

## IDAHO PUBLIC CHARTER SCHOOL COMMISSION REGULAR MEETING AGENDA

**Date:** Thursday, August 14, 2025

**Start Time:** 9:00 AM, MST

**Physical Location:** Capitol Mall Annex, Senate Conference Room, Third Floor, 514 W. Jefferson Street, Boise, Idaho 83702

**Live Stream:** <https://www.youtube.com/@IPCSC>

- I. COMMISSION WORK (Action Item)**
  - A. June 12, 2025 Regular Meeting Minutes Review / Approval
  - B. August 5, 2025 Special Meeting Minutes Review / Approval
- II. PUBLIC COMMENT**
  - A. Public comment will be limited to three minutes per person. To submit written comment please email to [pcsc@osbe.idaho.gov](mailto:pcsc@osbe.idaho.gov) before 5:00 pm MST on Wednesday, August 13, 2025.
- III. DIRECTOR'S REPORT**
- IV. EXECUTIVE SESSION (Action Item)**

The Commission will enter into executive session pursuant to Idaho Code 74-206(1)(a) to consider hiring a public officer, employee, staff member or individual agent, wherein the respective qualities of individuals are to be evaluated in order to fill a particular vacancy or need. Topic: Director Position.
- V. CONSIDERATION OF AMENDMENT TO PERFORMANCE CERTIFICATE (Action Item)**
  - A. Project Impact STEM
- VI. CONSIDERATION OF CHARTER AUTHORIZER TRANSFER (Action Item)**
  - A. Gem Prep: Online
- VII. CONSIDERATION OF NEW CHARTER SCHOOL APPLICATION (Action Item)**
  - A. Brabeion Academy
- VIII. APPROVAL OF NEW DIRECTOR (Action Item)**
- IX. IDAHO SCHOOL BOARDS ASSOCIATION PRESENTATION**
  - A. ISBA Executive Director Misty Swanson and Chief Learning Officer Phil Gore
- X. ADJOURN**

## MEETING MINUTES FOR REGULAR MEETING

**Date:** Thursday, June 12, 2025

**Start Time:** 9:00 AM, MST

**Physical Location:** Capitol Mall Annex, Senate Conference Room, Third Floor, 514 W. Jefferson Street, Boise, Idaho 83702

The meeting was called to order by Chairman Reed at 9:03 AM.

Commissioners Present:	Staff Present:
Chairman Reed - Present	Interim Acting Director Jennifer White, OSBE – Present via Zoom
Vice Chair Bair - Present	Jen Coffey, IPCSC
Commissioner Koehler - Present	Jared Dawson, IPCSC
Commissioner Hedrick - Present	Joy Lindner, IPCSC
Commissioner Quinn - Present via Zoom	
Commissioner Amador - Present	
Commissioner Paulos - Present	

Karen Sheehan from the Attorney General's Office was also present.

### I. COMMISSION WORK (Action Item)

Minutes Review / Approval

**Motion/Second (Hedrick/Koehler)** Motion to approve the minutes from the April 10, 2025 Regular Commission Meeting and the May 12, 2025 Special Commission Meeting as presented. *The motion passed unanimously.*

### II. EXECUTIVE SESSION (Action Item)

**Motion/Second (Paulos/Koehler)** Motion to enter into executive session pursuant to Idaho Code 74-206(f) to communicate with legal counsel for the public agency to discuss the legal ramifications of and legal options for pending litigation, or controversies not yet being litigated but imminently likely to be litigated. Purpose: Discussion with DAG Karen Sheehan. Roll Call: Chair Reed: yes, Vice Chair Bair: yes, Commissioner Amador: yes, Commissioner Hedrick: yes, Commissioner Koehler: yes, Commissioner Paulos: yes, Commissioner Quinn: yes. *The motion passed unanimously.*

**Motion/Second (Hedrick/Koehler)** Motion to exit executive session. *The motion passed unanimously.*

### III. CONSIDERATION OF RENEWAL CONDITIONS (Action Item)

Chief Tahgee Elementary Academy (CTEA) School Director Jessica Wilson and CTEA Principal Cyd Crue via Zoom gave a presentation about their action plan regarding the unmet condition on their Performance Certificate. The condition states: "CTEA must submit all reports due to the State Department of Education, the State Board of Education, and the Commission by the corresponding deadlines published in Idaho Code, Commission policy, and the State Department of Education's Data Acquisition Calendar. This condition is based on chronically late reporting practices at CTEA, as

noted in the operational section of the Commission's Performance Framework across multiple annual performance reports. This condition must be met by June 30th of each year of the renewal term and will be evaluated by Commission staff on June 30th of each year."

**Motion/Second (Hedrick/Koehler)** Motion to take no action on the unmet renewal condition at this time and ask Chief Tahgee to report at the October 2025 meeting on compliance with any and all reports. The vote was 5-1 (Bair opposed). *The motion passed.*

#### IV. NOTIFICATION OF FISCAL CONCERN (Action Item)

Director White introduced the process by which a Notification of Fiscal Concern may be considered and gave a summary of Idaho STEM Academy's (DBA Bingham Academy) financial status. Chief Administrator Chad Harris, Board Chair Michael Grenfell, and Business Manager Steve Bailey from Bingham Academy gave a presentation.

**Motion/Second (Bair/Paulos)** Motion to issue a Notification of Fiscal Concern for Idaho STEM Academy, DBA Bingham Academy for Fiscal Year 2026. *The motion passed unanimously.*

#### V. DIRECTOR'S REPORT

See Items VI and VII below.

#### VI. FY26 OPERATING BUDGET APPROVAL (Action Item)

Director White presented the proposed FY26 Operating Budget. Director White noted that an authorizer fee rate increase was not recommended and not reflected in proposed budget.

**Motion/Second (Hedrick/Koehler)** Motion to approve the Fiscal Year 2026 Operating Budget as presented. *The motion passed unanimously.*

#### VII. OPENING SEARCH FOR NEW DIRECTOR (Action Item)

Director White shared a job description for the IPCSC Director position.

**Motion/Second (Koehler/Hedrick)** Motion to delegate authority to Interim Acting Director White to move forward with the job posting for IPCSC Director. *The motion passed unanimously.*

#### VIII. ALTERNATIVE ACADEMIC FRAMEWORK (Action Item)

Dr. Jody Ernst, VP of Research and Policy Analytics at Momentum Strategy and Research, gave a final presentation on the draft Alternative Academic Framework.

**Motion/Second (Hedrick/Koehler)** Motion to approve the adoption of the Alternative Academic Framework, as presented, to be used in addition to the IPCSC Performance Framework adopted on June 27, 2024, for all IPCSC schools classified as alternative, effective July 1, 2025. *The motion passed unanimously.*

#### IX. INCREASED CHARTER SCHOOL SUPPORT PRESENTATION

Rachel Burk, School Choice Coordinator at the State Department of Education, gave a final presentation on increased charter school support for 2024-2025. Dr. Mary Gervase, Increased Charter Support Program Mentor, and Dr. Marybeth Flachbart, Managing Partner with Mountain West Associates, were also present. Representatives from schools that received funds in 2024-2025 shared the impact of the program on their

schools, including Blackfoot Charter Director Craig Gerard, Blackfoot Charter Principal Ashley Bartauskay, Mountain Community Head of School Jenny Schon, Peace Valley Charter Principal Sita Chiang, and Rolling Hills Public Charter Executive Director Tara Handy. North Star Charter Business Manager Johnathan Gillen was also present.

**X. PUBLIC COMMENT**

No public comment.

Meeting adjourned.

Draft

## IDAHO PUBLIC CHARTER SCHOOL COMMISSION MEETING MINUTES FOR SPECIAL MEETING

**Date:** Tuesday, August 5, 2025

**Start Time:** 4:00 P.M. MST

**Physical Location:** IPCSC Office, 514 W. Jefferson St, Suite 303, Boise, ID 83702

The meeting was called to order by Chairman Reed at 4:04pm.

Commissioners Present:	Staff Present:
Chairman Reed – Present via Zoom	Jennifer White, OSBE – Present via zoom
Vice Chair Bair – Present via Zoom	Jared Dawson, IPCSC
Commissioner Koehler – Present	Joy Lindner, IPCSC
Commissioner Hedrick – Absent	
Commissioner Quinn – Present via Zoom	
Commissioner Amador – Absent	
Commissioner Paulos – Absent	

### I. OPEN MEETING

### II. EXECUTIVE SESSION (Action Item)

**Motion/Second (Bair/Koehler)** Motion to enter executive session pursuant to IC 74-206(1)(a) to consider hiring a public officer, employee, staff member or individual agent, wherein the respective qualities of individuals are to be evaluated in order to fill a particular vacancy or need, to evaluate the two finalists for the position of Director.

Roll Call: Reed: yes; Bair: yes; Amador: not present; Hedrick: not present; Koehler: yes; Paulos: not present; Quinn: yes. *The motion passed unanimously.*

**Motion/Second (Bair/Koehler)** Motion to exit executive session. *The motion passed unanimously.*

The meeting was adjourned.

## II. PUBLIC COMMENT

Public comment will be limited to three minutes per person. To submit written comment please email to [pcsc@osbe.idaho.gov](mailto:pcsc@osbe.idaho.gov) before 5:00 pm MST on Wednesday, August 13, 2025.

**III. DIRECTOR'S REPORT**

Interim Acting Director Jennifer White

## **PUBLIC CHARTER SCHOOL APPROVAL CRITERIA**

Idaho Code § 33-5202 states:

It is the intent of the legislature to provide opportunities for students, parents, teachers, and community members to attend, establish, and maintain public charter schools that operate independently from the existing traditional school district structure but within the existing public school system. Public charter schools are hereby authorized as part of the state's program of public education and they shall have equal access and authority to participate in all state and federal programs to the same extent as a traditional public school, irrespective of the instructional delivery method. The legislature aims to:

- (1) **Improve student learning;**
- (2) **Increase learning opportunities** for all students, with special emphasis on expanded learning experiences for students;
- (3) Include the use of **different and innovative teaching methods;**
- (4) Utilize **virtual and hybrid learning;**
- (5) Create **new professional opportunities** for teachers, including the opportunity to be responsible for the learning program at the school site;
- (6) Provide parents and students with **expanded choices** in the types of educational opportunities that are available within the public school system;
- (7) Hold public charter schools **accountable** for meeting measurable student educational standards;
- (8) Reward public charter schools that meet their accountability measures with **enhanced autonomy and freedom from regulatory burden;** and
- (9) **Foster and support charter schools** through best practices, development, educational, and operational assistance.

Idaho Code § 33-5205 states in relevant part:

- (2)(a) Authorizers shall develop a transparent application process to establish a **new public charter school**. The application shall require applicants to provide descriptions of the following key features of the prospective public charter school:
  - (i) The **educational program**, including educational philosophy, student academic proficiency and growth standards, measurement methods, any mission-specific standards that may be unique to the school, and strategies for meeting the needs of specific student



populations, including English language learners, at-risk students, and special education or gifted and talented students;

(ii) The **financial and facilities plan** with a pre-opening budget, three (3) year operating budget, break-even analysis and cash flow projection, evidence of existing and anticipated funds, and projected facility costs;

(iii) **Board capacity and governance structure**, including copies of the articles of incorporation and corporate bylaws;

(iv) **Student demand and primary attendance area**, including a description of the population of students the proposed school intends to serve and the target enrollment by grade level; and

(v) **Use of educational service providers**, including the contracts, fees and terms, and recent contracts that the entity has executed with other charter schools.

(b) Upon review of the completed application, representatives of the authorizer may request from applicants additional information actually necessary to clarify the contents.

(3) An application for a **virtual school** must also contain statements describing the following:

(a) The **learning management system** by which courses will be delivered;

(b) The **role of the online teacher**, including the consistent availability of the teacher to provide guidance around course material, methods of individualized learning in the online course, and the means by which student work will be assessed;

(c) A plan for the provision of **professional development** specific to the public virtual school environment;

(d) The means by which public virtual school students will receive **appropriate teacher-to-student interaction**, including timely and frequent feedback about student progress;

(e) The means by which the public virtual school will verify **student attendance and award course credit**. Attendance at public virtual schools shall focus primarily on coursework and activities that are correlated to the Idaho state thoroughness standards;

(f) A plan for the provision of **technical support** relevant to the delivery of online courses;

(g) The means by which the public virtual school will provide opportunity for **student-to-student interaction**;

(h) **Any financial agreement that will require an education service provider to assume a virtual school's financial risk when the virtual school does not have sufficient residual**

**funds to pay the education service provider**, to the extent there is such an agreement. Such financial agreement will be favorably considered during the application process. Where this paragraph is applicable, the education service provider shall make its audited financial statements available unless the education service provider already makes such audited financial statements publicly available for compliance with other federal or state laws; and

(i) A plan for ensuring **equal access for all students**, including the provision of necessary hardware, software, and internet connectivity required for participation in online coursework, and utilization of remote testing, proctoring, and administration procedures for state-required assessments.

...

(5) ...

(a) An application may be approved by the authorizer **without condition or with specific and relevant pre-opening conditions** the authorizer finds necessary in the applicant's unique case to ensure the school can meet its academic and financial requirements.

(b) If an application is denied, then the authorizer must prepare a written notice of its decision within fourteen (14) days, including all of the reasons for the denial and a statement that explains the criteria and standards considered relevant by the authorizer in its denial, the relevant contested facts relied upon, and the rationale for the decision based on the applicable statutory provisions and factual information presented to the authorizer.

(7)(a) **An approved initial charter shall be granted for a term of six (6) operating years.** The charter shall include the beginning and ending dates of the charter term. An approved school may delay its opening for one (1) school year to plan and prepare for the school's opening. A delay greater than one (1) school year requires an extension from the school's authorizer.

(b) In order to incubate innovative charter schools, an authorizer may instead grant a pilot charter with an **initial term of three (3) operating years to test an innovative or novel model.** This pilot charter shall be used in limited instances and the authorizer must provide sufficient documentation to justify the shorter term.

#### **IV. EXECUTIVE SESSION (Action Item)**

The Commission will enter into executive session pursuant to Idaho Code 74-206(1)(a) to consider hiring a public officer, employee, staff member or individual agent, wherein the respective qualities of individuals are to be evaluated in order to fill a particular vacancy or need. Topic: Director Position.

## **V. CONSIDERATION OF AMENDMENT TO PERFORMANCE CERTIFICATE**

### **BASIS**

Pursuant to Idaho Code 33-5205B(5), “A charter holder or the authorizer may enter into negotiations to revise a charter or performance certificate at any time. If a charter holder applies to revise its charter or performance certificate, the authorizer’s review of the application shall be limited in scope solely to the proposed revisions.” [IPCSC Policy Section IV](#) provides for Charter and Performance Certificate Amendments, including changes to the primary attendance area.

### **BACKGROUND**

Project Impact STEM Academy seeks to amend the Performance Certificate to allow the school to change the boundaries of the primary attendance area.

The primary attendance area was articulated in the March 2019 Performance Certificate as “the boundaries of the Kuna School District.” *See Attachment V.A.* On June 9, 2022, the Commission approved an update to the school’s primary attendance area boundaries to “encompasses the area from Robinson Rd. (West Side) to Eagle Rd. (East Side), to Franklin Rd. (North), and an eastward extension from Robinson Rd. (East Side) to Cloverdale Rd. (West Side), and E. Amity Rd. (North) to E. Lake Hazel Rd. (South).” *See Attachment V.B.* The current proposed amendment will update the primary attendance area by moving the boundaries west into the Nampa School District. *See Attachment V.C.*

### **STAFF RECOMMENDATION**

Approve the request to amend the current Performance Certificate of Project Impact STEM Academy.

### **SPEAKERS**

Jennifer White, IPCSC Director

Teresa Fleming, Project Impact STEM Academy Board Chair

### **IMPACT**

If the IPCSC approves the amendment, the IPCSC will have 30 days in which to execute an amendment to the performance certificate.

### **COMMISSION ACTION**

1. A motion to allow Project Impact STEM Academy to change the boundaries of the school’s primary attendance area.  
OR
2. A motion to deny the amendment proposal.  
OR
3. A commission-developed motion, such as approval with conditions.

**ATTACHMENT V.A.**

Pi STEM Performance Certificate 2018-2023 as amended 3\_29\_19

## CHARTER SCHOOL PERFORMANCE CERTIFICATE

This performance certificate is executed on this 8<sup>th</sup> day of February, 2018, by and between the Idaho Public Charter School Commission (the “Authorizer”), and Project Impact STEM Academy, Inc. (the “School”), an independent public school organized as an Idaho nonprofit corporation and established under the Public Charter Schools Law, Idaho Code Section 33-5201 *et seq.*, as amended (the “Charter Schools Law.”)

### RECITALS

WHEREAS, on August 29<sup>th</sup>, 2017, Authorizer received a petition to request the creation of a new charter school referred to as Project Impact STEM Academy; and

WHEREAS, on December 14<sup>th</sup>, 2017, the Authorizer approved the charter petition (the “Charter”) subject to conditions outlined in Appendix A;

NOW THEREFORE in consideration of the foregoing recitals and mutual understandings, the Authorizer and the School agree as follows:

### SECTION 1: AUTHORIZATION OF CHARTER SCHOOL

- A. Establishment of School.** Pursuant to the Charter Schools Law, the Authorizer hereby approves the establishment of the School on the terms and conditions set forth in this Charter School Performance Certificate (the “Certificate”). The approved Charter is attached to this Certificate as Appendix D.
- B. Pre-Opening Requirements.** Pursuant to Idaho Code Section 33-5206(6), the Authorizer may establish reasonable pre-opening requirements or conditions (“Pre-Opening Requirements”) to monitor the start-up progress of a newly approved public charter school to ensure that the school is prepared to open smoothly on the date agreed. The School shall not commence instruction until all pre-opening requirements have been completed to the satisfaction of the Authorizer. Pre-opening requirements are attached as Appendix C. If all pre-opening conditions have been completed to the satisfaction of the Authorizer, the School shall commence operations/instruction with the first day of school in fall 2018. In the event that all pre-opening conditions have not been completed to the satisfaction of the Authorizer, the School may not commence instruction on the scheduled first day of school. In such event, the Authorizer may exercise its authority on or before July 20 to prohibit the School from commencing operation/instruction until the start of the succeeding semester or school year.
- C. Term of Agreement.** This Certificate is effective as of February 8, 2018, and shall

continue through **June 30, 2023**, unless earlier terminated as provided herein.

## SECTION 2: SCHOOL GOVERNANCE

- A. Governing Board.** The School shall be governed by a board (the “Charter Board”) in a manner that is consistent with the terms of this Certificate so long as such provisions are in accordance with state, federal, and local law. The Charter Board shall have final authority and responsibility for the academic, financial, and organizational performance of the School. The Charter Board shall also have authority for and be responsible for policy and operational decisions of the School, although nothing herein shall prevent the Charter Board from delegating decision-making authority for policy and operational decisions to officers, employees and agents of the School, as well as third party management providers.
- B. Articles of Incorporation and Bylaws.** The articles of incorporation and bylaws of the entity holding the charter shall provide for governance of the operation of the School as a nonprofit corporation and public charter school and shall at all times be consistent with all applicable law and this Certificate. The School shall notify the Authorizer of any modification to the Articles or Bylaws within five (5) business days of approval by the Charter Board.
- C. Charter Board Composition.** The composition of the Charter Board shall at all times be determined by and consistent with the Articles and Bylaws and all applicable law and policy. The Charter Board shall notify the Authorizer of any changes to its composition and provide an amended School Leadership Roster within five (5) business days of their taking effect.

## SECTION 3: EDUCATIONAL PROGRAM

**School Mission.** The mission of the School is as follows: Project Impact STEM Academy will provide an engaging, adaptive learning environment through the use of personalized learning plans, intentionally integrated curriculum, mastery-based progression, and with authentic projects embedded in science, technology, engineering and math. In this environment, students will gain confidence, practice failure until it is no longer intimidating, and become invested in the life-long pursuit of knowledge.

- A. Grades Served.** The School may serve students in **K-12<sup>th</sup> Grade**.
- B. Design Elements.** The School shall implement and maintain the following essential design elements of its educational program:
  - STEM will be developed as a school-wide culture through a focus on inquiry, problem solving, and flexible scheduling.
  - Curriculum will be Mastery-Based and Personalized.
  - Curriculum will be integrated across subjects through use of project based learning strategies as well as reading and writing projects.

- Expanded assessment methodologies will be used school-wide, including portfolios, presentations, and rubrics that focus on Critical thinking, Communication, Collaboration, and Creativity

- C. Standardized Testing.** Students of the School shall be tested with the same standardized tests as other Idaho public school students.
- D. Accreditation.** The School shall be accredited as provided by rule of the state board of education.

#### SECTION 4: AUTHORIZER ROLE AND RESPONSIBILITIES

- A. Oversight allowing autonomy.** The Authorizer shall comply with the provisions of Charter School Law and the terms of this Certificate in a manner that does not unduly inhibit the autonomy of the School. The Authorizer's Role will be to evaluate the School's outcomes according to this Certificate and the Performance Framework rather than to establish the process by which the School achieves the outcomes sought.
- B. Charter School Performance Framework.** The Charter School Performance Framework ("Performance Framework") is attached and incorporated into this agreement as Appendix B. The Performance Framework shall be used to evaluate the School's academic, financial and operational performance, and shall supersede and replace any and all assessment measures, educational goals and objectives, financial operations metrics, and operational performance metrics set forth in the Charter and not explicitly incorporated into the Performance Framework. The specific terms, form and requirements of the Performance Framework, including any required indicators, measures, metrics, and targets, are determined by the Authorizer and will be binding on the School.
- C. Authorizer to Monitor School Performance.** The Authorizer shall monitor and report on the School's progress in relation to the indicators, measures, metrics and targets set out in the Performance Framework. The School shall be subject to a formal review of its academic, mission-specific, operational, and financial performance at least annually.
- D. School Performance.** The School shall achieve an accountability designation of *Good Standing* or *Honor* on each of the three sections of the Performance Framework. In the event the School is a party to a third party management contract which includes a deficit protection clause, the School shall be exempt from some or all measures within the financial portion of the Performance Framework. In accordance with Charter School Law, the Authorizer shall renew any charter in which the public charter school met all of the terms of its performance certificate at the time of renewal.
- E. Performance Framework As Basis For Renewal of Charter.** The School's performance in relation to the indicators, measures, metrics and targets set forth in the Academic and Mission-Specific, Operational and Financial sections of the Performance Framework shall provide the basis upon which the Authorizer will decide whether to renew the School's Charter at the end of the Certificate term. As part of the Performance



Framework, the Authorizer agrees to consider mission-specific, rigorous, valid, and reliable indicators of the School's performance. These negotiated indicators will be included in the Mission-Specific portion of the Academic and Mission Specific section of the Performance Framework.

- F. Authorizer's Right to Review.** The School will be subject to review of its academics, operations and finances by the Authorizer, including related policies, documents and records, when the Authorizer deems such review necessary. The Authorizer shall conduct its reviews in a manner that does not unduly inhibit the autonomy granted to the School.
- G. Site Visits.** In addition to the above procedures, the Charter School shall grant reasonable access to, and cooperate with, the Authorizer, its officers, employees and other agents, including allowing site visits by the Authorizer, its officers, employees, or other agents, for the purpose of allowing the Authorizer to fully evaluate the operations and performance of the School. The Authorizer may conduct a site visit at any time if the Authorizer has reasonable concern regarding the operations and performance of the School. The Authorizer will provide the School reasonable notice prior to its annual site visit to the School. The School shall have an opportunity to provide a written response to the site visit report no later than fourteen (14) days prior to the meeting at which the report is to be considered by the Authorizer. If no written response is provided, the School shall have the opportunity to respond orally to the site visit report at the meeting.
- H. Required Reports.** The School shall prepare and submit reports regarding its governance, operations, and/or finances according to the established policies of and upon the request of the Authorizer. However, to the extent possible, the Authorizer shall not request reports from the School that are otherwise available through student information systems or other data sources reasonably available to the Authorizer.

## SECTION 5: SCHOOL OPERATIONS

- A. In General.** The School and the Charter Board shall operate at all times in accordance with all federal and state laws, local ordinances, regulations and Authorizer policies applicable to charter schools.
- B. Maximum Enrollment.** The maximum number of students who may be enrolled in the school shall be 429 students, with per-class and overall enrollment caps as outlined in the approved Charter attached as Appendix D.
- C. Enrollment Policy.** The School shall make student recruitment, admissions, enrollment and retention decisions in a nondiscriminatory manner and without regard to race, color, creed, national origin, sex, marital status, religion, ancestry, disability or need for special education services. In no event may the School limit admission based on race, ethnicity, national origin, disability, gender, income level, athletic ability, or proficiency in the English language. If there are more applications to enroll in the charter school than there are spaces available, the charter school shall select students to attend using a random selection process that shall be publicly noticed and open to the public.

- D. **School Facilities.** 2275 W. Hubbard Road, Kuna, ID 83634. The School shall provide reasonable notification to the Authorizer of any change in the location of its facilities.
- E. **Attendance Area.** The School's primary attendance area is as follows: Pi STEM's primary attendance area boundaries will correspond with the boundaries of the Kuna School District.
- F. **Staff.** Instructional staff shall be certified teachers as provided by rule of the state board of education. All full-time staff members of the School will be covered by the public employee retirement system, federal social security, unemployment insurance, worker's compensation insurance, and health insurance.
- G. **Alignment with All Applicable Law.** The School shall comply with all applicable federal and state laws, rules, and regulations. In the event any such laws, rules, or regulations are amended, the School shall be bound by any such amendment upon the effective date of said amendment.

## SECTION 6: SCHOOL FINANCE

- A. **General.** The School shall comply with all applicable financial and budget statutes, rules, regulations, and financial reporting requirements, as well as the requirements contained in the School Performance Framework incorporated into this contract as Appendix B.
- B. **Financial Controls.** At all times, the Charter School shall maintain appropriate governance and managerial procedures and financial controls which procedures and controls shall include, but not be limited to: (1) commonly accepted accounting practices and the capacity to implement them (2) a checking account; (3) adequate payroll procedures; (4) procedures for the creation and review of monthly and quarterly financial reports, which procedures shall specifically identify the individual who will be responsible for preparing such financial reports in the following fiscal year; (5) internal control procedures for cash receipts, cash disbursements and purchases; and (6) maintenance of asset registers and financial procedures for grants in accordance with applicable state and federal law.
- C. **Financial Audit.** The School shall submit audited financial statements from an independent auditor to the Authorizer no later than November 1 of each year.
- D. **Annual Budgets.** The School shall adopt a budget for each fiscal year, prior to the beginning of the fiscal year. The budget shall be in the Idaho Financial Accounting Reporting Management Systems (IFARMS) format and any other format as may be reasonably requested by the Authorizer.

## SECTION 7: TERMINATION, NON-RENEWAL AND REVOCATION

- A. **Termination by the School.** Should the School choose to terminate its Charter before the expiration of the Certificate, it may do so upon written notice to the

Authorizer. Any school terminating its charter shall work with the Authorizer to ensure a smooth and orderly closure and transition for students and parents, as guided by the public charter school closure protocol established by the Authorizer attached as Appendix E.

- B. Nonrenewal.** The Authorizer may non-renew the Charter at the expiration of the Certificate if the School failed to meet one (1) or more of the terms of its Certificate. Any school which is not renewed shall work with the Authorizer to ensure a smooth and orderly closure and transition for students and parents, as guided by the public charter school closure protocol established by the Authorizer attached as Appendix E.
- C. Revocation.** The School's Charter may be revoked by the Authorizer if the School has failed to meet any of the specific, written conditions attached, if applicable, as Appendix A for necessary improvements established pursuant to Idaho Code § 33-5209B(1) by the dates specified. Revocation may not occur until the public charter school has been afforded a public hearing, unless the Authorizer determines that continued operation of the public charter school presents an imminent public safety issue. If the School's Charter is revoked, the School shall work with the Authorizer ensure a smooth and orderly closure and transition for students and parents, as guided by the public charter school closure protocol established by the Authorizer attached as Appendix E.
- D. Dissolution.** Upon termination of the Charter for any reason by the Charter Board, or upon nonrenewal or revocation, the Charter Board will supervise and have authority to conduct the winding up of the business and other affairs of the School; provided, however, that in doing so the Authorizer will not be responsible for and will not assume any liability incurred by the School. The Charter Board and School personnel shall cooperate fully with the winding up of the affairs of the School.
- E. Disposition of School's Assets upon Termination or Dissolution.** Upon termination of the Charter for any reason, any assets owned by the School shall be distributed in accordance with Charter Schools Law.

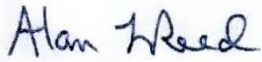
## SECTION 8: MISCELLANEOUS

- A. No Employee or Agency Relationship.** None of the provisions of this Certificate will be construed to create a relationship of agency, representation, joint venture, ownership, or employment between the Authorizer and the School.
- B. Additional Services.** Except as may be expressly provided in this Certificate, as set forth in any subsequent written agreement between the School and the Authorizer, or as may be required by law, neither the School nor the Authorizer shall be entitled to the use of or access to the services, supplies, or facilities of the other.
- C. No Third-Party Beneficiary.** This Certificate shall not create any rights in any third parties, nor shall any third party be entitled to enforce any rights or obligations that may

be possessed by either party to this Certificate.


- D. Amendment.** This Certificate may be amended by agreement between the School and the Authorizer in accordance with Authorizer policy. All amendments must be in writing and signed by the School and the Authorizer.

IN WITNESS WHEREOF, the Authorizer and the School have executed this Performance Certificate to be effective February 8<sup>th</sup>, 2018.



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**Chairman, Idaho Public Charter School Commission**



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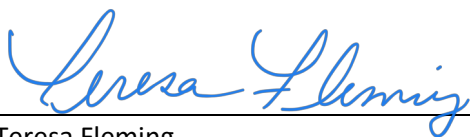
**Chairman, Project Impact STEM Academy**

IN WITNESS WHEREOF, the Authorizer and Project Impact STEM Academy (Pi STEM) have executed this Amendment to their Performance Certificate to change their schools acronym, and update its governance structure. This amendment also includes cleanup language to Pi STEM's charter. This Amendment to Pi STEM's Performance Certificate is effective as of March 29, 2019.



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Alan Reed  
Chairman, Idaho Public Charter School Commission



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Teresa Fleming  
Chairman of the Board, Project Impact Stem Academy

**ATTACHMENT V.B**

PiSTEM Performance Certificate 2018-2023 – amended 6-9-22 signed

## CHARTER SCHOOL PERFORMANCE CERTIFICATE

This performance certificate is executed on this 8<sup>th</sup> day of February, 2018, by and between the Idaho Public Charter School Commission (the “Authorizer”), and Project Impact STEM Academy, Inc. (the “School”), an independent public school organized as an Idaho nonprofit corporation and established under the Public Charter Schools Law, Idaho Code Section 33-5201 *et seq*, as amended (the “Charter Schools Law.”)

### RECITALS

WHEREAS, on August 29<sup>th</sup>, 2017, Authorizer received a petition to request the creation of a new charter school referred to as Project Impact STEM Academy; and

WHEREAS, on December 14<sup>th</sup>, 2017, the Authorizer approved the charter petition (the “Charter”) subject to conditions outlined in Appendix A;

NOW THEREFORE in consideration of the foregoing recitals and mutual understandings, the Authorizer and the School agree as follows:

### SECTION 1: AUTHORIZATION OF CHARTER SCHOOL

- A. **Establishment of School.** Pursuant to the Charter Schools Law, the Authorizer hereby approves the establishment of the School on the terms and conditions set forth in this Charter School Performance Certificate (the “Certificate”). The approved Charter is attached to this Certificate as Appendix D.
- B. **Pre-Opening Requirements.** Pursuant to Idaho Code Section 33-5206(6), the Authorizer may establish reasonable pre-opening requirements or conditions (“Pre-Opening Requirements”) to monitor the start-up progress of a newly approved public charter school to ensure that the school is prepared to open smoothly on the date agreed. The School shall not commence instruction until all pre-opening requirements have been completed to the satisfaction of the Authorizer. Pre-opening requirements are attached as Appendix C. If all pre-opening conditions have been completed to the satisfaction of the Authorizer, the School shall commence operations/instruction with the first day of school in fall 2018. In the event that all pre-opening conditions have not been completed to the satisfaction of the Authorizer, the School may not commence instruction on the scheduled first day of school. In such event, the Authorizer may exercise its authority on or before July 20 to prohibit the School from commencing operation/instruction until the start of the succeeding semester or school year.
- C. **Term of Agreement.** This Certificate is effective as of February 8, 2018, and shall



continue through June 30, 2023, unless earlier terminated as provided herein.

## SECTION 2: SCHOOL GOVERNANCE

- A. Governing Board.** The School shall be governed by a board (the “Charter Board”) in a manner that is consistent with the terms of this Certificate so long as such provisions are in accordance with state, federal, and local law. The Charter Board shall have final authority and responsibility for the academic, financial, and organizational performance of the School. The Charter Board shall also have authority for and be responsible for policy and operational decisions of the School, although nothing herein shall prevent the Charter Board from delegating decision-making authority for policy and operational decisions to officers, employees and agents of the School, as well as third party management providers.
- B. Articles of Incorporation and Bylaws.** The articles of incorporation and bylaws of the entity holding the charter shall provide for governance of the operation of the School as a nonprofit corporation and public charter school and shall at all times be consistent with all applicable law and this Certificate. The School shall notify the Authorizer of any modification to the Articles or Bylaws within five (5) business days of approval by the Charter Board.
- C. Charter Board Composition.** The composition of the Charter Board shall at all times be determined by and consistent with the Articles and Bylaws and all applicable law and policy. The Charter Board shall notify the Authorizer of any changes to its composition and provide an amended School Leadership Roster within five (5) business days of their taking effect.

## SECTION 3: EDUCATIONAL PROGRAM

**School Mission.** The mission of the School is as follows: Project Impact STEM Academy will provide an engaging, adaptive learning environment through the use of personalized learning plans, intentionally integrated curriculum, mastery-based progression, and with authentic projects embedded in science, technology, engineering and math. In this environment, students will gain confidence, practice failure until it is no longer intimidating, and become invested in the life-long pursuit of knowledge.

- A. Grades Served.** The School may serve students in K-12<sup>th</sup> Grade.
- B. Design Elements.** The School shall implement and maintain the following essential design elements of its educational program:
  - STEM will be developed as a school-wide culture through a focus on inquiry, problem solving, and flexible scheduling.
  - Curriculum will be Mastery-Based and Personalized.
  - Curriculum will be integrated across subjects through use of project based learning strategies as well as reading and writing projects.

- Expanded assessment methodologies will be used school-wide, including portfolios, presentations, and rubrics that focus on Critical thinking, Communication, Collaboration, and Creativity

- C. Standardized Testing.** Students of the School shall be tested with the same standardized tests as other Idaho public school students.
- D. Accreditation.** The School shall be accredited as provided by rule of the state board of education.

#### SECTION 4: AUTHORIZER ROLE AND RESPONSIBILITIES

- A. Oversight allowing autonomy.** The Authorizer shall comply with the provisions of Charter School Law and the terms of this Certificate in a manner that does not unduly inhibit the autonomy of the School. The Authorizer's Role will be to evaluate the School's outcomes according to this Certificate and the Performance Framework rather than to establish the process by which the School achieves the outcomes sought.
- B. Charter School Performance Framework.** The Charter School Performance Framework ("Performance Framework") is attached and incorporated into this agreement as Appendix B. The Performance Framework shall be used to evaluate the School's academic, financial and operational performance, and shall supersede and replace any and all assessment measures, educational goals and objectives, financial operations metrics, and operational performance metrics set forth in the Charter and not explicitly incorporated into the Performance Framework. The specific terms, form and requirements of the Performance Framework, including any required indicators, measures, metrics, and targets, are determined by the Authorizer and will be binding on the School.
- C. Identified Comparison Group.** For purposes of evaluating the School against the metrics and measures established in the Performance Framework, the School's comparison group shall be identified as described below and shall be established for the length of the Certificate term:
- a. The School's comparison group shall include all schools in the following school district: Kuna Joint School District (003).
- D. Authorizer to Monitor School Performance.** The Authorizer shall monitor and report on the School's progress in relation to the indicators, measures, metrics and targets set out in the Performance Framework. The School shall be subject to a formal review of its academic, mission-specific, operational, and financial performance at least annually.
- E. School Performance.** The School shall achieve an accountability designation of *Good Standing* or *Honor* on each of the three sections of the Performance Framework. In the event the School is a party to a third party management contract which includes a deficit protection clause, the School shall be exempt from some or all measures within the financial portion of the Performance Framework. In accordance with Charter School Law, the Authorizer shall renew any charter in which the public charter school met all of the terms of its performance certificate at the time of renewal.



- F. Performance Framework As Basis For Renewal of Charter.** The School's performance in relation to the indicators, measures, metrics and targets set forth in the Academic and Mission-Specific, Operational and Financial sections of the Performance Framework shall provide the basis upon which the Authorizer will decide whether to renew the School's Charter at the end of the Certificate term. As part of the Performance Framework, the Authorizer agrees to consider mission-specific, rigorous, valid, and reliable indicators of the School's performance. These negotiated indicators will be included in the Mission-Specific portion of the Academic and Mission Specific section of the Performance Framework.
- G. Authorizer's Right to Review.** The School will be subject to review of its academics, operations and finances by the Authorizer, including related policies, documents and records, when the Authorizer deems such review necessary. The Authorizer shall conduct its reviews in a manner that does not unduly inhibit the autonomy granted to the School.
- H. Site Visits.** In addition to the above procedures, the Charter School shall grant reasonable access to, and cooperate with, the Authorizer, its officers, employees and other agents, including allowing site visits by the Authorizer, its officers, employees, or other agents, for the purpose of allowing the Authorizer to fully evaluate the operations and performance of the School. The Authorizer may conduct a site visit at any time if the Authorizer has reasonable concern regarding the operations and performance of the School. The Authorizer will provide the School reasonable notice prior to its annual site visit to the School. The School shall have an opportunity to provide a written response to the site visit report no later than fourteen (14) days prior to the meeting at which the report is to be considered by the Authorizer. If no written response is provided, the School shall have the opportunity to respond orally to the site visit report at the meeting.
- I. Required Reports.** The School shall prepare and submit reports regarding its governance, operations, and/or finances according to the established policies of and upon the request of the Authorizer. However, to the extent possible, the Authorizer shall not request reports from the School that are otherwise available through student information systems or other data sources reasonably available to the Authorizer.

## SECTION 5: SCHOOL OPERATIONS

- A. In General.** The School and the Charter Board shall operate at all times in accordance with all federal and state laws, local ordinances, regulations and Authorizer policies applicable to charter schools.
- B. Maximum Enrollment.** The maximum number of students who may be enrolled in the school shall be 429 students.

- C. **Enrollment Policy.** The School shall make student recruitment, admissions, enrollment and retention decisions in a nondiscriminatory manner and without regard to race, color, creed, national origin, sex, marital status, religion, ancestry, disability or need for special education services. In no event may the School limit admission based on race, ethnicity, national origin, disability, gender, income level, athletic ability, or proficiency in the English language. If there are more applications to enroll in the charter school than there are spaces available, the charter school shall select students to attend using a random selection process that shall be publicly noticed and open to the public.
- D. **School Facilities.** 2275 W. Hubbard Road, Kuna, ID 83634. The School shall provide reasonable notification to the Authorizer of any change in the location of its facilities.
- E. **Attendance Area.** The School's primary attendance area is as follows: Pi STEM's primary attendance area boundaries will correspond with the boundaries of the Kuna School District with an expansion that encompasses the area from Robinson Rd. (West Side) to Eagle Rd. (East Side), to Franklin Rd. (North), and an eastward extension from Robinson Rd. (East Side) to Cloverdale Rd. (West Side), and E. Amity Rd. (North) to E. Lake Hazel Rd. (South).
- F. **Staff.** Instructional staff shall be certified teachers as provided by rule of the state board of education. All full-time staff members of the School will be covered by the public employee retirement system, federal social security, unemployment insurance, worker's compensation insurance, and health insurance.
- G. **Alignment with All Applicable Law.** The School shall comply with all applicable federal and state laws, rules, and regulations. In the event any such laws, rules, or regulations are amended, the School shall be bound by any such amendment upon the effective date of said amendment.

## SECTION 6: SCHOOL FINANCE

- A. **General.** The School shall comply with all applicable financial and budget statutes, rules, regulations, and financial reporting requirements, as well as the requirements contained in the School Performance Framework incorporated into this contract as Appendix B.
- B. **Financial Controls.** At all times, the Charter School shall maintain appropriate governance and managerial procedures and financial controls which procedures and controls shall include, but not be limited to: (1) commonly accepted accounting practices and the capacity to implement them (2) a checking account; (3) adequate payroll procedures; (4) procedures for the creation and review of monthly and quarterly financial reports, which procedures shall specifically identify the individual who will be responsible for preparing such financial reports in the following fiscal year; (5) internal control procedures for cash receipts, cash disbursements and purchases; and (6) maintenance of asset registers and financial procedures for grants in accordance with applicable state and federal law.
- C. **Financial Audit.** The School shall submit audited financial statements from an independent auditor to the Authorizer no later than November 1 of each year.

- D. Annual Budgets.** The School shall adopt a budget for each fiscal year, prior to the beginning of the fiscal year. The budget shall be in the Idaho Financial Accounting Reporting Management Systems (IFARMS) format and any other format as may be reasonably requested by the Authorizer.

## **SECTION 7: TERMINATION, NON-RENEWAL AND REVOCATION**

- A. Termination by the School.** Should the School choose to terminate its Charter before the expiration of the Certificate, it may do so upon written notice to the Authorizer. Any school terminating its charter shall work with the Authorizer to ensure a smooth and orderly closure and transition for students and parents, as guided by the public charter school closure protocol established by the Authorizer attached as Appendix E.
- B. Nonrenewal.** The Authorizer may non-renew the Charter at the expiration of the Certificate if the School failed to meet one (1) or more of the terms of its Certificate. Any school which is not renewed shall work with the Authorizer to ensure a smooth and orderly closure and transition for students and parents, as guided by the public charter school closure protocol established by the Authorizer attached as Appendix E.
- C. Revocation.** The School's Charter may be revoked by the Authorizer if the School has failed to meet any of the specific, written conditions attached, if applicable, as Appendix A for necessary improvements established pursuant to Idaho Code§ 33-5209B(1) by the dates specified. Revocation may not occur until the public charter school has been afforded a public hearing, unless the Authorizer determines that continued operation of the public charter school presents an imminent public safety issue. If the School's Charter is revoked, the School shall work with the Authorizer ensure a smooth and orderly closure and transition for students and parents, as guided by the public charter school closure protocol established by the Authorizer attached as Appendix E.
- D. Dissolution.** Upon termination of the Charter for any reason by the Charter Board, or upon nonrenewal or revocation, the Charter Board will supervise and have authority to conduct the winding up of the business and other affairs of the School; provided, however, that in doing so the Authorizer will not be responsible for and will not assume any liability incurred by the School. The Charter Board and School personnel shall cooperate fully with the winding up of the affairs of the School.
- E. Disposition of School's Assets upon Termination or Dissolution.** Upon termination of the Charter for any reason, any assets owned by the School shall be distributed in accordance with Charter Schools Law.



## SECTION 8: MISCELLANEOUS

- A. No Employee or Agency Relationship.** None of the provisions of this Certificate will be construed to create a relationship of agency, representation, joint venture, ownership, or employment between the Authorizer and the School.
- B. Additional Services.** Except as may be expressly provided in this Certificate, as set forth in any subsequent written agreement between the School and the Authorizer, or as may be required by law, neither the School nor the Authorizer shall be entitled to the use of or access to the services, supplies, or facilities of the other.
- C. No Third-Party Beneficiary.** This Certificate shall not create any rights in any third parties, nor shall any third party be entitled to enforce any rights or obligations that may be possessed by either party to this Certificate.
- D. Amendment.** This Certificate may be amended by agreement between the School and the Authorizer in accordance with Authorizer policy. All amendments must be in writing and signed by the School and the Authorizer.

IN WITNESS WHEREOF, the Authorizer and the School have executed this Performance Certificate to be effective February 8<sup>th</sup> 2018.

*Alan Reed*

Chairman, Idaho Public Charter School Commission

*Lissa Fleming*

Chairman, Project Impact **SI** Academy

IN WITNESS WHEREOF, the Authorizer and Project Impact STEM Academy (Pi STEM) have executed this Amendment to their Performance Certificate to change their schools acronym, and update its governance structure. This amendment also includes cleanup language to Pi STEM's charter. This Amendment to Pi STEM's Performance Certificate is effective as of March 29, 2019.



Alan Reed  
Chairman, Idaho Public Charter School Commission



Teresa Fleming  
Chairman of the Board, Project Impact Stem Academy



## Amendment2

WITNESS WHEREOF, the Authorizer and Project Impact STEM Academy have executed this amendment to the Performance Certificate, effective 12/23/2020:

1. To incorporate the PCSC Performance Framework (revised on 10/8/20) as Appendix B of this Performance Certificate.
2. To include the following language as Section 4C of this Performance Certificate:

**Identified Comparison Group.** For purposes of evaluating the School against the metrics and measures established in the Performance Framework, the School's comparison group shall be identified as described below and shall be established for the length of the Certificate term:

- a. The School's comparison group shall include all schools in the following school district: Kuna Joint School District (003).

3. To remove the following language from section SB of this Performance Certificate:

"with per-class and overall enrollment caps as outlined in the approved Charter attached as Appendix D"

*Alan Reed*

Alan Reed (Dec 28, 2020 09:07 MST)

**Chairman, Idaho Public Charter School Commission**

*Teresa Fleming*

Teresa Fleming (Dec 28, 2020 09:41 MST)

**Chairman, Project Impact STEM Academy Board**

# PiSTEM Amendment

Final Audit Report


2020-12-28

Created:	2020-12-28
By	Dianne Hobbs (dianne.hobbs@osbe.idaho.gov)
Status	Signed
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## "PiSTEM Amendment" History

Document created by Dianne Hobbs (dianne.hobbs@osbe.idaho.gov)

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2020-12-28 - 3:40:58 PM GMT

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Signature Date: 2020-12-28 - 4:07:23 PM GMT- Time Source: server- IP address: 174.126.249.214

12.. Document emailed to Teresa Fleming (tfleming@pistem.org) for signature

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2020-12-28 - 4:27:37 PM GMT- IP address: 216.207.225.154

 Document e-signed by Teresa Fleming (tfleming@pistem.org)

Signature Date: 2020-12-28 - 4:41:45 PM GMT - Time Source: server- IP address: 216.207.225.154

 Agreement completed.

2020-12-28 - 4:41:45 PM GMT

## Amendment 3

IN WITNESS WHEREOF, the Authorizer and Project Impact STEM Academy have executed this amendment to the Performance Certificate, effective 6/9/2022:

1. To incorporate the following language into Section 5E of this Performance Certificate:  
with an expansion that encompasses the area from Robinson Rd. (West Side) to Eagle Rd. (East Side), to Franklin Rd. (North), and an eastward extension from Robinson Rd. (East Side) to Cloverdale Rd. (West Side), and E. Amity Rd. (North) to E. Lake Hazel Rd. (South).

Alan L Reed  
Alan L Reed (Jun 14, 2022 13:47 MDT)

Jun 14, 2022

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Chairman, Idaho Public Charter School Commission

Teresa Fleming  
Teresa Fleming (Jun 14, 2022 13:06 MDT)

Jun 14, 2022

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Chairperson, Project Impact STEM Academy

**ATTACHMENT V.C.**

PiSTEM \_proposed\_district\_boundaries

## Primary Attendance Area

The in-district attendance area for Pi STEM will lie primarily within the current boundaries of the Kuna School District, with small additional areas west and north of that boundary . The Pi STEM boundaries can be seen in the image below and also reviewed at the following [Google Map link](#). The boundary extends from Franklin Road/E Karcher Rd in the north to Poen Road in the south. The eastern boundary follows Cloverdale Road with two exceptions as shown. The western line follows Robinson Road in the south and extends west to Midland Road in the northern boundary.

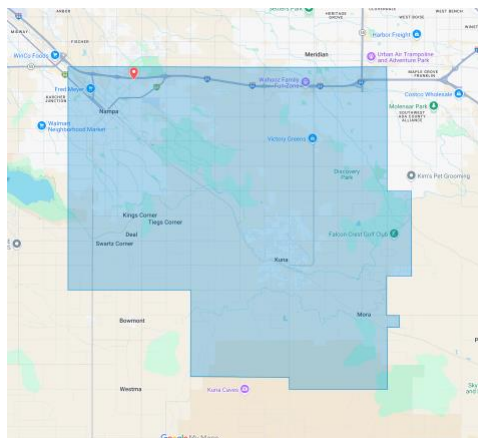


Figure 5: Pi STEM Attendance Map

Pi STEM is located in the Treasure Valley region of Idaho, with the primary attendance area located in the city of Kuna. As of the 2010 Census, there were 15,210 people living in the city. The racial makeup of the city was 91.2% White, 0.6% African American, 0.8% Native American, 0.7% Asian, 0.1% Pacific Islander, 3.6% from other races, and 2.9% from two or more races. Hispanic or Latino of any race was 8.6% of the population.

The demographics of the proposed school will be mixed with no focus on ethnicity, gender, or socioeconomic background. All students will be welcome and all students will have the opportunity to excel in their choice of study.

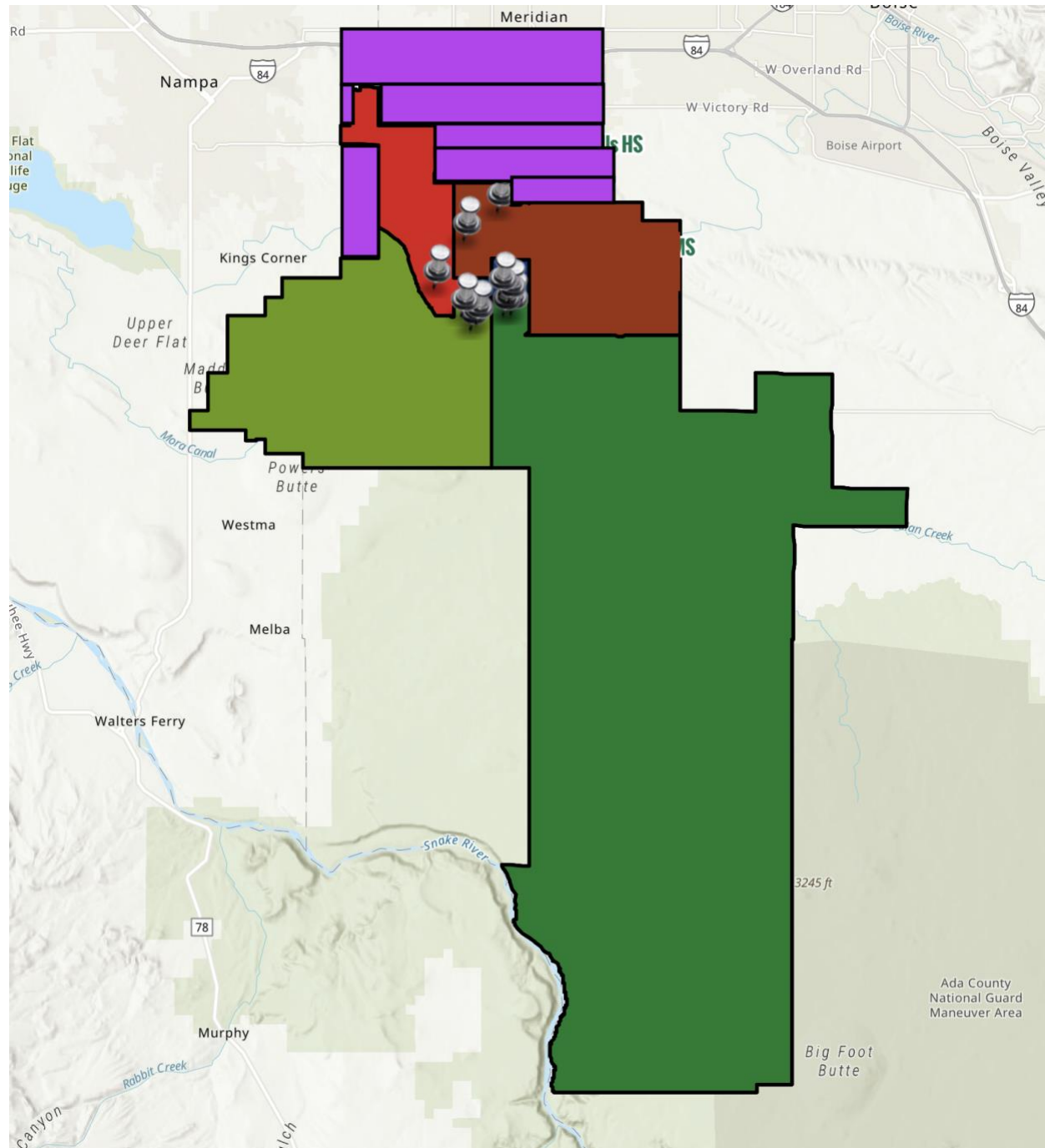
## Community Need and Market Interest

The city of Kuna, is a growing bedroom community in the Treasure Valley located in Southwestern Idaho. Kuna's growth rate is outpacing the ability for the local school district to be able to provide a learning environment that is personalized to the individual student's needs. As the city of Kuna and its school district continues to grow, the need for families to be able to choose a form of education that fits their student's needs will also continue to grow.

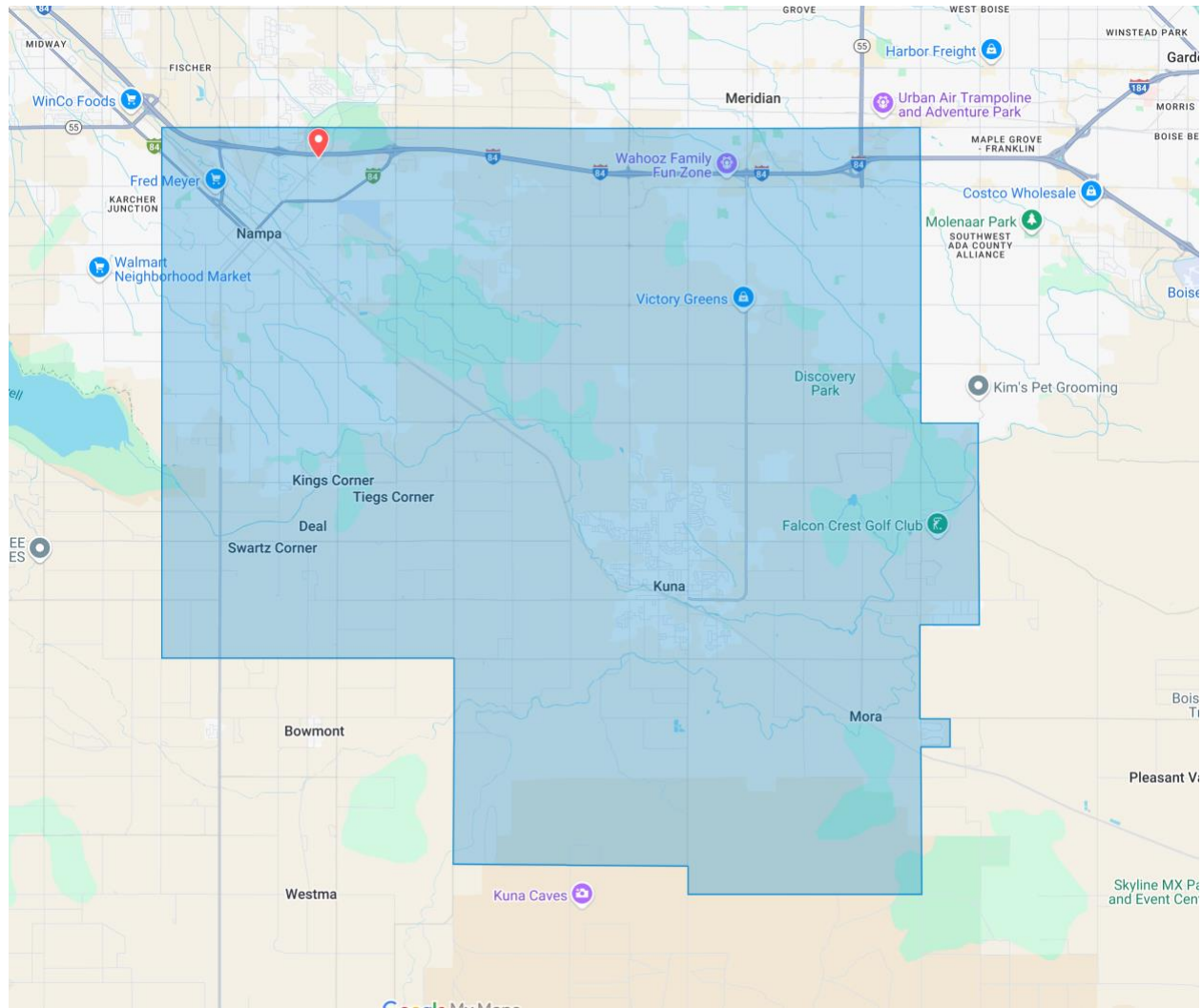
Wendy Johnson, the current superintendent of the Kuna school district recently stated in a district press release that "The current high school will be approximately 200 students over capacity this year and so our need is profound." (For another school) The current Kuna High

Additional details not to be included in the charter, but for clarity.

Our current approved boundary:



Our requested new boundary (the [Google Map](#) is interactive):





## **VI. CONSIDERATION OF CHARTER AUTHORIZER TRANSFER:**

Gem Prep: Online

### **BASIS**

Pursuant to Idaho Code 33-5209A:

TRANSFER OF CHARTER. (1) A charter may be transferred to, and placed under the chartering authority of, any authorizer if the receiving authorizer and the charter holder agree to such transfer. The receiving authorizer and charter holder may agree to revisions to the charter and performance certificate as required by such transfer.

### **BACKGROUND**

On May 20, 2025, Gem Prep: Online (GPO) submitted an application transfer from the White Pine School District to the Idaho Public Charter School Commission portfolio, seeking alignment with the Commission’s authorizing practices. The application is available online with the August 14 Commission Materials at [“Gem Prep Online Charter Petition Submission.”](#)

GPO has operated since 2006 and proposes to serve statewide virtual students in grades K-12 using Canvas as a Learning Management System (LMS). GPO has an existing 12-year charter term and requests a K-12 enrollment cap of 1,000, with a target enrollment of 574 students to allow for flexibility around enrollment. The application articulates the mission of preparing students for college through rigorous academics, data-driven academic instruction and adaptive technology. GPO is currently exceeding all academic and financial measures of the IPCSC framework based on FY24 data and an independent audit.

The proposed transfer to IPCSC chartering authority will be effective July 1, 2026.

### **STAFF RECOMMENDATION**

Staff analysis is available at Attachment V.B. Pursuant to that analysis, the staff recommends approving the application for transfer. Conditions, if any, fall within the discretion of the Commission.

### **SPEAKERS**

Jason Bransford, Chief Executive Officer

Laurie Wolfe, Chief Academic Officer

Bryan Fletcher, Chief Financial Officer

Heather McKenna, Principal

Kyle Leybas, Asst. Principal



Josh Femreite, Chief Growth Officer

**COMMISSION ACTION**

1. A motion to approve the authorizer transfer application for Gem Prep: Online for a six-year term effective July 1, 2026.  
OR
2. A motion to approve the authorizer transfer application for Gem Prep: Online for a six-year term effective July 1, 2026 with the following conditions: [state conditions and due dates].  
OR
3. A motion to deny the authorizer transfer application for Gem Prep: Online on the following grounds: [state reasons for denial].

**ATTACHMENT VI.A**

The application is available at <https://chartercommission.idaho.gov/wp-content/uploads/2025/08/GPO-FINAL-COMMISSION-RESUBMIT-6-26-25.pdf>.

**ATTACHMENT VI.B.**



# Application Evaluation Report Gem Prep: Online July 31<sup>st</sup>, 2025

Idaho Public Charter School Commission

514 W. Jefferson Street, Suite 303

Boise, Idaho 83702

Phone: (208)332-1561

[pcsc@osbe.idaho.gov](mailto:pcsc@osbe.idaho.gov)

Alan Reed, Chairman

Jennifer White, Director

July 31<sup>st</sup>, 2025

## Petition Review Summary

Gem Prep: Online (GPO), in operation since 2006, proposes to serve statewide virtual students in grades K-12 using Canvas as a Learning Management System (LMS). GPO requests transfer from the White Pine School District to the Idaho Public Charter School Commission portfolio, seeking alignment with the Commission’s authorizing practices. The school has an existing 12-year charter term and requests a K-12 enrollment cap of 1,000, with a target enrollment of 574 students to allow for flexibility around enrollment. The application articulates the mission of preparing students for college through rigorous academics, data-driven academic instruction and adaptive technology. GPO is currently exceeding all academic and financial measures of the IPCSC framework based on FY24 data and an independent audit.

## Summary of Section Ratings

Section 1: Educational Program ↓↓
<b>Meets Standard</b>
Section 3: Board Capacity and Governance Structure ↓↓
<b>Meets Standard</b>
Section 5: School Leadership and Management ↓↓
<b>Meets Standard</b>

Section 2: Financial & Facilities Plan ↓↓
<b>Meets Standard</b>
Section 4: Student Demand & Primary Attendance Area ↓↓
<b>Meets Standard</b>
Section 6: Virtual Schools ↓↓
<b>Meets Standard</b>

## Section I: Educational Program:

**Standard Rating: Meets Standard**

### Standard

Idaho Code 33-5205(2)(a)(i) requires applicants to describe, “[t]he educational program, including educational philosophy, student academic proficiency and growth standards, measurement methods, any mission-specific standards that may be unique to the school, and strategies for meeting the needs of specific student populations, including English language learners, at-risk students, and special education or gifted and talented students.”

### Overview

GPO is part of a network of eight charter schools operated by Gem Innovation Schools. The educational model is designed to prepare students for college and beyond, beginning with foundational skill development in K-5, and progressing to dual credit opportunities in high school (p. 4). The curriculum is aligned to Idaho Content Standards and includes evidence-based selections such as Amplify, CommonLit, Zearn, and HMH Into AGA (pp. 9–10). GPO provides personalized instruction through adaptive technologies and synchronous teaching, with a clear emphasis on college readiness competencies.

Professional development is continuous, structured around the 'Common Pictures of Excellence (pp. 13–14) framework and data-driven coaching.

### Strengths

#### **Guideline I.1. General Standards of Quality & Guideline I.2 Educational Philosophy**

GPO presents a strong articulation of the school’s mission and educational philosophy. The program is aligned to the mission of the school.

#### **Guideline I.3. Student Achievement Standards**

GPO would currently rate an Exceeds Standard in each metric of the academic framework for the virtual school comparison group based upon FY24 data. The program currently demonstrates high college credit attainment, with 74% of the Class of 2025 is on track to earn an associate’s degree (p. 8).

## Concerns

### **Guideline I.4. Key Educational Design Elements, Curricula, Tools, & Instructional Methods**

While the model supports high achievers, additional detail is needed to demonstrate how asynchronous learners at risk of disengagement will be monitored and supported. The Commission may consider encouraging GPO to develop or describe specific monitoring systems to support students at risk of disengagement, especially those learning asynchronously.

## Section II: Financial and Facilities Plan

### Standard Rating: Meets Standard

#### Standard

Idaho Code 33-5205(2)(a)(ii) requires applicants to describe, “[t]he financial and facilities plan with a pre-opening budget, three (3) year operating budget, break-even analysis and cash flow projection, evidence of existing and anticipated funds, and projected facility costs.”

#### Overview

GPO benefits from shared financial, administrative and business services across the Gem Prep network. The school maintains a healthy reserve, currently equal to approximately 10 months of operating expenses (p. 15). Financial oversight is performed by a qualified board with finance expertise and is supplemented by a trained financial staff. All financial reports, audits, budgets, and disbursements are made publicly under Idaho Code (p. 16). Facilities for staff and required student testing are located across the state and meet ADA and health/safety requirements (p. 17).

#### Strengths

##### **Guideline II.1. General Standards of Quality**

The school would either Meet or Exceed Standard in all financial measures of the IPCSC Performance Framework based upon the audit provided in the application (p. 81).

#### Concerns

There are no concerns with this section.



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## Section III: Board Capacity and Governance Structure

### Standard Rating: Meets Standard

#### Standard

Idaho Code 33-5205(2)(a)(iii) requires applicants to describe, “[b]oard capacity and governance structure, including copies of the articles of incorporation and corporate bylaws.”

#### Overview

The Gem Prep network board governs nine schools, eight of which are in the Idaho Public Charter School Commission portfolio. Board members bring expertise in education, law, real estate, policy, and finance (pp. 18-23). The board conducts regular evaluations, maintains compliance with Idaho Open Meetings Law, and operates with a clearly delineated relationship between governance and school leadership. Board onboarding includes extensive materials and training, including ISBA retreats. Evaluation of the Executive Director is performed annually and guided by the school’s performance dashboard.

#### Strengths

##### **Guideline III.1. General Standards of Quality**

This board’s past performance evidences their ability to successfully guide a network of schools to accomplish a shared mission.

#### Concerns

There are no concerns with this section.

## **Governance Capacity Interview Summary IPCSC Policy Section II.D.ii**

School: Gem Prep: Online

Interview Date: June 25<sup>th</sup>, 2025 @ 10:30 am

Present: Barb Femreite, Dennis Turner, Robert Lee

Not Present: Duncan Robb, Mason Harper

IPCSC Staff Present: Jared Dawson, Jen Coffey, Joy Lindner

### **Application Narrative Standards of Quality: Section III – Board Capacity and Governance Structure**

#### **GENERAL QUESTIONS:**

##### **Guidance Section 3.C Jared Dawson**

- How do you define what makes a successful charter school?

A successful school achieves the stated objectives of the organization and the mission statement; that relationship helps to determine success. Additionally, the quality of the education helps prepare students for higher education.

##### **Guidance Section 2.B Jen Coffey**

- How do you see the distinct roles between the board and the charter school's administrator and executive leadership?

The board is the policy maker and oversees the students' achievement, school finances, and works closely with the administration and executive leadership. Administration provides dashboard information for the board.

##### **Guidance Section 4.C Joy Lindner**

- How were and will board members be recruited and on boarded?

Potential board members go through a vetting process of interested applicants. They look for specific skills to help stay a well-rounded board. The board has experience with working and co-founding the school, and new members have access to a board manual. Each member serves on a committee based upon their background.

##### **Guidance Section 3.D Jared Dawson**

- How will the board track early warning signs (enrollment decline, turnover, governance instability) and proactively notify the authorizer, per statute?

The board utilizes a dashboard to track enrollment, finances, academics, etc. When issues arise they are addressed right away with the CEO and/or CFO, etc.

### **Guidance Section 3.E Jen Coffey**

- What has been or what will be the board's involvement in negotiating contracts, like purchasing the property, curriculum purchase, service providers?

The C-team (management, administration) does the groundwork and preparation for contracts, etc., and the board has the final say. The C-team works out the details and provides documentation to the board, the board has the final say.

### **Guidance Section 5.C Joy Lindner**

- What are some of your biggest lessons learned and changes made since becoming a governing board? What challenges remain to be addressed?

The Gem Prep board is currently well-functioning with various skillsets. Opening and running the first schools presented several challenges; first schools allowed them to prevent other schools from opening the same way. Every year learning and working on items to help GP. IDEA helped to learn a lot of lessons, and brought experiences over, personnel additions also helped to build structure.

### **Guidance Section 5.A Jared Dawson**

- What board training have you sought out as a group? What training would you like to pursue in the future?

The school has a board retreat coming up, which will incorporate some training. In the past year the board has reviewed CEO Jason Bransford's book, expectations, and have learned that every board meeting can be a learning experience.

### **Guidance Section 2.D Jen Coffey**

- How will your board's bylaws and articles of incorporation ensure compliance with Idaho's Open Meetings Law and IPCSC governance structure requirements?

The board follows their bylaws, which mirror Idaho's laws. The board knows open meeting law quite well; they had an ISBA training at a retreat for Open Meeting Law previously.

## **SCHOOL-SPECIFIC QUESTIONS**

### **Guidance Section 1.C Joy Lindner**

- What motivated you to seek a transfer from your current authorizer to the IPCSC?

Want to have all of the schools under one umbrella, have everything uniform across the board. Additionally, allows to get ahead of any changes to Idaho law that were proposed last year related to virtual schools and IPCSC.

### **Guidance Section 3.D Jared Dawson**

- What are some of the different challenges with running a virtual school?

One challenge is communication. Not everyone is in one facility, which can complicate things, particularly in the first years of operations. Incorporating online strengths into the other schools to help with blended learning.

### **Guidance Section 1.C Jen Coffey**

- What is the relationship between Gem Prep: Online and other schools in the Gem Prep network of schools?

The Charter Management Organization (CMO) is throughout all of the schools. They have the same philosophy, mission, etc. GPO can help to train brick-and-mortar schools with virtual options, disciplinary to keep those students on track, etc.

### **Guidance Section 3.E**

- Can you explain how the Gem Prep network works? For example, how does the board govern 7-9 schools simultaneously, remain compliant with different funding sources and separation of those funds (e.g., charter schools, online, microschools), plan for future schools, etc.

Funding is kept separate, with each school reporting to the same board. Schools operate individually with the support of the network.

**Do you have any questions for us? Are there any questions you have about your petition revision?**

No questions.

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## Section IV: Student Demand and Primary Attendance Area

### Standard Rating: Meets Standard

#### Standard

Idaho Code 33-5205(2)(a)(ii) requires applicants to describe, “[s]tudent demand and primary attendance area, including a description of the population of students the proposed school intends to serve and the target enrollment by grade level.”

#### Overview

GPO currently serves 313 students (p. 24) statewide and proposes a cap of 1,000 to allow flexibility for grade-level adjustments and enrollment surges (p. 25). “[T]he Board plans to target enrollment at 574 students (approximately 44 students per grade level)” (p. 25).

The school “primarily attracts students from the traditional, private school, and home school settings” (p. 24). Strong academic results and high college credit attainment drive demand. GPO maintains family engagement through parent committees and community partnerships which help with “extracurriculars, fundraising, activities planning, community partnerships, career mentorships, and family nights” (p. 25). “Learning Societies” also provide optional in-person supports in select regions (p. 28).

#### Strengths

##### **Guideline IV.1. General Standards of Quality**

The school has robust dual credit completion and early college success rates. Strong demand is demonstrated by high retention and student outcomes.

#### Concerns

There are no concerns with this section.

## Section V: School Leadership and Management

### Standard Rating: Meets Standard

#### Standard

Idaho Public Charter School Commission Guideline requires applicants to submit information about the school's proposed leadership and management teams. Quality applications describe the structure, desired qualities, intended recruitment process, and the leadership and management plan's connection to the rest of the application.

#### Overview

GPO has operated since 2006. The school is managed by a seasoned executive team including a CEO, CAO, CFO, and COO (p. 26), each with extensive experience in Idaho charter school leadership. GPO shares and provides services and resources with other Gem Prep schools through the services agreement. This includes high quality special education services, instructional support services, and curriculum and instruction.

Instructional leadership is provided by a principal, with instructional support and staff evaluation as core responsibilities. The team shares services across the Gem Prep network, which enhances efficiency in HR, finance, special education, and curriculum (p. 26). The Board uses performance dashboards monthly to track academic, financial, and operational health.

#### Strengths

##### **Guideline V.1. General Standards of Quality**

The school currently has a strong administration in place with a proven track record of success. A well-integrated network structure provides operational efficiency. The school engages in ongoing monitoring and performance-based evaluations.

#### Concerns

There are no concerns with this section.

## Section VI: Virtual Schools

### Standard Rating: Meets Standard

#### Standard

Idaho Code 33-5205(3) requires applicants to describe:

- “(a) The learning management system by which courses will be delivered;
- (b) The role of the online teacher, including the consistent availability of the teacher to provide guidance around course material, methods of individualized learning in the online course, and the means by which student work will be assessed;
- (c) A plan for the provision of professional development specific to the public virtual school environment;
- (d) The means by which public virtual school students will receive appropriate teacher-to-student interaction, including timely and frequent feedback about student progress;
- (e) The means by which the public virtual school will verify student attendance and award course credit. Attendance at public virtual schools shall focus primarily on coursework and activities that are correlated to the Idaho state thoroughness standards;
- (f) A plan for the provision of technical support relevant to the delivery of online courses;
- (g) The means by which the public virtual school will provide opportunity for student-to-student interaction;
- (h) Any financial agreement that will require an education service provider to assume a virtual school’s financial risk when the virtual school does not have sufficient residual funds to pay the education service provider, to the extent there is such an agreement. Such financial agreement will be favorably considered during the application process. Where this paragraph is applicable, the education service provider shall make its audited financial statements available unless the education service provider already makes such audited financial statements publicly available for compliance with other federal or state laws; and
- (i) A plan for ensuring equal access for all students, including the provision of necessary hardware, software, and internet connectivity required for participation in online coursework, and utilization of remote testing, proctoring, and administration procedures for state-required assessments.”

#### Overview

GPO meets all statutory requirements for virtual schools under Idaho Code 33-5205(3). The Canvas LMS used to deliver content provides real-time feedback and monitor student progress. GPO uses both synchronous and asynchronous instruction, with

teachers providing personalized support and timely communication (p. 28). Gem Prep Online students are issued a laptop/Chromebook to use while enrolled, and each laptop has filtering systems for safe use (p. 29). “Learning Societies” offer optional in-person structure (p. 28). Internet costs are covered up to a maximum cost limit (p. 29). Attendance is tracked via LMS activity (p. 30), assessments, and live participation. Course credit is based on academic performance and participation.

### Strengths

#### **Guideline VI.1. General Standards of Quality**

The school currently utilizes an LMS that is common among virtual schools. High attendance and engagement rates (97%).

#### **Guideline VI.4. Technology**

Strong support for accessibility, including technology and internet coverage (p. 29).

### Concerns

There are no concerns with this section.



## VII. CONSIDERATION OF NEW CHARTER SCHOOL APPLICATION

### Brabeion Academy

#### **BASIS**

See statutory reference document titled, *Public Charter School Approval Criteria*.

#### **BACKGROUND**

On May 16, 2025, Brabeion Academy applied for a new charter school. The application is available online with the August 14 Commission Materials at [“Brabeion Academy Petition Submission.”](#)

Brabeion Academy proposes to serve 485 to 540 students (break-even v. full enrollment) in grades K-8 in Year One of operations, eventually growing to a maximum enrollment capacity of 740 students in grades K-12 in Year Five of operations, adding one grade per year (p. 58). Primary attendance area encompasses Canyon County and Ada County, with a focus on eastern Nampa and western Meridian (p. 59).

The school plans to implement an innovative sports-based educational model utilizing separate gender sub-cohorts, while also heavily implementing classical education, enhanced parental participation, and the option for hybrid/home-learning features. The proposed approach appears unique to the charter space and experimental through the combination of the identified core tenets. The school has not leased or acquired a facility, and will require significant revenue to open. Sources of funds identified include state and federal support, CSP grant, and prospective grants and donations; no letters of commitment or lease agreements have been provided. The board is comprised of several members with varied backgrounds, including a former school counselor and parent who developed a homeschool curriculum. While the petition demonstrates community support and provides evidence of family interest and need, it includes limited evidence of demand—no enrollment projections based on demonstrated interest within proposed attendance area, market research, or engagement activities.

#### **STAFF RECOMMENDATION**

Staff analysis is available at Attachment VII.B. Pursuant to that analysis, and consistent with Brabeion Academy’s description of its own program, the staff recommends approving an innovative charter for a three-year term under Idaho Code § 33-5205(7)(b). Although the proposed charter utilizes certain traditional elements (e.g., classical curriculum, physical education, hybrid teaching), the combination of such elements appears unique and experimental within the state (i.e., integration of classical education with a competitive athletics core, using hybrid instruction which relies heavily on parental involvement). The shorter term is also justified by the limited evidence of demand, which is of special concern given the unique proposed model and proposed primary attendance area.

It is recommended that approval be subject to conditions to ensure the school can meet its financial requirements in particular, including:

1. Charter holder provides the IPCSC evidence that a Facility Lease agreement is signed or otherwise delivered by March 1, 2026;
2. Charter holder provides the IPCSC evidence of a balanced year 1 budget based on enrollment from the Spring 2026 lottery by June 1, 2026;
3. Charter holder provides the IPCSC evidence that all Memorandum(s) of Understanding required to operate the school are signed or otherwise delivered by June 1, 2026;
4. Charter holder provides the IPCSC evidence that all grants and contracts that are part of that year 1 budget are signed or otherwise delivered by June 1, 2026; and
5. Charter holder provides the IPCSC evidence that sufficient transportation has been secured by June 1, 2026, to the extent holder intends to provide transportation.

Other conditions may be appropriate in the discretion of the Commission.

## **SPEAKERS**

Branden Durst – Board Chair  
 Tom Moore – Vice Chair, Treasurer  
 Julie Dillehay – Secretary  
 Miguel DeLuna – President  
 Laura Warden – Director

## **COMMISSION ACTION**

1. A motion to approve the new charter school application for Brabeion Academy for a [three- or six-year] term effective July 1, 2025.  
 OR
2. A motion to approve the new charter school application for Brabeion Academy for a six- or three-year term effective July 1, 2025 with the following conditions: [state conditions and due dates].  
 OR
3. A motion to deny the new charter school application for Brabeion Academy on the following grounds: [state reasons for denial].

**ATTACHMENT VII.A.**

The application is available at [https://chartercommission.idaho.gov/wp-content/uploads/2025/08/Brabeion\\_Petition\\_Updated.pdf](https://chartercommission.idaho.gov/wp-content/uploads/2025/08/Brabeion_Petition_Updated.pdf).

**ATTACHMENT VII.B.**



## Petition Evaluation Report Brabeion Academy July 31<sup>st</sup>, 2025

Idaho Public Charter School Commission  
514 W. Jefferson Street, Suite 303  
Boise, Idaho 83702  
Phone: (208)332-1561  
[pcsc@osbe.idaho.gov](mailto:pcsc@osbe.idaho.gov)

Alan Reed, Chairman  
Jennifer White, Interim Director

### **Petition Review Summary**

Brabeion Academy proposes to serve 485 to 540 students (break-even v. full enrollment) in grades K-8 in Year One of operations, eventually growing to a maximum enrollment capacity of 740 students in grades K-12 in Year Five of operations, adding one grade per year (p. 58). Primary attendance area encompasses Canyon County and Ada County, with a focus on eastern Nampa and western Meridian (p. 59).

The school plans to implement an innovative sports-based educational model utilizing separate gender sub-cohorts, while also heavily implementing classical education, enhanced parental participation, and the option for hybrid/home-learning features. The school has not leased or acquired a facility, and will require significant revenue to open. Sources of funds identified include state and federal support, CSP grant, and prospective grants and donations; no letters of commitment or lease agreements have been provided. The board is comprised of several members with varied backgrounds, including a former school counselor and parent who developed a homeschool curriculum. While the petition demonstrates community support and provides evidence of family interest and need, it includes limited evidence of demand—no enrollment projections based on demonstrated interest within proposed attendance area, market research, or engagement activities.

### **Summary of Section Rating**

Section 1: Educational Program ⇓
<b>Meets Standard</b>
Section 3: Board Capacity and Governance Structure ⇓
<b>Meets Standard</b>
Section 5: School Leadership and Management ⇓
<b>Meets Standard</b>

Section 2: Financial & Facilities Plan ⇓
<b>Does Not Meet Standard</b>
Section 4: Student Demand & Primary Attendance Area ⇓
<b>Approaches Standard</b>
Section 6: Virtual Schools ⇓
<b>Not Applicable</b>

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**Section I: Educational Program:**
**Standard Rating: Meets Standard**


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Standard

Idaho Code § 33-5205(2)(a)(i) requires applicants to describe, “[t]he educational program, including educational philosophy, student academic proficiency and growth standards, measurement methods, any mission-specific standards that may be unique to the school, and strategies for meeting the needs of specific student populations, including English language learners, at-risk students, and special education or gifted and talented students.”

Overview

Brabeion Academy proposes a unique school model that integrates classical education, competitive athletics, and a hybrid instructional structure grounded in a “parent-centric approach.” The program is structured as a brick-and-mortar school offering daily instruction through a cohort-based model. Students are grouped into cohorts of up to 60 and divided into two subgroups of approximately 30. Each subgroup alternates between attending in-person instruction and participating in off-site “reinforcement days” (also called “non-classroom engagement days”) (pp. 9–10, 14–19, 65).

In-person instruction is led by a certified teacher and supported by a teaching aide (p. 20). Occasional academic gender separation is anticipated for K–6 students within these subgroups to facilitate “a more conducive learning environment” (pp. 12, 20–21). On reinforcement days, students may either remain at home or attend campus, where a teaching aide provides supervision and instructional support (p. 15). Lessons are delivered through synchronous and asynchronous formats using the Skyward learning management system (pp. 21–22).<sup>1</sup>

The curriculum reflects a classical education model, incorporating the Hillsdale 1776 curriculum (supplemented by PragerU), Core Knowledge Language Arts and Science, Saxon Math, and OPENPhysEd (pp. 28–30).

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<sup>1</sup> While the model includes significant online and parent-led instruction, the petition emphasizes that Brabeion Academy is “not a virtual school,” but a “modified blended learning model for grades K–6” and “fundamentally an in-person educational institution, operating with a robust brick-and-mortar presence” (p. 65). It asserts that, because this model differs from both fully virtual and traditional blended formats, the school is “not required to provide additional details outlined in Idaho Code 33-5205(3)” (p. 65). We concur that the program does not meet the statutory definition of a virtual school and has not been evaluated as such.



Parents play a formal role in the instructional model. They are required to complete training—offered in lieu of traditional volunteer requirements—before assisting their children during reinforcement days (pp. 9–10, 14–19, 65, 112). The petition states that Brabeion will provide “targeted training and accessible resources” to help parents “enhance their role as educational leaders” (pp. 11, 34). All families are required to sign a “code of ethics” that affirms their commitment to supporting student success during at-home learning (p. 112).

Athletics are central to the school’s mission and identity. Brabeion Academy intends to offer “a robust array of competitive athletic programs across various sports, with teams forming as enrollment allows,” and will finalize offerings based on student and parent input (p. 14). The program will also feature daily structured physical education, gender-separated physical activity beginning in grade 5, and access to dedicated facilities including a gymnasium, weight room, and other specialized areas (p. 14). In response to staff feedback requesting clarification regarding compliance with federal law, the revised application asserts that the school will fully comply with Title IX requirements related to athletics, noting: “Our gender separated training ensures that there is always a one-to-one match in opportunity and funding” (p. 64).

## Strengths

### **Guideline I.1. General Standards of Quality & Guideline I.2 Educational Philosophy**

Brabeion Academy presents a strong articulation of the school’s mission and educational philosophy. The proposed education program is aligned to the mission of the school. The program has clarified the role of segregated learning related to both reinforcement days and gender sub-cohorts, as requested during the application process.

### **Guideline I.3. Student Achievement Standards**

Brabeion Academy intends to implement enhanced monitoring of student progress, including through state-mandated testing and additional assessments (e.g., bi-weekly progress checks, intermittent math assessments, Iowa Test of Basic Skills (budget permitted), and other mastery tests (including for civics and ethics)).

### **Guideline I.4. Key Educational Design Elements, Curricula, Tools, & Instructional Methods**

Brabeion Academy has described the unique aspects of its alternating model and parent-centric approach, and has proposed a plan for effective implementation, with

on-campus learning being central to the model. It has also expressed intent to use a well-recognized curriculum core (Hillsdale).

## Concerns

### **Guideline I.2 Educational Philosophy**

Brabeion Academy proposes gender-separated subcohorts, noting that “[f]or K-6 students, academic instruction generally occurs within their mixed-gender primary cohorts,” where teachers may “occasionally utilize gender-separated sub-cohorts for specific academic activities when deemed beneficial to create a more conducive learning environment.” (pp. 7, 8, 10, 11-12).

Given the frequency with which gender separation is referenced in the application and its centrality to the proposed academic model, we recommend that the Commission consider a requirement that Brabeion Academy partner with legal counsel to ensure compliance with federal law when implementing gender-segregated classrooms or instruction so it can meet its proposed academic requirements under Idaho Code 33-5205(5)(a).

### **Guideline I.3. Student Achievement Standards**

Brabeion Academy projects 90% proficiency in reading and math by year three—an aspirational target that significantly exceeds local and statewide performance. For example, current statewide math proficiency (as measured on the 2023-2024 ISAT) is 42.2%, with Nampa School District at 27.2%. Even the highest-performing charter schools in the proposed attendance area fall below this benchmark, at an average of 63% and the highest at 78.5%.<sup>2</sup> Literacy is more achievable as a realistic goal, as schools generally experience higher proficiency rates. Current statewide literacy proficiency is 70.9%, with Nampa School District at 68.7%. Charter schools in the proposed attendance area report an average of 83.2% proficiency on Spring IRI scores, with only three schools exceeding Brabeion Academy’s 90% goal.<sup>3</sup>

We recommend that the Commission consider encouraging Brabeion Academy revise its Year 3 proficiency targets, particularly in mathematics. While the aspiration to

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<sup>2</sup> See Legacy Charter School (78.5%); Liberty Charter School (77.9%); Victory Charter School (75.2%); North Star Charter School (74.6%); Gem Prep: Meridian (71.8%); Compass Public Charter School (69.8%); Gem Prep: Meridian North (64.6%); Gem Prep: Meridian South (57.1%); Project Impact STEM Academy (45.8%); Gem Prep: Nampa (43.2%); Doral Academy (34.9%). Classical schools within the IPCSC portfolio for which we have data also report low math scores: Treasure Valley Classical Academy (48.3%) and Kootenai Classical Academy (40.2%).

<sup>3</sup> See North Star Charter School (91.9%); Liberty Charter School (91.3%); Gem Prep: Meridian South (90.5%); Compass Public Charter School (88.6%); Victory Charter

reach 90% proficiency is laudable, it currently lacks alignment with regional and statewide performance data. Setting interim benchmarks that demonstrate steady, measurable growth would provide a more realistic trajectory, allow for meaningful progress monitoring, and build credibility with stakeholders. Brabeion Academy should consider establishing baseline goals in Year 1 based on incoming student data, with annual growth targets that are ambitious yet attainable. Additionally, incorporating comparative data from similar instructional models—such as other classical or hybrid schools—can help calibrate expectations and inform performance-based accountability plans.

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School (88%); Gem Prep: Meridian (87%); Legacy Charter School (85.6%); Gem Prep: Meridian North (84.7%); Gem Prep: Nampa (73.8%); Doral Academy (72%); Project Impact STEM Academy (62.7%). Classical schools within the IPCSC portfolio for which we have data report moderate scores: Treasure Valley Classical Academy (74.2%) and Kootenai Classical Academy (67.5%).

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## Section II: Financial and Facilities Plan

### Standard Rating: Does Not Meet Standard

#### Standard

Idaho Code § 33-5205(2)(a)(ii) requires applicants to describe, “[t]he financial and facilities plan with a pre-opening budget, three (3) year operating budget, break-even analysis and cash flow projection, evidence of existing and anticipated funds, and projected facility costs.”

#### Overview

*Financial Plan:* The application’s Financial and Facilities Plan (pp. 37–53) outlines the school’s revenue and expenditure projections, with Year One revenue estimated at \$4,604,210 (p. 38) and expenditures at \$4,460,366 (p. 39). These figures align with the school-developed budget narrative and are reiterated in a comparison section titled “Budget Template vs Our Budget” (pp. 40–41).<sup>4</sup> However, they differ from the IPCSC’s budget template calculations, which project Year One revenue at \$4,789,856.93 and expenditures at \$4,348,913.25 (pp. 68–82 and supplemental Excel document). Despite the variance, the school anticipates maintaining a positive fund balance through Year Five with the support of federal and state funds in particular.

Regarding pre-opening costs, the school states it “aims to secure donor funding” and that “a vigorous fundraising campaign is underway” (p. 41). However, the application does not include evidence of fundraising activity or letters of intent. Instead, it contends that such documentation is not required by statute, stating: “Although we do not currently have letters of intent or commitments... we don’t believe this is a statutory basis for denial” (p. 49). As shared with the petitioner, Idaho Code § 33-5205(2)(a) requires charter applicants to include “evidence of existing and anticipated funds” as part of a complete financial and facilities plan to ensure they meet their financial requirements. *See* Idaho Code § 33-5205(5)(a).

*Facilities Plan:* Brabeion Academy has demonstrated clear intent to identify a facility location easily accessible to the intended student population within the primary area of attendance. The application outlines two potential facility options in Nampa (pp. 83–87). The primary and preferred location is 1406 North Galleria Drive and is listed for sale at \$17M. Brabeion Academy is pursuing 20-year lease under the support of an unnamed financier, but did not include lease cost estimates. Further, if the selected

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<sup>4</sup> The petition asserts that the applicant-developed budget is more reliable than the IPCSC’s template, which it critiques as out-of-date and missing critical inputs.

location lacks sufficient outdoor field space, Memoranda of Understanding (MOUs) will be necessary (pp. 48, 51-52).

### Strengths

#### **Guideline II.2. Fiscal Philosophy and Spending Priorities**

Brabeion Academy intends to creatively pursue a variety of funding sources and budgeting, including but not limited to utilizing the Charter School Revolving Loan Fund, applying for a CSP grant, and working with Building Hope and other investors in order to secure funding (pp. 37-38). Also, the school will have in-house financial back-office services through a Finance Director and Grant Writer (p. 40).

### Concerns

#### **Guideline II.1. General Standards of Quality**

Idaho Code 33-5205(2)a)(ii) requires applicants to provide, among other things, “[t]he financial and facilities plan with ... evidence of existing and anticipated funds.” Supporting evidence has not been provided as follows:

- The application notes that the school expects to receive a “CSP Grant: \$166,667 annually for Years 1-3 to support startup costs, per SOE-approved charter funding” (pp. 45, 71). The application does not provide evidence supporting that the school is eligible for or will be considered for a CSP Grant based on identified criteria for consideration.
- The application states “Brabeion is actively fostering relationships with national, third-party organizations, such as Building Hope, to aid in providing pre-open funding” (p. 49). The application does not provide evidence of the relationship between third-party organizations or funding commitments to support its budget (e.g., application, letter of intent, etc.).
- The application notes “We have conducted an initial inspection/walk through of the property with our board and an interested financier. We are in negotiations. Brabeion is very fortunate to have both a potential financier who has stepped up as well as tremendous expertise in commercial real estate negotiations expertise on our board” (p. 84). The application does not provide evidence of an agreement with a potential financier or evidence of negotiations.
- The application states that the school will “Sign intent to lease agreement with property owner” in July 2025 (p. 49). The application does not provide

evidence of a lease agreement with a property owner, and no updates have been provided.

As previously required of applicants, we recommend funding evidence be required as a condition of approval, if granted.

Furthermore, the facilities plan remains substantially aspirational, without an articulated basis for lease costs projects in the budget materials – impacting the reliability of the proposed budget overall. *See Idaho Code § 33-5205(2)(a)(ii)*. We recommend a clarified facilities plan be required at a defined point in time after approval, if granted.

#### **Guideline II.2. Fiscal Philosophy and Spending Priorities**

The petition budget notes that the school will purchase 3-5 vehicles for student transportation in the pre-operational budget for \$75,000 (p. 75). It is unclear whether 3-5 vehicles suitable for student transportation may reasonably be purchased with the current budgeted amount. Further, the petition proposes a method of transportation that may not allow for a significant portion of enrolled students to utilize transportation provided by the school. The petition states, “To be clear, we have not decided definitively on this approach, but it is one of many that we are exploring to maximize access to the transportation program” (p. 60).

We recommend that a Brabeion Academy provide a more fulsome transportation plan at a defined point in time after approval, if granted.

#### **Guideline II.4. Facilities Plan**

The primary facility site does not appear to have the capacity to allow the estimated 2-3 acres required for the programs as noted in the application. The application notes a proposed Memorandum of Understanding with the College of Western Idaho and City of Nampa (p. 48). The application does not provide evidence of any proposed Memorandum(s) of Understanding.

We recommend such documents be required at a defined point in time after approval, if granted.

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### Section III: Board Capacity and Governance Structure

#### Standard Rating: Meets Standard

##### Standard

Idaho Code § 33-5205(2)(a)(iii) requires applicants to describe, “[b]oard capacity and governance structure, including copies of the articles of incorporation and corporate bylaws.”

##### Overview

The board of Brabeion Academy is currently comprised of five individuals, with a capacity for seven directors at full capacity, with defined roles and expectations for governing the school. (pp. 54-57.)

##### Strengths

#### **Guideline III.1. General Standards of Quality & III.2. Governance Structure**

The board’s bylaws are well-defined. The board has a diverse range of experiences and backgrounds. They articulated availability, interest and commitment in service to the board and Brabeion Academy during the governance interview. The board also articulated a cohesive vision.

##### Concerns

There are no concerns with this section.

**Governance Capacity Interview Summary**  
**IPCSC Policy Section II.D.ii**

Interview Date: July 21, 2025 @ 4:30 pm

Present: Branden Durst (Chair); Tom Moore (Vice Chair, Treasurer); Julie Dillehay (Secretary); Miguel DeLuna (President); Laura Warden (Director)

IPCSC Staff Present: Interim Director Jennifer White, Jared Dawson

**Application Narrative Standards of Quality:**  
**Section III – Board Capacity and Governance Structure**

**GENERAL QUESTIONS:**

**Guidance Section 2.B Interim Director Jennifer White**

- How do you see the distinct roles between the board and the charter school's administrator and executive leadership?

Julie – sees administrator role as a consultant to the board, may jump in as necessary, will hire the administrator at a later time

Branden – will focus on approval first, then find people who align with the mission of the organization to fill roles; board is distinct from administration.

**Guidance Section 2.D Jared Dawson**

- How will your board's bylaws and articles of incorporation ensure compliance with Idaho's Open Meetings Law and IPCSC governance structure requirements?

Branden – consulted legal counsel to draft/provide copies of bylaws to use as a base, working on building good practices and habits in advance with the presumption that documents created are public records, file articles of incorporation to ensure documents are in compliance.

**Guidance Section 3.C Jared Dawson**

- How would you define what would make your charter school successful?

Julie – success can be measured when they know what the goals are, by meeting the standards set by the State, allowing teachers to do their job, students get an education, and especially if that education aligns with the goals of the school.



Tom – students passing all criteria of their education, 100% course completion and graduation rate

Branden – success can be measured in student outcomes; sports will allow for democratic access to the best you can offer, provide access and proximity to students who potentially don't have access to those resources and funds; students who participate in athletics are more likely to graduate, and allow for systemic change to marginalized communities. Success can mean finding ways to do things differently.

### **Guidance Section 3.E Interim Director Jennifer White**

- What has been or what will be the board's involvement in negotiating contracts, like purchasing the property, curriculum purchase, service providers?

Laura – she will potentially be involved in curriculum, and sees herself advocating for parents and children

Tom – has a background in real estate, particularly with commercial property, worked with the San Diego unified school district, has experience to bring with procurement (Navy), purchasing aircraft parts, etc.

Branden – Hillsdale involvement is prescriptive; they have curriculum approval but are still working and waiting for member school approval, hopefully something by the end of the month

### **Guidance Section 3.D Jennifer White**

- How will the board track early warning signs (enrollment decline, turnover, governance instability) and proactively notify the authorizer, per statute?

Julie – they will solicit feedback from kids/parents/teachers, form a holistic approach to feedback; they will also utilize state data, and hire staff and administrators who are qualified to interpret data; the board also plans on having outside stakeholders (e.g., SDE, etc.) come in and provide presentations

Branden - the board is committed to data collection, survey systems (annually), use peer assessment, weekly reporting and incorporate a master teacher.

### **Guidance Section 4.C Jared Dawson**

- How were and will board members be recruited and on-boarded?

Branden recruited the board; he saw unsuccessful boards that didn't have the capacity to govern, procure realistic facilities, etc. The board was selected to fill different roles based on unique expertise.

### **Guidance Section 5.A Jared Dawson**

- What board training have you sought out as a group? What training would you like to pursue in the future?

Tom – ran for trustee D4 in West Ada, realized in that experience that boards need good training on finances

Branden – completed required charter training

### **Guidance Section 5.C Interim Director Jennifer White**

- What are some of your biggest lessons learned and changes made since becoming a governing board? What challenges remain to be addressed?

Branden – Adding members and working through that process, 5-7 board members would be ideal, still in initial stages as a functioning board

## **SCHOOL-SPECIFIC QUESTIONS**

### **Guidance Section 3.C Interim Director Jennifer White**

- Regarding your program design, how do these diverse components integrate and reinforce one another? For example, how do athletics, classical instruction, and home education-style models complement each other in the student experience and educational outcome.

Julie – has experience with NAIA, was NCAA coordinator; sports complement music, increase camaraderie; the NCAA has a lot to play into it

Branden – three parts of a triangle that are self-reinforcing and lead to athletic and academic achievement; parent involvement and classical education are tied in; when students excel in the classroom, they excel in sports.

### **Guidance Section 2.C Jared Dawson**

- What's the status of the administrator position and recruitment for that position, if applicable?

This was answered in a previous question (e.g., no decisions have been made at this time, have not given thought to hiring yet, etc.)

### **Guidance Section 3.E Interim Director Jennifer White**

- What community partnerships are being developed?

Working on developing partnership with Building Hope; Fellowship of Christian Athletes (will potentially lease facilities to them, school would pay for equipment, access to space)

### **Guidance Section 3.E Jared Dawson**

- Describe the board's role in pre-opening strategic planning, student recruitment, facility assessment, and multi-year budgeting.

Tom – get funding, donations, will be able to get initial funding for the board; about 9 people are willing to post a flier in their offices (for student recruitment), start to work on the pre-registration of students as soon as possible

Branden - they have reached out to Building Hope, looking into philanthropic giving (classical models usually receive this); Hillsdale; a sports organization is willing to help; the board has contingency plans in place as well

### **Do you have any questions for us? Are there any questions you have about your petition revision?**

Question about what to expect at the Commission meeting: advised board that the Director will provide an introduction to the application; the board will have fifteen minutes to provide a presentation/display slides (generally, may be longer, etc., at Commission discretion); Commissioners may ask questions to board and staff; Commission will deliberate and then make a motion(s) to reach a decision.

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## Section IV: Student Demand and Primary Attendance Area

### Standard Rating: Approaches Standard

#### Standard

Idaho Code § 33-5205(2)(a)(ii) requires applicants to describe, “[s]tudent demand and primary attendance area, including a description of the population of students the proposed school intends to serve and the target enrollment by grade level.”

#### Overview

The application proposes the following primary attendance area (p. 60):

- Western Boundary - East side of Farmway Road and Kent Ranch Road
- Northern Boundary - South side of Purple Sage Road, New Hope Road and Beacon Light Road
- Eastern Boundary - West side of Five Mile Road and North Highway 55
- Southern Boundary - North side of Kuna Road and Missouri Avenue.

This area covers parts of Canyon County and Ada County, with a focus on eastern Nampa and western Meridian. (Pet. at 59.)

The application budget proposes to enroll 540 students (page 69) in year one of operations (with a break-even amount of 485 students), and grow to a maximum enrollment capacity of 740 students in year five of operations (page 59).

#### Strengths

##### **Guideline IV.3. Student Demand and Population**

The application has a classroom structure with several instructors available onsite for each class, allowing in-person and virtual interaction depending on student needs.

#### Concerns

##### **Guideline IV.1. General Standards of Quality**

*Enrollment Trends:* The application anticipates a break-even enrollment of 485 students in Year One but does not adequately contextualize this figure within local enrollment trends. According to the Idaho School Report Card, public school enrollment in the Nampa School District—where the proposed facility would be located—has declined steadily from 15,180 students in 2020 to 12,364 in 2024, leading to the closure of multiple schools. Similar declines are evident in

surrounding districts, including West Ada (from 40,130 to 38,700) and Caldwell (from 5,862 to 5,216). Charter schools in the primary attendance area generally saw an increase in enrollment from 2021 to 2025, but growth has slowed in recent years (down from a high of 10% total enrollment growth in the proposed attendance area between 21/22 and 22/23 school years to only 2% between 23/24 to 24/25 school years). Liberty Charter School (477 to 468) and PiSTEM (200 to 198) experienced a decline in enrollment. These trends overall raise concerns about whether sufficient student demand exists within the proposed primary attendance area to sustain the projected enrollment levels.

*Demographics:* The application cites regional demographic data to support its enrollment projections, including population statistics from the Boise Valley Economic Partnership (noting over 800,000 people in the Boise Metro, p. 58) and U.S. Census American Community Survey data showing 37,757 children aged 5–14 in Canyon County and 65,937 in Ada County (pp. 108–109). While these figures suggest a potentially large student population, much of it resides outside the primary attendance area, limiting its applicability in projecting actual enrollment.

*Community Interest:* Staff are unable to determine the level of community interest related to potential enrollment. The application presents anecdotal evidence (e.g., “Community interest is evidenced by the vast youth athletics ecosystem in the attendance area,” p. 57), and states “Brabeion has begun soliciting families to sign interest in enrollments forms, collected through digital channels, targeting families seeking sport- focused, academically rigorous programs. While exact numbers are still being compiled, we will be prepared to share the results at our hearing” (p. 59). This is insufficient to determine the current level of interest in enrollment within the primary attendance area.

We recommend requiring evidence of sufficient enrollment before opening.

#### **Guideline IV.2. Primary Attendance Area and Community Support**

The primary attendance area presented in the application (p. 59) is not contiguous, with several boundaries that are not connected and/or defined (e.g., Kent Ranch Rd to Farmway Rd, etc.). Guidelines recommend the primary attendance area is “compact and contiguous” to address potential gaps in transportation and to ensure clarity of attendance area and potential overlaps.

Revision of the primary attendance area may be advisable depending on how enrollment progresses.

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## Section V: School Leadership and Management

### Standard Rating: Meets Standard

#### Standard

Idaho Public Charter School Commission Guideline requires applicants to submit information about the school's proposed leadership and management teams. Quality applications describe the structure, desired qualities, intended recruitment process, and the leadership and management plan's connection to the rest of the application,

#### Overview

Brabeion Academy proposes a governance model led by a founding team and a Board of Directors. The Board is responsible for governance, financial oversight, and ensuring academic accountability and alignment with the school's mission (p. 63). The petition outlines plans to hire an Executive Director to oversee day-to-day operations and a Chief Academic Officer to manage curriculum and instruction (pp. 61). The Executive Director will report directly to the Board and lead a leadership team including a Director of Athletics and a Director of Operations (pp. 61, 100).

The petition describes early partnerships with external consultants, including Bluum and financial professionals, to assist with planning and startup implementation (pp. 37, 40, 61). It also notes that formal policies for hiring and evaluation will be developed prior to school opening (p. 97) and that staff development and evaluation will align with the school's mission and goals (pp. 97–98).

#### Strengths

##### **Guideline V.1. General Standards of Quality**

The application provides a detailed organization chart (p. 100). Responsibilities for the Executive Director, Head of Academics, and supporting directors are clearly described (pp. 61, 63–64). Leadership roles are explicitly connected to the school's unique instructional model (pp. 61, 63–64). The Board of Directors is established with appropriate governance responsibilities (pp. 63–64). The school anticipates support from partners including Bluum and financial consultants (p. 61).

#### Concerns

There are no concerns with this section.

Category	Pre-Opening (2025-26)	Year 1 (2026- 27)	Year 2 (2027- 28)	Year 3 (2028- 29)	Year 4 (2029- 30)	Year 5 (2030- 31)
<b>Enrollment Assumptions</b>						
Kindergarten	0	55	55	60	60	60
Grades 1-3	0	165	165	180	180	180
Grades 4-6	0	165	165	180	180	180
Grade 7	0	55	55	60	60	60
Grade 8	0	45	45	55	60	60
Grades 9-12	0	0	35	90	140	200
Total	0	485	520	625	680	740
Best 28 Weeks ADA	0	465.6	499.2	600	652.8	710.4
Midterm ADA	0	475.3	509.6	612.5	666.4	725.2
<b>Revenues</b>						
M&O State Support	\$0	\$3,599,270	\$4,094,598	\$4,949,592	\$5,342,771	\$5,978,493
Charter School Facilities	\$0	\$176,928	\$189,696	\$228,000	\$248,064	\$269,952
College and Career Advisors and Student Mentors	\$0	\$9,000	\$9,000	\$18,000	\$18,000	\$18,000
Digital Content & Curriculum	\$0	\$3,000	\$3,000	\$6,000	\$6,000	\$6,000
Literacy Intervention	\$0	\$87,340	\$87,340	\$95,280	\$95,280	\$95,280
Math and Science Requirement	\$0	\$0	\$62,000	\$62,000	\$5,500	\$14,300
Professional Development (General)	\$0	\$15,184	\$15,858	\$16,756	\$19,225	\$19,674
Professional Development (Dyslexia)	\$0	\$3,516	\$3,705	\$3,957	\$4,650	\$4,776
Safe and Drug Free Schools	\$0	\$8,305	\$8,760	\$10,125	\$10,840	\$11,620
CSP Grant	\$0	\$166,667	\$166,666	\$166,666	\$0	\$0
Revolving Loan Fund	\$50,000	\$0	\$0	\$0	\$0	\$0
Grants and Donations	\$50,000	\$80,000	\$80,000	\$80,000	\$80,000	\$80,000
Facility Use Fees	\$0	\$5,000	\$5,000	\$5,000	\$5,000	\$5,000
Federal Funds	\$0	\$450,000	\$499,500	\$554,445	\$615,434	\$683,132
<b>Total Revenues</b>	<b>\$100,000</b>	<b>\$4,604,210</b>	<b>\$5,225,122</b>	<b>\$6,195,820</b>	<b>\$6,450,764</b>	<b>\$7,186,226</b>
<b>Expenditures</b>						
<b>Administration (Certified)</b>						
Head of School	\$85,000	\$100,000	\$101,500	\$103,023	\$104,568	\$106,136

CAO	\$15,000	\$90,000	\$91,350	\$92,720	\$94,111	\$95,523
Principal	\$0	\$0	\$0	\$90,000	\$91,350	\$92,720
SPED Director	\$13,333	\$80,000	\$81,200	\$82,418	\$83,654	\$84,909
<b>Instructional Staff (Certified)</b>						
Master Teachers	\$0	\$70,000	\$71,050	\$72,116	\$143,197	\$145,345
Elementary Teachers	\$0	\$315,000	\$319,725	\$324,521	\$329,389	\$334,330
Elementary PE Teachers	\$0	\$78,750	\$79,931	\$81,130	\$82,347	\$83,582
Elementary Arts & Music Teacher	\$0	\$16,875	\$17,128	\$17,385	\$35,292	\$35,821
Secondary Teachers	\$0	\$90,000	\$136,350	\$183,395	\$231,146	\$279,613
Secondary PE Teachers	\$0	\$33,750	\$34,256	\$34,770	\$125,292	\$127,171
Secondary Arts & Music Teacher	\$0	\$5,625	\$5,709	\$5,795	\$11,764	\$11,940
<b>Pupil Services (Certified)</b>						
Counselor (Elementary)	\$0	\$50,000	\$50,750	\$51,511	\$52,284	\$53,068
Counselor (Secondary)	\$0	\$0	\$0	\$0	\$50,000	\$50,750
SPED Teachers	\$0	\$90,000	\$91,350	\$137,720	\$139,786	\$141,883
<b>Administration (Classified)</b>						
Sporting Director	\$40,000	\$80,000	\$81,200	\$82,418	\$83,654	\$84,909
Finance Director	\$10,000	\$60,000	\$60,900	\$61,814	\$62,741	\$63,682
Operations Director	\$10,000	\$60,000	\$60,900	\$61,814	\$62,741	\$63,682
IT Supervisor	\$10,000	\$60,000	\$60,900	\$61,814	\$62,741	\$63,682
<b>Instructional Staff (Classified)</b>						
Cohort Aides	\$0	\$540,000	\$608,100	\$677,222	\$757,538	\$801,901
Librarian (Part-Time)	\$0	\$25,000	\$25,375	\$25,756	\$26,142	\$26,534
Substitutes	\$0	\$20,000	\$21,000	\$22,000	\$23,000	\$24,000
<b>Pupil Services (Classified)</b>						
Athletic Trainer	\$0	\$40,000	\$40,600	\$41,209	\$41,827	\$42,455
Nurse (Part-Time)	\$0	\$0	\$0	\$20,000	\$20,300	\$20,605
SPED Assistants	\$0	\$60,000	\$60,900	\$61,814	\$92,741	\$94,132
<b>Other Staff (Classified)</b>						
Office Staff	\$13,500	\$62,500	\$81,200	\$132,418	\$134,404	\$138,436
Facilities Staff	\$0	\$50,000	\$50,750	\$86,511	\$87,809	\$90,443
Maintenance (Contract)	\$0	\$50,000	\$50,750	\$51,511	\$52,284	\$53,068
Drivers (Contract)	\$0	\$60,000	\$65,000	\$70,000	\$75,000	\$80,000
Grant Writer (Contract)	\$6,458	\$12,000	\$12,000	\$12,000	\$12,000	\$12,000



<b>Additional Compensation</b>						
Certified Performance Pay	\$0	\$225,000	\$241,875	\$272,503	\$360,149	\$379,051
Classified Performance Pay	\$0	\$31,875	\$35,018	\$51,293	\$56,562	\$57,911
Coaches (Stipends)	\$0	\$20,000	\$35,000	\$50,000	\$100,000	\$120,000
Health and Dental Insurance	\$30,333	\$604,500	\$656,500	\$747,500	\$858,000	\$910,000
PERSI	\$24,004.13	\$247,566.00	\$266,199.20	\$312,228.19	\$363,214.00	\$378,577.26
Workers Comp/FICA/Medicare	\$18,010.25	\$190,091.25	\$204,239.44	\$238,933.21	\$277,228.33	\$288,888.67
<b>Subtotal Staff Costs</b>	<b>\$275,639</b>	<b>\$3,518,532</b>	<b>\$3,798,706</b>	<b>\$4,417,260</b>	<b>\$5,184,255</b>	<b>\$5,436,749</b>
<b>Facilities</b>						
Facilities (Lease/Renovation)	\$2,500,000	\$500,000	\$600,000	\$720,000	\$864,000	\$1,000,000
Building Safety & Security	\$25,000	\$5,000	\$5,000	\$5,000	\$5,000	\$5,000
Athletic Facilities	\$650,000	\$10,000	\$20,000	\$20,000	\$40,000	\$55,000
Athletic Equipment/Travel	\$50,000	\$6,000	\$18,000	\$25,000	\$85,000	\$100,000
Furniture/Equipment (Desks, Whiteboards, Library Books)	\$400,000	\$5,000	\$5,000	\$5,000	\$5,000	\$5,000
<b>Transportation</b>						
Transportation (Vehicles)	\$75,000	\$0	\$15,000	\$15,000	\$15,000	\$15,000
Transportation (Maintenance/Fuel)	\$0	\$15,000	\$17,500	\$20,000	\$22,500	\$25,000
<b>Technology</b>						
SIS/ERP	\$91,470	\$12,198	\$13,078	\$15,719	\$17,102	\$18,611
Engageli	\$5,000	\$4,850	\$5,200	\$6,250	\$6,800	\$7,400
Pear Assessment	\$5,000	\$4,850	\$5,200	\$6,250	\$6,800	\$7,400
Technology	\$250,000	\$0	\$10,000	\$10,000	\$10,000	\$10,000
<b>Other Operations</b>						
Marketing and Promotions	\$25,000	\$10,000	\$10,000	\$10,000	\$10,000	\$10,000
Legal	\$15,000	\$10,000	\$10,000	\$10,000	\$10,000	\$10,000
Supplies	\$15,000	\$48,500	\$52,000	\$62,500	\$68,000	\$74,000
Purchased Services	\$0	\$50,000	\$50,000	\$50,000	\$50,000	\$50,000
ICRMP Insurance	\$20,000	\$40,000	\$40,000	\$50,000	\$50,000	\$50,000
Curriculum and Materials	\$100,000	\$0	\$10,000	\$10,000	\$10,000	\$10,000
Teacher Training	\$0	\$15,000	\$16,000	\$17,000	\$18,000	\$19,000
Operational Costs (Utilities)	\$15,000	\$72,000	\$75,600	\$79,380	\$83,349	\$87,516
Miscellaneous	\$0	\$25,000	\$50,000	\$50,000	\$50,000	\$50,000

<b>Subtotal Operational Costs</b>	<b>\$4,241,470</b>	<b>\$833,398</b>	<b>\$1,027,578</b>	<b>\$1,187,099</b>	<b>\$1,426,551</b>	<b>\$1,608,927</b>
<b>Annual Contingency (3% of Operational Costs)</b>	\$0	\$130,558	\$144,789	\$168,131	\$198,324	\$211,370
<b>Total Operational Costs with Contingency</b>	<b>\$4,517,109</b>	<b>\$4,482,488</b>	<b>\$4,971,073</b>	<b>\$5,772,490</b>	<b>\$6,809,131</b>	<b>\$7,257,047</b>
Loan Repayment (Revolving Loan Fund)	\$0	\$0	\$16,667	\$16,667	\$16,667	\$0
Revenue Bond Repayment	\$0	\$0	\$0	\$0	\$0	\$0
<b>Total Expenditures</b>	<b>\$4,517,109</b>	<b>\$4,482,488</b>	<b>\$4,987,740</b>	<b>\$5,789,157</b>	<b>\$6,825,798</b>	<b>\$7,257,047</b>
<b>Annual Surplus</b>	<b>(\$4,417,109)</b>	<b>\$121,722</b>	<b>\$237,382</b>	<b>\$406,663</b>	<b>(\$375,034)</b>	<b>(\$70,821)</b>
<b>Reserve Fund Balance (Cumulative Surplus)</b>	\$0	\$121,722	\$359,104	\$765,768	\$390,734	\$319,913
<b>Contingency Fund Balance (Cumulative)</b>	\$0	\$130,558	\$275,346	\$443,477	\$641,801	\$853,172
<b>Ongoing Liabilities (Debt)</b>						

Pre-Open (2026-27)		
Position	Base Salary	FTE
Head of School	\$85,000	1.00
Chief Academic Officer	\$15,000	0.17
Principal	\$0	0.00
SPED Director	\$13,333	0.17
Total Administration	\$113,333	1.33

Year 1 (2026-27)		
Position	Base Salary	FTE
Head of School	\$100,000	1.00
Chief Academic Officer	\$90,000	1.00
Principal	\$0	0.00
SPED Director	\$80,000	1.00
Total Administration	\$270,000	3.00

Year 2 (2027-28)		
Position	Base Salary	FTE
Head of School	\$101,500	1.00
Chief Academic Officer	\$91,350	1.00
Principal	\$0	0.00
SPED Director	\$81,200	1.00
Total Administration	\$274,050	3.00

Year 3 (2028-29)		
Position	Base Salary	FTE
Head of School	\$103,023	1.00
Chief Academic Officer	\$92,720	1.00
Principal	\$90,000	1.00
SPED Director	\$82,418	1.00
Total Administration	\$368,161	4.00

Year 4 (2029-30)			Year 5 (2030-31)		
Position	Base Salary	FTE	Position	Base Salary	FTE
Head of School	\$104,568	1.00	Head of School	\$106,136	1.00
Chief Academic Officer	\$94,111	1.00	Chief Academic Officer	\$95,523	1.00
Principal	\$91,350	1.00	Principal	\$92,720	1.00
SPED Director	\$83,654	1.00	SPED Director	\$84,909	1.00
Total Administration	\$373,683	4.00	Total Administration	\$379,288	4.00

Pre-Open (2025-26)		
Position	Base Salary	FTE
Sporting Director	\$40,000	0.50
Finance Director	\$10,000	0.17
Operations Director	\$10,000	0.17
IT Supervisor	\$10,000	0.17
Total Administration	\$70,000	1.00

Year 1 (2026-27)		
Position	Base Salary	FTE
Sporting Director	\$80,000	1.00
Finance Director	\$60,000	1.00
Operations Director	\$60,000	1.00
IT Supervisor	\$60,000	1.00
Total Administration	\$260,000	4.00

Year 2 (2027-28)			Year 3 (2028-29)		
Position	Base Salary	FTE	Position	Base Salary	FTE
Sporting Director	\$81,200	1.00	Sporting Director	\$82,418	1.00
Finance Director	\$60,900	1.00	Finance Director	\$61,814	1.00
Operations Director	\$60,900	1.00	Operations Director	\$61,814	1.00
IT Supervisor	\$60,900	1.00	IT Supervisor	\$61,814	1.00
Total Administration	\$263,900	4.00	Total Administration	\$267,859	4.00

Year 4 (2029-30)			Year 5 (2030-31)		
Position	Base Salary	FTE	Position	Base Salary	FTE
Sporting Director	\$83,654	1.00	Sporting Director	\$84,909	1.00
Finance Director	\$62,741	1.00	Finance Director	\$63,682	1.00
Operations Director	\$62,741	1.00	Operations Director	\$63,682	1.00
IT Supervisor	\$62,741	1.00	IT Supervisor	\$63,682	1.00
Total Administration	\$271,876	4.00	Total Administration	\$275,955	4.00



Year 1 (2026-27)		
Position	Base Salary	FTE
Master Teacher	\$70,000	1.00
Kindergarten Teacher	\$45,000	1.00
1st Grade Teacher	\$45,000	1.00
2nd Grade Teacher	\$45,000	1.00
3rd Grade Teacher	\$45,000	1.00
4th Grade Teacher	\$45,000	1.00
5th Grade Teacher	\$45,000	1.00
6th Grade Teacher	\$45,000	1.00
Secondary Core Teacher 1	\$45,000	1.00
Secondary Core Teacher 2	\$45,000	1.00
Arts & Music Teacher (K-6)	\$16,875	0.38
Arts & Music Teacher (7-8)	\$5,625	0.13
PE Teacher 1 (K-4)	\$45,000	1.00
PE Teacher 2 (Boys 5-6)	\$16,875	0.38
PE Teacher 3 (Girls 5-6)	\$16,875	0.38
PE Teacher 2 (Boys 7-8)	\$16,875	0.38
PE Teacher 3 (Girls 7-8)	\$16,875	0.38
Kindergarten Aide (Cohort 1)	\$30,000	1.00
Kindergarten Aide (Cohort 2)	\$30,000	1.00
1st Grade Aide (Cohort 1)	\$30,000	1.00
1st Grade Aide (Cohort 2)	\$30,000	1.00
2nd Grade Aide (Cohort 1)	\$30,000	1.00
2nd Grade Aide (Cohort 2)	\$30,000	1.00
3rd Grade Aide (Cohort 1)	\$30,000	1.00
3rd Grade Aide (Cohort 2)	\$30,000	1.00
4th Grade Aide (Cohort 1)	\$30,000	1.00
4th Grade Aide (Cohort 2)	\$30,000	1.00
5th Grade Aide (Cohort 1)	\$30,000	1.00
5th Grade Aide (Cohort 2)	\$30,000	1.00
6th Grade Aide (Cohort 1)	\$30,000	1.00
6th Grade Aide (Cohort 2)	\$30,000	1.00
7th Grade Aide (Cohort 1)	\$30,000	1.00

Year 2 (2027-28)		
Position	Base Salary	FTE
Master Teacher	\$71,050	1.00
Kindergarten Teacher	\$45,675	1.00
1st Grade Teacher	\$45,675	1.00
2nd Grade Teacher	\$45,675	1.00
3rd Grade Teacher	\$45,675	1.00
4th Grade Teacher	\$45,675	1.00
5th Grade Teacher	\$45,675	1.00
6th Grade Teacher	\$45,675	1.00
Secondary Core Teacher 1	\$45,675	1.00
Secondary Core Teacher 2	\$45,675	1.00
Secondary Core Teacher 3	\$45,000	1.00
Arts & Music Teacher (K-6)	\$17,128	0.38
Arts & Music Teacher (7-9)	\$5,709	0.13
PE Teacher 1 (K-4)	\$45,675	1.00
PE Teacher 2 (Boys 5-6)	\$17,128	0.38
PE Teacher 3 (Girls 5-6)	\$17,128	0.38
PE Teacher 2 (Boys 7-9)	\$17,128	0.63
PE Teacher 3 (Girls 7-9)	\$17,128	0.63
Kindergarten Aide (Cohort 1)	\$30,450	1.00
Kindergarten Aide (Cohort 2)	\$30,450	1.00
1st Grade Aide (Cohort 1)	\$30,450	1.00
1st Grade Aide (Cohort 2)	\$30,450	1.00
2nd Grade Aide (Cohort 1)	\$30,450	1.00
2nd Grade Aide (Cohort 2)	\$30,450	1.00
3rd Grade Aide (Cohort 1)	\$30,450	1.00
3rd Grade Aide (Cohort 2)	\$30,450	1.00
4th Grade Aide (Cohort 1)	\$30,450	1.00
4th Grade Aide (Cohort 2)	\$30,450	1.00
5th Grade Aide (Cohort 1)	\$30,450	1.00
5th Grade Aide (Cohort 2)	\$30,450	1.00
6th Grade Aide (Cohort 1)	\$30,450	1.00
6th Grade Aide (Cohort 2)	\$30,450	1.00

7th Grade Aide (Cohort 2)	\$30,000	1.00
8th Grade Aide (Cohort 1)	\$30,000	1.00
8th Grade Aide (Cohort 2)	\$30,000	1.00
<b>Total Teachers</b>	<b>\$610,000</b>	<b>13.00</b>
<b>Total Aides</b>	<b>\$540,000</b>	<b>18.00</b>

7th Grade Aide (Cohort 1)	\$30,450	1.00
7th Grade Aide (Cohort 2)	\$30,450	1.00
8th Grade Aide (Cohort 1)	\$30,450	1.00
8th Grade Aide (Cohort 2)	\$30,450	1.00
9th Grade Aide (Cohort 1)	\$30,000	1.00
9th Grade Aide (Cohort 2)	\$30,000	1.00
<b>Total Teachers</b>	<b>\$664,150</b>	<b>14.50</b>
<b>Total Aides</b>	<b>\$608,100</b>	<b>20.00</b>

Year 3 (2028-29)		
Position	Base Salary	FTE
Master Teacher	\$72,116	1.00
Kindergarten Teacher	\$46,360	1.00
1st Grade Teacher	\$46,360	1.00
2nd Grade Teacher	\$46,360	1.00
3rd Grade Teacher	\$46,360	1.00
4th Grade Teacher	\$46,360	1.00
5th Grade Teacher	\$46,360	1.00
6th Grade Teacher	\$46,360	1.00
Secondary Core Teacher 1	\$46,360	1.00
Secondary Core Teacher 2	\$46,360	1.00
Secondary Core Teacher 3	\$45,675	1.00
Secondary Core Teacher 4	\$45,000	1.00
Arts & Music Teacher (K-6)	\$17,385	0.38
Arts & Music Teacher (7-10)	\$5,795	0.13
PE Teacher 1 (K-4)	\$46,360	1.00
PE Teacher 2 (Boys 5-6)	\$17,385	0.38
PE Teacher 3 (Girls 5-6)	\$17,385	0.38
PE Teacher 2 (Boys 7-9)	\$17,385	0.63
PE Teacher 3 (Girls 7-9)	\$17,385	0.63
Kindergarten Aide (Cohort 1)	\$30,907	1.00
Kindergarten Aide (Cohort 2)	\$30,907	1.00
1st Grade Aide (Cohort 1)	\$30,907	1.00
1st Grade Aide (Cohort 2)	\$30,907	1.00
2nd Grade Aide (Cohort 1)	\$30,907	1.00
2nd Grade Aide (Cohort 2)	\$30,907	1.00
3rd Grade Aide (Cohort 1)	\$30,907	1.00
3rd Grade Aide (Cohort 2)	\$30,907	1.00
4th Grade Aide (Cohort 1)	\$30,907	1.00
4th Grade Aide (Cohort 2)	\$30,907	1.00
5th Grade Aide (Cohort 1)	\$30,907	1.00
5th Grade Aide (Cohort 2)	\$30,907	1.00
6th Grade Aide (Cohort 1)	\$30,907	1.00

Year 4 (2029-30)		
Position	Base Salary	FTE
Master Teacher (K-8)	\$73,197	1.00
Kindergarten Teacher	\$47,056	1.00
1st Grade Teacher	\$47,056	1.00
2nd Grade Teacher	\$47,056	1.00
3rd Grade Teacher	\$47,056	1.00
4th Grade Teacher	\$47,056	1.00
5th Grade Teacher	\$47,056	1.00
6th Grade Teacher	\$47,056	1.00
Master Teacher (HS)	\$70,000	1.00
Sec Core Teacher 1 (ENG)	\$47,056	1.00
Sec Core Teacher 2 (MATH)	\$47,056	1.00
Sec Core Teacher 3 (AMEX)	\$46,360	1.00
Sec Core Teacher 4 (SCI)	\$45,675	1.00
Sec Core Teacher 5 (APOL)	\$45,000	1.00
Arts & Music Teacher (K-6)	\$35,292	0.75
Arts & Music Teacher (7-11)	\$11,764	0.25
PE Teacher 1 (K-4)	\$47,056	1.00
PE Teacher 2 (Boys 5-6)	\$17,646	0.38
PE Teacher 3 (Girls 5-6)	\$17,646	0.38
PE Teacher 2 (Boys 7-9)	\$17,646	0.63
PE Teacher 3 (Girls 7-9)	\$17,646	0.63
PE / Sec Teacher 4 (Boys)	\$45,000	1.00
PE / Sec Teacher 5 (Girls)	\$45,000	1.00
Kindergarten Aide (Cohort 1)	\$31,834	1.00
Kindergarten Aide (Cohort 2)	\$31,834	1.00
1st Grade Aide (Cohort 1)	\$31,834	1.00
1st Grade Aide (Cohort 2)	\$31,834	1.00
2nd Grade Aide (Cohort 1)	\$31,834	1.00
2nd Grade Aide (Cohort 2)	\$31,834	1.00
3rd Grade Aide (Cohort 1)	\$31,834	1.00
3rd Grade Aide (Cohort 2)	\$31,834	1.00
4th Grade Aide (Cohort 1)	\$31,834	1.00

6th Grade Aide (Cohort 2)	\$30,907	1.00
7th Grade Aide (Cohort 1)	\$30,907	1.00
7th Grade Aide (Cohort 2)	\$30,907	1.00
8th Grade Aide (Cohort 1)	\$30,907	1.00
8th Grade Aide (Cohort 2)	\$30,907	1.00
9th Grade Aide (Cohort 1)	\$30,450	1.00
9th Grade Aide (Cohort 2)	\$30,450	1.00
10th Grade Aide (Cohort 1)	\$30,000	1.00
10th Grade Aide (Cohort 2)	\$30,000	1.00
<b>Total Teachers</b>	\$719,112	15.50
<b>Total Aides</b>	\$677,222	22.00

4th Grade Aide (Cohort 2)	\$31,834	1.00
5th Grade Aide (Cohort 1)	\$31,834	1.00
5th Grade Aide (Cohort 2)	\$31,834	1.00
6th Grade Aide (Cohort 1)	\$31,834	1.00
6th Grade Aide (Cohort 2)	\$31,834	1.00
7th Grade Aide (Cohort 1)	\$31,834	1.00
7th Grade Aide (Cohort 2)	\$31,834	1.00
8th Grade Aide (Cohort 1)	\$31,834	1.00
8th Grade Aide (Cohort 2)	\$31,834	1.00
9th Grade Aide (Cohort 1)	\$31,364	1.00
9th Grade Aide (Cohort 2)	\$31,364	1.00
10th Grade Aide (Cohort 1)	\$30,900	1.00
10th Grade Aide (Cohort 2)	\$30,900	1.00
11th Grade Aide (Cohort 1)	\$30,000	1.00
11th Grade Aide (Cohort 2)	\$30,000	1.00
<b>Total Teachers</b>	\$958,427	20.00
<b>Total Aides</b>	\$757,538	24.00

Year 5 (2030-31)		
Position	Base Salary	FTE
Master Teacher (K-8)	\$74,295	1.00
Kindergarten Teacher	\$47,761	1.00
1st Grade Teacher	\$47,761	1.00
2nd Grade Teacher	\$47,761	1.00
3rd Grade Teacher	\$47,761	1.00
4th Grade Teacher	\$47,761	1.00
5th Grade Teacher	\$47,761	1.00
6th Grade Teacher	\$47,761	1.00
Master Teacher (HS)	\$71,050	1.00
Sec Core Teacher 1 (ENG)	\$47,761	1.00
Sec Core Teacher 2 (MATH)	\$47,761	1.00
Sec Core Teacher 3 (AMEX)	\$47,056	1.00
Sec Core Teacher 4 (SCI)	\$46,360	1.00
Sec Core Teacher 5 (APOL)	\$45,675	1.00
Sec Elective (SPAN/IDLA)	\$45,000	1.00
Arts & Music Teacher (K-6)	\$35,821	0.75
Arts & Music Teacher (7-12)	\$11,940	0.25
PE Teacher 1 (K-4)	\$47,761	1.00
PE Teacher 2 (Boys 5-6)	\$17,911	0.38
PE Teacher 3 (Girls 5-6)	\$17,911	0.38
PE Teacher 2 (Boys 7-9)	\$17,911	0.63
PE Teacher 3 (Girls 7-9)	\$17,911	0.63
PE / Sec Teacher 4 (Boys)	\$45,675	1.00
PE / Sec Teacher 5 (Girls)	\$45,675	1.00
Kindergarten Aide (Cohort 1)	\$32,311	1.00
Kindergarten Aide (Cohort 2)	\$32,311	1.00
1st Grade Aide (Cohort 1)	\$32,311	1.00
1st Grade Aide (Cohort 2)	\$32,311	1.00
2nd Grade Aide (Cohort 1)	\$32,311	1.00
2nd Grade Aide (Cohort 2)	\$32,311	1.00
3rd Grade Aide (Cohort 1)	\$32,311	1.00
3rd Grade Aide (Cohort 2)	\$32,311	1.00

4th Grade Aide (Cohort 1)	\$32,311	1.00
4th Grade Aide (Cohort 2)	\$32,311	1.00
5th Grade Aide (Cohort 1)	\$32,311	1.00
5th Grade Aide (Cohort 2)	\$32,311	1.00
6th Grade Aide (Cohort 1)	\$32,311	1.00
6th Grade Aide (Cohort 2)	\$32,311	1.00
7th Grade Aide (Cohort 1)	\$32,311	1.00
7th Grade Aide (Cohort 2)	\$32,311	1.00
8th Grade Aide (Cohort 1)	\$32,311	1.00
8th Grade Aide (Cohort 2)	\$32,311	1.00
9th Grade Aide (Cohort 1)	\$31,834	1.00
9th Grade Aide (Cohort 2)	\$31,834	1.00
10th Grade Aide (Cohort 1)	\$31,364	1.00
10th Grade Aide (Cohort 2)	\$31,364	1.00
11th Grade Aide (Cohort 1)	\$30,450	1.00
11th Grade Aide (Cohort 2)	\$30,450	1.00
12th Grade Aide (Cohort 1)	\$3,000	1.00
12th Grade Aide (Cohort 2)	\$30,000	1.00
<b>Total Teachers</b>	<b>\$1,017,804</b>	<b>21.00</b>
<b>Total Aides</b>	<b>\$801,901</b>	<b>26.00</b>

Year 1 (2026-27)				Year 2 (2027-28)		
Position	Base Salary	FTE		Position	Base Salary	FTE
Counselor	\$50,000	1.00		Counselor	\$50,750	1.00
SPED Teacher 1	\$45,000	1.00		SPED Teacher 1	\$45,675	1.00
SPED Teacher 2	\$45,000	1.00		SPED Teacher 2	\$45,675	1.00
Total Pupil Services	\$140,000	3.00		Total Pupil Services	\$142,100	3.00

Year 3 (2028-29)		
Position	Base Salary	FTE
Counselor	\$51,511	1.00
SPED Teacher 1	\$46,360	1.00
SPED Teacher 2	\$46,360	1.00
SPED Teacher 3	\$45,000	1.00
<b>Total Pupil Services</b>	<b>\$189,232</b>	<b>4.00</b>

Year 4 (2029-30)		
Position	Base Salary	FTE
Elementary Counselor	\$52,284	1.00
Secondary Counselor	\$50,000	1.00
SPED Teacher 1	\$47,056	1.00
SPED Teacher 2	\$47,056	1.00
SPED Teacher 3	\$45,675	1.00
<b>Total Pupil Services</b>	<b>\$242,070</b>	<b>5.00</b>



Year 5 (2030-31)		
Position	Base Salary	FTE
Elementary Counselor	\$53,068	1.00
Secondary Counselor	\$50,750	1.00
SPED Teacher 1	\$47,761	1.00
SPED Teacher 2	\$47,761	1.00
SPED Teacher 3	\$46,360	1.00
Total Pupil Services	\$245,701	5.00

Year 1 (2026-27)				Year 2 (2027-28)		
Position	Base Salary	FTE		Position	Base Salary	FTE
Athletic Trainer	\$40,000	1.00		Athletic Trainer	\$40,600	1.00
Nurse	\$0	0.00		Nurse	\$0	0.00
SPED Assistant 1	\$30,000	1.00		SPED Assistant 1	\$30,450	1.00
SPED Assistant 2	\$30,000	1.00		SPED Assistant 2	\$30,450	1.00
Total Pupil Services	\$100,000	3.00		Total Pupil Services	\$101,500	3.00

Year 3 (2028-29)		
Position	Base Salary	FTE
Athletic Trainer	\$41,209	1.00
Nurse	\$20,000	0.50
SPED Assistant 1	\$30,907	1.00
SPED Assistant 2	\$30,907	1.00
Total Pupil Services	\$123,023	3.50

Year 4 (2029-30)		
Position	Base Salary	FTE
Athletic Trainer	\$41,827	1.00
Nurse	\$20,300	0.50
SPED Assistant 1	\$31,370	1.00
SPED Assistant 2	\$31,370	1.00
SPED Assistant 3	\$30,000	1.00
Total Pupil Services	\$154,868	4.50

Year 5 (2030-31)		
Position	Base Salary	FTE
Athletic Trainer	\$42,455	1.00
Nurse	\$20,605	0.50
SPED Assistant 1	\$31,841	1.00
SPED Assistant 2	\$31,841	1.00
SPED Assistant 3	\$30,450	1.00
Total Pupil Services	\$157,191	4.50

Pre-Open (2025-26)		
Position	Base Salary	FTE
Executive Assistant/Clerk	\$13,500	0.30
Receptionist/Registrar	\$0	0.00
Facilities Manager	\$0	0.00
Total Other Staff	\$13,500	0.30

Year 1 (2026-27)		
Position	Base Salary	FTE
Executive Assistant/Clerk	\$45,000	1.00
Receptionist/Registrar	\$17,500	0.50
Facilities Manager	\$50,000	1.00
Total Other Staff	\$112,500	2.50

Year 2 (2027-28)		
Position	Base Salary	FTE
Executive Assistant/Clerk	\$45,675	1.00
Receptionist/Registrar	\$35,525	1.00
Facilities Manager	\$50,750	1.00
Total Other Staff	\$131,950	3.00

Year 3 (2028-29)		
Position	Base Salary	FTE
Executive Assistant/Clerk	\$46,360	1.00
Receptionist/Registrar	\$36,058	1.00
Facilities Manager	\$51,511	1.00
Facilities	\$35,000	1.00
Athletics Support	\$25,000	0.50
Total Other Staff	\$193,929	4.50

Year 4 (2029-30)		
Position	Base Salary	FTE
Executive Assistant/Clerk	\$47,056	1.00
Receptionist/Registrar	\$36,599	1.00
Facilities Manager	\$52,284	1.00
Facilities	\$35,525	1.00
Athletics Support	\$25,375	0.50
<b>Total Other Staff</b>	<b>\$196,838</b>	<b>4.50</b>

Year 5 (2030-31)		
Position	Base Salary	FTE
Executive Assistant/Clerk	\$47,761	1.00
Receptionist/Registrar	\$37,148	1.00
Facilities Manager	\$53,068	1.00
Facilities	\$36,058	1.00
Athletics Support	\$25,756	1.00
<b>Total Other Staff</b>	<b>\$199,791</b>	<b>5.00</b>

Pre-Open (2026-27)			Year 1 (2026-27)		
Position	Base Salary	FTE	Position	Base Salary	FTE
Administration (Certified)	\$113,333	1.33	Administration (Certified)	\$270,000	3.00
Administration (Classified)	\$70,000	1.00	Administration (Classified)	\$260,000	4.00
Instructional (Certified))	\$0	0.00	Instructional (Certified))	\$610,000	13.00
Instructional (Classified)	\$0	0.00	Instructional (Classified)	\$540,000	18.00
Pupil Services (Certified)	\$0	0.00	Pupil Services (Certified)	\$140,000	3.00
Pupil Services (Classified)	\$0	0.00	Pupil Services (Classified)	\$100,000	3.00
Other Staff (Classified)	\$0	0.00	Other Staff (Classified)	\$112,500	2.50
Total	\$183,333	2.33	Total	\$2,032,500	46.50



Year 2 (2027-28)		
Position	Base Salary	FTE
Administration (Certified)	\$274,050	3.00
Administration (Classified)	\$263,900	4.00
Instructional (Certified))	\$664,150	14.50
Instructional (Classified)	\$608,100	20.00
Pupil Services (Certified)	\$142,100	3.00
Pupil Services (Classified)	\$101,500	3.00
Other Staff (Classified)	\$131,950	3.00
	\$1,952,300	50.50

Year 3 (2028-29)		
Position	Base Salary	FTE
Administration (Certified)	\$368,161	4.00
Administration (Classified)	\$267,859	4.00
Instructional (Certified))	\$719,112	15.50
Instructional (Classified)	\$677,222	22.00
Pupil Services (Certified)	\$189,232	4.00
Pupil Services (Classified)	\$123,023	3.50
Other Staff (Classified)	\$193,929	4.50
Total	\$2,221,585	57.50

Year 4 (2029-30)			Year 5 (2030-31)		
Position	Base Salary	FTE	Position	Base Salary	FTE
Administration (Certified)	\$373,683	4.00	Administration (Certified)	\$379,288	4.00
Administration (Classified)	\$271,876	4.00	Administration (Classified)	\$275,955	4.00
Instructional (Certified))	\$958,427	20.00	Instructional (Certified))	\$1,017,804	21.00
Instructional (Classified)	\$757,538	24.00	Instructional (Classified)	\$801,901	26.00
Pupil Services (Certified)	\$242,070	5.00	Pupil Services (Certified)	\$245,701	5.00
Pupil Services (Classified)	\$154,868	4.50	Pupil Services (Classified)	\$199,791	5.00
Other Staff (Classified)	\$196,838	4.50	Other Staff (Classified)	\$199,791	5.00
<b>Total</b>	<b>\$2,603,595</b>	<b>66.00</b>	<b>Total</b>	<b>\$2,720,649</b>	<b>70.00</b>

Schedule

Year 1 2026-27																													
Daily Schedule by Grade										Daily Schedule by Staff																			
Hour	K	1	2	3	4	5	6	Period	7	8	Hour	K	1	2	3	4	5	6	Period	Sec C1	Sec C2	Hour	PE 1	Time	PE 2	PE 3	A&M		
8:00								1	ENG 7	MATH 8	8:00								1	ENG 7	MATH 8	8:00	Prep	9:00 - 9:45	5 Boys	5 Girls	9:15 - 9:45	4	
8:30	HR	HR			HR			8:15 - 9:00		ALG 1	8:30	HR	HR	HR		HR	Prep	HR	8:15 - 9:00		ALG 1	8:30			9:55 - 10:40	7-8			
9:00								2	MATH 7	PRE-ALG	9:00								2	ENG 8	MATH 7	9:00	3	10:00 - 10:45	6 Boys	6 Girls	10:45 - 11:25	Break	
9:30	Recess	Recess				A&M		9:05 - 9:50		ENG 8	9:30	Recess	Recess			Prep			9:05 - 9:50		PRE-ALG	9:30		11:00 - 11:30			11:30 - 12:00	5	
10:00	HR	PE	Recess	HR			Recess	3	Elective	Elective	10:00	HR	Prep	Recess	HR		Recess	Prep	3	Elective	Elective	10:00	1	11:00 - 11:30			12:00 - 12:30	2	
10:30								9:55 - 10:40			10:30		Lunch	HR				HR	9:55 - 10:40			10:30		12:00 - 13:00			12:30 - 13:00	1	
11:00	Lunch	Lunch			A&M			4	AMEX 7	APOL 8	11:00	Lunch		HR		Lunch		Break	4	APOL 8	AMEX 7	11:30	Lunch	12:20	Coach Prep	Coach Prep	13:00 - 13:30	6	
11:30								10:45 - 11:30			12:00			Lunch					10:45 - 11:30			12:00		12:25 - 12:35	7 Boys	7 Girls			
12:00	PE	HR		A&M		A&M	HR	5	Lunch	Lunch	12:30	HR	Prep	HR	HR		Lunch	HR	5	Lunch	Lunch	12:30	K	13:30 - 14:15	Coach Prep	Coach Prep			
12:30								11:35 - 12:20			13:00								11:35 - 12:20			12:30	4	14:15	Coach Prep	Coach Prep			
13:00								6	PE	AMEX 8	13:00			HR		Prep			6	AMEX 8	Prep	13:00		14:20 - 15:20	8 Boys	8 Girls			
13:30	A&M	HR					Recess	12:25 - 13:25			13:30	Prep	Recess		Prep	Recess		Recess	12:25 - 13:25			13:30	2						
14:00	Recess	Recess						7			14:00	Recess	Recess						7			14:00		14:20 - 15:20					
14:30	HR	HR			HR	HR	HR	13:30 - 14:15		APOL 7	14:30	HR	HR	HR		HR	HR	HR	13:30 - 14:15		SCI 8	14:30	Prep		Dismissal	Dismissal			
15:00	Dismissal	Dismissal	Dismissal	Dismissal	Dismissal	Dismissal	Dismissal	8	SCI 7	PE	15:00	Dismissal	Dismissal	Dismissal	Dismissal	Dismissal	Dismissal	Dismissal	14:20 - 15:20		Prep	SCI 7	15:00	Dismissal		Dismissal	Dismissal		
									Dismissal	Dismissal										Dismissal	Dismissal								

Year 2 2027-28																															
Daily Schedule by Grade												Daily Schedule by Staff																			
Hour	K	1	2	3	4	5	6	Period	7	8	9	Hour	K	1	2	3	4	5	6	Period	Sec C1	Sec C2	Sec C3	Hour	PE 1	Time	PE 2	PE 3	A&M		
8:00								1	ENG 7	MATH 8	PE	8:00								1	ENG 7	MATH 8	Support	8:00	Prep	8:00 - 9:00	9 Boys	9 Girls	9:15 - 9:45	4	
8:30	HR	HR			HR		HR	8:00 - 9:00				8:30	HR	HR	HR		HR	Prep	HR	8:00 - 9:00		ALG 1		8:30		9:00			9:55 - 10:40	7-9	
9:00								2	MATH 7	ENG 8	AMEX 9	9:00								2	ENG 8	MATH 7	AMEX 9	9:00	3	9:00 - 10:00	5 Boys	5 Girls	10:45 - 11:2	Break	
9:30	Recess	Recess			A&M		HR	9:05 - 9:50				9:30	Recess	Recess			Prep			9:05 - 9:50		PRE-ALG		9:30		10:00			11:30 - 12:0	5	
10:00	HR	PE	Recess		HR		Recess	3	Elective	Elective	Elective	10:00	HR	Prep	Recess		HR	Recess	Prep	3	Elective	Prep	Elective	10:00	1	10:00 - 11:00	6 Boys	6 Girls	12:00 - 12:3	2	
10:30								9:55 - 10:40				10:30			Lunch	HR		HR		9:55 - 10:40				10:30		11:00			12:30 - 13:0	1	
11:00	Lunch	Lunch			A&M		HR	4	AMEX 7	SCI 8	ENG 9	11:00	Lunch		HR		Lunch		Break	4	ENG 9	SCI 8	AMEX 7	11:00	Lunch	11:00 - 11:30			13:00 - 13:3	6	
11:30								10:45 - 11:30				11:30			Lunch		Recess	Lunch	HR	10:45 - 11:30				11:30		12:00	Lunch	Lunch	13:00 - 13:3	K	
12:00	PE	HR	A&M		HR		Lunch	5	Lunch	Lunch	Lunch	12:00	Prep	HR	Lunch			Lunch	HR	5	Lunch	Lunch	Lunch	12:00	K	12:00 - 12:20	Coach Prep	Coach Prep			
12:30	HR	A&M	HR		HR		PE	11:35 - 12:20				12:30	HR	Prep			HR		Lunch	11:35 - 12:20				12:30	4	12:25 - 13:00	7 Boys	7 Girls			
13:00								6	PE	AMEX 8	MATH 9	13:00		HR			Prep		Prep	6	Prep	MATH 9	AMEX 8	13:00		13:25					
13:30	A&M				PE		Recess	12:25 - 13:25				13:30	Prep			Prep	Recess		Recess	7				13:30	2	14:00 - 14:15					
14:00	Recess	Recess			HR		HR	13:30 - 14:15		APOL 7	APOL 8	SCI 9	14:00	Recess	Recess		HR	HR	HR	7	APOL 8	SCI 9	APOL 7	14:00		14:20					
14:30	HR	HR			HR		HR	8				14:30	HR	HR	HR					8	APOL 9	Dis	Dis	14:30	Prep	14:20 - 15:20	Coach Prep	Coach Prep			
15:00	Dismissal	Dismissal	Dismissal	Dismissal	Dismissal	Dismissal	Dismissal	14:20 - 15:20		SCI 7	PE	APOL 9	15:00	Dismissal	Dismissal	Dismissal	Dismissal	Dismissal	Dismissal	8	APOL 9	Dis	Dis	15:00	Dismissal		8 Boys	8 Girls			
									Dismissal	Dismissal	Dismissal									Dismissal	Dismissal	Dismissal									

Year 3 2028-29																																	
Daily Schedule by Grade															Daily Schedule by Staff																		
Hour	K	1	2	3	4	5	6	Period	7	8	9	10	Hour	K	1	2	3	4	5	6	Period	Sec C1	Sec C2	Sec C3	Sec C4	Hour	PE 1	Time	PE 2	PE 3	SD	A&M	
8:00								1	ENG 7	MATH 8	PE	PE	8:00	HR	HR	HR	HR	HR	Prep	HR	1	ENG 7	MATH 8	Prep	PE 10	8:00	Prep	8:00 - 9:00	9 Boys	9 Girls	10 Boys	9:15 - 9:45	4
8:30	HR	HR	HR		HR		HR	8:00 - 9:00		ALG 1			8:30					HR			8:00 - 9:00		ALG 1	Prep	PE 10	8:30						9:55 - 10:40	7-10
9:00				PE				2	MATH 7	ENG 8	AMEX 9	SCI 10	9:00				Prep	HR	HR		2	ENG 8	SCI 10	AMEX 9	MATH 7	9:00	3	9:00 - 10:00	5 Boys	5 Girls		10:45 - 11:25	Break
9:30	Recess	Recess			A&M			9:05 - 9:50		PRE-ALG			9:30	Recess	Recess			Prep			9:05 - 9:50		PRE-ALG	Prep	PE 10	9:30						11:30 - 12:00	5
10:00	HR	PE	Recess	HR	HR	Recess	PE	3	Elective	Elective	Elective	Elective	10:00	HR	Prep	Recess	Recess	HR	Recess	Prep	3	Prep	Prep	Elective	Elective	10:00	1	10:00 - 11:00	6 Boys	6 Girls		12:00 - 12:30	2
10:30				HR				9:55 - 10:40					10:30					HR	HR	Break	9:55 - 10:40		Prep	Prep	Elective	10:30						12:30 - 13:00	1
11:00	Lunch	Lunch			A&M			4	AMEX 7	SCI 8	ENG 9	APOL 10	11:00	Lunch	Lunch	HR			Break		4	ENG 9	SCI 8	AMEX 7	APOL 10	11:00	Lunch				13:00 - 13:30	1	
11:30			Lunch	Lunch	Recess	A&M	HR	10:45 - 11:30					11:30			Lunch		Recess	Lunch	HR	10:45 - 11:30					11:30	K	11:00 - 12:00				13:30 - 14:00	K
12:00	PE	HR	A&M	HR	Lunch		HR	5	Lunch	Lunch	Lunch	Lunch	12:00	Prep	HR	Lunch					5	Lunch	Lunch	Lunch	Lunch	12:00		12:00 - 12:20	Prep	Prep			
12:30	HR	A&M	HR	HR	PE	HR	Lunch	11:35 - 12:20		AMEX 8	MATH 9	ENG 10	12:30	HR	Prep	HR	HR		HR	Lunch	11:35 - 12:20				12:30	4	12:00 - 12:20						
13:00	A&M	HR						6	PE	AMEX 8	MATH 9	ALG 2	13:00	Recess	Recess	Prep	Recess		Prep		6	ENG 10	MATH 9	ALG 2	Prep	13:00		12:25 - 13:25	7 Boys	7 Girls			
13:30				PE	Recess			7					13:30	Prep	HR		Prep	Recess		Recess	7	APOL 7	SCI 9	APOL 8	MATH 10	14:00	2	13:30 - 14:15	Prep	Prep			
14:00	Recess	Recess	PE	Recess	HR	Recess	HR	13:30 - 14:15		APOL 7	APOL 8	SCI 9	MATH 10	14:00	Recess	Recess	Prep	Recess		Recess	8	APOL 7	SCI 9	APOL 8	MATH 10	14:00		14:20 - 15:20	8 Boys	8 Girls			
14:30	HR	HR	HR	HR	HR	HR	HR	14:20 - 15:20		PE	APOL 9	AMEX 10		14:30	HR	HR	HR		HR		14:20 - 15:20		APOL 9	SCI 7	AMEX 10	Support	14:30	Prep					
15:00	Dismissal	Dismissal	Dismissal	Dismissal	Dismissal	Dismissal	Dismissal		Dismissal	Dismissal	Dismissal	Dismissal	15:00	Dismissal	Dismissal	Dismissal	Dismissal	Dismissal	Dismissal	Dismissal	Dismissal	Dismissal	Dismissal	Dismissal	Dismissal	15:00	Dismissal						
									Dismissal	Dismissal	Dismissal	Dismissal									Dismissal	Dismissal	Dismissal	Dismissal	Dismissal								

Year 4 2029-30	
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Year 5 2030-31																																											
Daily Schedule by Grade														Daily Schedule by Staff																													
Hour	K	1	2	3	4	5	6	Period	7	8	9	10	11	12	Hour	K	1	2	3	4	5	6	Period	Sec C1	Sec C2	Sec C3	Sec C4	Sec C5	Sec Elec	Hour	PE 1	Time	PE 2	PE 3	Period	PE 4	PE 5	A&M					
8:00								1	ENG 7	PE	APOL 9	PE	AMX 11	Elective	8:00								1	ENG 7	Elective	AMX 11	Prep	APOL 9	Elective	8:00	Prep	8:00 - 9:00	8 Boys	8 Girls	1	10 Boys	10 Girls	8:00 - 9:00	Prep				
8:30	HR	HR	HR		HR	HR	HR	2	MATH 7	PRE-ALG					8:30	HR	HR	HR		HR	Prep	HR	2	ENG 8	MATH 7	PRE-ALG	AMX 9	SCI 10	APOL 11	Elective	8:30		9:00	9:05 - 10:41	9 Girls			2	Elective	Elective	9:15 - 9:45	4	
9:00				PE		PE		3	APOL 7		AMX 9	SCI 10	AMX 11	Elective	9:00				Prep		HR		3	ENG 8	MATH 7	PRE-ALG	AMX 9	SCI 10	APOL 11	Elective	9:00		9:00	9:05 - 10:41	5 Boys	5 Girls	3	Elective	Elective	9:45 - 10:15	5		
9:30	Recess	Recess			A&M			4	MATH 8	ALG 1	Elective	Elective	Elective	Elective	9:30	Recess	Recess		Prep		Recess	Prep	4	Prep	MATH 8	ALG 1	Prep	Elective	APOL 7	Elective	9:30		10:00	10:05 - 11:12	6 Boys	6 Girls	4	Elective	Elective	10:15 - 11:22	5		
10:00	HR	PE	Recess	HR		Recess	PE	5	APOL 7		AMX 9	SCI 10	AMX 11	Elective	10:00				HR		Recess	Prep	5	Prep	MATH 8	ALG 1	Prep	Elective	APOL 7	Elective	10:00	1	10:00 - 11:12	6 Boys	6 Girls	5	Elective	Elective	11:22 - 12:30	2			
10:30				HR	HR			6	PE	AMX 8	SCI 9	MATH 10	ENG 11	PE	10:30			Lunch		HR	HR	Break		6	Prep	MATH 10	ENG 11	PE	Support		10:30		11:00	11:05 - 12:12	7 Boys	7 Girls	6	Elective	Elective	12:30 - 13:01	1		
11:00	Lunch	Lunch		HR	A&M		Break	7	AMX 7	SCI 8	ENG 9	APOL 10	MATH 11	STATS	11:00	Lunch			Lunch		Recess	HR	7	ENG 9	MATH 11	STATS	AMX 7	SCI 8	APOL 10	Prep	11:00		11:00	11:05 - 12:12	8 Boys	8 Girls	7	Prep	Prep	13:01 - 14:14	6		
11:30			Lunch	Lunch	Recess	A&M		8	Lunch	Lunch	Lunch	Lunch	Lunch	Lunch	11:30			Lunch		Lunch	Lunch	HR	8	Lunch	Lunch	Lunch	Lunch	Lunch	Lunch	Lunch	11:30	K	12:00	12:00 - 13:01	9 Boys	9 Girls	8	Prep	Prep	14:14 - 15:00	7		
12:00	PE	HR	A&M		HR	Lunch	Lunch	9	Lunch	Lunch	Lunch	Lunch	Lunch	Lunch	12:00	Prep	HR	Lunch		Lunch	Lunch	HR	9	Lunch	Lunch	Lunch	Lunch	Lunch	Lunch	Lunch	12:00		12:00	12:00 - 13:01	10 Boys	10 Girls	9	Prep	Prep	15:00 - 16:00	8		
12:30		A&M	HR	HR		HR	HR	10	PE	AMX 8	SCI 9	MATH 10	ENG 11	PE	12:30		Prep	HR		Prep	Recess	HR	10	ENG 11	MATH 10	ENG 11	PE	Support		12:30		12:30	12:30 - 13:01	11 Boys	11 Girls	10	Prep	Prep	16:00 - 17:00	9			
13:00	HR	HR			Recess			11	PE	AMX 8	SCI 9	MATH 10	ENG 11	PE	13:00	HR			Prep	Recess	Recess		11	ENG 11	MATH 10	ENG 11	PE	Support		13:00	2	13:00	13:00 - 14:14	12 Boys	12 Girls	11	Prep	Prep	17:00 - 18:00	10			
13:30	Recess	Recess		PE	Recess			12	PE	AMX 8	SCI 9	MATH 10	ENG 11	PE	13:30		Recess	Recess	Prep	Recess	Recess		12	ENG 11	MATH 10	ENG 11	PE	Support		13:30		13:30	13:30 - 14:14	13 Boys	13 Girls	12	Prep	Prep	18:00 - 19:00	11			
14:00				HR		HR		13	Elective	Elective	MATH 9	ALG 2	ENG 10	SCI 11	AMX 12	14:00	Recess	HR	HR	HR	HR	HR	13	ENG 12	MATH 9	ALG 2	AMX 12	SCI 11	APOL 12	Elective	14:00		14:00	14:00 - 15:00	14 Boys	14 Girls	13	Prep	Prep	19:00 - 20:00	12		
14:30	A&M	HR		HR		HR	HR	14	Elective	Elective	MATH 9	ALG 2	ENG 10	SCI 11	AMX 12	14:30	Prep	HR	HR	HR	HR	HR	14	ENG 12	MATH 9	ALG 2	AMX 12	SCI 11	APOL 12	Elective	14:30	Prep	14:30	14:30 - 15:00	15 Boys	15 Girls	14	Prep	Prep	20:00 - 21:00	13		
15:00	Dismissal	Dismissal	Dismissal	Dismissal	Dismissal	Dismissal	Dismissal	15	Dismissal	Dismissal	Dismissal	Dismissal	Dismissal	Dismissal	15:00	Dismissal	Dismissal	Dismissal	Dismissal	Dismissal	Dismissal	Dismissal	15	Dismissal	Dismissal	Dismissal	Dismissal	Dismissal	Dismissal	Dismissal	15:00	Dismissal	15:00	Dismissal	Dismissal	Dismissal	Dismissal	Dismissal	Dismissal	Dismissal	Dismissal	Dismissal	Dismissal

**VIII. APPROVAL OF NEW DIRECTOR (Action Item)**

**IX. IDAHO SCHOOL BOARDS ASSOCIATION PRESENTATION**

ISBA Executive Director Misty Swanson and Chief Learning Officer Phil Gore