

Treasure Valley Classical Academy

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

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Non Discrimination Statement:

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

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Tab 1 – Executive Summary, Vision, Mission

Executive Summary

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

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

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

Payette County, as the immediate charter impact area, consists of three public school districts in three separate towns. The public school districts in the charter school impact area have a high number (some cases up to 100%) of their students participating in the free and reduced lunch program which is an indicator of economic poverty within Idaho. Idaho Department of Education test data for SBAC English Language, SBAC Math, and ISAT Science test scores for 2017 reveal a continuing downward trend in academic proficiency in the three school districts within Payette County and the public schools in Washington, Gem, and Canyon County that border Payette County. All of these public schools have seen drops, some very significant, in overall performance and ranking within the state school system over the past three (3) years. Idaho statewide average composite SAT scores for 2017 indicate 63% of students ready in English and Reading and 36% ready in Math.

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

The founding board members of Treasure Valley Classical Academy live in Payette and Washington Counties and most have children or grandchildren who attend or have attended the area school districts. Because of personal experience and a large and growing dissatisfaction of the public schools from families, friends, and associates within the county and surrounding communities, the founding members are seeking educational alternatives that would provide a more rigorous and traditional form of teacher centered education. The founding board members have diverse backgrounds, experiences and training that have equipped them to pursue this alternative education endeavor. In collaboration with the proven Hillsdale Barney Charter School Initiative, the founding board of Treasure Valley Classical Academy seeks to provide a considerably different form of K through 12 education for all families in Payette County and the surrounding communities who desire an educational experience for their children other than the existing public school options, regardless of their social, ethnic, or economic situation.

Vision

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

Treasure Valley Classical Academy will educate students who will be stewards of the “Western Tradition” and the pillars of a free society. We believe that the diffusion of learning is essential to the perpetuation of this tradition. Therefore, our aim is to provide a classical liberal arts education that aims at understanding the highest matters and the deepest questions of Truth, Justice, Virtue, and Beauty. Where possible, we believe that we must engage those ideas and those principles in the original texts which have both intrinsic worth and beauty and are worthy of study and contemplation in and of themselves. We also find a clear expression of this legacy both in the founding documents of our country as an experiment in self-government under law

and in the literary and scientific education of the founders themselves. As they sought to avoid the problems of pure democracy as seen in Athens and of a republic that gave way to an empire in Rome and despotism in Europe, we too must engage in those ideas in order to have a citizenry who understands the perils of each. TVCA will provide students the benefit of a content-rich, classical, great-books curriculum designed to engage the student in the ideas and principles of our nation's founding.

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

Mission

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

Tab 2 – Educational Program

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

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

Description of Educational Philosophy

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

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

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

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

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

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

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

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

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

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

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

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

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

Instructional Practices and Curriculum

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

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

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

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

Riggs program teaches syllabication from the beginning of kindergarten. Alongside learning phonograms and implementing these into a rigorous spelling and vocabulary regimen, students using the Riggs program will learn handwriting, including cursive handwriting. As students grasp the basics of English literacy, the program lays a foundation in basic grammar and composition.

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

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

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

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

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

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

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

Expected Student Outcome

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

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

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

Those goals are:

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

Testing

The following assessments will be used to monitor student progress:

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

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

Plan for Serving All Students

A public charter school, as with any public school, by law, must offer a continuum of services for *ALL* students. As stated above, Hillsdale College has a long, documented history of serving all

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

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

Gifted and Talented

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

Special Education

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

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

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

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

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

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

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

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

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

English Learners

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

Learner students. These procedures may include the following:

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

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

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

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

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

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

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

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

Professional Development Plan

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

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

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

Singapore Math contains different elements that comprise daily lessons (mental math, teacher directed, guided practice, activity, and independent practice) that align with their conceptual and skill building framework to teaching math. What needs to be included in a lesson, how the lesson is introduced and presented, how it progresses from the concrete to the abstract, and how to differentiate for students is clearly presented in a logical sequence that needs to be followed. Mastery of the material is expected before students move from one level to the next level. Singapore Math must be followed with fidelity in order for students to be successful. With BCSI staff support, teachers will be trained in assessing students, placing students in the appropriate skill groups, and in implementing the lessons using the Singapore strategies and methods in foundations of number sense and foundations of model drawing. Teachers are also trained in the implementation of effective Singapore Math strategies in their classrooms. In addition to building Singapore Math expertise among staff, TVCA will provide training to increase Singapore Math capacity within the school by providing models that will utilize resources effectively.

The Socratic Seminar is a method of teaching designed to engage students in intellectual discussion by responding to questions using questions instead of answers. Prior to conducting a seminar, students are given a text to read. After the text has been read, open-ended questions

are asked. With the support of BCSI staff and materials, training of TVCA teachers will occur in the following areas:

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

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

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

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

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

Staff Performance Evaluation

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

At the beginning of the school term the principal will review the evaluation procedure with the faculty and staff. With prior notification, the principal will observe faculty members in classrooms to provide professional development, mentoring, and pedagogical refinement. A written evaluation may follow the Danielson Framework Rubric focusing on the individuals proficiency and performance in planning and preparation, classroom environment, instructional assessment, and professional responsibility. Feedback provided will be both formal and informal. For teachers with assigned mentors, the mentor shall attend the review as well, to ensure that guidance from the principal and the mentor is aligned. For each duty, staff shall be given a rating of Unsatisfactory, Basic, or Proficient (a fourth category of Distinguished may be adopted) along with written and verbal feedback of the behaviors that contributed to the rating.

In the case of ratings less than Basic, the written and verbal feedback shall include concrete directives or suggestions on how to improve performance. Instances where the principal is forced to intervene between reviews to correct staff behavior shall be recorded in the personnel file by the principal. The written feedback shall be filed in the TVCA's internal personnel files for that staff member.

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

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

Tab 3 – Financial and Facilities Plan

Fiscal Philosophy and Spending Priorities

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

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

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

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

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

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

Financial Management Plan

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Description of Facility Needs

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

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

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

Option 1:

TVCA would lease the Fruitland Olde School Community Center on SW 3rd street (Main street) in Fruitland, Idaho, from Alma Mater Incorporated (AMI). The Olde School was the old Fruitland High School until 1986. The original center portion of the building was built in 1928. The west wing and gymnasium were added in 1939. The entire facility is approximately 27,300 square feet and consists of an upper and lower level in the main section and west wing, which houses the classrooms and auditorium and an east wing that is a gymnasium. The building was abandoned by the Fruitland School District in 1995 and purchased by Alma Mater Incorporated (AMI), a local nonprofit organization in 1996, with the purpose of converting the building into a community center. The lower level of the original portion was remodeled in 1997. The remodel resulted in the lower area beneath the

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

Option 2:

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

Tab 4 – Board Capacity and Governance Structure

Description of Governance Structure

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

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

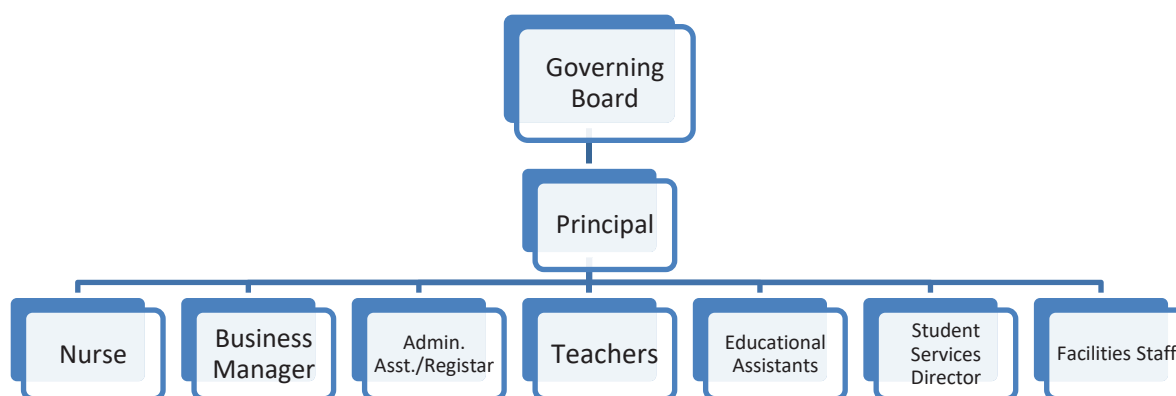
The governing board may create one or more committees and appoint two members of the governing board, one to act as committee chair. Additional members of the committees need not be directors. Each committee may have two or more members, who shall serve at the pleasure of the full governing board. The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

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

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

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

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



(a) The Governing Board:

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

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

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

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

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

(b) The Principal:

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

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

(c) Business Manager:

The principal will utilize the Idaho Charter School Network (ICSN) and/or its representation as a business manager, who will assist in preparing, planning for, and presenting an annual school budget to the TVCA governing board. The ICSN representative is also expected to be available at all governing board regular meetings to report on the financial status of the school and present budget adjustment requests to the governing board. The ICSN support staff will also be expected to keep the governing board apprised of changes in law, regulation and rules applicable to Idaho public school finances and to ensure that the governing board is made

aware of any potential concerns about the school's finances. They will also work cooperatively with the school's principal so that both can keep the governing board well informed about the school's financial health.

(d) Teachers & Staff:

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

Founding Board Qualifications

All but one (1) of the founding board members of Treasure Valley Classical Academy have children or grandchildren who attend or have attended the area school districts and all desire a more rigorous and traditional form of education. All but one of the founding board members have post-secondary degrees, two (2) have post graduate degrees, and have working backgrounds and experience in business development, health care, finance, elementary, secondary and post-secondary education, food services, parliamentary procedure, technology and executive leadership. Five (5) of the founding board members have attended a three-day charter school governance course at Hillsdale College (certificates pending for recent three (3)) while three (3) board members have attended the Responsibilities & Obligations of Charter School Boards training sponsored by Bluum in Boise during early April 2018 . Three (3) of the founding board members have participated in and completed the two-day Charter Start! 101 Workshop conducted by the Idaho Department of Education (See Appendix C for board member resumes and certificates). TVCA is seeking prospective board members with training and experience in business, real estate or facilities management, marketing, community work, law, finance, accounting, entrepreneurship, and education. The TVCA founding board is also actively looking to recruit another board member who is active with the area Hispanic community and is bilingual. See Appendix C for the resumes of the current founding board members.

Transition Plan

Once the charter is approved and the management duties transferred to the principal, the board will transition to its role as a governing entity. The current founding board is constantly seeking individuals to fill vacancies that will occur once the school is established. As per the bylaws, the board is seeking prospective board candidates to recruit with the goal of having representation of the entire impact area of the school. One key element of the transition is the delegation of the management duties to the principal and eventually the delegation by the principal to the back office staff and school staff under the principals direction. The main purpose of the governing board is to ensure that the school accomplishes the outcome for which the school was chartered within all the pertinent parameters. The board will relinquish management focus and the principal will make the charter school perform and accomplish the outcome for which the school was chartered. Considerable time is delegated to the topic of how to avoid board

micromanagement and board “schizophrenia” during the three day board training provided by Dr. Brian Carpenter contracted by Hillsdale College. Additional material relating to the governing board’s role and responsibilities is provided by Dr. Carpenter as follow up training after the seminar.

Tab 5 – Student Demand and Primary Attendance Area Enrollment Capacity

Treasure Valley Classical Academy plans to open in the Fall of 2019 with grades kindergarten (K) through six (6). Subsequent grade levels will be added each subsequent year as students advance. The minimum number of students required to financially break even the opening year is 235, which is approximately 6% of eligible school age children within the target area. TVCA has however, decided on an opening target of 324 for grades K - 6, based on the current number of eligible school age children within the target area.

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

Enrollment goals for the upcoming school years

Grade	SY19-20	SY20-21	SY21-22	SY22-23	SY23-24	SY24-25	SY25-26
K	54	54	54	54	54	54	54
1	54	54	54	54	54	54	54
2	54	54	54	54	54	54	54
3	54	54	54	54	54	54	54
4	54	54	54	54	54	54	54
5	27	54	54	54	54	54	54
6	27	54	54	54	54	54	54
7		54	54	54	54	54	54
8			54	54	54	54	54
9				54	54	54	54
10					54	54	54
11						54	54
12							54
Total	324	432	486	540	594	648	702

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

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

Within rural area charter schools that provide a K through 12 education, Idaho State Department of Education data suggests that, when looking at the overall number of students per grade as they advance from grade 6 to 7, there is the possibility of an attrition rate of up to 35%. From

grade 8 to 9 there is evidence of student attrition as high as 45%. Student attrition through the rest of the high school years appears to be between 25% to 30% and in middle school grades around 10%. With this information in mind the potential enrollment at Treasure Valley Classical Academy might be reflected as per the following table:

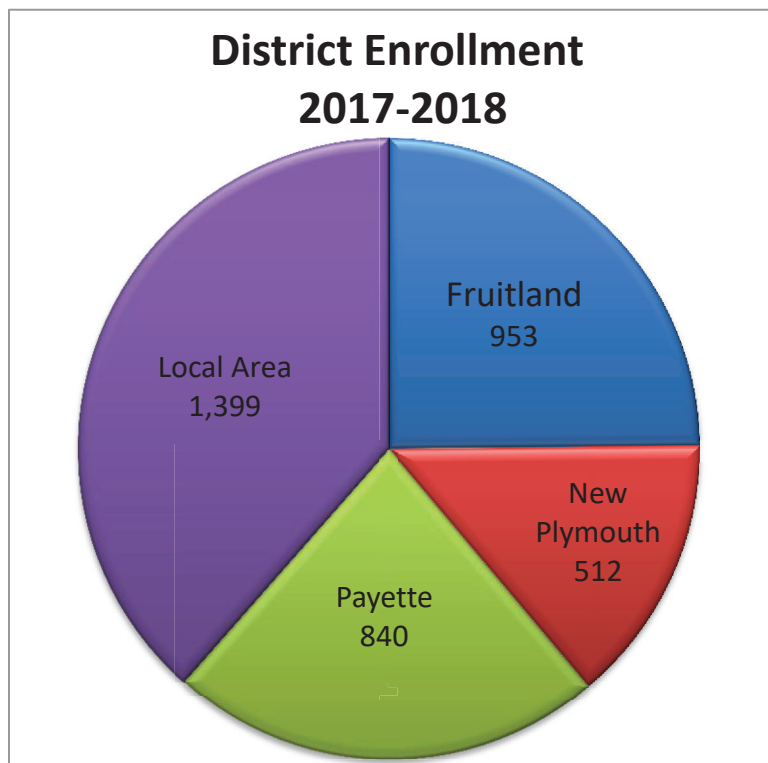
Potential enrollment based on traditional attrition rates

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

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

Primary Attendance Area

The primary attendance area for Treasure Valley Classical Academy is the area included in the Payette, New Plymouth, and Fruitland School districts located within the boundaries of Payette County. However, hundreds of face to face conversations at public outreach meetings and presentations conducted in Fruitland, Payette, and New Plymouth, petition signatures obtained at those meetings, social media connections, and letters of intent generated from parents' visits to the TVCA website indicate serious interest for attendance from families in Weiser in the southern portion of Washington County, Emmett in western Gem County, Parma in the northern portion of Canyon County, as well as homeschoolers throughout the region.



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

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

The children of full-time staff and the children of founders shall be in the first enrollment preference category, not to exceed 10% of

the total student enrollment allowed for each school year. The second enrollment preference category will include the siblings of current students. The students in the primary attendance area will be included in the third preference category.

Demographics

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

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

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

Community Needs and Market Interest

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

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

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

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

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

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

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

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

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

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

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

1. Demographic and Market Demand Analysis

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

2. Support for USDA Grant

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

3. PRODUCT: Market Report

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

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

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

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

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

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

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

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

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

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

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

Transportation Plan

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

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

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

School Lunch Program

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

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

Strategies for Enrolling Underserved Families

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

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

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

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

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

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

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

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

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

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

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

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