chief Academic Officer, a Chief Financial Officer, and a Chief Operating Officer. A full service back office team (accounting and HR) and a new school launch support team are also included in the services. The team is operated in-state and has experience with several other charter schools.

In addition to the management team, GPTF will share services and resources with other Gem Prep schools through the services agreement. This includes high quality special education services, meal services, instructional support services, as well as curriculum and instruction.

Strengths:

- The Gem Innovations team has been developing this management approach for the past 10 years.

Concerns:

No significant concerns.

Section VI: Virtual Schools

MEETS STANDARD

Comments

The school proposes a blended model. Students attend school on-site for the full school day and work through rotational stations, some virtual, some not. Virtual curriculum provides rich data to teachers who, with the support of the management team, evaluate that data and shift instruction for students as needed. The various learning management platforms used in the school are diverse, user friendly, and have proven effective in operating Gem Prep schools.

Strengths:

- The proposed model is inherently flexible and well-prepared to work face-to-face or remotely.

Concerns:

No significant concerns.

Gem Prep: Twin Falls



Charter Petition

Grades K-12

Proposed Opening: August 2023

Primary Attendance Area:

Twin Falls School District

Submitted to Idaho Public Charter Commission: 4-5-2021

Resubmitted: 5-10-2021

Primary Liaison: Jennifer Ashmead

jenniferashmead@gemprep.org

Board Chair: Dennis Turner

PO Box 86

Deary, Id 83823

208-877-1513

Non-Discrimination Statement:

Gem Prep 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.

TABLE OF CONTENTS

Executive Summary 4

Section I: Educational Programs 5

Educational Philosophy 5

Student Academic Achievement Standards..... 5

Key Educational Design Elements, Curricular, Tools & Instructional Methods 6

 Elementary School Model: Building on Best Practices 7

 Secondary Model: Cutting Edge Innovation..... 7

 Curriculum..... 8

 Estimate of student time spent in each of the learning modalities 10

Strategies for Serving Special Populations..... 13

Professional Development Plan 14

Section II: Financial and Facilities Plans 16

Fiscal Philosophy and Spending Priorities 16

Transportation and Food Service Plans 16

 Transportation..... 16

 Food Services..... 17

Financial Management and Monitoring Plan..... 17

Facilities Plan 19

Section III: Board Capacity and Governance Structure 21

Governance Structure 21

Board Member Qualifications 24

Transition Plan 25

Board Member Recruitment and Training..... 25

Section IV: Student Demand and Primary Attendance Area 27

Primary Attendance Area 27

Student Demand..... 28

 Community Growth..... 29

Student Population 29

Enrollment Capacity 30

Community Partnerships and Local Support..... 31

Enrolling Underserved Families 32

Section V: School Leadership and Management 33

Leadership Team 33

TABLE OF CONTENTS: Appendices

A1: Financial Summary	36
A2: Pre-Opening Budget	37
A3: Three-Year Operating Budget and Break-Even Year 1 Scenario	43
A4: Cash Flow Projection for Initial Operating Year	51
A5: Facility Options	53
B: Articles of Incorporation and Bylaws	58
B: GPTF Certificate of Organization LLC and Operating Agreement	76
C: Board of Directors and Petitioning Group	88
D: Characteristics of a Gem Prep School Leader	105
D: School Administration & Organization Chart	107
F1: Letter to Local Superintendent	108
F2: Professional Services Agreement Draft	110
F3: Leadership Team Resumes	117
F4: Board of Ethics Statements	125
F5: Gem Prep Assessment Results	134
F6: Letters of Support	135

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, 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 their future.

Gem Prep’s instructional methodology is to provide 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 technology to adapt instruction to student needs, while simultaneously providing them with real-time feedback and remediation. In the upper elementary grades, students have increased opportunities for student-centered learning, teamwork, and collaboration. Students take increased ownership of their learning as they prepare for their transition to the 7th grade. As students’ progress to secondary grade levels, the focus of student competency development shifts toward independence, autonomy, 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 waitlists. 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.

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, 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. The survey further indicates 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 to 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:

- **Gem Prep's 7th-12th grade students typically take one or more advanced opportunities courses each school year**, setting their trajectory for early college success in high school. Completion of this goal will be tracked through the Student Information System (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.

- **Gem Prep high school students may take courses from a teacher who is physically located in a different building than the student.** This allows student access to courses and teachers not available in their own building. This is tracked through enrollment data, student schedules and teacher assignments. As stated in the mission statement, these courses provide an “innovative use of technology” to ensure students have access to “exceptional teaching” regardless of their geographic location.
- **It is the intent of Gem Prep for students to meet or exceed the state proficiency and growth average in English Language Arts and math** on state standardized assessments. Student academic outcomes 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. The Gem Prep mission statement emphasizes high-quality instruction, which is synonymous with academic growth and proficiency.
- **Gem Prep intends to enroll students in grades K-12th that roughly mirror 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. Completion of this goal is currently tracked through the SIS, which tracks student demographics and through the SDE district report cards. 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 post-secondary education through dual credit courses taken during high school and the alignment of curriculum with Common Core standards. 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. Student learning includes adaptive online learning programs, working toward informed post-secondary goals, and utilizing flexible time at the secondary level for self-directed learning. In the K-6 model, students often use a station rotation model, and the 7-12 model will use a flexible college-prep learning model. Differentiated instruction will occur at

these pathways—online instruction, as well as elective courses. Teachers 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 assessments 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. This rigorous learning environment necessitates a support structure to help students reach a 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.
- **Competency development.** GP schools incorporate non-academic competencies into their academic schedule. GP schools participate in the Panorama Ed assessment, which measures the mindsets, wellness, and belonging of students and staff. The schools performed so well on this survey that Harvard University sent a team 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

The Gem Prep 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.** When necessary, students can access excellent teachers regardless of their location through the use of technology.

- **Exposure to diverse learning environments.** Secondary students at Gem Prep engage in both online and in-person learning. By learning in these varied ways, students develop the skills to communicate and work in a variety of environments.
- **Tuition Free Early College.** Gem Prep students pursue either a full two-year associate's 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 do not pay for their college tuition costs while in high school.
- **Advisory.** Students participate in an advisory program throughout their time with Gem Prep. For grades 7-10 the content of advisory is structured around non-academic skills such as goal setting, time management, and communication skills. In 11th and 12th grade the advising program shifts its focus to college applications, FAFSA, scholarship applications, college visits, program research, resume development and improvement.

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 educational framework that meets their personal skills, abilities, and interests, and which facilitates their progression toward their own goals.

The 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 NWEA MAP assessment, our entire network of students are in the 74th %ile in ELA and 70th %ile in Math in the nation for proficiency. *(See Appendix F5: Gem Prep Assessment 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 the 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. Additionally, grades K-3 will receive daily instruction using Reading Mastery to support foundational ELA skills. 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 provide 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 ([Amplify CKLA EdReport](#); [ReadyGEN EdReport](#); [MyPerspectives EdReport](#); [Reading Mastery WWC Report](#)).

Gem Prep’s proposed Math curriculum is Zearn Math for grades K-5 and Illustrative Mathematics for middle and high school. 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 ([Zearn Math EdReport](#); [Illustrative Math EdReport](#)).

Gem Prep’s proposed science curriculum for grades K- 8, 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. Gem Prep’s proposed science curriculum for grades 9-11 is Inspire Science; Earth Science, Biology, and Chemistry. Inspire Science, brings phenomena to the forefront of learning through inquiry-based and hands-on investigations. Scholars experience real-world scientific concepts in a three-dimensional learning experience in order to elevate their critical thinking, deepen their understanding, and encourage creative problem-solving for scientific phenomenon. ([Resendez & Azin, 2013](#); [Inspire Science Research](#)).

Gem Prep’s proposed social studies curriculum is MyWorld Social Studies. 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 ([Savvas, 2013](#)).

To meet Gem Prep’s performance objectives and gain experience communicating and learning in a variety of ways, students take courses in three different 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 also utilizes technology to support safe, equitable, and positive classroom environments such as [Class Dojo](#) for K- 5, [Remind](#) for 6+, and [GoGuardian](#) for K-12. 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. Similar to Class Dojo, Remind is used to communicate with scholars and families in grades 6 and beyond. 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 has 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, 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 2, Grade 8, and Grade 10. 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 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 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 2

Grade 2: Teacher A					
7:30-7:55	Monday	Tuesday	Wednesday	Thursday	Friday
7:55	Bell rings at 7:55 - Tardy after 8:05 - Instruction begins at 8:05				
8:00-9:00	ELA Core Tier I (8:05-9:35) **90-minutes**	ELA Core Tier I (8:05-9:35) **90-minutes**	ELA Core Tier I (8:05-9:35) **90-minutes**	ELA Core Tier I (8:05-9:35) **90-minutes**	ELA Core Tier I (8:05-9:35) **90-minutes**
9:00-9:15					
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SAMPLE GRADE SCHEDULE: GRADE 8

Grade 8: Gem Prep					
	M	T	W	TH	F
7:30-7:55	Teacher Prep				
8:00-8:50	1st Period: IDLA Careers		8-8:45 IDLA Careers		1st Period: IDLA Careers
			8:50-9:35 SS		
8:55-9:50	2nd Period: Social Studies		9:40-10:25 IDLA Pathways		2nd Period: Social Studies
9:55-10:50	3rd Period: IDLA Pathways to Suc		10:30-11:15 English		3rd Period: IDLA Pathways to Suc
10:55-11:50	4th Period: English		11:20-12:05 Science		4th Period: English
11:55-12:50	5th Period: Science		12:10-12:40 Lunch		5th Period: Science
12:55-1:25	Lunch			Lunch	
			12:45-1:30 Math		
1:30-2:25	6th Period: Math 8		Development 1:45-3:45		6th Period: Math 8
2:30-3:25	7th Period: College Prep		Gem Service 1:30-2:30/ College Prep Academy		7th Period: College Prep
3:25-3:30	Leadership Opportunity		1:30-2:30 & 2:30-3:30		Leadership Opportunity
RELEASE	Release Begins at 3:30 (1:30 on Wednesday)				

SAMPLE GRADE SCHEDULE: GRADE 10 AA Pathway

Grade 10 Associates Degree					
	M	T	W	TH	F
7:30-7:55	Teacher Prep				
			8-8:45 Geometry		
8:00-8:50	1st Period: Geometry		8:50-9:35 English 10		1st Period: Geometry
			9:40-10:25 SAT		
8:55-9:50	2nd Period: English		Prep/Elective		2nd Period: English 10
9:55-10:50	3rd Period: SAT Prep/ DC Elective		10:30-11:15 DC Electives		3rd Period: SAT Prep/ DC Elective
10:55-11:50	4th Period: Dual Credit Electives		11:20-12:05 IDLA Foreign Language		4th Period: Dual Credit Electives
11:55-12:50	5th Period: IDLA Foreign Language		12:10-12:40 Lunch		5th Period: IDLA Foreign Language
12:55-1:25	Lunch			Lunch	
			12:45-1:30 DC Electives		
1:30-2:25	6th Period: Advisory				6th Period: Advisory
2:30-3:25	7th Period: DC Electives		Professional Development 1:45-3:45 Gem		7th Period: DC Electives
3:25-3:30	Leadership Opportunity				Leadership Opportunity
RELEASE	Release Begins at 3:30 (1:30 on Wednesday)				

SAMPLE GRADE SCHEDULE: GRADE 10 18+ Pathway

Grade 10 18+ College Credits					
	M	T	W	TH	F
7:30-7:55	Teacher Prep				
8:00-8:50	1st Period: Geometry		8-8:45 Geometry	1st Period: Geometry	
			8:50-9:35 English 10		
8:55-9:50	2nd Period: English 10		9:40-10:25 SAT Prep/Elective	2nd Period: English 10	
9:55-10:50	3rd Period: SAT Prep/Elective		10:30-11:15 Biology	3rd Period: SAT Prep/Elective	
10:55-11:50	4th Period: Biology		11:20-12:05 IDLA Foreign Language	4th Period: Biology	
11:55-12:50	5th Period: IDLA Foreign Language		12:10-12:40 Lunch	5th Period: IDLA Foreign Language	
12:55-1:25	Lunch		12:45-1:30	Lunch	
1:30-2:25	6th Period: Advisory		DC Electives	6th Period: Advisory	
2:30-3:25	7th Period: DC Electives		Professional Development 1:45-3:45 Gem	7th Period: DC Electives	
3:25-3:30	Leadership Opportunity			Leadership Opportunity	
RELEASE	Release Begins at 3:30 (1:30 on Wednesday)				

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 to learn non-academic competencies such as goal setting, mindsets, and habits of success. The teacher for the class 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 provides an additional option 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. 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, a special education teacher, parents, and an 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 with physical facilities that are appropriately accessible to permit access by students with disabilities. GP will also provide 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 Prep 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 a (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 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 student 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 professional development to meet their rigorous performance objectives. In addition to the professional development at the beginning of the year, the network also dedicates time during student early release days. 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 scheduled periodically 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 provides 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 provides 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 regularly 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. 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 attends 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 3.97 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 plans to offer student transportation in their first year. Gem Prep anticipates contracting 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 other Gem Prep schools, the school plans to implement an onsite lunch program. The lunch program will be staffed with 1.5 FTE and managed by the Operations Manager. Under this option, Gem Prep may 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 lunchroom and serving staff.

Option 2:

Under option 2, Gem Prep may contract with the District to provide meal planning and meals to the school. Under this option, GP 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 lunchroom and serving staffing.

If Gem Prep participates in the National School 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 lunch for free or at a reduced price, whether or not the school participates in the NSLP program. Gem Prep 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 through an in-house announcement TV screen, social media, flyers, teacher newsletters, principal newsletter, emails, 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. The network of Gem Prep schools shares administrative and business services in order to direct financial resources towards supporting the Gem Prep college preparatory model.

The Board of Directors is a seasoned group of professionals with expertise in areas such as finance, law, real estate, and governance. Further strengthening the board, the current board chair has seven years of governance experience with Gem Prep schools. In addition, the leadership team has successful experience operating other Gem Prep schools. *(See Appendix F3: Leadership 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).

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 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 in accordance with all applicable laws.

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 make available all such information upon request.

Annually, Gem Prep will file with the State Department of Education such financial and statistical reports as may be required 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 Executive Director 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)

Facilities Plan

At full scale, Gem Prep: Twin Falls will require approximately 43,000 square feet of space. The space breakdown is as follows:

Area	Size (sf)	Quantity	Total Size
Classrooms (K-6)	720	14	10080
Classrooms (7-12)	700	8	5600
SpEd Space	250	3	750
Gym	6700	1	6700
Cafeteria	2500	1	2500
Fab Lab	1150	1	1150
High School Commons	2500	1	2500
High School Collab Rooms	150	5	750
Admin, Reception, Conf.	1750	1	1750
Circulation, Kitchen, Bathroom, Storage, Tech (35% of total)	11220	1	11220
		Total:	43000

At the K-6 grade levels Gem Prep 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.

Gem Prep will assure that all facilities meet state and federal health and safety laws and meet Americans with Disabilities Act (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 will remain in compliance with applicable state and federal guidelines as provided in Section 39-4130, Idaho Code, and the ADA. The School will provide certification that the facilities meet all requirements for health, safety, fire and accessibility for those with disabilities. Gem Prep

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’s school leadership has successfully secured facilities for four Gem Prep 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 Appendix F6 Letters of Support from Bouma USA and RoundTable Funding).*

Gem Prep is actively searching for facility options within the city of Twin Falls. Two avenues are currently being pursued.

Option 1

In the proposed budget, Gem Prep plans to purchase property and phase the facility construction over the course of three (3) years. The school is currently working with Bouma USA to locate and acquire approximately 5 – 8 acres of property. Gem Prep will utilize previous building plans (Meridian North and Meridian South) designed with Bouma USA to construct the school in phases. Phase I construction is approximately 18,500 sq. ft. which includes classroom space for K-8 grades, cafeteria/kitchen/multipurpose room, admin space, and a small library/fab lab. Using an estimate of \$240 per sq. ft. based on previous Gem Prep facility projects, the cost for phase I is \$4,440,000. Phase II’s estimated construction start is October 2025 and will be approximately 17,800 sq. ft. This phase will include classroom space for 9-12 grades, permanent fab lab/library, secondary commons space, collaboration rooms, and expanded admin space. Phase II’s estimated cost is \$4,272,000. The estimated cost of the total project is \$8,712,000. The school will continue to fund raise to construct an additional 6700 sq. ft. gym at an estimated cost of \$1.5 million at a future time. The school will utilize RoundTable Funding to help secure financing for the facilities.

Option 2

In the event Gem Prep can secure additional philanthropy, the school will seek to purchase eight (8+) acres of land. Similar to option 1, Gem Prep will construct the facility in phases. In Phase I, an approximate 22,000 sq. ft. facility, containing classroom space for K-8 grades, a cafeteria/kitchen/multipurpose room, kitchen, fab lab, commons space, and admin space will be constructed. The estimated cost for phase I is \$5,280,000. Phase II will be constructed and complete for year 4 of the schools operation. Phase II will consist of roughly 14,300 sq. ft. and include 9 – 12th grade classrooms, secondary common space, and collaboration rooms. Phase II is estimated to cost \$3,432,000. The school will continue to fund raise to construct an additional 6,700 sq. ft. gym at an estimated cost of \$1.5 million at a future time.

(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: Twin Falls, 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: Twin Falls (GPTF).

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

Board of Directors Responsibilities

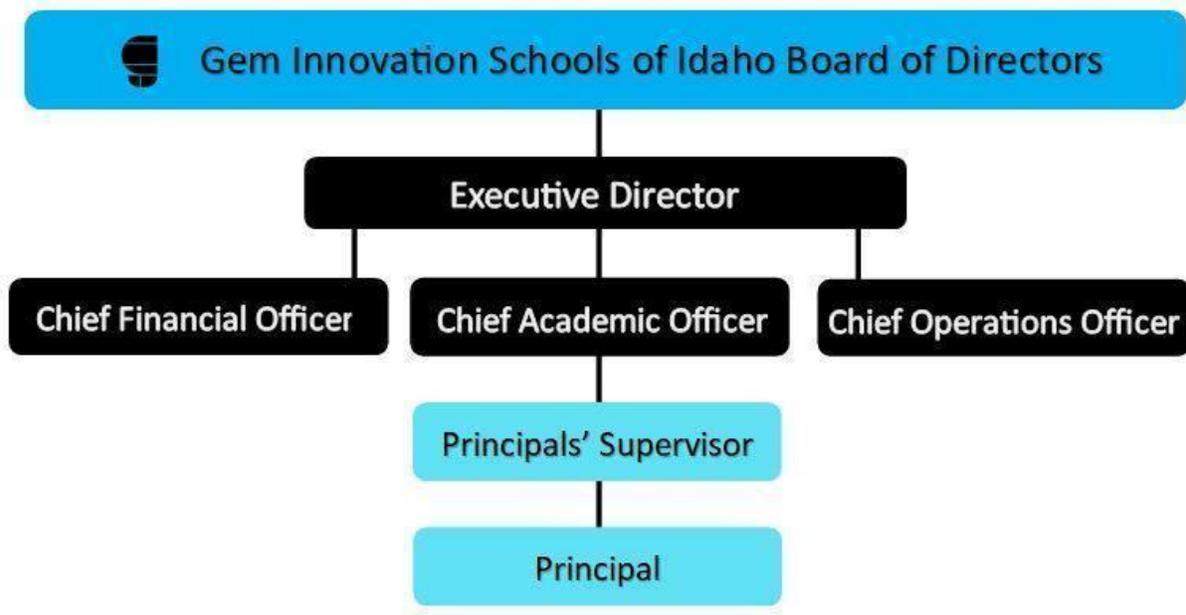
The Board will be responsible for the financial health of the school, managing the school's funds responsibly and prudently while prioritizing spending with consideration given to the school's mission, vision, and educational program goals. The Board will make an effort to establish financial practices 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 Appendix B Articles of Corporation & Bylaws*). Board members will commit to the ethical standards set forth in the Ethical Standards Agreement. The Board is to serve as the liaison between the school and the authorizing entity. (*See Appendix F4 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 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 Chief Academic Officer and then the 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:



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, advocating and oversight of the 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

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
- Ensure 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

Chief Financial Officer works under the direction of the 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

Chief Operating Officer works under the direction of the Executive Director.*Responsibilities include but are not limited to:*

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

Chief Academic Officer works under the direction of the Executive Director.*Responsibilities include but are not limited to:*

- Develop curriculum, instruction and assessment
- Recommend special services
- Develop and overseeing professional development
- Supply annual educational reports
- State assessment planning
- Oversee hiring educational staff and provide recommendations

Principal Supervisor works under the direction of the Chief Academic Officer.*Responsibilities include but are not limited to:*

- Supervise and evaluate school principals
- Create and oversee principal's professional growth plans
- Assists CAO with planning, implementing, and evaluating instructional programs
- Facilitate and support the development and implementation of innovative instructional programs

- Assists principal to develop, organize and implement models of intervention assistance for schools with low student achievement; and continuous improvement for schools with average-to-high student achievement
- Supports CAO in delivering written and oral presentations on academic accountability to various stakeholders
- Maintains liaison with professional civic, volunteer and other community agencies and groups

Principal works under the direction of the Principal Supervisor.

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

Board Member Qualifications

The appointed Board of Directors will be legally accountable for the operation of Gem Prep. 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 seven years of governance experience with Gem Prep schools.

(Appendix C: Board of Directors and Petitioning Group)

Board Composition Profile & Terms of Service

Board Member Name	Education	Law, Compliance Operations	Real Estate Facilities	Strategy	Accounting Finance	Business Management	Politics, External Relations	Years of Service	Current Term
Dennis Turner, Chair			X	X		X	X	From 03/2014	6/30/21
Barb Femreite, Vice Chair	X	X	X	X	X	X	X	From 10/2020	6/30/23
Duncan Robb	X	X		X		X	X	From 09/2018	6/30/23
Roger Stewart	X			X			X	From 02/2016	6/30/23
Tayler Tibbetts		X	X		X	X		From 03/2021	6/30/22
Emmett Wemp	X	X			X		X	From 12/2019	6/30/22

Transition Plan

A vital element in the plans for the Gem Prep school has been the governance of the GIS Board of Directors. The GIS Board has been governing multiple Gem Prep Schools for a considerable time and integral in the growth and development plans of Gem Prep: Twin Falls. 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. If there is a board vacancy, the committee desires to find a board member within the Twin Falls community, however, it’s critical that the right board member, who possesses the skill set Gem Prep needs, is found. 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. 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, the school 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 Twin Falls School District (TFSD). Gem Prep’s attendance area will include all of the Twin Falls School District as detailed in the map below. A more detailed view can be found at the following link: [GPTF Attendance Area Map](#).



Twin Falls School District will be the most impacted. GP anticipates drawing students from the Filer School District, Kimberly School District, and Jerome School District.

(See Appendix F1: Letter to Local Superintendent.)

Student Demand

Access for low-income students. The school will provide an additional choice of a personalized, college preparatory school for low-income students. Currently, 61% of the TFSD’s student population is low income. Attracting a diverse student population and serving them well is central to Gem Prep’s mission.

Student Success. Tuition-free full-day kindergarten is another need for Twin Falls. Currently, only two elementary schools in the primary attendance area offer this free benefit. Pinecrest Academy does offer full-day kindergarten but with a yearly cost of \$2,340.00. GP Ideally, full-day kindergarten will be funded through philanthropic support, but if necessary, budget adjustments will be made to support these costs. This will enable students the opportunity to attend full-day kindergarten at no cost regardless of where they live within the city. Research indicates full-day kindergarten students have better outcomes academically and are better prepared for their learning career, especially for those who are minorities or in poverty^{1,2}.

Student Population Growth. The Twin Falls School District is growing rapidly, and the proposed Gem Prep: Twin Falls school will help relieve some of the district’s challenges to serve a steadily growing population. Between 2010 and 2017 there was a 23.5% increase in the student population³. To assist with the growth, the school district built two new elementary schools, one of which filled to capacity in just two years⁴, as well as a new middle school (South Hills Middle School) that opened in 2017.⁵ In addition, the district purchased a large parcel of land in 2018 that may be utilized for a future high school site in anticipation of future enrollment growth⁶. Gem Prep: Twin Falls will help relieve the overcrowding at current schools, while giving families a high quality school option.

Currently, Twin Falls has only two charter schools: Xavier Charter and Pinecrest Academy. Historically, Xavier has experienced increasing enrollment. ~~each year and has hosted a waitlist.~~ Due to COVID-19, however, both Xavier and Pinecrest, which just opened in the 2020-2021 school year, have experienced enrollment deficiencies. In fact, the entire state of Idaho has experienced a student enrollment decrease in brick and motor schools for the first time since the last 1990’s – due to the global pandemic.⁷ Given that Gem Prep: Twin Falls will not open until August 2023, the COVID crisis should be in the past and the state will resume an upward enrollment trend once again.

¹ *Experimental Evidence on Early Intervention: The Impact of Full-day Kindergarten*

² *Full-day and Half-day Kindergarten in the United States*

³ *Magic Valley Press: Enrollment Growth*

⁴ *Ibid*

⁵ *American School & University*

⁶ *Magic Valley Press: 2018 Land Purchase*

⁷ *Idaho EdNews: Idaho Public School Enrollment Drops*

Community Growth

The city of Twin Falls has seen a 15.95% population increase over the last 10 years and is now the 8th largest city in Idaho⁸. According to the Twin Falls comprehensive plan, the city estimates that approximately 2,700 new housing units will be needed to meet the demand from new households over the next several years⁹.

Significant manufacturing investments by key food processing facilities, such as Chobani and Clif Bar, have aided in the population growth by attracting new residents to the area as well as retaining residents that might otherwise seek employment elsewhere.

In a study conducted by ECONorthwest and funded by BLUUM, Twin Falls had both an untapped charter school market potential and large scale growth in the school-age population¹⁰. The Twin Falls School District continues to expand to meet the population need. As mentioned earlier, one school has already reached capacity within the first two years of operation, and the district has purchased additional land for a future high school.

Student Population

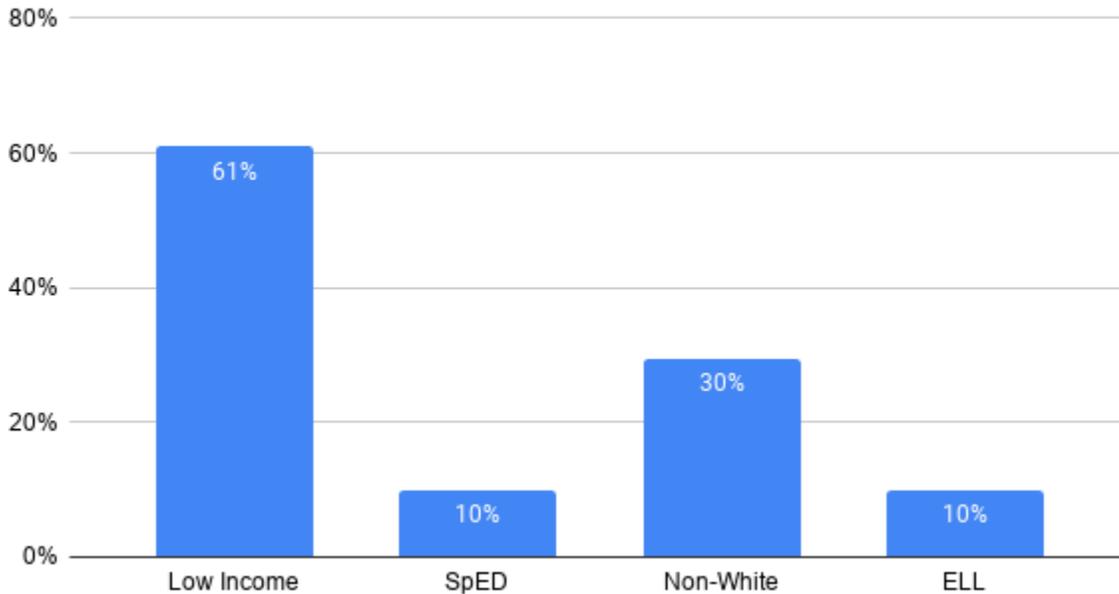
It is anticipated Gem Prep will mirror the student demographic population of the local school district. Focused recruitment strategies will enable the GP's student demographic population to roughly reflect the school district's percentage of non-white, English Language Learner, economically disadvantaged (low income), and special education. Gem Prep schools attempt to mirror the population demographics of the community, and have historically had roughly the same demographics as their surrounding district. The table below shows the demographic makeup of the Twin Falls School District for the 2020-2021 school year.

⁸ [World Population Review](#)

⁹ [City of Twin Falls Growth Plan](#)

¹⁰ [Idaho Charter School Growth Opportunities](#)

Twin Falls SD Demographics 2020



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 school-wide 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 six 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 GP’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.

Gem Prep’s Planned Growth

Grades	Yr. 1	Yr. 2	Yr.3	Yr. 4	Yr. 5	Yr. 6
K	52	52	52	52	52	52
1	52	52	52	52	52	52
2	26	52	52	52	52	52
3	26	26	52	52	52	52
4	26	26	26	52	52	52
5	26	26	26	26	52	52
6		26	26	26	26	52
7			45	45	45	45
8			45	45	45	45
9				30	30	30
10				30	30	30
11					30	30
12						30
Total	208	260	376	462	518	574

GP recognizes historical demand in the secondary level drops, the growth plan above (which the financial plan is built upon) reduces down from 52 seats (at full growth) in 6th grade to 45 seats in grades 7-8 and then again to 30 seats in grades 9-12 to account for this.

Community Partnerships and Local Support

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

- Gem Prep Parent Committees:** The school and the parent committees will work together, further boosting parent involvement, communication, community awareness, project funding, etc. The committees will be comprised of parents with different backgrounds and expertise that can be leveraged for events, community outreach, sports, etc.

- **Twin Falls School District:** GP may partner with the district to provide extra-curricular activities for our students.
- **Herrett Center for Arts and Science:** Provides educational programs to elementary and secondary students.
- **Twin Falls Boys & Girls Club:** Provides various after school programs.
- **Twin Falls Fire Department:** Provides fire safety and emergency training for students.

GP 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 our students.

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 encompass 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 activities 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 GP.

Section V: School Leadership and Management

Leadership Team

Administrative services will be provided by the school Administrators (state certification required), with support from the Board of Directors. Gem Prep will contract with another Idaho charter school, Gem Prep: Online (GPO) for professional services (*See Appendix F2: Professional Services Agreement Draft*). GPO will provide a seasoned charter school leadership team with over 17 years of experience who manage several Idaho charter schools including Gem Prep: Online, Gem Prep: Pocatello, Gem Prep: Nampa, Gem Prep: Meridian, Gem Prep: Meridian North and Gem Prep: Meridian South. 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 an Executive Director 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 Executive Director (*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 school-level 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 an Executive Director (CEO), CFO, CAO, COO. The executive team manages curriculum development, instructional oversight, obtaining 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 Executive Director 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 Executive Director using an evaluation framework permissible by Idaho law. 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 Executive Director, CAO, and CFO, are seasoned school leaders with experience managing charter schools. Operations are managed collaboratively by the COO and the school site operations manager. The CFO manages finances. The Executive Director in collaboration with the school attorney, addresses legal matters.

The chart below outlines the experience and areas of expertise of the leadership team. (See Appendix F3: Leadership Team Resumes.)

GEM PREP SCHOOL LEADERSHIP PROFILE

School Leadership	Finance	Educational Programs	Education Innovation	New Schools Start-up	School Facilities	Governance & Law	Operations	Community Outreach	Development/Fundraising	School Administration	Distance Learning	Special Populations	Technology & Data
Jason Bransford, Executive Director	X	X	X	X		X		X	X	X	X	X	X
Laurie Wolf, CAO		X	X	X		X				X	X	X	X
Bryan Fletcher, CFO	X				X	X	X		X		X		
Brenda Pina, COO				X	X		X	X					
Josh Femreite, Chief Growth Officer			X	X	X		X	X			X		X
Tera Reeves, College Access Director	X	X	X			X				X	X	X	X

IDAHO PUBLIC CHARTER SCHOOL COMMISSION

APPENDIX A: GEM PREP: TWIN FALLS BUDGET TEMPLATE



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

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

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:		156	208	260	376
	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	\$6,000.00	\$600,000.00	\$600,000.00	\$500,000.00	\$0.00
Loans	4,440,000.00	\$0.00	\$0.00	\$0.00	\$0.00
Grants	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Base Support	NA	\$190,250.00	\$255,834.00	\$311,373.00	\$505,759.00
Salary and Benefit Apportionment	NA	\$460,546.00	\$619,306.00	\$753,751.00	\$1,260,149.00
Transportation Allowance	NA	\$98,437.50	\$98,437.50	\$98,437.50	\$147,656.25
Local Meal Sales		\$12,370.18	\$16,493.57	\$20,616.96	\$29,815.30
Nutrition Reimbursement		\$12,734.47	\$16,979.29	\$21,442.51	\$31,009.17
Broadband e-rate Reimbursement		\$10,000.00	\$10,000.00	\$10,000.00	\$10,000.00
Title I		\$29,640.00	\$39,520.00	\$49,400.00	\$71,440.00
Title IV		\$10,000.00	\$10,000.00	\$10,000.00	\$10,000.00
IDEA		\$19,500.00	\$26,000.00	\$32,500.00	\$47,000.00
Special Distributions	NA	\$169,302.00	\$193,342.00	\$246,397.00	\$364,333.00
REVENUE TOTAL	4,446,000.00	\$1,612,780.14	\$1,885,912.36	\$2,053,917.97	\$2,477,161.72
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	\$844,974.73	\$850,627.84	\$1,020,574.10	\$1,472,070.82
Educational Program Totals	\$0.00	\$88,759.90	\$126,058.50	\$151,278.10	\$237,682.70
Technology Totals	\$0.00	\$90,400.00	\$114,700.00	\$48,900.00	\$68,200.00
Capital Outlay Totals	\$6,000.00	\$57,300.00	\$80,700.00	\$96,200.00	\$10,000.00
Board of Directors Totals	\$0.00	\$26,500.00	\$31,500.00	\$29,500.00	\$27,500.00
Facilities Totals	4,440,000.00	\$331,658.00	\$331,658.00	\$331,658.00	\$331,658.00
Transportation Totals	\$0.00	\$131,250.00	\$131,250.00	\$131,250.00	\$196,875.00
Nutrition Totals	\$0.00	\$34,398.00	\$45,864.00	\$57,330.00	\$82,908.00
Other	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
EXPENSE TOTAL	4,446,000.00	\$1,605,240.63	\$1,712,358.34	\$1,866,690.20	\$2,426,894.52
OPERATING INCOME (LOSS)	-	\$7,539.52	\$173,554.02	\$187,227.77	\$50,267.20
PREVIOUS YEAR CARRYOVER		-	\$0.00	\$173,554.02	\$360,781.79
NET INCOME (LOSS)	-	\$7,539.52	\$173,554.02	\$360,781.79	\$411,048.98

**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	6,000.00	Gem Innovation Schools Foundation funding.
Loans	4,440,000.00	Facility option of stage 1 construction expense plus property acquisition of \$4,440,000
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	\$4,446,000.00	

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	-	

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 assumption)		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 assumption)		Types of anticipated Contractors:
SECONDARY PROGRAM TOTAL	-	
EDUCATIONAL PROGRAM TOTAL	-	
<p>Additional Notes or Details Regarding Educational Program Expenditures:</p> 		

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.)	6,000.00	Phone system
CAPITAL OUTLAY TOTAL	6,000.00	
Additional Notes or Details Regarding Non-Facilities Capital Outlay Expenditures:		

Section 5: Board of Directors		
Line Item / Account	Budget	Assumptions / Details / Sources
Board Training		
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)	4,440,000.00	Facility Option 1 Phase plus property acquisition
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	4,440,000.00	
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 costs (details, sources, etc.) in the Assumptions column.					
Operational Revenue					
Anticipated Enrollment for Each Scenario:	156	208	260	376	
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	\$600,000.00	\$600,000.00	\$500,000.00	\$0.00	Gem Innovation Schools Foundation
Loans					Include documentation for lender, term, rate, and total principal and interest.
Grants					Provide documentation and details.
Entitlement	\$190,250.00	\$255,834.00	\$311,373.00	\$505,759.00	Attach the M & O Revenue Template
Salary and Benefit Apportionment	\$460,546.00	\$619,306.00	\$753,751.00	\$1,260,149.00	Attach the M & O Revenue Template
Transportation Allowance	\$98,437.50	\$98,437.50	\$98,437.50	\$147,656.25	75% reimbursement rate based on GPM
Local Meal Sales	\$12,370.18	\$16,493.57	\$20,616.96	\$29,815.30	Based on GPM: 24% 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	\$12,734.47	\$16,979.29	\$21,442.51	\$31,009.17	NSLP reimbursement = \$3.51/free, \$3.11/reduced & \$.33/paid
Broadband e-rate Reimbursement	\$10,000.00	\$10,000.00	\$10,000.00	\$10,000.00	Based on GPM's FY20 reimbursements
Title I	\$29,640.00	\$39,520.00	\$49,400.00	\$71,440.00	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	\$19,500.00	\$26,000.00	\$32,500.00	\$47,000.00	Based on avg. per pupil at GPM
Special Distributions	NA	NA	NA	NA	From the SDE Special Distributions Doc.
Charter School Facilities	\$62,400.00	\$83,200.00	\$104,000.00	\$150,400.00	
Content and Curriculum	\$2,150.00	\$2,450.00	\$2,614.00	\$3,285.00	
Continuous Improvement Plans and Training	\$5,000.00	\$5,000.00	\$5,000.00	\$5,000.00	
Gifted Talented	\$3,000.00	\$3,000.00	\$3,000.00	\$3,000.00	
Leadership Premiums	\$9,657.00	\$9,657.00	\$11,690.00	\$17,281.00	
IT Staffing	\$15,000.00	\$15,000.00	\$15,000.00	\$15,000.00	
Math and Science Requirement				\$33,100.00	
Professional Development	\$20,050.00	\$22,790.00	\$24,430.00	\$28,940.00	
Safe and Drug-Free Schools	\$1,800.00	\$2,000.00	\$5,557.00	\$7,176.00	
Technology (i.e. infrastructure)	\$50,245.00	\$50,245.00	\$54,031.00	\$62,076.00	
Advanced Opportunities					
College and Career Advisors/ Mentors				\$9,000.00	
Literacy Proficiency	NA	NA	\$6,075.00	\$6,075.00	Avg 9 students based other GP schools
Limited English Proficient (LEP)	NA	NA			
School Facilities (Lottery)	NA	NA	\$15,000.00	\$24,000.00	
REVENUE TOTAL	\$1,612,780.14	\$1,885,912.36	\$2,053,917.97	\$2,477,161.72	

Operational Expenditures

Section 1: Staffing

1a: CERTIFIED STAFF	Break-Even Budget		Year 1 Full Enrollment Budget		Year 2 Budget		Year 3 Budget		Assumptions / Details / Sources
	FTE	Amount	FTE	Amount	FTE	Amount	FTE	Amount	
Classroom Teachers									
Elementary Teachers	8.0	384,000.00	8.00	384,000.00	10.00	480,000.00	11.00	528,000.00	Avg. teacher salary = \$48,000 based 195 day contracts includes PD days.
Secondary Teachers			-		-		3.00	144,000.00	Avg. teacher salary = \$48,000 based 195 day contracts includes PD days.
Classroom Teacher Subtotals	8.00	384,000.00	8.00	384,000.00	10.00	480,000.00	14.00	672,000.00	Average classroom size: K-6 = 26 students/class, 7-8 = 45 students/grade, 9-12= 30 students/grade
Special Education									
SPED Director									Included in Professional Contract with Gem Prep: Online
Special Education Teacher	1.0	48,000.00	1.00	48,000.00	1.00	48,000.00	1.50	72,000.00	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	1.00	48,000.00	1.50	72,000.00	Anticipated % Special Education Students: 11%
Other Certified Staff									
Lead Administrator	1.0	85,000.00	1.00	85,000.00	1.00	85,000.00	1.00	85,000.00	Principal 220 day contract @ \$85,000/yr
Assistant Administrator					-	-	1.00	55,000.00	Assistant Principal 220 day contract @ \$55,000
Counselor	0.50	24,000.00	0.50	24,000.00	0.50	24,000.00	1.00	48,000.00	Avg. teacher salary = \$48,000 based 195 day contracts includes PD days.
Other Certified Staff Subtotals	1.50	109,000.00	1.50	109,000.00	1.50	109,000.00	3.00	188,000.00	
CERTIFIED STAFF TOTAL	10.50	541,000.00	10.50	\$541,000.00	12.50	\$637,000.00	18.50	\$932,000.00	

1b: CLASSIFIED STAFF	Break-Even Budget		Year 1 Full Enrollment Budget		Year 2 Budget		Year 3 Budget		Assumptions / Details / Sources
	FTE	Amount	FTE	Amount	FTE	Amount	FTE	Amount	
Position									
Paraprofessionals- General	2.0	37,440.00	2.00	37,440.00	3.00	56,160.00	4.00	74,880.00	180 days @\$13/hr
Paraprofessionals- SPED	0.5	18,720.00	0.50	9,360.00	1.00	18,720.00	1.50	28,080.00	180 days @\$13/hr
Admin / Front Office Staff	1.0	35,000.00	1.00	35,000.00	1.00	35,000.00	1.50	47,500.00	Receptionist 205 days @12.5/hr, School Ops Manager \$35,000 salary
Other			0.50	12,000.00	0.50	12,000.00	0.50	12,000.00	Tech Support 205 days @\$14/hr
CLASSIFIED STAFF TOTAL	3.50	91,160.00	4.00	93,800.00	5.50	121,880.00	7.50	162,460.00	

1c: BENEFITS	Break-Even Budget		Year 1 Full Enrollment Budget		Year 2 Budget		Year 3 Budget		Assumptions / Details / Sources
	Rate	Amount	Rate	Amount	Rate	Amount	Rate	Amount	
Type									
Retirement	13.10%	82,812.96	13.10%	83,158.80	13.10%	99,413.28	13.10%	143,374.26	Benefits for qualifying employees. .5 FTE or greater
Workers comp/ FICA/ Medicare	8.23%	52,026.77	8.23%	52,244.04	8.23%	62,455.82	8.23%	90,074.06	
Group Insurance (Medical/Dental)	\$5,500/FTE	77,000.00	\$5,500/FTE	79,750.00	\$5,500/FTE	99,000.00	\$5,500/FTE	143,000.00	Benefits for qualifying employees. .5 FTE or greater

Paid time off (provide assumptions)	9.00	975.00	9.00	675.00	11.00	825.00	15.50	1,162.50	Assumes sub rate of \$75/day includes FICA. Assume each teacher takes 2 days/yr. off. GPTF has parapro and the school operations manager available to substitute and their pay is already included above. Assume 1/2 the time GPTF needs an additionally paid sub.
BENEFITS TOTAL		212,814.73		215,827.84		261,694.10		377,610.82	
CERTIFIED & CLASSIFIED STAFF TOTAL		632,160.00		634,800.00		\$758,880.00		\$1,094,460.00	
TOTAL STAFF & BENEFITS TOTAL		844,974.73		850,627.84		\$1,020,574.10		\$1,472,070.82	

Section 2: Educational Program						
2a: OVERALL EDUCATION PROGRAM COSTS	Break-Even Budget	Year 1	Full Enrollment Year 1 Budget	Year 2 Budget	Year 3 Budget	Assumptions / Details / Sources
Professional Development		5,000.00	10,850.00	13,650.00	15,000.00	PD each year, Gem Prep Model, and general PD.
SPED Contract Services		26,000.00	26,000.00	32,500.00	41,000.00	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	
Authorizer Fee		12,500.00	12,500.00	12,500.00	12,500.00	
Other Contract Services (i.e. accounting, HR, management)		16,269.90	21,878.50	26,628.10	44,147.70	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. Percentage scalable up to 10% of State M&O.
Office Supplies						
OVERALL EDUCATION PROGRAM TOTAL		60,769.90	72,228.50	86,278.10	113,647.70	

2b: ELEMENTARY PROGRAM	Break-Even Budget	Year 1	Full Enrollment Year 1 Budget	Year 2 Budget	Year 3 Budget	Assumptions / Details / Sources
Elementary Curriculum		23,400.00	45,760.00	57,200.00	82,720.00	Assumption:K-6 \$220/ elementary student based on historical cost per student of other Gem Prep schools. Includes textbooks, workbooks, curricular software and content licenses, special education needs.
Elementary Instructional Supplies & Consumables		2,250.00	4,950.00	3,900.00	8,525.00	Other classroom supplies \$550/teacher FTE. Based on current Gem Prep schools historical costs.
Elementary Other		2,340.00	3,120.00	3,900.00	4,290.00	Teacher evaluation program, student security program, student assessment programs. Avg. \$15/student based on other GP schools.
ELEMENTARY PROGRAM TOTAL		27,990.00	53,830.00	65,000.00	95,535.00	

2c: SECONDARY PROGRAM	Break-Even Budget	Year 1	Full Enrollment Year 1 Budget	Year 2 Budget	Year 3 Budget	Assumptions / Details / Sources
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Secondary Curriculum				27,000.00	Grades 7-12 \$300/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				1,500.00	Other classroom supplies \$500/teacher FTE. Based on current Gem Prep schools historical costs.
Secondary Contract Services (provide assumption)					Types of anticipated Contractors:
SECONDARY PROGRAM TOTAL	-	-	-	28,500.00	
EDUCATIONAL PROGRAM TOTAL	88,759.90	126,058.50	151,278.10	237,682.70	
Additional Notes or Details Regarding Educational Program Expenditures:					

Section 3: Technology						
Line Item / Account	Break-Even Budget	Year 1	Full Enrollment Year 1 Budget	Year 2 Budget	Year 3 Budget	Assumptions / Details / Sources
Internet Access						included in Utilities
Computers for Staff Use		16,800.00	17,400.00	4,200.00	9,600.00	\$1,200/new employee
Computers for Student Use		54,600.00	72,800.00	18,200.00	40,600.00	\$350/new student each year
Technology Fees & Licenses		12,000.00	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	9,500.00	6,500.00	8,000.00	Video Technology Conference Systems
TECHNOLOGY TOTAL		90,400.00	114,700.00	48,900.00	68,200.00	
Additional Notes or Details Regarding Technology Expenditures:						

Section 4: Non-Facilities Capital Outlay						
Line Item / Account	Break-Even Budget	Year 1	Full Enrollment Year 1 Budget	Year 2 Budget	Year 3 Budget	Assumptions / Details / Sources
Furniture (school-wide)		38,000.00	50,000.00	50,000.00	5,000.00	
High School Commons Furniture				20,000.00	5,000.00	
Cafeteria Tables		14,800.00	19,200.00	19,200.00		
Copier		4,500.00	4,500.00			
Fab Lab		-	7,000.00	7,000.00		
CAPITAL OUTLAY TOTAL		57,300.00	80,700.00	96,200.00	10,000.00	
Additional Notes or Details Regarding Non-Facilities Capital Outlay Expenditures:						

Section 5: Board of Directors						
Line Item / Account	Break-Even Budget	Year 1	Full Enrollment Year 1 Budget	Year 2 Budget	Year 3 Budget	Assumptions / Details / Sources
Board Training		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 Budget	Year 1	Full Enrollment Year 1 Budget	Year 2 Budget	Year 3 Budget	Assumptions / Details / Sources
Mortgage or Lease		271,158.00	271,158.00	271,158.00	271,158.00	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.)		55,500.00	55,500.00	55,500.00	55,500.00	Facility Operating coast are based on \$3/sq. ft. Includes utilities, maintenance, janitorial, grounds.
Copier		5,000.00	5,000.00	5,000.00	5,000.00	
Other Facilities Related Costs (specify)						
FACILITIES TOTAL		331,658.00	331,658.00	331,658.00	331,658.00	
Additional Notes or Details Regarding Facilities Expenditures:						

Section 7: Transportation						
Line Item / Account	Break-Even Budget	Year 1 Budget	Full Enrollment Year 1 Budget	Year 2 Budget	Year 3 Budget	Assumptions / Details / Sources
Daily Transportation		\$131,250.00	\$131,250.00	\$131,250.00	\$196,875.00	Based on GPM transportation costs with Brown Bus: \$375/route/day. Yr. 1 and 2 - two routes, Yr 3 - three routes.
Special Transportation (i.e. SPED, field trips, etc)						
Other Transportation Costs (specify)						
TRANSPORTATION TOTAL		\$131,250.00	\$131,250.00	\$131,250.00	\$196,875.00	
Additional Notes or Details Regarding Transportation Expenditures:						

Section 8: Nutrition Program						
Line Item / Account	Break-Even Budget	Year 1 Budget	Full Enrollment Year 1 Budget	Year 2 Budget	Year 3 Budget	Assumptions / Details / Sources
Nutrition		34,398.00	45,864.00	57,330.00	82,908.00	Based on GPM: Cost to school is \$5.25/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		34,398.00	45,864.00	57,330.00	82,908.00	
Additional Notes or Details Regarding Other Expenditures:						

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

Cash Flow Operational Year 1														
	Year 1 Budgeted	JUL	AUG	SEPT	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUNE	Total
Student Enrollment Capacity	208													
Revenue														
Donations and Contributions	600,000	\$600,000.00												\$600,000.00
Loans	0													\$0.00
Grants	0													\$0.00
Entitlement	255,834		\$127,917.00			\$51,166.80			\$51,166.80			\$25,583.40		\$255,834.00
Salary and Benefit Apportionment	619,306		\$309,653.00			\$123,861.20			\$123,861.20			\$61,930.60		\$619,306.00
Transportation Allowance	98,438								\$98,437.50					\$98,437.50
Broadband e-rate Reimbursement	10,000						\$2,500.00			\$2,500.00			\$5,000.00	\$10,000.00
Local Meal Sales	16,494			\$1,832.62	\$1,832.62	\$1,832.62	\$1,832.62	\$1,832.62	\$1,832.62	\$1,832.62	\$1,832.62	\$1,832.62	\$1,832.62	\$16,493.57
Nutrition Reimbursement	16,979			\$1,697.93	\$1,697.93	\$1,697.93	\$1,697.93	\$1,697.93	\$1,697.93	\$1,697.93	\$1,697.93	\$1,697.93	\$1,697.93	\$16,979.29
Title I	39,520					\$4,940.00	\$4,940.00	\$4,940.00	\$4,940.00	\$4,940.00	\$4,940.00	\$4,940.00	\$4,940.00	\$39,520.00
Title IV	10,000			\$5,000.00	\$5,000.00									\$10,000.00
IDEA	26,000			\$2,600.00	\$2,600.00	\$2,600.00	\$2,600.00	\$2,600.00	\$2,600.00	\$2,600.00	\$2,600.00	\$2,600.00	\$2,600.00	\$26,000.00
Special Distributions	193,342								\$48,335.50	\$19,334.20	\$17,400.78	\$108,271.52		\$193,342.00
Total Revenue	\$1,885,912.36	\$600,000.00	\$437,570.00	\$11,130.55	\$11,130.55	\$186,098.55	\$13,570.55	\$11,070.55	\$332,871.55	\$32,904.75	\$28,471.33	\$206,856.07	\$14,237.93	\$1,885,912.36
Expenditures														
Salaries and Benefits	850,627.84	\$16,550.00	\$69,506.49	\$69,506.49	\$69,506.49	\$69,506.49	\$69,506.49	\$69,506.49	\$69,506.49	\$69,506.49	\$69,506.49	\$69,506.49	\$139,012.97	\$850,627.84
Education Program	126,058.50	\$37,187.26	\$5,420.52	\$8,067.74	\$8,067.74	\$8,067.74	\$8,067.74	\$8,067.74	\$13,488.26	\$8,067.74	\$8,067.74	\$8,067.74	5,420.52	\$126,058.50
Technology Totals	114,700.00	\$114,700.00	\$0.00											\$114,700.00
Capital Outlay Totals	80,700.00	\$80,700.00												\$80,700.00
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	331,658.00	\$15,919.58	\$139,296.36	\$15,919.58	\$15,919.58	\$15,919.58	\$15,919.58	\$15,919.58	\$15,919.58	\$15,919.58	\$15,919.58	\$33,165.80	\$15,919.58	\$331,658.00
Transportation	\$131,250.00			\$7,500.02	\$15,000.04	\$15,750.00	\$12,000.06	\$9,750.04	\$14,249.81	\$13,499.98	\$12,750.02	\$15,750.00	\$15,000.02	\$131,249.98
Nutrition	45,864.00			\$4,586.40	\$4,586.40	\$4,586.40	\$4,586.40	\$4,586.40	\$4,586.40	\$4,586.40	\$4,586.40	\$4,586.40	\$4,586.40	\$45,864.00
Other	-													\$0.00
Total Expenditures	\$1,712,358.34	\$277,390.84	\$217,557.36	\$106,414.23	\$121,414.25	\$114,663.21	\$110,913.27	\$108,663.25	\$118,583.54	\$112,413.20	\$111,663.23	\$131,909.43	\$180,772.49	\$1,712,358.32
Cash Flow														
Operational Cash Flow		\$322,609.16	\$220,012.64	(\$95,283.69)	(\$110,283.70)	\$71,435.33	(\$97,342.72)	(\$97,592.70)	\$214,288.00	(\$79,508.45)	(\$83,191.91)	\$74,946.64	(\$166,534.56)	\$173,554.04
Cash on Hand	\$0.00	-	\$322,609.16	\$542,621.80	\$447,338.11	\$337,054.41	\$408,489.74	\$311,147.02	\$213,554.31	\$427,842.32	\$348,333.87	\$265,141.96	\$340,088.60	\$173,554.04
Cash End of Period	\$173,554.02	\$322,609.16	\$542,621.80	\$447,338.11	\$337,054.41	\$408,489.74	\$311,147.02	\$213,554.31	\$427,842.32	\$348,333.87	\$265,141.96	\$340,088.60	\$173,554.04	\$173,554.04

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
Jenn Thompson, Director

UPDATED 7/25/18

New Charter Petition Facility Option 1						
Location Address	TBD					
Facility Information	Anticipate Move-In Date	6/1/2023	Facility Type	New Construction	Facility Status	Possible (research in progress)
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:	Bouma USA				
	Physical Address of Home Office:	Bouma USA Management LLC 445 Pettis Suite 201 Ada, MI 49301				
	Website Address:	http://boumausa.com				
	Company Contact:	Paul Bierlein				
	Company Contact Phone Number:	616-481-3307				

Additional Information - Facility Option 1

The school is currently working with Bouma USA to secure a suitable site to construct its long term facility. Once the school has an approved charter, they will secure contracts for the design build team and financial advisors. Gem Prep is looking for approximately 5 - 10 acres to construct the facility on. Gem Prep has worked with Bouma USA over the past two years to create a templated building design for future schools. The current template allows for multiple phasing options. In this option the school will construct approximately 18,500 sq ft for year 1 - 3 of operations. During year 3 planning and construction will start on Phase II, adding an additional 17,800 sq ft to complete the full academic programming for the facility. Gem Prep would continue to fundraise to add the 6700 sq ft gymnasium in future years.

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)
Pre-Development Costs	\$650,000	Gem Prep: Twin Falls
Bouma USA Phase I (includes land cost)	\$3,790,000	Bouma USA Gem Prep: Twin Falls
Bouma USA Phase II (Year 4)	\$4,272,000	Bouma USA Gem Prep: Twin Falls
Total One-Time Costs	\$8,712,000	
Description of Lease/Rent/Purchase Plan	Details (Refer to appropriate documentation in Attachments)	
Annual Lease / Rent / Mortgage Payment	Phase I: \$271,158 Phase II increases to \$532,057 in year 4	
Term	35	
Interest rate	5%	
Rate escalator (if applicable, please describe)		
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		
Initial construction consists of approximately 18,500 sq. ft. with construction starting in October 2022 and completing in July of 2023. Based on other recent school construction projects of \$240/sq ft, GPTF estimates a total initial project cost of \$4,440,000. Phase II construction will be approximately 17,800 sq. ft. and start in October 2025 completing in July of 2026. Total estimate cost for Phase II is \$4,272,000.		

GPTF plans to work with Round Table Funding to secure bond financing for the facility through the IHFA. GPTF will finance and own the facility.

New Charter Petition Facility Option 2

Location Address	TBD					
Facility Information	Anticipate Move-In Date	6/1/2023	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:		Bouma USA			
	Physical Address of Home Office:		Bouma USA Management LLC 445 Pettis Suite 201 Ada, MI 49301			
	Website Address:		http://boumausa.com			
	Company Contact:		Paul Bierlein			
	Company Contact Phone Number:		616-481-3307			

Additional Information - Facility Option 2

In the event that Gem Prep: Twin Falls is able to secure additional philanthropy, the school will move forward with the same plan as option 1 with a change to the phasing plan. Phase I will increase to 22,000 sq ft at an estimated cost of \$5,280,000. Phase II will reduce to 14,300 sq ft at an estimated cost of \$3,432,000. Gem Prep would continue to fundraise to add the 6700 sq ft gymnasium in future years.

Facility Option 2 - Details		
Please describe the costs involved with this option and the structure of any arrangements the school has made (or intends to make) in order to secure and sustain this facility option. Adjust descriptions and add columns as necessary.		
Description of Start-Up Costs	Cost Estimate (Refer to appropriate documentation in Attachments)	Responsible Party (Board or Name of Contractor)
Pre-Development Costs	\$650,000	Gem Prep: Twin Falls
Bouma USA Phase I	\$4,630,000	Bouma USA Gem Prep: Twin Falls
Bouma USA Phase II (Year 4)	\$3,432,000	Bouma USA Gem Prep: Twin Falls
Total One-Time Costs	\$8,712,000	
Description of Lease/Rent/Purchase Plan	Details (Refer to appropriate documentation in Attachments)	
Annual Lease / Rent / Mortgage Payment	Phase I: \$322,459 Phase II increases to \$532,057 (Year 4)	
Lease term	35	
Interest rate	5%	
Rate escalator (if applicable, please describe)		
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		

Initial construction consists of approximately 22,000 sq. ft. with construction starting in October 2022 and completing in July of 2023. Based on other recent school construction projects of \$240/sq ft, GPTF estimates a total initial project cost of \$5,280,000. Phase II construction will be approximately 14,300 sq. ft. and start in October 2025 completing in July of 2026. Total estimate for Phase II is \$3,432,000.

GPTF plans to work with Round Table Funding to secure bond financing for the facility through the IHFA. GPTF will finance and own the facility.

2004 MAY 25 AM 8:55

ARTICLES OF INCORPORATION
Of
IDAHO DISTANCE EDUCATION ACADEMY, Inc.

SECRETARY OF STATE
STATE OF IDAHO

The articles of Incorporation of IDAHO DISTANCE EDUCATION ACADEMY, Inc. a nonprofit corporation are hereby stated:

ARTICLE I
NAME

The name of the corporation (hereinafter called the Corporation) is IDAHO DISTANCE EDUCATION ACADEMY, Inc.

ARTICLE II
DURATION

The Corporation shall exist perpetually.

ARTICLE II
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 Idaho Distance Education Academy, 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 a charter school 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.

IDAHO SECRETARY OF STATE
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2. No part of the net earnings shall inure to the benefit of or be distributed to it's 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 III.
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 solely to the Whitepine Joint School District No. 288.

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 undersigned incorporator signs his name this 20 day of May 2004


Daryl Bertelsen
Daryl Bertelsen
Initial Incorporator

**ARTICLES OF AMENDMENT
(Non-profit)**

FILED EFFECTIVE

To the Secretary of State of the State of Idaho
Pursuant to Title 30, Chapter 3, Idaho Code, the undersigned
Non-profit corporation amends its articles of incorporation as
follows:

2006 AUG 23 PM 3:18

SECRETARY OF STATE
STATE OF IDAHO

1. The name of the corporation is:
Idaho Distance Education Academy, Inc.

2. The text of each amendment is as follows:

ARTICLE III
PURPOSE AND POWERS OF THE CORPORATION

This organization is organized exclusively for educational and charitable purposes within the meaning of section 501(c)(3). 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 Idaho Distance Education Academy, 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 a charter school 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 foregoing 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 III.
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 solely to the Whitepine Joint School District No. 288.

Notwithstanding any other provisions of these articles, this organization shall not carry on any activities not permitted to be carried on (a) by an organization exempt from Federal Income tax under section 501(c)(3) of the Internal Revenue Code of 1954 (or the corresponding section of any future United States Internal Revenue Law) or (b) by an organization, contributions to which are deductible under section 170(c)(2) of the Internal Revenue Code of 1954 (or corresponding provision of any future United States Internal Revenue Law)

3. The date of adoption of the amendment was: August 21, 2006

4. Manner of adoption:

The amendment consists of matters other than those described in section 30-3-90, Idaho Code, and was, therefore adopted by the members.

- a. The number of members entitled to vote was: Five
- b. The number of members that voted for each amendment was: Four
- c. The number of members that voted against each amendment was: Zero

Dated: August 22, 2006
 Signature: [Handwritten Signature]
 Typed Name: Aaron Proctor
 Capacity: Board member - Chairman

IDAHO SECRETARY OF STATE
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STATE OF IDAHO
Office of the secretary of state, Lawrence Denney
ARTICLES OF AMENDMENT (NONPROFIT CORP)

Idaho Secretary of State
 PO Box 83720
 Boise, ID 83720-0080
 (208) 334-2301
 Filing Fee: \$30.00 - Make Checks Payable to Secretary of State

For Office Use Only

-FILED-

File #: 0003506583

Date Filed: 5/8/2019 8:31:26 PM

Articles of Amendment (Nonprofit Corporation)			
Standard or Expedited Service (select one)	Standard (filing fee \$30)		
The current name of the nonprofit corporation is:	IDAHO DISTANCE EDUCATION ACADEMY, INC.		
The file number of this entity on the records of the Idaho Secretary of State is:	0000470583		
Article 1: The name of the corporation shall be:			
Change Corporation Name?	I want to change the name of the corporation		
Entity name	GEM INNOVATION SCHOOLS OF IDAHO, INC.		
Article 2: The purpose for which the corporation is organized is:			
Select the purpose of this non-profit	General Nonprofit		
Article 3: Voting Members:			
The corporation does have voting members.			
Article 4: Upon dissolution the assets shall be distributed:			
all assets will be distributed to another nonprofit organization with a similar purpose.			
Article 5: The mailing address of the corporation shall be:			
PO BOX 86 DEARY, ID 83823-0086			
Article 6: Director Name(s) and Address(es)			
	Name	Title	Director Address
	MURRAY STANTON	Director	PO BOX 338 DEARY, ID 83823
	BRIAN TRAMMEL	Director	PO BOX 338 DEARY, ID 83823
	JILL CALL	Director	PO BOX 338 DEARY, ID 83823
	DENNIS TURNER	Director	PO BOX 338 DEARY, ID 83823
	ROGER STEWART	Director	PO BOX 338 DEARY, ID 83823
	Renee Ellsworth	Director	600 SOUTH AVE DEARY, ID 83823
	Duncan Robb	Director	2950 W.BELLOMY LANE BOISE, ID 83703
Article 7: The date of adoption of the amendment(s) was:			
Date of Adoption:	04/17/2019		
Article 8: Manner of Adoption:			
Select one:	Each amendment consists exclusively of matters which do not require member approval pursuant to section 30-30-705, Idaho Code, and was, therefore, adopted by the incorporators, or by the board of directors.		
The number of directors entitled to vote was:	7		
The number of directors that voted for each amendment was:	6		
The number of directors that voted against each amendment was:	0		

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The articles of amendment must be signed by the presiding officer of the board of directors or by an officer of the corporation.

Barbara Femreite

Sign Here

05/08/2019

Date

Signer's Title Treasurer

B0247-9195 05/08/2019 8:31 PM Received by ID Secretary of State Lawrence Denney

**BYLAWS
OF
IDAHO DISTANCE EDUCATION ACADEMY**

The following **BYLAWS** are for the regulation and internal operations, except as otherwise provided by the statute and by its Articles of Incorporation, of **IDAHO DISTANCE EDUCATION ACADEMY** 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 IDAHO DISTANCE EDUCATION ACADEMY (hereinafter I-DEA). 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. One (1) voting Director must be a school district elector of Whitepine Joint School District No. 288.
 - c. 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 Idaho Distance Education Academy 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 §§ 67-2340 through 67-2347.

B. Annual Meetings

An Annual Meeting shall be held the third Monday in July of each year 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 Monday of each month 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. 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.

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 Conference Telephone. Directors may participate in a Board meeting through use of conference telephone or similar communication equipment, 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 two Directors, 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 Director 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 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;
- 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 November 10.
 - 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 I-DEA 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.

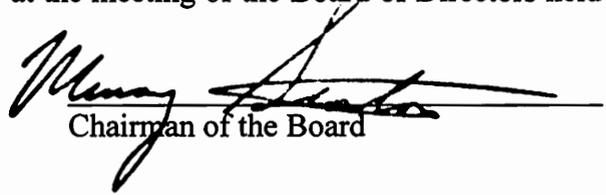
F. Interpretation of Charter

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 the IDAHO DISTANCE EDUCATION ACADEMY, INC. at the meeting of the Board of Directors held on the 16 day of November, 2015.


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





0004178314



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

For Office Use Only

-FILED-

File #: 0004178314

Date Filed: 2/19/2021 8:57:52 AM

Certificate of Organization Limited Liability Company					
Select one: Standard, Expedited or Same Day Service (see descriptions below)	Standard (filing fee \$100)				
1. Limited Liability Company Name					
Type of Limited Liability Company	Limited Liability Company				
Entity name	Gem Prep: Twin Falls 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	Registered Agent Bryan Fletcher Physical Address: 600 SOUTH AVE. DEARY, ID 83823 Mailing Address: PO BOX 86 DEARY, ID 83823-0086				
<input checked="" type="checkbox"/> I affirm that the registered agent appointed has consented to serve as registered agent for this entity.					
5. Governors					
<table border="1"> <thead> <tr> <th>Name</th> <th>Address</th> </tr> </thead> <tbody> <tr> <td>Dennis Turner</td> <td>600 SOUTH AVE. DEARY, ID 83823</td> </tr> </tbody> </table>		Name	Address	Dennis Turner	600 SOUTH AVE. DEARY, ID 83823
Name	Address				
Dennis Turner	600 SOUTH AVE. DEARY, ID 83823				
Signature of Organizer:					
<i>Bryan Bletcher</i>	<u>02/19/2021</u>				
Sign Here	Date				

B0585-1069 02/19/2021 8:59 AM Received by ID Secretary of State Lawrence Denney

**OPERATING AGREEMENT
OF
GEM PREP: TWIN FALLS LLC**

Effective as of February 19th, 2021

**OPERATING AGREEMENT
OF
GEM PREP: TWIN FALLS 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 February 19th, 2021. 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: Twin Falls 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 Bryan Fletcher, 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 including, for such purposes, the making of distributions to organizations that qualify as exempt organizations described under Section 501(c)(3) of the Internal Revenue Code or corresponding section of any future federal tax laws, including the operation of a public charter school under the laws of the State of Idaho. The broadest discretion is vested in and conferred upon the Sole Member for the accomplishment of these purposes. Notwithstanding the foregoing, no part of the net earnings of the Company shall inure to the benefit of any private person.

Section 2.2 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 2.3 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 organization, assets shall be distributed for one or more exempt purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code, or corresponding section of any future federal tax code, or shall be distributed to the federal government, or to a state or local government in accordance with Idaho Code 33-5212, for a public purpose. Any such assets not disposed of shall be disposed of by a court of competent jurisdiction in the county in which the principal office of the organization is then located, exclusively for such purposes or to such organization or organizations, as said Court shall determine, which are organized and operated exclusively for such purposes.

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 February 18, 2021.

Ayes:6

Noes:0

COMPANY:

Gem Prep: Twin Falls LLC, an Idaho limited liability company

By: GEM INNOVATION SCHOOLS OF IDAHO INC., an Idaho nonprofit corporation, its sole member.

By: 
Name: Dennis Turner
Title: Gem Innovation Schools of Idaho, Inc. Board Chair.

OPERATING AGREEMENT EXHIBIT A-1

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

Date of Exhibit: As of February 5, 2021

Name and Address
Barb Femreite 107 1 st Ave. Deary, Idaho 83823
Emmett Wemp 2014 W. Moose Creek Drive Nampa, Idaho 83686
Jill Call 9819 W Pattie Dr. Boise, Idaho 83704
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 INNOVATION SCHOOLS OF IDAHO BOARD OF DIRECTORS

Gem Innovation Schools of Idaho 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
- Barb Femreite, Vice Chair
- Duncan Robb
- Roger Stewart
- Tayler Tibbetts
- Emmett Wemp

GEM PREP: TWIN FALLS PETITIONING GROUP

Gem Prep: Twin Falls Petitioning Group Participation

(Other than Board Participation)

The following persons were significantly involved in the 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.



Bryan Fletcher, Chief Financial Officer

DURING PETITION PROCESS: Planning, financial oversight.

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

Brenda Piña, Chief Operating Officer

DURING PETITION PROCESS: Planning, General oversight, operations planning: nutrition and transportation.

AFTER PETITION APPROVAL: Hiring, operations manager oversight, transportation and food services setup.

Josh Femreite, Chief Growth Officer

DURING PETITION PROCESS: Planning, facilities and operations.

AFTER PETITION APPROVAL: Facility construction oversight, transportation and food services support.

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 North Avenue
Pocatello, ID 83201
(208)234-6144

Southeast Idaho Subsection / American Water Works 1986-2000
AWWA Intermountain
Subsection President (2 years)
<http://www.ims-awwa.org/>

EDUCATION

Michigan State University 1984
Idaho State University
College of Western Idaho

PROFESSIONAL CERTIFICATES / LICENSES / AWARDS

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

BARBARA A. FEMREITE

QUALIFICATIONS & ACCOMPLISHMENTS

Governmental Fund Accounting - 35 years' experience

Idaho School Finance - 16 years' experience

Accomplishments

- Co-founded Idaho's first Charter Management Organization, Gem Innovation Schools.
- Led the restructure of the Gem Innovation Schools organization.
- Governmental finance experience utilized to move the Idaho Distance Education Academy from a conception to a fully functional and academically flourishing school.
- Successfully managed Idaho Distance Education Academy's finances through an economic downturn without reducing the fund balance or impacting student achievement.

Financial Management

- Gem Innovation Schools Chief Financial Officer
- Secured Facility Financing for multiple school facilities
- Responsible for the financial well-being of the Gem network of high performing schools
- Controller and Board Treasurer
- Economic forecasting and budgeting
- Facilitated audits
- Managed Business and Central Services Departments

Fundraising – Integral part in securing and administering \$11.5 million in grants and philanthropic funds for Gem Innovation Schools

PROFESSIONAL EXPERIENCE

Gem Innovation Schools

- New Schools Team member 2019-2020
- Chief Finance Officer 2008-2019

Idaho Distance Education Academy, Statewide, Idaho

- Business Manager 2004-2008

City of Deary, Idaho

- City Clerk/Treasurer 1994-2004

University of Idaho, Moscow, Idaho

- Department of Finance 1992-1994

Key Bank of Idaho, Troy and Moscow, Idaho 1983-1992

- Financial Services
- Investments

**PROFESSIONAL
AFFILIATIONS**

**Governor’s Task Force Funding Formula Subcommittee
Idaho Association of School Business Officials Member
Charter School Programmatic Audit Team**

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
- Eugene, OR: University of Oregon, Bachelor of Arts in Political Science

May 2013

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

TAYLER W. TIBBITTS

EXPERIENCE

General Counsel & Commercial Department Manager | EMPIRE TITLE | 2019 – PRESENT | BOISE, ID

- Counsel company leadership, manage outside counsel and train employees on a variety of legal issues pertaining to the title and escrow business, including real estate, business, probate and family law.
- Manage commercial department by supervising employees, overseeing title and escrow services for commercial real estate purchase and refinance transactions, and engaging in business development.
- Draft and review legal documents pertaining to commercial real estate development, purchase and finance.

Managing Attorney | T.W. TIBBITTS, ATTORNEY AT LAW, PLLC | 2017 – 2019 | SALMON, ID

- Owned and operated solo law firm with particular focus in real estate and business transactions across Idaho.
- Drafted, negotiated and reviewed commercial and residential real estate leasing, purchase, development and finance documentation.

Idaho Operations Manager | NEXTITLE | 2017 | MERIDIAN, ID

- Led 40 employees in providing title and escrow services in a multi-million dollar operation.
- Reported to company president, trained employees, managed operating budget, and executed events.

Commercial Escrow Officer & Idaho Counsel | NEXTITLE | 2015 – 2017 | MERIDIAN, ID

- Founded commercial escrow department, increasing revenue by approximately \$175,000 in one year.
- Closed commercial real estate purchase and sale or financing transactions.
- Developed customer relationships with real estate agents, lenders, attorneys, builders and developers.

Associate Attorney | HAWLEY TROXELL ENNIS & HAWLEY | 2014 – 2015 | BOISE, ID

- Worked effectively as a member of the firm's civil litigation team.
- Represented clients in a wide variety of civil disputes covering real estate and business law issues.

Law Clerk | U.S. COURT OF APPEALS FOR THE 9TH CIRCUIT | 2013 – 2014 | POCATELLO, ID

- Served as law clerk to the Honorable N. Randy Smith.
- Researched various federal and state law issues and drafted memoranda to assist Judge Smith.

EDUCATION

J.D. | 2013 | UNIVERSITY OF VIRGINIA SCHOOL OF LAW

- Managing editor of the *Virginia Law Review*
- Member of the Raven Society, Rex E. Lee Law Society, Section Softball Team
- Summer Clerkships: United States District Court for Idaho (2011); Williams & Connolly LLP (2012)

B.S. | 2010 | BRIGHAM YOUNG UNIVERSITY-IDAHO

- Major: Accounting—Minors: Economics and Mandarin Chinese
- Internships: Melaleuca (International Accounting Department); Potts & Associates (Insurance Auditor)
- Activities: Student Body Vice President, Pre-Law Society President, Intramural Football and Wrestling

PUBLICATIONS & PRESENTATIONS

- Commercial Title Insurance Foundations, an Idaho Real Estate Commission approved course for real estate agents taught periodically (Boise, ID; course certified July 28, 2020)

TAYLER W. TIBBITTS

- Title Issues in Commercial Real Estate, a Presentation to the Idaho State Bar Real Property Section, (Boise, Idaho; March 2020)
- Public Road Creation in Idaho, National Business Institute CLE Presentation (Pocatello, Idaho; June 2019)
- “Forgetting Something? The Peculiar Nature of Irrigation Company Shares in Real Property Conveyances,” *The Advocate* (Vol. 60, No. 2, February 2017)
- “Prevent a Simple But Common Mistake: Properly Signing for Your Company,” *Real Estate Agent Magazine*, Treasure Valley Ed. (June 2016)
- “Food Security Act of 1985: Determining Where Farm Products are Produced,” *Hawley Troxell Banking Blog* (November 4, 2015)
- “Copyright Law: An Overview,” Presentation to Boise Chapter of Romance Writers of America (May 2, 2015)
- “Golfer Liability: Who Pays for that Errant Shot?” *GolfBlogger.com* (September 29, 2014)
- “Municipal Golf Course Privatization and Labor Law,” National Golf Foundation’s *The Dashboard* (September 2014)
- “Sports Consumers: Ticket-Holding Fans’ Rights in Light of ‘Spursgate,’” *21 Sports L. J.* 201 (2014)
- “Note: Fee Shifting: Perspective for EAJA Reformers,” *28 J. L. & Pol.* 371 (2013)

HONORS & AWARDS

- Young Volunteer of the Year, Boise Young Professionals (2015)
- Pro Bono Certificate of Recognition, University of Virginia School of Law (2013)
- Fulbright & Jaworski Best Memo Award, University of Virginia School of Law (2010)
- Outstanding Accounting Graduate, Brigham Young University-Idaho (2010)

VOLUNTEER & COMMUNITY ACTIVITIES

- Board Member, Boise Valley Habitat for Humanity (2020-Present)
- Board Member, City of Kuna Urban Renewal Agency (2020-Present)
- Secretary, Vice Chair, Chair, Past Chair - Idaho State Bar Real Property Section (2017-Present)
- Coach, Kuna PAL Flag Football (2020-Present)
- Assistant Coach, Kuna Klub Wrestling (2019-Present)
- Adjunct Law Professor – Concordia University School of Law (2015, 2019-20)
- Coach, Salmon Flag Football (2018)
- Assistant Wrestling Coach, Salmon Jr. High (2018)
- Coach, Meridian PAL Flag Football (2016-2017)
- Editorial Advisory Board – *The Advocate* (2016-2017)
- Idaho Alumni Representative – University of Virginia School of Law (2014-2017)
- Treasure Valley Real Man Nominee, American Cancer Society (2016)
- Board Member, United Way Next (2015-2017)
- Community Engagement Work Team Member, Boise Young Professionals (2014-2017)
- CASA Attorney, Family Advocates (2014-2017)
- Missionary, The Church of Jesus Christ of Latter-day Saints, Taichung, Taiwan (2005-2007)

CERTIFICATIONS: Licensed Attorney, Idaho State Bar #9212

INTERESTS: Archery Hunting, Backpacking, Entrepreneurship, Microsoft Excel, Weightlifting

Emmett Wemp

Education

9/1/18 EdS in Educational Leadership from Northwest Nazarene University, Nampa, ID
8/1/15 MEd in Educational Technology from Boise State University, Boise, ID
5/15/03 BS Technology Education from McPherson College, McPherson, KS
Endorsed in Technology Education 6-12

Professional Accomplishments

Nampa School District Building Principal 2016-Current

- Start-up Principal for NSD Innovation School
- Established a learning environment that is student forward and supportive of all parties involved
- Developed professional development around implementation of standards based grading systems
- Developed professional development to support learners by personalizing their learning experience with staff
- Directly involved with the design and implementation of brand new Innovation School model
- Supported staff in professional development of teaching skills in a mastery based classroom
- Support development and implementation of IEP and 504 programs
- Developing staff capacity for peer feedback and support in improving instruction
- Serve as a single building administrator
- Support HR needs and requirements as needed
- Provide staff evaluations based on the Idaho Evaluation Standards
- Facilitate and organize Professional Learning Teams
- Support and guide student interventions
- Support staff with student disciplinary actions
- Authored and maintained building level procedures and handbooks

Instructional Coach 2012-2015

- Work with teachers to optimize best practices in teaching and learning

Technology Integration Specialist 2014-2015

- Train teachers to use technology as an instructional tool
- Assist teachers with technology implementation
- Work with district technology coordinator to ensure technology tools are viable teaching resources

Nampa School District Pre-Engineering Program Lead 2009-2015

- Coordinate with multiple high schools and middle schools to align Project Lead The Way curriculum
- Manage program budget
- Purchase supplies and materials for pre-engineering program
- Report program student data to state professional technical education department
- Coordinate pre-engineering senior projects
- Advisor for VEX Robotics and Technology Student Association student organizations
- Organize student participation in state leadership conferences and competitions
- Coordinate delivery of end of course assessments

Nampa School District Instructional Technology Committee Member 2015-Present

- Evaluate effectiveness and strategies of instructional technology one to one implementations in other school districts
- Help develop a plan for district wide implementation of student one to one technology integration

Employment History

10/1/16- Present Building Principal
7/1/15-10/1/16 Director Of School Engagement
8/01/09-2015 Engineering Education Teacher
8/01/05-2009 Technology Education Teacher

Nampa School District #131
Project Lead The Way
Nampa School District #131
Boise Independent School District

References

Available upon request



Appendix D: Characteristics of a Gem Prep School Leader

Gem Prep School Leader & Organizational Chart

CHARACTERISTICS OF IDEAL SCHOOL LEADER

Above all else, a Gem Prep (GP) 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.

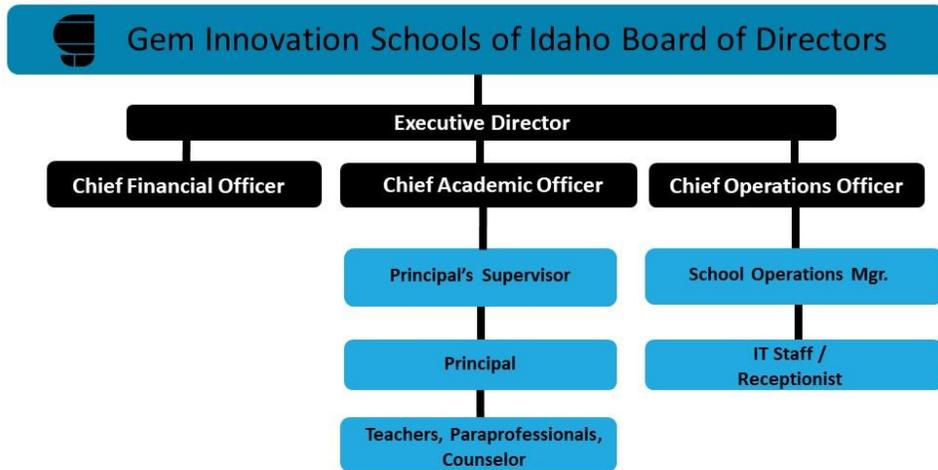
Qualifications

- 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



Appendix D: School Administration & Organization Chart

GEM PREP ORGANIZATIONAL CHART



Appendix F1: Letter to Local Superintendent

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



FAX: 208.877.1713
OFFICE: 208.877.1513
GEMPREP.ORG

March 19, 2021

Dr. Brady Dickinson, Supt.
Twin Falls School District
201 Main Ave West
Twin Falls, ID 83301

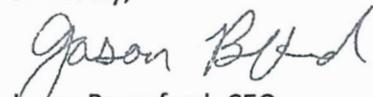
RE: Charter School Application

Dear Dr. Dickinson:

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: Twin Falls (GPTF). The primary attendance boundary will be the Twin Falls School District.

If you would like to discuss authorization or request a GPTF 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: Twin Falls, 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 Twin Falls School District, Idaho Code requires Gem Prep: Twin Falls 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

Twin Falls School District is not interested in serving as the authorizer of Gem Prep: Twin Falls.



Twin Falls District Superintendent



Date



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: Twin Falls, LLC, operating as an Idaho public charter school (hereinafter referred to as “GPTF”).

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 GPTF. At the discretion of the parties, the Agreement may be renewed.

RELATIONSHIP OF PARTIES

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

SERVICES TO BE RENDERED

GPO shall render the professional services enumerated on Attachment A and 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 GPTF, 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 GPTF within ten (10) working days of the date requested. Additionally, upon reasonable notice GPTF 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 GPTF 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 GPTF 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 GPTF 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

GPTF 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 GPTF 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 GPTF'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 GPTF

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: Twin Falls, LLC,

Date Approved by Board of Directors

ATTACHMENT A

Professional Services:

GPO agrees to provide the following professional services:

- a. Support the charter application process and the GPTF's start-up process;
- b. 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;
- c. Find an adequate Facility and coordinate financing and the completion of major repairs;
- d. Assist with fundraising;
- e. Provide a qualified director to oversee the provision of professional services;
- f. Recruit staff, including the principal, teachers, and administrators and make personnel recommendations to the Board of Directors;
- g. Provide professional development training for teachers, administrators and staff;
- h. Prepare a budget for the Board of Directors to consider and provide monthly financial statements for the Board's review;
- i. Provide payroll and bookkeeping services;
- j. Recommend an auditor and serve as a liaison with the auditor;
- k. Coordinate purchasing;
- l. 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;
- m. Oversee the operations of GPTF 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;

- n. Recommend and manage benefits plans for GPTF employees selected by the Board of Directors;
- o. Provide human resource services and maintain GPTF employee files
- p. Facilitate GPTF'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;
- q. Complete required State, Federal and State Department of Education reports, including, but not limited to the GPTF's SDE annual financial report;
- r. Facilitate student recruitment;
- s. Provide marketing and advocacy for GPTF.
- t. Provide an annual report to the Board of Directors indicating the services provided to GPTF.

ATTACHMENT B

Compensation for Professional Services:

- GPTF shall fully reimburse GPO for any expenditures made on its behalf.
- GPO shall be authorized to access GPTF's accounts to make any and all payments for GPTF expenditures.
- Up to 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 GPTF.

DRAFT

Jason Bransford

208.339.3735

jasonbransford@geminnovation.org

PROFESSIONAL EXPERIENCE

Gem Innovation Schools, Chief Executive Officer 2015 – Present

Launched Idaho's first charter management organization (CMO). Opened four K-12 charter schools in key Idaho locales (with a 5th approved for Fall 2021). Secured the fiscal support for launch and expansion of each school. Leader of a team that developed and executed a plan for strong student and adult culture, educational excellence, and operational efficiency.

Idaho Distance Education Academy, Director 2009 – Present

Worked with administrative team to reversed a \$700,000 deficit, streamlined operations in every school department, created a robust Title 1 program and increased student achievement in every sub-population. Guided I-DEA to a five-star rating, which included recognition that the school had the highest SAT scores in the state. Awarded the 2013 Idaho Education Network Innovator of the Year Award.

Dickinson School District & Galveston School District, Teacher 2004 - 2007

Dickinson District Committee Chair, District Assessment 2006 – 2007, Dickinson Mentor Teacher 2006-2007, Dickinson Teacher 2005-2007. Galveston District teacher 2004-2005.

RELATED EXPERIENCE

- Founder of Idaho's first Charter Management Organization- Gem Innovation Schools
 - Founder of 3 Idaho charter schools—
 - Gem Prep: Pocatello 2014
 - Gem Prep: Nampa 2016
 - Gem Prep: Meridian 2018
 - Grant Recipient—J.A. Kathryn Albertson Foundation, NewSchools Venture Fund, Louis Calder Foundation, Charter Schools Growth Fund, Idaho Future Fund
 - Recipient—Idaho Education Network "Innovator of the Year Award 2013"
 - Legislative Subcommittee—
 - Teacher Pipeline 2017
 - Idaho Education Network Strategic Planning 2013
 - Idaho State Legislature Excellence & Accountability Measures 2013
 - Vice President—Idaho Charter School Network. Board Member July 2011 – July 2014.
-

EDUCATION

University of Utah—EdD: Education Leadership, 2019

Idaho State University—EdS: Educational Administration, 2009

University of Houston—MS: Educational Management, 2006

Brigham Young University-Idaho—BS: Social Studies Education, 2003

Bryan T. Fletcher

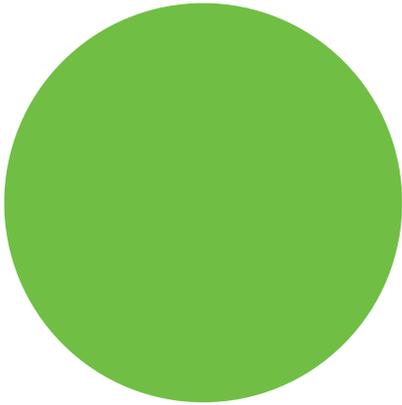
EDUCATION

- 2003-2005 University of Colorado, Colorado Springs
Masters of Business Administration - Finance
Program accredited by Association to Advance Collegiate Schools of Business (AACSB)
- 1998-2001 University of Phoenix,
Bachelors of Science in Business Administration
- 1991-1995 Riverside Community College, Riverside, CA.
General Education
- 1983-1985 Chaffey College, Alta Loma, CA.
General Education

EMPLOYMENT

- 2/2021-present Gem Innovation Schools
Meridian, ID. and online
CFO
Oversee all aspects of business, accounting, finance and HR related activities for the charter network.
Forecast, develop and manage network budgets.
Conduct strategic and tactical planning and execution along with Executive Management Team.
Manage liquidity/cash flow in accordance with State law and network's investment policy.
Conduct activities associated with debt management.
Work with independent auditor to issue the Annual Financial Audit/Report, and issue financial statements and reports during course of fiscal year.
- 9/2016-2/2021 Blaine County School District
Hailey, ID.
CFO/ Director of Finance
Oversee all aspects of business, accounting, and finance related activities for the District.
Forecast, develop and manage District budget.
Conduct strategic and tactical planning and execution along with District Executive Management Team.
Manage liquidity/cash flow in accordance with State law and District investment policy.
Conduct activities associated with issuing bonds and maintain disclosure statements.
Work with independent auditor to issue District's Annual Financial Audit/Report, and issue financial statements and reports during course of fiscal year.
- 2015-9/2016 Sorrento Lactalis
Nampa, ID.
Controller
Provided financial and accounting oversight for two of the production facilities.
Provided financial analysis of performance.
Develop budget.
- 2008-8/2014 Kuna School District
Kuna, ID.
CFO/ Business Manager
Oversee all aspects of business, accounting, and finance related activities for the District.
Forecast, develop and manage District budget.
Conduct strategic and tactical planning and execution along with District Executive

- Management Team.
 Manage liquidity/cash flow in accordance with State law and District investment policy.
 Conduct activities associated with issuing bonds and maintain disclosure statements.
 Work with independent auditor to issue District's Annual Financial Audit/Report, and issue financial statements and reports during course of fiscal year.
 Oversee Human Resources department including the selection and implementation of benefits and insurance offerings for District employees.
 Manage all financial relationships with Commercial Banks, Investment Banker, Bond Council, Investment Pool, Insurance Firms, Benefit providers, and PERSI.
 Present monthly to Board of Trustees on business and financial matters.
- 2008-2015 University of Phoenix
 Meridian, ID.
 Instructor
 Instruct/Facilitate classes in the disciplines of Accounting, Finance, and Operation.
- 2003-2008 Design Space Modular Buildings, Inc.
 Boise, ID.
 Facility Manager
 Manage all aspects of local facility functions, both operations/administration and sales.
 Manage P&L and other financial data.
 Develop annual facility budget/operation plan and maintain adherence.
 Supervise branch staff, and oversee all project management aspects of facility.
- 1998-2003 G.E. Capital Modular Space,
 Boise, ID.
 Branch Manager
 Manage all aspects of local facility functions, both operations/administration and sales.
 Conduct financial analysis of proposed projects to determine viability.
 Manage P&L and other financial data.
 Develop annual facility budget/operation plan and maintain adherence.
 Supervise branch staff, and oversee all project management aspects of facility.
- 1996-1998 G.E. Capital Modular Space,
 Boise, ID.
 Branch Operations Manager
 Administer all aspects of branch operations including, but not limited too,
 accounts payables, accounts receivables, credit review and approval, fleet oversight, project management, and full P&L responsibility.
- 1996-1996 G.E. Capital Modular Space,
 Rialto, CA.
 Interim Branch Manager
 Administer all aspects of branch operations for the local three facilities across Southern California including, but not limited too, accounts payables, accounts receivables, credit review and approval, fleet management, and full P&L responsibility.
- 1994-1996 G.E. Capital Modular Space,
 Rialto, CA.
 Fleet Manager
 Administer the fleet for the local three facilities across Southern California. Oversee and manage all contractors and subcontractors engaged in the company's fleet repair, maintenance, delivery, and installation. Provide project management for all custom and in-fleet installations.



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!

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

Experience

Gem Prep network of schools —7/2006 - present

Chief Academic Officer

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 grade students and their parents.

EDUCATION**Bachelor of Science in Human Resource Management and Operations Management**

May 2016

University of Idaho, Moscow, ID

Cumulative GPA: 3.04

WORK EXPERIENCE**Gem Innovation Schools, Meridian, ID***Chief Operating Officer*

July 2019 –

Present

- Collaborate with the C-Team in setting and driving organizational vision, operational strategy, and hiring needs.
- Oversee daily operations and technology of all schools and the work of individual School Operations managers and technology department.
- Design and implement policies and procedures that align with the organizations vision and mission.
- Maintain and build trusted relationships with key partners and stakeholders.

Gem Prep: Nampa, Nampa, ID*School Operations Manager*

September 2016 –

July 2019

- Oversee and manage the national school lunch program.
- Collaborated effectively with the principal to ensure smooth workflow and efficient coverage by communicating shift duties to all partner teachers.
- Responsible for supply, facility, and field trip requisitions and budgets.
- Launched two new programs to improve the flow of processes; School Mint and Boonli.
- Coordinate school transportation and procedures with brown bus.

4-H Youth Development, University of Idaho Extension, Caldwell, ID*Public Relations Intern*

May 2016 –

August 2016

- Reach out and connect with local newspapers to negotiate the publication of articles that feature hosted events.
- Photograph staff and interns teaching youth about healthy living and share them on social media.
- Control social media, such as Facebook, Instagram, and Twitter by keeping viewers engaged.

Native American Student Center, Moscow, ID*HOIST Mentor*

May 2015 –

July 2015

- Guided and enforced rules and regulations that were to be maintained in the living residence for the 12 students I was overseeing by developing rapport and building a relationship with them.
- Directed students to relevant information about academic and personal support services available at the university.
- Planned and led activities to develop students' physical, emotional and social growth.

LEADERSHIP EXPERIENCE**Association of Latino Professionals for America (ALPFA), Moscow, ID***Member*

August 2015 –

May 2016

- Participated in community service, for example combing and walking blind horses.
- Planned and coordinated fundraisers such as holiday raffle baskets and our annual red carpet dance.
- Recruited potential members at our UIIdaho bound events by tabling and talking to incoming freshman about our organization.
- Award: 2016 ALPFA Convention Scholarship (Dallas, TX).

Multicultural Greek Council, Moscow, ID*Vice President of Communications*

August 2015 –

May 2016

- Maintained complete and up-to-date files of minutes, attendance, and membership.
- Distributed minutes to the executive board and presidents of all the multicultural Greeks at the university.
- Planned and coordinated logistics and materials for board meetings while also maintaining order during the meetings.
- Publicized our organization and events on social media to maintain positive public relations with community members.

Lambda Theta Alpha, Moscow, ID*Public Relations Chair*

August 2015 –

May 2016

- Advertised all events our organization planned and hosted over 75 people at fundraisers and engaged with users.
- Represented the organization's image to the public and other external sources.

Chapter Orientation Advisor

August 2014 –

May 2015

- Oversaw and attended all potential interest meetings
- Evaluated each of the 6 new members by interviewing and guiding them into the sorority.

Treasurer

August 2013 –

May 2014

- Developed accurate records of all of our chapter's financial transactions through monthly financial summary reports and bank reconciliation reports.
- Managed, tracked, and monitored all deposits and withdrawals of our sorority using excel worksheets.
- Budgeted active and proposed ideas by accurately determining pricing, margins, and risk factors for our chapter.

SKILLS

- Microsoft Office Programs: Excel, Word, PowerPoint, and Microsoft Project
- Power School
- Boonli
- Managing school lotteries and registration via School Mint
- Fluent in Spanish and English

JOSH FEMREITE

EDUCATION

BACHELOR OF SCIENCE / 2003 / UNIVERSITY OF IDAHO
Business with emphasis on Information Systems

QUALIFICATIONS

LEADERSHIP

Designed, planned and implemented business strategies, plans and procedures to meet departmental and organizational goals. Managed development of custom student information system. Implemented school-wide web video conferencing system leading to greater communications between teachers and students. Led project to implement learning management system and bring Gem Prep: Online (formerly Idaho Distance Education Academy) courses online. Set comprehensive goals for school growth and student success. Oversaw daily operations and the work of operations teams and technology department. Developed and maintained relationships with partners and vendors.

PROJECT MANAGEMENT

Set comprehensive goals for school growth and student success. Oversaw daily operations and the work of operations teams and technology departments for four schools and four regional resource centers across the state. Developed and maintained relationships with partners and vendors. Managed facility acquisition and construction of three Gem Prep school campuses.

EXPERIENCE

CHIEF GROWTH OFFICER / GEM INNOVATION SCHOOLS / 2019 – PRESENT

Project manager for opening new Gem Prep schools; acquisition and expansion.

CHIEF OPERATING OFFICER / GEM INNOVATION SCHOOLS / 2015 – 2019

Project manager for new facility acquisition and expansion. Oversaw facility operations for network of four schools.

DIRECTOR OF TECHNOLOGY / IDAHO DISTANCE EDUCATION ACADEMY / 2007 -2015

Oversaw the management, implementation, and purchase of all technology for the school and it's four resource centers across the state.

SYSTEMS ENGINEER / IDAHO DISTANCE EDUCATION ACADEMY / 2006 – 2007

Planned and managed school-wide network and systems.

SUPPORT TECHNICIAN / IDAHO DISTANCE EDUCATION ACADEMY / 2004 – 2006

Provided support and training for teachers, students and parents.

Tera Reeves

Education	Washington State University – <i>Cum Laude</i>	1993
	Bachelor of Arts Elementary Education Early Childhood Education Endorsement	
	University of Idaho – 4.0 GPA	2004
	Master’s Degree Educational Leadership	
	University of Idaho – 4.0 GPA	2011

Administrative Experience

Whitepine School District	2003-2010
Elementary Principal; Federal Programs Director; Preschool Director; 21 st CCLC Director; Homeless Coordinator; G/T Coordinator	
District Superintendent; Elementary Principal; Federal Programs Director	2010-2015
District Superintendent	2016-2017
Gem Innovation Schools	
Idaho Distance Education Academy Principal; Federal Programs Director	2015-2019
College Access Director; Federal Programs Director	2019-Present

Teaching Experience

Whitepine School District	
Long Term Substitute- Kindergarten & 4 th Grade	1995-1996
Special Education Paraprofessional	1996-1997
Kindergarten Teacher	1997-2000
First Grade Teacher	2000-2003

Certifications

Charlotte Danielson Framework for Teaching Proficiency
Technology Competency Certificate
Idaho Comprehensive Literacy Certificate
MTI Certificate

Leadership Roles

Advanced Opportunities for Junior/Senior High Students
Idaho Core Standards Implementation K-12
Leadership Team Chair
Crisis Team Leader
Region II Superintendent Group Secretary
Development Team for Performance Standards for Mathematics
Mentor Teacher Bovill Elementary
Student Teacher Supervisor
Comprehensive Reform Team Member

Board of Trustees Code of Ethics

The 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 Innovation Schools;
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

Date



10/1/2018

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;
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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

Board of Trustees Code of Ethics

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Financial Responsibility & Oversight Expectations

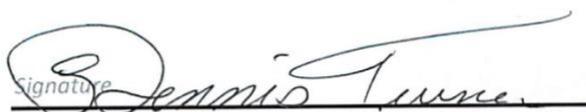
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14. Encourage the free expression of opinions by all Board members and seek systematic communications between the Board and students, staff, and elements of the community;
15. Support the cohesiveness in the School's culture and will not speak against any final decision reached by the Board in good faith.

 Signature
Dennis Turner

 Date
8-20-2015

Gem Innovation Schools of Idaho, Inc.

Board Member Agreement, Code of Ethics, Conflict of Interest

Board Member Agreement

- I understand that as a member of the Board of Directors of Gem Innovation Schools I have a legal and ethical responsibility to ensure that the organization does the best work possible in pursuit of its goals. I believe in the purpose and the mission of the organization, and I will act responsibly and prudently as its steward.
- I have read, understand, and am willing to comply with the Board of Directors Job Description, Board Handbook, and the Individual Performance Expectations that outline my responsibilities to the Board.
- If I ever find myself in a situation where I am unable to fulfill these expectations I will resign from the Board.
- The Board of Directors recognizes its role as overseers of public education and are committed to the following code of ethics.

Code of Ethics

Ref. Board Policy 1600

As a member of the GIS Board of Directors, I will strive to improve public education, and to that end I will:

1. Work diligently to build and maintain a relationship of trust and respect with other board members, the school administrative director, staff, students, parents, and the community;
2. Attend regularly scheduled board meetings insofar as possible and become informed concerning the issues to be considered at those meetings;
3. Recognize that I should endeavor to make policy decisions only after full discussions at publicly held board meetings;
4. Render all decisions based on the available facts and my independent judgment, and refuse to surrender that judgment to individuals or special interest groups;
5. 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;
6. Work with other board members to establish effective board policies and to delegate authority for the administration of the schools to the school administrative director;
7. Communicate to other board members and the school administrative director expressions of public reactions to board policies and school programs;
8. Inform myself about current educational issues by individual study and through participation in programs providing needed information, such as those sponsored by my state and national school boards association;
9. Support the employment of those persons best qualified to serve as school staff and insist on a regular and impartial evaluation of all staff;
10. Avoid being placed in a position of conflict of interest and refrain from using my board position for personal or partisan gain;
11. Take no private action that will compromise the board or administration and respect the confidentiality of information that is privileged under applicable law;
12. Remember, always, that my first and greatest concern must be the educational welfare of the students attending the public schools.

Board Member Agreement, Code of Ethics, Conflict of Interest

Conflict of Interest

Ref: Board Policy #1610

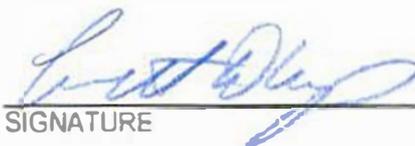
Board members shall serve without compensation, but may be reimbursed for any necessary expenses incurred by them in performing their duties as members of the Board. Any contract with the school involving a member of the Board, or the Board member's family, shall be approved by the full Board with the interested member abstaining. Each Board member is responsible to make known to the Board any circumstances that could involve a potential conflict of interest. Salary and other remuneration received from the school by ex-officio Board members shall not be considered a conflict of interest for the purposes of this policy. However, ex-officio members shall abstain from votes involving the level of such remuneration. *(Full board policy #1610 may be viewed through BoardDocs.)*

I have read, understand, and agree to comply with the Code of Ethics and Conflict of Interest policies as a member of the Board of Directors of Gem Innovation Schools.

Member, Board of Directors

Emmett Wemp

PRINT NAME



SIGNATURE

DATE:

1/2/20

REV 12/13/2016

Gem Innovation Schools of Idaho, Inc.

Board Member Agreement, Code of Ethics, Conflict of Interest

Board Member Agreement

- I understand that as a member of the Board of Directors of Gem Innovation Schools I have a legal and ethical responsibility to ensure that the organization does the best work possible in pursuit of its goals. I believe in the purpose and the mission of the organization, and I will act responsibly and prudently as its steward.
- I have read, understand, and am willing to comply with the Board of Directors Job Description, Board Handbook, and the Individual Performance Expectations that outline my responsibilities to the Board.
- If I ever find myself in a situation where I am unable to fulfill these expectations I will resign from the Board.
- The Board of Directors recognizes its role as overseers of public education and are committed to the following code of ethics.

Code of Ethics

Ref. Board Policy 1600

As a member of the GIS Board of Directors, I will strive to improve public education, and to that end I will:

1. Work diligently to build and maintain a relationship of trust and respect with other board members, the school administrative director, staff, students, parents, and the community;
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12. Remember, always, that my first and greatest concern must be the educational welfare of the students attending the public schools.

Board Member Agreement, Code of Ethics, Conflict of Interest

Conflict of Interest

Ref: Board Policy #1610

Board members shall serve without compensation, but may be reimbursed for any necessary expenses incurred by them in performing their duties as members of the Board. Any contract with the school involving a member of the Board, or the Board member's family, shall be approved by the full Board with the interested member abstaining. Each Board member is responsible to make known to the Board any circumstances that could involve a potential conflict of interest. Salary and other remuneration received from the school by ex- officio Board members shall not be considered a conflict of interest for the purposes of this policy. However, ex- officio members shall abstain from votes involving the level of such remuneration. (Full board policy #1610 may be viewed through BoardDocs.)

I have read, understand, and agree to comply with the Code of Ethics and Conflict of Interest policies as a member of the Board of Directors of Gem Innovation Schools.

Member, Board of Directors

Barb Femreite

PRINT NAME

Barbara A Femreite

SIGNATURE

DATE: 10-23-2020

REV 12/13/2019

Gem Innovation Schools of Idaho, Inc.

Board Member Agreement, Code of Ethics, Conflict of Interest

Board Member Agreement

- I understand that as a member of the Board of Directors of Gem Innovation Schools I have a legal and ethical responsibility to ensure that the organization does the best work possible in pursuit of its goals. I believe in the purpose and the mission of the organization, and I will act responsibly and prudently as its steward.
- I have read, understand, and am willing to comply with the Board of Directors Job Description, Board Handbook, and the Individual Performance Expectations that outline my responsibilities to the Board.
- If I ever find myself in a situation where I am unable to fulfill these expectations I will resign from the Board.
- The Board of Directors recognizes its role as overseers of public education and are committed to the following code of ethics.

Code of Ethics

Ref. Board Policy 1600

As a member of the GIS Board of Directors, I will strive to improve public education, and to that end I will:

1. Work diligently to build and maintain a relationship of trust and respect with other board members, the school administrative director, staff, students, parents, and the community;
2. Attend regularly scheduled board meetings insofar as possible and become informed concerning the issues to be considered at those meetings;
3. Recognize that I should endeavor to make policy decisions only after full discussions at publicly held board meetings;
4. Render all decisions based on the available facts and my independent judgment, and refuse to surrender that judgment to individuals or special interest groups;
5. 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;
6. Work with other board members to establish effective board policies and to delegate authority for the administration of the schools to the school administrative director;
7. Communicate to other board members and the school administrative director expressions of public reactions to board policies and school programs;
8. Inform myself about current educational issues by individual study and through participation in programs providing needed information, such as those sponsored by my state and national school boards association;
9. Support the employment of those persons best qualified to serve as school staff and insist on a regular and impartial evaluation of all staff;
10. Avoid being placed in a position of conflict of interest and refrain from using my board position for personal or partisan gain;
11. Take no private action that will compromise the board or administration and respect the confidentiality of information that is privileged under applicable law;
12. Remember, always, that my first and greatest concern must be the educational welfare of the students attending the public schools.

Board Member Agreement, Code of Ethics, Conflict of Interest

Conflict of Interest

Ref: Board Policy #1610

Board members shall serve without compensation, but may be reimbursed for any necessary expenses incurred by them in performing their duties as members of the Board. Any contract with the school involving a member of the Board, or the Board member's family, shall be approved by the full Board with the interested member abstaining. Each Board member is responsible to make known to the Board any circumstances that could involve a potential conflict of interest. Salary and other remuneration received from the school by ex- officio Board members shall not be considered a conflict of interest for the purposes of this policy. However, ex- officio members shall abstain from votes involving the level of such remuneration. *(Full board policy #1610 may be viewed through BoardDocs.)*

I have read, understand, and agree to comply with the Code of Ethics and Conflict of Interest policies as a member of the Board of Directors of Gem Innovation Schools.

Member, Board of Directors

Taylor Tibbitts

PRINT NAME



SIGNATURE

DATE: 3/30/2021

REV. 12/13/2019

Appendix F5: 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%

*Due to COVID-19, data from the 2018-2019 school year is the most complete to date.



March 3, 2021

Idaho Charter School Commission

Attention: Jenn Thompson, Director
304 North 8th Street, Suite 242
Boise, ID 83702

Re: Letter of Support for the **Gem Prep Twin Falls Campus**

Dear Director Thompson,

Thank you for this opportunity to provide our support for **GEM Innovation Schools** and specifically for their proposed Twin Falls Campus. We are very excited about the potential of working with the **Gem Innovation Schools** Team as their Design Build General Contractor to develop a new charter school campus in Twin Falls.

To date the combined experience of our Bouma USA team has created Design Build solutions for well over 150 Charter School projects in states from New York to California, several now in Idaho, representing over 8,000,000 square feet of space and over \$900,000,000 in contract value. We are currently partnered with **Gem Innovation Schools** to develop both their Meridian North Campus which is scheduled to open in the fall of 2021, and their Meridian South Campus which is scheduled to open in the fall of 2022.

We fully support **Gem Innovation Schools** both as a client and for what they do in the communities that they enter. We are excited to guide them early in the process into the best possible solutions for the proposed Gem Twin Falls Campus and to create a successful design build project and ultimately a new campus in Twin Falls.

Thanks again for this opportunity to show our support for **GEM Innovation Schools**. If there is any additional information that you may need, please do not hesitate to contact me at any time. Also, thank you for your support of **Gem Innovation Schools** and for making it possible for them to do what they do so well.

Gratefully!

A handwritten signature in blue ink, appearing to read "Paul Bierlein".

Paul Bierlein

Chief Operating Officer

Bouma USA

3033 Orchard Vista Dr., Suite 309

Grand Rapids, MI 49546

m 616-481-3307

o 616-682-6100 ext103

paulbierlein@boumausa.com

March 3, 2021

Ms. Jenn Thompson, Director
Idaho Charter School Commission
304 North 8th Street, Suite 242
Boise, Idaho 83702

Re: Gem Prep – Twin Falls Campus

Dear Commission Members,

We are pleased to write this letter of recommendation for the GEM Innovation Schools Team. Our firm works with dozens of charter school groups in Idaho, Utah, Nevada, Florida and Arizona. Our experience with the GEM team has been ideal. Their researched based, experienced and organized approach to expansion truly sets up schools in their network for success. We have no reservations endorsing their mission and leadership team.

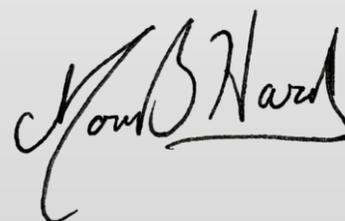
RoundTable Funding is currently working with GEM Innovation Schools as a municipal advisor on the financing of their Meridian South Campus. Founding partner Clint Biesinger has 22 years of experience in the public finance sector in the areas of underwriting, trading, and more recently, advising charter schools in purchasing and refinancing tax-exempt debt. Founding partner Monty Hardy has helped multiple charter schools successfully open and has provided business services for over 35 schools in the intermountain west, including Idaho. RoundTable Funding's combined experience has provided charter schools with over \$400 million in successful financings. Recently, Round Table helped Hayden Canyon Charter School secure bond financing at onset and is also working with GEM Prep with their Meridian South Campus.

RoundTable anticipates working with GEM Prep to secure affordable financing for the desired Twin Falls campus. As this new project moves forward, we anticipate receiving strong interest from the investment community to support the facility financing.

We are excited for GEM Prep to bring a strong education and community partner to the Twin Falls area and RoundTable is ready to help them move forward. We are grateful for the support of the Commission in helping more children and families have access to high quality and meaningful education choices. Please let us know if we can provide more information.

Sincerely yours,

Clint Biesinger and Monty Hardy
Founding Partners
RoundTable Funding

A handwritten signature in black ink, appearing to be "Clint Biesinger".A handwritten signature in black ink, appearing to be "Monty Hardy".