AN AMERICAN CLASSICAL SCHOOLS OF IDAHO PETITION



Virtus • Scientia • Felicitas

K-12 Opening 2027

Riverton Classical Academy 500 SW 3rd Street Fruitland, Idaho 83619

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EXECUTIVE SUMMARY

This Petition outlines the plan to open Riverton Classical Academy (RCA) in the Heyburn community in time for the 2027-2028 school year. RCA will serve students from the Minidoka – Cassia County region of the Magic Valley, including but not limited to Burley, Heyburn, and Rupert. RCA will open as a K-7 school in August 2027 and will add an additional grade each year, growing to serve up to 702 students in grades K-12.

RCA is an American classical school and a Hillsdale K-12 Supported Founding Effort.

American classical education is a variant of classical education that blends an intensive focus on developing literacy and numeracy in the early years with a rigorous liberal arts and science curriculum that students grow into as they advance in grade level. The American aspect of the model refers to elements that distinguish it from other types of classical education, including a comprehensive civics program that students participate in throughout their K-12 education and an emphasis on character development, informed by the Western philosophical tradition. RCA's curriculum license is provided free of cost through its partnership with the Office of K-12 Education at Hillsdale College. In addition to curricular resources, Hillsdale K-12 also provides leadership and instructional training to school leaders and faculty at Supported Founding Effort schools. American classical education has proven successful in Idaho and throughout the United States.

The mission of RCA is to train the minds and improve the hearts of students through a classical, content-rich curriculum that emphasizes virtuous living, traditional learning, and civic responsibility. RCA will be governed by the board of American Classical Schools of Idaho (ACSI). ACSI is a 501c-3 organization and accompanying foundation (for philanthropic purposes). ACSI will also function as a School Support Office (SSO). This SSO is being formed exclusively for the benefit

of RCA, Valor Classical Academy, North Idaho Classical Academy, Idaho Novus Classical Academy, and Treasure Valley Classical Academy, to create economies of scale for services such as business management, food service, transportation, and instructional support. These efforts will enable the expansion of American classical education in Idaho.

INTRODUCTION

Riverton Classical Academy (RCA) is proposed as a tuition-free, open enrollment, public charter school available to families who reside within the Mini-Cassia area of Idaho. RCA will provide an American classical education that is based on a disciplined, classical curriculum grounded in the civic traditions and history of the United States.

One aspect of the legislative intent noted in Idaho Code § 33–5202 is to "Provide parents and students with expanded choices in the types of educational opportunities that are available within the public school system." The founding group has collected information from families who intend to enroll their children at RCA through the school website, events, and social media. This data (fully described in Section IV) illustrates the interest, support, and desire within the Mini-Cassia area for expanded choice and access to American classical education.

The founding group members of RCA live in both Minidoka and Cassia Counties, and most have children who attend or have attended the area school districts. The founding group members seek educational alternatives that would provide a more rigorous and traditional form of education. The founding group has diverse backgrounds, experiences, and training (outlined in Section III). Their efforts are supported by external entities that are recognized as leaders in their respective fields, including BLUUM and Hillsdale College. American Classical Schools of Idaho (ACSI) seeks to meet the demand for greater access to American classical education in the Mini-Cassia area by opening RCA for the first time at the beginning of the 2027–2028 school year.

RCA will collaborate with Hillsdale College's Office of K-12 Education in the design and execution of the educational program, as evidenced by the letter of intent included in Appendix F3. No other school in the proposed attendance area uses this model. Furthermore, the school will grow to serve students from kindergarten through 12th grade. Such a model reinforces the school's

mission by laying a solid foundation of classical learning in the elementary years, then building on that foundation with a robust inquiry into both the human and natural world—with the arts—that exceeds what many colleges and universities accomplish in the liberal arts and sciences. Thus, RCA will provide the parents of Mini-Cassia with an exceptional option among the educational opportunities available to their children. Hillsdale College has collaborated with dozens of other classical schools in multiple states to implement an American classical curriculum, and its model has shown success across a wide variety of student and community backgrounds, regardless of geographic location. This includes the IPCSC-authorized Treasure Valley Classical Academy in Fruitland, Idaho Novus Classical Academy in Eagle, North Idaho Classical Academy in Bonners Ferry, and Valor Classical Academy in Kuna, Idaho. The curriculum is characterized by a strong emphasis on language, rich content in a core curriculum of traditional subjects, and a focus on American historical, literary, and civic inheritance.

MISSION STATEMENT

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

RCA will partner with families to shepherd their children through the development of character and knowledge. These efforts hinge on curricular and extracurricular offerings to nurture the child's humanity with constant consideration of who they may become. As detailed in Section I of this Petition, RCA will develop within its students the intellectual and personal habits and skills upon which responsible, independent, and flourishing lives are built, in the firm belief

that such future citizens are the basis of a free and just society. The time-honored liberal arts and science curriculum and classical pedagogy direct students toward mastery of the fundamentals of literacy and numeracy, exploration of the arts and sciences, and understanding of the foundational tenets of the American heritage. The curriculum, by purpose and design, includes a survey of American intellectual and cultural traditions as they have been developed and refined over centuries.

The classical content of the curriculum refers to those traditional works of literature, history, and philosophy that embody perennial truths of the human soul and which remain compelling because they present these truths in memorable or beautiful ways. These classics are admired not because they are old; rather, they are admired because they are timeless, and the lessons they offer transcend the popular culture of a given generation. The classics provide the most thoughtful reflections on the meaning and potential of human life. The Great Books include students in a conversation that spans millennia and seeks to address the enduring questions of the human heart and mind.

To help implement this mission, RCA will use its growing partnership with the Hillsdale Office of K-12 Education. As such, RCA will be able to utilize startup training, ongoing professional development, and curricular materials developed by Hillsdale K-12 staff. Additionally, the partnership with Hillsdale College provides an outlet for professional collaboration with dozens of similar schools in the growing Hillsdale K-12 network.

VISION STATEMENT

The vision of Riverton Classical Academy is to form future citizens who uphold the ideals of our country's founding and promote the continuation of our American experiment—through a classical, great books curriculum designed to engage the student in the highest matters and the deepest questions of truth, justice, virtue, and beauty.

RCA will educate students who will be stewards of the American tradition, establishing the pillars of a free society. Participation in the Great Conversation is essential for the perpetuation of this tradition. Therefore, RCA aims to provide a classical liberal arts and science education that focuses on the highest matters and the most profound questions of truth, justice, virtue, and beauty. Where possible, we must engage those ideas and principles in the original texts that have intrinsic value and beauty and are worthy of study and contemplation. We also find a clear expression of this legacy in the founding documents of the United States as an experiment in self-government under law based on the literary and scientific education of the founders themselves. As they sought to avoid the problems of pure democracy, as seen in Athens and of a republic that gave way to an empire in Rome and despotism in Europe, we too must engage with those ideas to have a citizenry that understands these perils. RCA will provide students the benefit of a content-rich, classical, great books curriculum that assists them in understanding, examining, and fostering an appreciation for America's founding principles.

CORE VIRTUES

The American classical education model involves a school culture centered around classical virtues. Core virtues are incorporated into the curriculum and provide the basis for the high expectations students and staff are held to. Additionally, all school and classroom rules are connected to these virtues and students receive explicit and ongoing instruction in the meaning and manifestation of virtue in their education and lives. The mission and vision statements reflect this emphasis on virtuous living, which is a hallmark of American classical education.

RCA students will actively implement their learned virtues as part of their character training. Although an appropriate array of virtues will be taught through the curriculum, faculty and staff will inculcate the following official school virtues in the school's culture and help students become good human beings:

Courage	Courtesy	Honesty	
Perseverance	Self-government	Service	

RCA aims to develop the academic potential and personal character of each of its students, regardless of background, socioeconomic status, or innate ability, and to graduate them fully prepared to participate as informed, responsible, and active citizens in their communities. RCA's vision for its students is not limited solely to their academic achievement and scores on standardized tests. Personal responsibility, virtues, and discipline will be modeled and expected. RCA students will also be endowed with a sense of civic responsibility along with a belief in striving for individual achievement.

GROWTH PLAN

As detailed in Section IV of this Petition, RCA will open as a K-7 school and add one grade per year until the K-12 model is fully implemented. Each grade will enroll up to 54 students, resulting in an initial enrollment capacity of 432 students and eventually arriving at a maximum capacity of 702 once the school is at grades K-12.

IPCSC Feedback

"The application generally notes that the school will enroll 418 students in Year One of operations. The application states that the initial enrollment is 432 students on page 13. Please reconcile."

In the above noted Growth Plan section, it references that "each grade will enroll up to 54 students, resulting in an initial enrollment capacity of 432 students." The 432 students noted would be at full capacity of K-7 enrollment with 54 students per grade, however the remainder of the document identifies that RCA is estimating enrollment slightly lower at 418 for the start of school. This is done planfully to allow for slightly less enrollment while still being able to meet budget and financial expectations. Our conservative anticipated starting enrollment is 418 students, but the building will allow for full K-7 enrollment at 432 students.

SECTION I: EDUCATIONAL PROGRAM

The subsections that follow provide a detailed narrative description of the educational program at RCA. Please see Appendix F for a succinct overview of the K-12 program.

MEANS

To accomplish our mission, RCA will employ the following means: (1) teach reading and correct spelling through an explicit phonics program that gives children a systematic understanding of English orthography; (2) require memorization of math facts, practice mental math, and explore the larger concepts behind mathematical operations; (3) impart a mastery of language through teaching formal grammar, word origins in order to build vocabulary, and Latin; (4) teach students to acquire mastery in writing through frequent writing assignments of varying lengths combined with study and imitation of the great writers of our tradition; (5) likewise teach students to speak purposefully, convincingly, and politely in a variety of settings, as well as to listen to, analyze, and appreciate what others have to say, thus bringing students into an active participation in "the Great Conversation"; (6) study great works of literature through close reading and dynamic Socratic discussion; (7) cultivate citizenship and historical knowledge through an intensive study of our American heritage, often using primary sources; (8) teach both the facts and concepts of the sciences from the earliest grades in order to unveil the story of nature; (9) require daily study of the fine arts in grades K-8 with a focus on the great compositions in music and art, as well as theory and performance; (10) build character in young people through explicit training in the moral virtues combined with the study and emulation of good character found in history and literature; (11) hire subject-matter experts trained in the liberal arts and sciences to bring this both demanding and inspiring education to young people; and (12) provide a disciplined and dynamic

school environment in which students love learning, are active participants in their own education, make lasting friendships, and learn how to take part in "the Great Conversation."

CURRICULUM OVERVIEW

At a classical school, content is king. As such, we are very explicit in this Petition about RCA's planned curriculum. RCA will achieve its mission of providing an American classical education to all its students by adhering to the curriculum below. The elements of this curriculum are time-tested, systematic, coherent with each other, and accessible to all children. Specifically, RCA will teach the following:

- An explicit phonics program developed by Access Literacy, deriving from the research of Orton-Gillingham;
- curriculum informed by the Core Knowledge Sequence in grades K-8 for literature, history and geography, science, the fine arts, and an overarching cultural literacy;
- Singapore Mathematics (the Dimensions series) from Kindergarten through pre-algebra;
- Art of Problem Solving (for Algebra I/II) and Weeks & Adkins and Euclid (for Geometry);
- upper-level mathematics courses featuring textbooks such as Precalculus by Michael Sullivan, Trigonometry by I.M. Gelfand and Mark Saul, Calculus: An Intuitive and Physical Approach by Morris Kline, and Calculus by James Stewart;
- systematic grammar instruction using the Well-Ordered Language curriculum from Classic Academic Press;
- Latin, beginning in grade six through grade nine;
- the upper school curriculum featured by the Hillsdale College charter school partnership

and contained in the Hillsdale *K-12 Program Guide 4.0*: a comprehensive scope and sequence;

- a separate but allied sequence of ancient history through the twentieth century drawing heavily on the reading of primary sources;
- required courses in composition, government, economics, and moral philosophy; and
- the writing of a senior thesis.

A school, like any other human endeavor, allows for a variety of styles and personalities, particularly in a K-12 setting. Yet whether teaching through interrogative questioning, Socratic discussion, or having students demonstrate mastery of the material as in poetry recitations, spelling bees, or working math problems at the board, RCA will expect classrooms to be led by teachers who are kind-hearted subject matter experts and who deliver well-structured, content-rich lessons.

SOURCES OF EDUCATIONAL PHILOSOPHY

The mission of RCA is derived from the history and philosophy of liberal education, beginning with the Ancient Greeks and Romans and progressing through the Renaissance, the Enlightenment, and the American Founding. Currently, traditional classical education is experiencing a Renaissance in this country after decades of lack of interest. Within this broader reform, RCA will follow the principles and curriculum of what ought to be called American classical education, whose mission encourages the formation of human beings and citizens who will flourish in life and serve their communities and country as mindful and productive citizens. To embrace this mission, the school holds certain essays and texts to be informative of our

approach to content and pedagogy. Among those are the following:

- E. D. Hirsch, Cultural Literacy
- E. D. Hirsch, The Schools We Need and Why We Don't Have Them
- E. D. Hirsch, *The Making of Americans*
- C.S. Lewis, *The Abolition of Man*
- William Kilpatrick, Why Johnny Can't Tell Right from Wrong
- Robert Maynard Hutchins, *The Great Conversation*
- John Locke, Some Thoughts Concerning Education
- George Turnbull, *Observations upon Liberal Education*, ed. Terrence O. Moore
- Benjamin Franklin, "Proposals Relating to the Education of Youth in Pensilvania" (sic.)
- Thomas Jefferson, Virginia Bill for the More General Diffusion of Knowledge
- Benjamin Rush, "A Plan for the Establishment of Public Schools"

No school can accomplish its mission while leaving its philosophy on the shelf. As such, an important part of faculty training each year will be a return to first principles through a vigorous discussion of a foundational text as well as a Socratic discussion of a piece of literature taught in the curriculum. The teachers will, no doubt, enjoy and appreciate these conversations. Hence, the school's own "professional development" will model what will take place in RCA classrooms.

DESCRIPTION OF EDUCATIONAL PHILOSOPHY

RCA's curriculum was selected to meet the needs of all students within the planned attendance area, and we expect a population of students from diverse backgrounds and with diverse learning abilities. Our curriculum is time-tested and research-based, and has been

successfully implemented for students from academically, socially, and economically varied backgrounds across the United States. It seems worth noting that there are a variety of classical models. One model—which might be termed "high classical"— seeks to duplicate the old world, often parochial, education of the societal elite. This is <u>not</u> the RCA model, which is more aptly referred to as "American classical." The term "American classical" implies a more down-to-earth approach. While strongly reliant on the Great Books and a deep examination of the liberal arts and sciences, the objective is to form future citizens who will be great stewards of our republic. As such, this model is more akin to Thomas Jefferson's "farmers who have read Homer" rather than Plato's "philosopher king." The American classical education RCA will offer is a liberal arts and science education intended to equip students for virtuous, knowledgeable, and happy lives. Our students will become engaged citizens and intellectually rigorous contributors, well qualified for future studies in law, medicine, business, engineering, technology, or any other professional or vocational pursuit.

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

RCA will utilize the Hillsdale K-12 $Program\ Guide\ 4.0$, which makes use of aspects of the Core Knowledge Sequence, to meet or exceed all Idaho State Standards and benchmarks. The goal

of Core Knowledge is to develop cultural literacy through a systematic curriculum that eliminates gaps and unnecessary repetition. This sequence was developed to provide a comprehensive order to K-8 education with the intention of training students in the arts, literature, science, history, mathematics, and language that form their cultural and intellectual inheritance. The Core Knowledge Sequence was first published in 1988 and has been successfully deployed and tested in hundreds of schools throughout the United States.

PARTNERSHIP WITH HILLSDALE COLLEGE

Charter schools assisted by the Hillsdale College Office of K-12 Education adhere to and are consistent with the following key characteristics and components:

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

- 7. A curriculum that is content-rich, balanced and strong across the four core disciplines of math, science, literature, and history.
- 8. A faculty where well-educated and articulate teachers explicitly convey real knowledge to students using traditional teaching methods.
- 9. A school that uses technology effectively but without diminishing the faculty leadership that is crucial to academic achievement.
- 10. A school with a plan to serve grades K through 12.

In a Hillsdale-supported classical school, teachers must possess knowledge (#8), authority (#9), and compassion (#6). These abilities allow for lessons with real weight, classrooms with order and discipline, and instruction with purpose and focus. Classes are conducted in a professional and focused manner, understanding that every minute counts. Teachers must take preparation seriously and be watchful in the classroom so that the needs of all students are met, because the teachers recognize the grand project they have undertaken. Teachers who teach classically take responsibility for student learning in the classroom. They look for student comprehension during instruction.

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

As an outside, independent institution of higher learning committed to the liberal arts at the college level, and to the flourishing of K-12 education, Hillsdale is uniquely qualified to assist the governing board with board training, the school leader with leadership training, and the faculty

with teacher training. Such training draws upon the experiences of charter schools across the nation that now form a strong partnership, yet one that does not impede local self-government.

Hillsdale College's K-12 initiative is completely funded by donations to the college for that purpose, and all support is provided at <u>no cost</u> to charter schools. Hence this partnership is an important asset for a start-up school both financially and mission-wise since the school does not have to weigh "the cost" when deciding on whether to seek first-rate training and advice.

INSTRUCTIONAL PRACTICES AND CURRICULUM

RCA will provide students with a content-rich, American classical education designed to challenge them to excel in both learning and character. What follows is more detail to elaborate on the academic program outlined above.

In the elementary years, RCA will use three key programs in the curriculum: Literacy Essentials: The Journey from Spelling to Reading, Singapore Math Dimensions Series, and the Hillsdale *K-12 Program Guide 4.0*. These programs are designed to lay the foundations of knowledge in the elementary years and thereby enable students to acquire greater knowledge and understanding of the world as they progress in age and advance in their studies. Learning the fundamentals is comparable to being taught to use a map and compass. Being able to "land-navigate," one can enter the thickest forests, know where he or she is, appreciate the beauty and complexity of nature, and even reach a precise spot on the map—without fear or confusion but rather with joy and a sense of accomplishment.

In the earliest grades, the curriculum focuses primarily on teaching literacy and numeracy.

Both subjects are foundational to a student's education, so the knowledge and habits of thought

formed in each must become permanent. Over time, one may forget some of the details learned in history or science class or even parts of the happy songs sung in youth. Yet no one can afford to forget how to spell words or to marshal numbers or to speak correctly. To teach these foundational subjects, RCA will use the Literacy Essentials phonics program to teach literacy and the Singapore Math Dimensions sequence to teach numeracy.

Literacy Essentials: The Journey from Spelling to Reading program is a multi-sensory, neuro-linguistic approach for teaching phonics, spelling, reading, handwriting, and parts of grammar. It shares its pedigree with the Orton-Gillingham and Spalding Methods and is similar to the Riggs Institute program. Literacy Essentials teaches the 72 letter-sound (phonogram) combinations used in the English language beginning with the easiest sight-to-sound correspondences, working toward those that are most complex. Syllabication is critical to a proper understanding of letter-sound relationships, so syllabication is taught beginning in kindergarten. While learning phonograms and marshaling them into systematic spelling and a growing knowledge of vocabulary, students are formally taught handwriting, to include cursive in the middle elementary years. Further, as students grasp the basics of English literacy, the program lays a foundation in basic grammar and composition using the Well-Ordered Language curriculum from Classical Academic Press.

The Singapore Math Dimensions series provides students with a strong conceptual foundation in basic mathematics. Singapore mathematics is a proven and internationally benchmarked curriculum that teaches students how to move from the concrete to the pictorial to the abstract. From the earliest grades, this program emphasizes concepts and mental math while employing both physical and graphical illustrations of underlying mathematical rules and

phenomena. The program presents mathematical skill building and problem solving such that students have a better understanding of not simply when to use a particular equation, but why. In other words, the program is designed to build conceptual understanding as well as procedural fluency. RCA will use ability grouping for mathematics so students can learn without being overwhelmed and can progress with similarly placed peers. Hence, ability-level groups will be formed at the beginning of each academic year but periodically re-evaluated based on student performance and growth.

The central position of language in the curriculum continues throughout the elementary and middle-school grades. In fourth and fifth grade, students will learn about Latin and Greek roots of English words. In the sixth grade, students will begin to learn formal Latin and will continue with Latin through grade nine (9). Latin is introduced and taught alongside English so that students learn the structural underpinnings of their own language, expand their vocabulary, improve their reading comprehension, and build a bridge to modern foreign languages as well.

As students mature in their facility with language, the academic program transitions more of their time and intellectual energy into content-based (as opposed to skill-based) facets of the curriculum. The order and content of these subjects from kindergarten through grade eight (8) is derived from the Hillsdale *K-12 Program Guide 4.0* and influenced by the work of the Core Knowledge Foundation. RCA will employ the Hillsdale K-12 curriculum to meet or exceed all Idaho State Standards and benchmarks. The goal of the Hillsdale *K-12 Program Guide 4.0* is to build up knowledge and literacy of the American tradition through a systematic curriculum that eliminates gaps in learning and features "spiraling" wherein students re-encounter subjects they have learned as they reach higher levels of cognition. This sequence was developed to provide comprehensive

order to K-8 education in the core subjects of literature, science, history, and the arts that constitute the American intellectual inheritance. The principles of the Hillsdale K-12 curriculum and the school's philosophy embrace the idea of teachers becoming masters of their subject and thereby utilizing the scope and sequence to craft their own lessons rather than relying on canned lesson plans.

Although the rhetoric surrounding a classical school often emphasizes the humanities, the sciences are no less important and will not play a secondary role at RCA. The Hillsdale *K-12*Program Guide 4.0 focuses on thematically linked science topics and the biographies and discoveries of great scientists. The coherent order of the scope and sequence allows for regular repetition and mastery of the most important facts and concepts in the sciences, such that students are well versed in the fundamentals by the time they reach the high-school science sequence.

In the high school years, the students will attain higher levels of thought and inquiry. In high school, RCA will follow the Hillsdale College recommended course sequence, as currently laid out in the Hillsdale *K-12 Program Guide 4.0* (see Appendix F3 for K-12 curriculum overview). This comprehensive K-12 scope and sequence lays out the entire curriculum along with curricular maps, subject outlines, curricular components, and detailed supporting materials (e.g. cross-curricular references, pedagogical suggestions, and additional online and digital teacher resources). The high school component includes four years of history, literature, mathematics, and science; three years of foreign language; a semester of composition; a full year of American government; a semester of economics; and a semester each of moral and political philosophy. In history, students begin with the Ancient Civilizations and Europe (500–1815) in grades nine and ten, study American government integrated with the Revolution and Founding period of American

history (1607-present) in grade eleven, and finish with a year of modern European history (1815-present) in grade twelve. In literature, students read great works, usually in their entirety, with an emphasis on ancient and classical literature in grade nine, medieval and British literature in grade ten, American literature in grade eleven, and modern literature in grade twelve. The required track for science is biology in ninth, chemistry in tenth (with occasional exceptions based on attained math level), followed by two additional science classes in grades eleven (usually physics) and twelve (usually astronomy or geology). In mathematics, students will follow a sequence based on their ability levels, beginning with Algebra I (which many students will take in eighth grade). That sequence will be Algebra I, Geometry (including Euclidian proofs), Algebra II,

Trigonometry/Pre-Calculus, Calculus I, and in some cases, Calculus II. Students who prefer to take another math course (such as Statistics) in their senior year rather than Calculus may do so.

In foreign languages, students will be expected to take at least one year of Latin in high school and two additional years of a foreign language, whether advanced Latin or a modern foreign language.

The culmination of this comprehensive education will be the senior thesis. Seniors will be required to write a lengthy thesis based on a work of literature or an aspect of one of the subjects they have studied that attempts to answer a question of their own design—that question somehow being connected in a summative way to their educational experience (broadly, the nature of the human and natural world and the various means of human flourishing). The thesis will be written and then delivered orally to fellow classmates, teachers, and invited guests, including parents, and will thereby serve as a rite of passage to an independent life of informed thought and responsible citizenship.

The schools on which RCA is modeled have all had a full fifty-minute lunch period for the upper school students; RCA plans to follow this model. Thus, RCA students can eat lunch, then play sports or help in one of the younger grades or just relax and socialize (and sometimes study) for a half hour in the middle of the day, a break they very much appreciate. RCA will also provide room in students' schedules for at least one elective per year from ninth grade onward. Students will be able to take electives in Leadership, Agricultural Science, Robotics, Photography, Orchestra, Choral Ensemble, Studio Art, Drama and Theater, or other options that align with the academic model, based on student demand. After school, students will be able and encouraged to participate in extra-curricular clubs (examples include Airplane & Rocketry Club, Drama Club, Strategic Games Club, and Wilderness Pursuits Club), the fine arts, and for 7th grade and up, competitive athletics (initially cross country, basketball, and soccer). RCA teachers will receive training on how to make homework both useful and manageable so that students of all grades will have time for these activities and to pursue other interests outside of school.

It is also important to mention that the Hillsdale *K-12 Program Guide 4.0* receives regular updates based on availability of resources and teacher feedback. RCA will review and update aspects of the educational program as appropriate when new curricular resources are made available.

EXPECTED STUDENT OUTCOMES

The board, school leaders, teachers, parents, and the students themselves will know RCA is achieving our mission when high standards of academic achievement and civic virtue provide optimal learning opportunities for all students, maintain a high consistent level of discipline,

achieve high acceptance rates into post-secondary educational institutions, and when students demonstrate virtuous behavior through schoolwork as well as school and community behavior.

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

- Specific
- Measurable
- Ambitious and attainable
- Reflective of the school's mission
- Time-specific with target dates

Those goals are:

- By the end of RCA's fifth year of operation, 80% of continuously enrolled students assessed will score proficient or higher on the ISAT ELA and Math sections.
- In years 3-5 of operation, RCA's scores on the ISAT for continuously enrolled students will outperform the identified comparison group, including the Cassia and Minidoka County districts.
- Once high school grades are established, RCA will have a 100% graduation rate by its 3rd graduation cohort.
- To measure successful training in character development, RCA will administer and review parent satisfaction surveys at the end of each academic year. Most survey questions will utilize a 5-point Likert-type scale. The measure for this character development goal is a question which asks parents to use the 5-point scale (from strongly disagree to strongly

agree) to respond to the following prompt: "The school cultivates a sound culture that fosters the virtues and builds good character." RCA will achieve a 90% or higher positive rating on this prompt each year of operation.

TESTING

The following assessments will be used to monitor student progress:

- IRI (K-3)
- ISAT (Mathematics, ELA, and Science as required)
- NWEA MAP
- WIDA Access (ELL students)
- SAT, PSAT, or CLT (as appropriate)
- Teacher-developed pre and post-assessments
- Teacher-developed rubrics

RCA will administer the MAP test within the first month of opening and each subsequent spring thereafter. The MAP math and language exams offer teachers a way to assess how well their students are learning and retaining the material in relation to national norms.

Singapore Math assessments will be used as placement tests and to demonstrate mastery of the material taught at each level.

Starting in grade 8 and repeating as often as necessary in subsequent grades to pass the test, a civics test composed of the one hundred (100) questions used by officers of the United States Citizenship and Immigration Services will be given and a passing grade of 90% expected.

RCA will participate in all state mandated testing. The school will appoint a test coordinator who will oversee the testing program and ensure the testing process is followed with

fidelity for all tests. RCA will work with stakeholders to help them understand the importance of the assessments and the information that can be gained from them.

Overall, the school will meet the state standards by teaching the curriculum in a classical way. Whereas the standards often call for general areas of mastery, such as being able to analyze literary texts in a certain way, the Hillsdale K-12 Program Guide 4.0 requires mastery of specific subjects and texts that meets or exceeds state standards. For example, in history and literature from kindergarten through second grade, students will have learned the basic symbols and songs of American history and culture, the ancient civilizations of Egypt and Greece, the stories of the early American settlers, the history of the American Revolution, the framing of the U.S. Constitution, numerous fables from Aesop, classic fairy tales, tall tales, the nursery rhymes of Mother Goose, and even the nature of schools in our history through the novels of Laura Ingalls Wilder. Nor does the classical approach simply look at a particular work for a moment, then set it aside, but rather insists upon mastery and often memorization of it so that students may carry that learning with them as a treasure throughout their lives and thereby compare what they learn in their early education to new things they learn in school and in their own experience. Thus, our students in these early grades will memorize traditional sayings, jingles, children's verses, poetry, songs, the opening lines of the Declaration of Independence, the Preamble to the Constitution, American and world geography, and so on. Further, many of these lessons will quite naturally take the form of building character through mastering virtues. For example, reading the tale of John Henry is not simply an exercise in cultural literacy but an invitation to acquire the virtues of selfreliance and perseverance.

If the curriculum does not meet or address a specific standard at a given grade, time will be allotted over the course of the year to give that standard proper coverage. Instruction to this end will be provided by the school leader to the faculty as a part of the annual professional development.

UTILIZING STUDENT ASSESSMENT AND PERFORMANCE DATA

Student assessment and performance data will be regularly reviewed by teachers and school leaders to guarantee that all students are receiving the support and instruction necessary for their academic growth. RCA will rely heavily upon well-trained teachers to be constantly aware of individual needs within their classrooms. Teachers and school leaders will apply the data gathered to drive the intervention strategies and progress monitoring methods, making sure that each is an efficient use of time and resources.

Teachers and school leaders will hold routine team meetings to discuss the growth and progress of individual students (faculty-wide and grade-band team meetings will alternate every week). The curriculum allows for differentiation, so teachers will be able to accelerate or reinforce a student's learning. At our middle school levels, by offering accelerated and remedial course work, the school will be able to pace students according to their instructional needs. In middle school, designated staff members will work closely with students to ensure proper class placement and promotion.

For students who are not at least proficient in reading, writing, mathematics, and/or science, the school, in consultation with the student's parent(s), will develop and implement progress monitoring to assist the student in meeting expectations for proficiency. Strategies may

include, but are not limited to, academic year tiered interventions, before and after-school tutoring, summer-time tutoring, reading instruction, and other extended services including intensive skills development programs.

It is the intention of RCA to use progress monitoring (based on an in-house academic dashboard as well as NWEA MAP data), unless the student has a disability and receives services through an IEP that would more appropriately address the identified deficiencies. RCA may request that struggling students attend remediation programs held before or after regular school hours or during the summer.

If upon subsequent evaluation the documented deficiency has not been remediated, the student may be retained. Each student who does not meet minimum performance expectations for the statewide assessment tests in reading, writing, science, and mathematics will continue remedial instruction or supplemental instruction until expectations are met. Progress monitoring will stay active until a student has made sufficient learning gains to illustrate proficiency.

The framework used to identify student learning deficiencies, develop hypotheses, formulate a plan, monitor progress, and analyze results will follow a Response to Intervention (RTI) model. The school will set up systems and methodologies to address student needs that may include data-based goals, reflection and review of instruction and methodology, differentiation of the instruction and other targeted interventions, as well as formative and summative assessments. RTI seeks to prevent academic failure through early intervention, frequent progress measurement, and increasingly intensive research-based instructional interventions for children who continue to have difficulty. The RTI model aligns with best practices in Response to Intervention as follows:

- Tier 1 (core instruction and universal supports available to all students): Tier 1 consists of the general academic and behavioral instruction and support that is designed and differentiated for all students in all settings. School-wide progress monitoring and screenings are used to ensure that core instruction is effective and to identify students who may need additional support to be successful.
- Tier 2 (supplemental instruction or intervention provided to targeted groups of students):

 Tier 2 consists of more focused, targeted instruction or intervention and supplemental supports in addition to and aligned with the core instruction provided through Tier 1. For instance, an additional 30 minutes per day may be devoted to reading in a small group (3-6 students), with a focus on building phonemic awareness and proficiency in key linguistic skills such as syllabication, decoding and encoding. Adjustments can be made within Tier 2 to increase time on task or decrease student/teacher ratio.
- Tier 3 (intensive individualized intervention and supports provided to individual students):

 Tier 3 consists of the most intense (increased time, narrowed focus, very small group or individual) instruction and intervention based upon individual student need. Tier 3 supports are provided in addition to, and aligned with, the core (Tier 1) and supplemental (Tier 2) academic and behavioral instruction, interventions, and supports.

The tiers are not a "set" series of interventions or activities that all students move through.

Rather, they are fluid and flexible; students may move from a lower to a higher tier and back again, based on documented need. A student may be successful with Tier 1 supports for behavior and mathematics, require supplemental Tier 2 instruction for reading, and need intensive Tier 3 interventions for writing. As the student progresses and the performance gap with grade level and

classroom peers closes, the student may no longer need anything beyond Tier 1 (universal instruction). The RTI framework is designed for all students, including general education students and those receiving special services. "All students" includes those who struggle, those who excel and demonstrate needs beyond the core, and those who are English language learners. If the school's student services support team determines that a student is not making adequate progress after the provision of effective Tier 1, Tier 2, and Tier 3 intervention and supports for an appropriate amount of time, or that the services are effective but may require substantial and sustained effort that may include special education and related services in order to maintain progress, the team will refer the student for evaluation for exceptional student education.

PLAN FOR SERVING ALL STUDENTS

A public charter school, as with any public school, by law, must offer a continuum of services for all students. RCA's aim is to develop the academic potential and personal character of each of its students regardless of socio-economic status, race, religion, color, national origin, sex, or disability, and to graduate them fully prepared to participate as informed, responsible, and active members of their community. RCA's vision for its students is not limited solely to their academic achievement and scores on standardized tests. RCA will effectively serve all students.

Student Demographics in Planned Attendance Area

School District	Economically	Students with	Hispanic	English
	Disadvantaged	Disabilities	Students	Language
	Students			Learners
Idaho	40%	12%	19.2%	6%
Cassia County Joint	44%	11%	35.5%	12%
School District No.				
151				
Minidoka County	53%	13%	46.7%	14%
Joint School District				
No. 331				

Sections of Minidoka and Cassia County are within RCA's primary attendance area, which will minimally impact two school districts: Cassia County School District and Minidoka County School District. According to the Idaho Department of Education's Idaho State Report Card, the table above provides information about the student demographics in the planned attendance area.

One of the time-tested instructional approaches of the classical model, ability groupings (i.e., the RTI framework), provides an example of identifying and supporting any student's needs. Instructional supports and strategies are most effective with flexible ability groupings in the core subjects of reading and math in the elementary grades. To best differentiate instruction, providing individualized support for all learners while maintaining the same expectations of outcome, ability groups will enable RCA to tailor instructional techniques and class time to meet the needs of all students. Students may be placed into ability groups upon admission using initial assessments that indicate strengths and weaknesses. Students will move across groups as additional assessments suggest. Students are responsible for mastery of the same skills and concepts and are required to

take the same assessments regardless of grouping. Using differentiated instructional strategies will enable teachers to optimize the learning of all students.

SPECIAL EDUCATION

RCA will adopt and comply with the Idaho Special Education Manual from the Idaho State

Department of Education. The school will use the forms for special education as outlined in the

Special Education Manual. RCA will also ensure that all facilities are appropriately accessible for
students with disabilities. On the school enrollment form, there will be a question asking, "Does
your child have an IEP, 504, or any other support plan?" Until special education personnel are
hired, the school leader will answer any questions parents may have about services provided by the
school and will have access to expertise in this area through Idaho State Department of Education.

Certified special education teachers will be hired to implement special education programs. Classified teaching assistants will be hired and trained to assist the special education teacher with the teaching and support of students with disabilities. With oversight by the special education coordinator and school leader, child find activities and evaluations will be completed within the appropriate time frame.

A continuum of services will be provided at RCA. IEP (Individualized Education Program) teams will be established as set forth by IDEA (Individuals with Disabilities Education Act) and will, for a given student, include the student's general education teacher, a special education teacher, an administrative representative, the parents, other team members as appropriate, and the student himself or herself whenever appropriate, particularly when the student is older.

Special Education/Student Services Coordinator/Director

RCA's staffing plan and budget include hiring a special education coordinator as early as possible so that incoming existing IEPs can be reviewed. What follows is a sample job description for the special education coordinator and a blueprint for what will eventually become the director of student services as the size of the school and student services department increases.

General

The special education coordinator shall:

- Ensure the academic integrity of the school by overseeing the modifications and accommodations for students in specialized programming;
- Oversee the education of students with IEPs or 504 (Rehabilitation Act of 1973, for students that do not qualify for special education) Plans
- Assist general education teachers to meet individualized educational goals for students with IEPs, 504 Plans, and ALPs;
- Supervise and evaluate classified student services staff; and
- Set budget priorities for Student Services and have general knowledge of the department's fiscal status.

Ensure the Academic Integrity of the School for Students with Specialized Programming

To maintain the academic integrity of the school, the Student Services Coordinator shall:

- Oversee school-wide practices to ensure they are aligned with the requirements of the
 Idaho Special Education Manual
- Remain faithful to the academic curriculum and character education in the school
- Understand the importance of the defined curriculum

- Ensure that modifications and accommodations are consistent with students' individualized needs relative to the school's mission and philosophy
- Stress the importance of continued student progress both academically and in character development
- Demonstrate mastery as a teacher to students
- Develop the intellect of each student to the utmost of his or her ability
- Develop the personal character of every student
- Participate in annual professional development
- Oversee mandated educational processes

To ensure the proper services and support for students who need accommodations or additional supports, as well as to ensure that the school complies with state and federal laws, the special education coordinator is expected to develop and/or oversee:

- Special Education support and services
- RTI framework
- English learner program
- Section 504 Plans
- Assistance for general education teachers with implementing specialized programming
 To ensure the proper services and support for students who need supplemental

 programming, the special education coordinator shall:
 - Educate school faculty and staff regarding students with disabilities
 - Disseminate information regarding IDEA and ADA (American with Disabilities Act), and any changes or updates to these laws

- Collaborate with teachers to maintain consistent communication regarding student needs
- Oversee the effectiveness of modifications and accommodations

Management of Student Services Department

Management of student services includes the following to ensure appropriate direction to supplemental teaching staff and ensure progress for RCA's students:

- Direct supervision of student services staff
- Collaborative work with the school leader to recruit and hire the best paraprofessionals,
 special education teachers, and other personnel for positions that will meet the individual
 needs of students
- Definition and coordination of contracts for wrap around services (e.g., psychologist, speech therapist, occupational therapist) with the school leader
- Oversight of the effectiveness of wrap around services
- Coordination of services and support to align with student needs
- Management and monitoring of progress-tracking
- Management and keeping appropriate confidentiality of all student records and school reports
- Close coordination with the enrollment coordinator regarding services for incoming students
- Protecting the confidentiality and professionalism of the faculty and staff with regards to students in supplemental programs
- Coordination of summer school programming.

Minimum Job Requirements

- Master's degree in a brain-based field (e.g., special education, occupational therapy, speech therapy, or school psychology) or an equivalent combination of education and experience.
- Bachelor's degree in a relevant and appropriate field as it pertains to student learning and development
- Familiarity with special education laws and regulations regarding IDEA
- A special education license approved by Idaho Department of Education or the willingness and ability to obtain licensure
- Experience with students who need additional supports and services
- Management/supervision experience
- Ability to speak and write clearly
- Ability to oversee specialized programming
- Experience in educational management or administration
- Previous K-12 education classroom experience
- Ability to adjust to the needs of the changing student population

Special Education Evaluation Process

The special education coordinator and the IEP team will review and, if necessary, revise current IEPs and consider the students' needs and continuum of placements and related services to meet educational needs as soon as possible.

Whether for students with existing or revised IEPs, or new students entering the school who are identified as needing support, individualized plans will be developed to maximize the

students' time with peers in the least restrictive environment. Nonetheless, a variety of means of support may be made available according to the needs of each student and as outlined in the IEP.

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

When a student is suspected of having a disability that requires specially designed instruction, RCA will form a support team comprised of members consistent with the requirements of the Idaho Special Education Manual to consider a student's eligibility for special education. The team reviews information from various sources including, but not limited to, RTI data, state standardized tests, classroom grades, formal and/or standardized assessments, curriculum-based measurements, and general progress in the grade level or subject. After reviewing all the data, the team will determine if a referral and subsequent consent for evaluation to determine eligibility for special education services is appropriate. If the student meets eligibility criteria, the team then will seek parental consent for the student to receive special education services. Whenever students do not clearly meet SPED criteria, the team may refer students to other avenues of support, such as the 504 process.

Behavior intervention plans will be utilized if a student has a disability-related behavior that impacts his or her learning and/or the learning of others.

The IEP team will determine the best avenue and least restrictive environment regarding each student's needs. RCA will utilize an RTI team meeting format to evaluate student response to such intervention, consisting of problem identification, analysis of the problem, appropriate research-based interventions, and progress monitoring.

In its recruiting efforts, RCA will ensure that prospective parents understand that the school is a public school that intends to meet the needs of all students, including those with learning disabilities. The school will also work to ensure that parent and student rights are protected, including the handling of personally identifiable information in student special education records. All records will be kept confidential and secure.

Discipline and IEPs

The guidelines provided by the IDEA (Individuals with Disabilities Education Act) and the Idaho Special Education Manual will be followed regarding disciplining students with disabilities. If a student currently has a Behavior Intervention Plan (BIP), the plan will be reviewed to determine if intervention and response steps were implemented appropriately in each disciplinary situation. If a BIP is not in place, the IEP team will meet to determine whether a Functional Behavior Assessment is appropriate. A BIP may be implemented if the special education team determines that the behavior of the student impacts his or her learning and/or the learning of others. This intervention, if deemed necessary, would be included in the IEP.

ENGLISH LEARNERS

To meet the needs of bilingual and/or students who have limited English proficiency, RCA will follow the guidelines in the State EL Guidance for Idaho Districts manual. English Learners (EL) fall into three categories: (1) students whose primary home language is other than English, (2)

students from heritage language groups needing enrichment and further development of English while maintaining fluency in their heritage language, and (3) any other students needing enrichment and further development of academic English. RCA will use the required procedures to appropriately serve the language needs of EL students. These procedures may include the following:

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

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

Depending on the demographics, needs, and resources, one or more program models may

be implemented (as per State EL Guidance for Idaho Districts manual):

- In the classroom in a "push-in" setting teachers assist English language learners with differentiated instruction within the classroom so that students may access the curriculum presented; or
- In a "pull-out" setting students would be pulled out of the general classroom during non-core instructional time to receive intensive English instruction. In the early grades in particular, these pull-out sessions may reinforce, further explain, or offer more practice in the classroom lessons, particularly in the areas of phonics, grammar, and reading.

The curriculum itself is designed to give students a mastery of the fundamentals. As such, a classical school may prove to be the best setting for EL students. Both the phonics program of Literacy Essentials and the conceptual nature of Singapore Math are designed to meet the individual needs of all students. Since many students will not have been taught to read or spell using an explicit phonics method, all students in the elementary school will initially require intensive phonemic training. This includes extensive orthography practice, which could be called the science of correct spelling. The advantage of orthography is that it systematically shows how phonograms work in each word rather than depending on students to simply memorize the word or intuit "the code" of the English language itself with no instruction to that end. As has been revealed in many studies, about a third of children do not intuitively understand English spelling in the way that some of us "are just not good in math." As such, the phonemic patterns found in the Orton-Gillingham family of research have been used for students who struggle with reading, whether having a different native language, being dyslexic, having suffered physical injury affecting

the brain, or simply not having a normal grasp of English spelling.

Our phonics program is a multi-sensory approach. That is, students hear the explicit sounds of the phonograms spoken by the teacher, say the sounds themselves in a choral response, see the teacher writing the phonograms on the board to form words, continue to say the phonograms as they write the words on paper, then see their own written words, marked with a code that enables them to understand what each phonogram is doing in the word (as when the letter O says its third sound, or the letters CH say their second sound). This multi-sensory way of teaching helps all students master and commit to memory what they are learning. Thus, students hear, say, see, and write words whose spelling patterns are explained to them, thereby taking "ownership" of correct spelling.

GIFTED AND TALENTED

Classical education, by its very nature, upholds time-tested standards of excellence and is challenging and academically rigorous at its core. Students first encounter Shakespeare in the fifth grade. They first learn about Socrates in the second grade. They will start learning Greek and Latin roots in fourth grade. As such, experience shows that students deemed gifted and talented are genuinely challenged by the demands of classical learning. The classical curriculum is, by its nature, a gifted and talented program for all students.

Obviously, certain students will excel more than others. Should a student wish to pursue a more demanding level of instruction, the teachers will work to provide such a challenge within the curriculum itself rather than creating an alternative curriculum or program. For example, when second-grade classes are memorizing the Preamble to the Constitution, a more talented or ambitious student could "keep going" and memorize as much of the Constitution as he or she can

or perhaps attempt the Bill of Rights. In the fourth grade, the students read an adapted version of *Robinson Crusoe*. A student wishing to excel further could read Daniel Defoe's original text, which is written in eighteenth-century prose. In the sixth grade, students encounter philosophy through their study of the Greeks and Romans, followed by the Enlightenment. Students wishing to go beyond the teacher's lectures introducing the philosophical concepts of "the Cave," the *vita activa* versus the *vita contemplative*, the "state of nature," the division of labor, and so on, could be given actual passages taken from Plato, Cicero, John Locke, Adam Smith, *et alia* to read and report on.

NEEDS IN MATHEMATICS

A classical school seeks to provide students with a mastery of numbers no less than a mastery of words. Realizing how and why students struggle with math shapes both our teaching and our program as we work with students of widely varying abilities.

In the same way that phonics offers explicit instruction in the way words work, Singapore Math offers a conceptual approach to mathematics that explains how numbers work. The Singapore Mathematics curriculum comes originally from the country of Singapore, whose students have ranked at the top of international exams for decades (for example, as reflected in the Trends in International Mathematics and Science Study). Its design addresses one of the shortcomings of much math teaching in America. Plainly, many students have trouble "seeing" exactly what numbers are and how numbers relate to each other, even when counting beyond a certain number. The Singapore program explicitly teaches students in three stages of math instruction: from the concrete to the pictorial to the abstract. Students in the early grades work with small "manipulatives" (such as popsicle sticks) that allow them to feel what numbers mean and to build number sense. Soon, they move to the pictorial, that is, symbols or bars to represent

numbers as they interact, which the students may have to draw themselves. Then, they are prepared to use numbers in the abstract and understand how they relate to each other in various operations.

Use of the pictorial to represent numbers does not stop in the elementary grades, however. Particularly with fractions, and then moving into pre-algebra, students must draw on bar modeling to understand how mathematical equations work in concept. For example, with bar modeling students can see visually what a fourth of a half is—as it becomes one-eighth—rather than just following a rote, abstract procedure (multiply the tops of the fractions, multiply the bottoms) which does not explain why that method works conceptually.

Such a method of teaching math supports students with varying needs. Whenever a student does not understand a particular operation, the teacher can always go back to the concrete or the pictorial representation rather than just stalling on an equation that makes no sense to the student(s).

The school will also differentiate math instruction by ability grouping in all grades beyond the initial years of elementary school (K and 1). Students, particularly those entering a charter school in the first few years, will vary widely in their number sense and mathematical skills. When all students are kept at grade level, the teacher is forced to teach to an artificial middle, which usually leaves at least a third of the students bored and a third confused. After initial evaluation and review, students will be placed according to their ability levels during a common math block in the elementary grades while the upper school will offer a schedule allowing students to take their ability-level courses. The purpose of ability-grouping is not to "hold students back" in math, but rather to give them a solid foundation, remove anxiety, and foster a joy in mathematical thinking.

If students do not master the basic operations, then their mathematical reasoning at follow-on levels will be difficult and discouraging.

The school will explain the rationale for ability grouping to the parents and provide a culture in which students go to different teachers during "math time" but are not being demoted or put in "second-grade math" as third graders, for example. Schools that have used this approach have been able to bring students who struggle with math up to their grade level more quickly and to build students' confidence in their own math abilities as they learn to enjoy the puzzles, patterns, and mysteries of numerical relations. Treasure Valley Classical Academy and Idaho Novus Classical Academy have shown promising academic results in mathematics using this approach to ability grouping.

Ability grouping in math will also be the school's approach to challenge students deemed gifted and talented in mathematics. The upper school schedule will be made to ensure classes in pre-algebra, Algebra I, and possibly geometry will be offered during the math block in the elementary school for students who need that level of instruction.

A now seminal 2007 study by Dr. Greg Duncan *et alia* of Northwestern University titled School Readiness and Later Achievement concluded that early literacy and math skill acquisition is the greatest predictor of later learning. By choosing sound research-based programs in phonics and mathematics, coupled with a classical curriculum that, by definition, is a literacy focused curriculum, we propose to provide students with these skills early on to ensure a successful academic future.

Professional development in the classical model will be an essential feature of RCA's annual program. Though training and evaluation is continuous, most faculty training will come at the beginning of the academic year in the two weeks prior to the start of the school year, and at the end of the academic year for two or more days at an annual academic and pedagogical conference involving similar schools.

Professional development is essential to RCA achieving its mission. Though many teachers will likely have a background in classical education, whether in their own K-12 or college experience or in teaching, others will not. While elementary teachers may be very strong and well-trained in their particular academic disciplines, they may not be as well versed in classical pedagogy as others. Further, even within the classical community there are different ideas concerning what is both classical and most effective. Thus, the school's faculty training will bring together all teachers in all subjects and for all grade levels to create a common conversation about what constitutes the school's mission, vision, pedagogy, and means of promoting good student conduct and progress within a vibrant and cheerful school culture.

Within this framework, professional development will take several forms. There will be a significant amount of attention given to the mission and philosophy of RCA's American classical approach, to common features of classroom management and school decorum, and to school policies and practices, all discussed as a whole faculty. Further, teachers will participate in intensive pre-opening and follow-up training for individual subjects: phonics (Literacy Essentials), mathematics (Singapore Dimensions), grammar (Well Ordered Language), vocabulary (Wordly Wise), composition (Institute for Excellence in Writing), and the comprehensive core curriculum

(Hillsdale *K-12 Program Guide 4.0*). Elementary teachers, who teach multiple subjects, should expect to participate in annual training for phonics, grammar, mathematics, literature, history, and science. While it might seem unnecessary for an experienced teacher to sit alongside a teacher new to the school and to the curriculum, all these subjects are both rich and complex enough to warrant repeated inquiry. In addition, both the insights and questions of more experienced teachers can be very helpful to newer teachers and to their veteran colleagues.

The largely subject-based training for upper-school teachers will usually be directed only at the teachers who teach those disciplines, with two provisions. First, all teachers will be given at least an introduction to all subjects taught in the school. Knowing what other teachers are doing in other subjects builds camaraderie, gives teachers a much broader understanding of the school, and promotes cross-curricular instruction. Second, upper-school teachers should be encouraged to attend much of the elementary training in their subject areas, again for several reasons. Doing so builds a strong alliance between upper-school and elementary teachers. It reveals to all teachers what the grade-level expectations of students are, what students will have learned in the earlier grades, and what they should prepare for in the upper grades. In other words, it fosters vertical integration of the curriculum.

Teachers (and school leaders) should practice what they preach. To this end, the faculty and staff will, over time, "read through the curriculum" together to promote summer professional development and discussion during faculty training. Rather than just talking about what "The Great Conversation" should look like, the faculty should participate in or "model" it. Such engagement will give teacher insights into what is expected of them and what they should expect of their students. Here are some examples: Benjamin Franklin's *Autobiography*; Frederick Douglass's

Narrative; Laura Ingalls Wilder's Little Town on the Prairie; Mark Twain, The Adventures of Tom Sawyer (not "the model boy" of the village, nor the model student, but like many a young boy who just might end up in your fifth-grade class).

The Hillsdale College Office of K-12 Education holds an intensive two-week curricular and pedagogical training for Supported Founding Effort schools. This training addresses the mission and history of classical education, the teaching of various subjects, and the overarching expectations of a classical school. This initial training is followed up with three to four days of annual training on the Hillsdale campus for teachers at the various grade levels and subjects taught (i.e. early elementary, upper elementary, upper school by subject). Further, Hillsdale curricular experts and teaching staff visit each school at least once per year to provide guidance and follow-up training.

At the annual training at Hillsdale, teachers meet and collaborate with other teachers from across the country, many of whom have been in classical schools for some time. Often the training is led by these more experienced teachers. This kind of training conducted by those who "know the ropes" is very beneficial to teachers, both in offering new ideas for best practices, but also in reassuring and guiding them when some things are just hard by their very nature.

Over time, training will figure prominently in RCA's professional development opportunities. After a while, some teachers will no doubt have distinguished themselves as masters of their craft. Such teachers are often informally consulted by their colleagues for advice about what works in the classroom. A school with outstanding teachers does well to use their talents to help lead discussions and train other teachers, particularly those new to the school and new to teaching altogether. This is also a good way to train future school leaders, whether of this

school or others. These teachers will be given opportunities to serve in two-year faculty chair terms in grade bands such as K-2, 3-4, 5-6, and upper school by subject.

Another feature of the growth of the classical school movement is an increasing level of collaboration among schools in the same state or region of the country. States with emerging classical charter school networks are capitalizing on collaborative opportunities within those states. As more classical charters open in Idaho, no doubt such joint training will increase.

While the kinds of training needed to achieve the school's mission varies according to grade level and subject matter, certain common elements transcend age and subject. The school will work to ensure teachers have these fundamental ideas of good classical teaching on their minds as they prepare and execute their lessons. Such elements or questions are:

- How does a teacher provide teacher-led instruction that nonetheless engages the students individually and enlivens the class as a whole?
- How does a teacher employ the Socratic method? What does Socratic inquiry look like in different subjects and at different grade levels?
- How does the teacher differentiate within the classroom to engage all students?
- How do more lecture-based classes (history and science) tell the story of the human or the natural world and keep students engaged while doing so?
- How do the arts (visual and musical) appeal to certain models of excellence, and can the modern student imitate or be inspired by these models?
- How does a teacher create study questions, quiz and test questions, and essay questions that engage and do justice to the subject as they inspire the students' minds?

- How does a teacher develop memorable assignments and tests, thus producing cultural literacy, a storehouse of knowledge, and genuine, life-long participation in "The Great Conversation"?
- To what extent can/should modern technology be used in a classical school?

Aside from day-to-day student participation in class discussion, what other forms might the rhetorical component of classical education take? These should include memorizing of poetry; brief statements or reports from the front of the class; class debates; mini lectures on appropriate subjects, such as a work of art, or "justifying one's answer" as in a math class, etc. A student's academic journey at RCA will culminate in a senior thesis both written and presented orally to his or her classmates, teachers, and other invited guests.

What constitutes fair and effective grading? The ideal will be a "Golden Mean" between every student easily making straight A's, on the one hand, and most of the students barely scraping by, on the other. In general, grade inflation will be discouraged, with grades assigned according to the following guidelines: A (mastery), B (proficiency), C (sufficiency or basic competence), D (insufficiency), and F (failing). Grading is particularly important since most students will enter the school without a classical background, and the material being taught is demanding. Over time we should see greater mastery of the curriculum and therefore significant improvement in grades for all.

In addition to training, the Hillsdale College K-12 Program and the Core Knowledge

Foundation have ample resources that help teachers prepare lessons and follow the sequence for
any given subject or grade level. Singapore Mathematics and Literacy Essentials likewise offer

such resources. Time will be provided during training to show teachers how to use these materials.

The bulk of professional development will be devoted to the curriculum and teaching.

Nonetheless, sufficient time will be given to other essential topics: maintaining good discipline and decorum in the classroom; student services (response to intervention, special education, and English language learners); differentiated instruction; effective communication with parents; school policies and procedures, and school information systems (student information system, parent portal, etc.).

Teachers will be instructed in the best techniques and the school's policies and philosophy of what is usually called "classroom management." The basic strategy is to combine structured learning wherein students always know what is expected of them with engagement and discussion that keeps students interested and appeals to the best in their nature through explicit teaching of the moral virtues (of which the school has chosen six "core virtues"). In addition, the school will have a fair and consistent plan of discipline to correct behavior when it is not appropriate or conducive to learning. This plan will vary according to grade level to be age-appropriate but will, throughout the grades, require students to acquire what the school will call "self-government." Though teachers may have different "styles" or "voices" in implementing discipline, as is the case with teaching, all teachers will embrace the school's philosophy and practices of promoting good behavior.

One of the school leader's primary duties will be to clearly explain to teachers the expectations for their teaching, classroom management, various administrative responsibilities (such as taking attendance in a timely manner, grading, etc.) communication with parents, monitoring students outside the classroom, and the various aspects of school safety.

From the first week, the school leader will be a presence in the halls and in the classrooms to ensure the teachers fully understand and are following the expectations of the school with the school leader's understanding that this is a first-year school, some teachers may be in their first year of teaching, and the school has a very unique mission. Thus, much "on-the-job training" is to be expected. Teachers should feel that they can go to the school leader with questions and to get help in a friendly and productive learning environment. It is the school leader's job to promote a positive culture of self-improvement.

This culture is best created—at least in the classical community—by what is called "The Conversation." Teachers should expect the school leader or, eventually, lead teachers to come into their classrooms, to observe, and then to discuss the lesson afterwards. Rather than a highly formal and formulaic evaluation, the school leader or lead teacher should be able to give a teacher advice for improvement as well as comment on the strengths of the lesson—with guidance on the subject itself—through a conversation that includes questions, commentary, and suggestions. Thus, the idea of a conversation which animates the school extends to the evaluation of teaching. The hope is teachers will enjoy the school leader visiting classes and look forward to such feedback rather than dreading a highly formal evaluation. Though this personal approach may seem antiquated, it is most definitely the classical approach to teaching—in this case teaching the teachers. Such

observations will be frequent, such that by the end of the year (at the summative appraisal), both the teacher and the school leader will be very familiar with areas of strength and areas that are opportunities for improvement.

Teachers will receive a formal appraisal each year, which includes an interview and a written evaluation to be kept in the teacher's file. The school leader will follow Idaho's approved Danielson Framework in providing written feedback for both informal observations as well as the annual summative.

In the case of substandard performance where expected improvement is not forthcoming, the school leader may reassign the teacher to other duties (if such duties exist and if there is a good chance of the teacher's improving) or terminate the teacher's at-will contract. There are, of course, other reasons for terminating an employee, e.g., lack of professionalism, the use of inappropriate language in class, or a failure to perform assigned duties (such as getting grades in or being chronically late for class). Teacher performance and improvement overall, most of the time follows the adage we teach our early elementary students: "Where there's a will, there's a way."

Members of the office staff or leadership team will be evaluated in a similar manner to teachers, though clearly a different kind of observation will take place. Whereas the faculty will meet regularly to discuss matters related to the classroom, school culture, upcoming events (such as a parents' night), and the like, the office staff will usually meet as a smaller group or individually with the school leader to discuss various administrative functions (e.g., enrollment, finances, or book orders). Often the staff will need to meet prior to introducing something to the faculty. Staff members may be required to attend faculty meetings when needed. It is likely that staff will be

able to meet during the school day, whereas faculty meetings will be held after school on a consistent schedule.

RECRUITING FACULTY AND STAFF

The governing board and school leadership recognize that the availability of classically trained educators is limited, and that American classical education is an even narrower branch of the classical education movement. It is anticipated that RCA may attract a small number of experienced educators from other schools within the Hillsdale K-12 initiative who are interested in living in Idaho's Mini-Cassia area or are seeking opportunities for greater responsibility in an American classical school. However, RCA intends to cultivate its own American classical educators by drawing from the existing pool of new and experienced teachers in Idaho and throughout the region. These efforts will be combined with the recruitment of content experts from across the nation. The common threads that will unite successful candidates are: (a) mission alignment, (b) kind-heartedness, and (c) a love of wisdom and a desire to learn. Each teacher employed by RCA will receive ongoing training in the mission, educational program, and character development practices utilized in an American classical school. Details regarding approaches to teacher professional development are provided earlier in this section. Through those efforts the school leader will create a corps of American classical educators for RCA, with assistance and support from Hillsdale College. This process is unfolding across the United States as the classical education renaissance gains momentum and schools work to form the next generation of classically trained teachers.

Sustainable, long-term recruitment strategies are a top priority for RCA and ACSI.

Although our plan is to create a corps of American classical educators, we need access to mission aligned professionals with an interest in learning this model. Currently, the groundwork is being laid to create recruiting pipelines between interested colleges and universities and ACSI schools. These include Baylor University, Hillsdale College, George Fox University, St. Johns College, Templeton Honors College (Eastern University), Torrey Honors College (Biola University), University of Dallas, and Wyoming Catholic College. These relationships are being developed by leveraging connections within the ACSI network and external support for our mission to train the minds and improve the hearts of students. This is only the beginning of our concerted effort to ensure that we can staff not only RCA, but other ACSI schools as they come online in the future.

While many of TVCA & INCA's elementary school faculty were recruited from within Idaho, all their upper school faculty are content area experts recruited from across the United States (from New York, Virginia, Texas, Arizona, and California) and a high percentage have either a master's degree or a doctorate. RCA will pursue similar recruitment patterns, with most elementary school teacher recruitment occurring locally or regionally, combined with a national search for upper school teaching candidates. To support Idaho-based recruitment efforts, in-state pipelines will eventually be developed. However, there is ample evidence that talented educators from around the country desire to work in American classical schools and will relocate for the opportunity.

IPCSC Feedback

"The proposed classical model utilizing Hillsdale College curriculum requires teachers with specific backgrounds. The application notes that 'there is ample evidence that talented educators from around the country desire to work in American classical schools and will relocate for the opportunity'. Please provide any available evidence that teachers with the

requested credentials will be available to the school when the upper school faculty positions are opened."

Our existing schools (INCA and TVCA) have proven that faculty members are willing to relocate to be educators in ACSI schools. This has been the case in both of these schools where we have many educators who have moved to the local communities to teach. Examples at INCA and TVCA include science teachers (New York and South Carolina), a Latin teacher (Arizona), an art teacher (Virginia), a special education teacher (Alaska), a mathematics teacher (California), and several humanities teachers (Texas and Michigan). A growing national network of classical school hiring fairs (e.g. Hillsdale Classical Schools Hiring Fair, University of Dallas, Great Hearts Institute National Symposium, and others) ensures that this outreach continues to address a wider audience. The Idaho charter teacher certification pathway creates the ability to streamline certification and credentialing (if needed).

SECTION II: FINANCE AND FACILITIES PLAN

FISCAL PHILOSOPHY AND SPENDING PRIORITIES

RCA will function as a nonprofit organization managed under the "Idaho Nonprofit Corporation Act." Charter schools differ from other nonprofit corporations in several ways. In the case of finances and funding, charter schools are largely publicly funded but may seek and receive some funding through philanthropic sources due to the responsibility of fulfilling the obligations of public schools but on a reduced budget. Not only must the charter school choose its spending priorities carefully, but governing boards and school leaders must have a heightened sense of fiscal accountability and make wise financial choices. In alignment with this perspective, charter school boards must practice robust financial oversight of management.

RCA's fiscal philosophy is focused on the principle that all money will be prioritized to inculcate excellent knowledge and character in our students and that budgetary decisions will be made with long-term financial sustainability in mind. Our goal is to operate with a budget that will gradually build toward a 60-day cash reserve (minimum) within the first 3-5 years of operation and always maintain at least a 1.2 debt service coverage ratio. The budget will follow a realistic projection of future operating revenues and uses of funds. Additionally, the budget will be prepared with thoughtful consideration of the mission of our school, and state, federal, and local requirements.

RCA will make every effort to ensure timely payments of all liabilities. Also, all expenditures will be regulated to make certain that sufficient funds are available to cover all financial obligations.

RCA will operate in a transparent and accountable way in all financial matters. The school will continue to communicate with all persons, groups, or organizations that have an interest or

concern related to our school. The RCA website and other media outlets will be utilized to ensure that our public financial information is easily accessible (per Idaho statute).

RCA will make every effort to pay fair and competitive wages to its employees.

Compensation will be reviewed annually. This is an important tool in attracting and retaining a talented workforce.

RCA values its relationships with all vendors in our local community and throughout

Idaho. RCA will routinely review fiduciary relationships to ensure the reasonableness of fees paid
and that contractual requirements are being met. These relationships may include, but are not
limited to attorneys, auditors, elementary or secondary special education service providers, and
facility contractors.

FINANCIAL MANAGEMENT PLAN

The budget is prepared by the school leader and approved by the governing board in compliance with Idaho Code § 33-801 and policy of the State Board of Education. It will be presented at a public hearing in May (first reading) and June (second reading) of each year and is delivered to the State Department of Education as required on or before July 15th prior to the beginning of the school year. Income sources will include state allocations per pupil, federal grants, private grants, business partnerships, and donations. Amended budgets will be submitted to the State Department of Education as necessary pursuant to Idaho Code Section § 33-701(9). As mentioned previously, RCA will build and then maintain an operational reserve, to account for any contingencies.

The accounting records will be kept in accordance with generally accepted accounting

principles and standards. The purchasing process will comply with Idaho Code § 33-601. The school leader will be responsible for financial management with the daily monitoring of revenue and expenses and management of cash flow. Per ACSI's bylaws, the governing board must ensure the financial integrity of the RCA budget; therefore, the RCA governing board exercises fiduciary oversight of the school's finances.

The partnership with Hillsdale College provides critical support in the technical areas of starting a new charter school. Many charter schools are blindsided by a host of issues that are difficult to foresee. The experience, guidance, and rich network that the Hillsdale K-12 Program provides will be essential to RCA's success. Hillsdale College provides a semi-annual two-day training on board governance principles, including financial oversight.

Another important partnership that RCA has in the area of school finance is the team at BLUUM. Through the agreement between RCA and BLUUM, finance training and resources are provided to the governing board and school leader, particularly in the area of Idaho laws, formulas, and best practices. BLUUM's objective in providing this free of cost support is to empower financial and operational decision-making in those responsible for the development of RCA. The letter of support from BLUUM for RCA can be found in Appendix F4.

The school leader and business management service provider will be responsible for monitoring the school's financial position, i.e., the routine spending decisions, maintaining financial records, making deposits, filing payroll taxes, etc. The governing board is responsible for the oversight of the school's financial management. The board's responsibility is to ensure that all management responsibilities are properly executed, and that the school's money is reasonably

safeguarded from risk.

Dr. Brian Carpenter (2011), from National Charter Schools Institute, believes the following are two of the most valuable financial oversight policies a board can have:

- An internal control policy (segregation of duties). Such a policy helps prevent any
 individual from having unfettered access to the school's money. Failing to have such a
 policy can cost your school dearly.
- An auditor selection policy through which the board takes the lead in selecting the auditor.

 Among other things, the board should ensure that the auditor is independent from management.

The governing board will also consider adapting financial management policies per the following guidelines from National Charter School Resource Center.

FINANCIAL HEALTH AND SUSTAINABILITY

Prevention

- Ensure financial literacy
- Proper budgeting and forecasts
- Regular monitoring practices
- Regular risk management

Identification – using National Association of Charter School Authorizers Checklist

- Near-term measures
- Sustainability measures
- Additional non-NACSA measures

Management

- Determine the severity of the problem
- Create a strategy to address issues
- Additional controls

FRAUD AND MISFEASANCE

Prevention

- Practice a culture of fiscal accountability
- Set up policies and procedures to ensure transparency and accountability
- Practice proper procurement and contracting
- Limit access to school funds
- Review human resources policies
- Review and maintain accurate records and accounts
- Contract independent financial audits
- Protect and encourage whistleblowing
- Turn on automated controls

Identification

- Look for warning signs in financial records, such as sudden drops in profit or cash, no receipts, missing documentation, and large increases in payments or salaries
- Look for warning signs in a school's fiscal practices, such as the concentration of authority, no transparency, unqualified financial management, no implementation of policies, weak checks and balances, and unresponsive school leadership

Management

- Upon initial suspicion, clearly document all decisions and designate the appropriate investigative body
- Conduct a thorough investigation to understand whether the issue should be escalated, or if a crime has been committed

Source: Carpenter, Brian, L., (2011), BoardWiserTM, Navigating the Intersection of Governance and Management Series, 7 of 12. Brian L. Carpenter, Ph.D. & Associates.

DESCRIPTION OF FACILITY NEEDS

As noted in Section I of this Petition, RCA is based on an orderly, traditional, classical education format utilizing the Hillsdale K-12 curriculum. The guiding principle for most K-12 instruction is that instruction be "teacher-centered." Most of the time teacher-centered instruction will take the form of a short lecture, story, read-aloud, or teacher-led discussion. Teacher-led discussion will help to model inquiry and analysis for students as a way of preparing them to engage in more open Socratic discussions in the upper school. This traditional instruction requires rooms with individual desks and the ability to deploy a layout that focuses attention on the teacher's instructional location, commonly the front of the class or circulating amongst student desks. This approach can be effectively accomplished with classrooms of approximately 700-800 square feet. However, slightly larger classrooms will be necessary for the art and music programs.

Once the school has grown to serve K-12, it will be capable of enrolling 702 students. RCA plans to have 3 classrooms in grades K-1 to accommodate 18 students per class and 27 students in each classroom in grades 2 through 6 and beyond. Conceptual financial analysis conducted in

partnership with BLUUM suggests school facility construction can be completed with a K-12 facility, however beginning with a K-7 student population and adding a class each year. This is similar to ACSI's facility planning and execution for Valor Classical Academy in Kuna.

FACILITY PLAN

With the instructional requirements outlined in the previous subsection in mind, RCA embarked on a building and design partner exploration to support construction of an American classical school. This exploration began by conducting separate meetings with other charter school leaders throughout Idaho to document their experiences with individual design, construction, and finance partners used for each of their respective schools. This information was synthesized and discussed at length. Potential design and construction partners were engaged and, along with key engineers, designers and community planners, several possible plans were created for the layout and placement of the building. The next three subsections include information about the location, anticipated cost, facility details, and financing considerations for RCA.

FACILITY LOCATION

Brice 21 Properties of Rupert, Idaho, has graciously agreed to donate land to be used for the school facility in Heyburn, Idaho. The 17.3-acre section of donated land is situated in the northwest corner of Parcel No. RP10S23E122405 according to the official plat recorded in the real property records of Minidoka County, Idaho. A formal appraisal will be conducted prior to facility construction. The donation agreement was finalized on March 20, 2025 (available for review in

Appendix F.) ACSI is committed to building RCA on the generously donated land in the Heyburn community. The contractor/builders will use state-of-the-art technology and techniques to minimize impacts on the surrounding environment as RCA is constructed in the Heyburn community. The City of Heyburn and other local surrounding communities are supportive and engaged with the prospective project and have indicated their support for the project. The property is zoned correctly for a school and ACSI does not anticipate any issues with zoning or code for the donated parcel. Additionally, the City of Heyburn is currently extending water main towards the property to create a loop in their system and to serve additional customers in the surrounding commercial and residential areas. Furthermore, power is located nearby and will need to be connected to the school property upon development. City sewer connection will need to occur with the possibility of an additional lift station to serve the school effectively. School leadership and ACSI are working with local municipal authorities to effectively plan for these services. Since the prospective school parcel is part of a larger piece of property, there are several land developers interested in purchasing some or all of the remaining parcel.

FACILITY NEEDS, COST, AND FUNDING

The school intends to open as a K-7 school and grow to a K-12 school. The K-12 building will include 31 standard classrooms, 4 slightly larger rooms to accommodate music and art, 4 student services rooms, a resource center, a main office, a multi-purpose room, and a kitchen. The total footprint for the proposed facility is approximately 50,000 square feet. The table below provides a succinct outline of the facility needs.

Kindergarten	3
First Grade	3
Second Grade	2
Third Grade	2
Fourth Grade	2
Fifth Grade	2
Sixth Grade	2
Seventh Grade	2
Eighth Grade	2
Ninth Grade	2
Tenth Grade	3

3

3

2

2

1

Eleventh Grade

Student Services

Resource Center Multi-Purpose Room

Twelfth Grade

Art Room

Music Room

Main Office

Kitchen

Rooms

Based on the proposed floorplan for a fully constructed, permanent facility, RCA anticipates a total cost of \$17,356,152 to build a K-12 campus. This estimate is based upon the current Valor Classical Academy (Kuna) facility project, which closed on 8/21/25 and is under construction for a Fall 2026 opening. Since RCA is anticipated to open in 2027, this estimate is subject to adjustment based on local economic conditions (labor and material costs) at the time of construction.

Currently, RCA is using a planning factor of \$330 per square foot (all-in including soft costs) based upon current building and associated costs for Valor Classical Academy. Specific financial details are included in Appendix A and site and floor plans are included in Appendix F. ACSI has established relationships with both HC Company and CM Company who have both expressed interest in this project. As with other projects, a full bidding process will occur to identify a general contractor that will meet the needs of both RCA and finance partners.

RCA is also prepared with a contingency plan if unanticipated factors prevent the construction of the proposed 50,000 square foot facility in advance of the opening year. The contingency plan consists of a core structure and array of modular classrooms. Instead of building a full 50,000 square foot facility, the contingency plan would involve the construction of a 12,000 square foot permanent facility including a main office, multi-purpose room, kitchen, resource center, two student services rooms, three standard classrooms, an art room, and a music room. Since smaller facilities tend to cost more per square foot due to fixed expenses, the contingency plan is built around an assumption of a \$375 per square foot cost vs the \$330 per square foot cost of the permanent K-12 facility. This results in a facility cost of \$7,626,626 for the contingency plan vs the \$17,356,152 estimated cost of the permanent K-12 facility. In addition to a permanent facility of reduced size, seven modular units with two classrooms per unit would be required to fulfill all space requirements in the opening year. Modular units are expected to have an all-inclusive cost of \$318,018 each. The site work for the modular units is estimated at \$400,000. The comparative cost of building the permanent K-12 facility vs the smaller permanent facility with modular buildings is \$17,356,152 vs \$7,626,626 respectively assuming the full buildout of K-12 space. One additional modular unit would be required per year during years 2-4 to keep pace with the school expansion plan for a full K-12 build-out. The following chart shows the comparison between building a full K-12 facility vs a permanent facility of reduced size with modulars and additional information about the contingency plan, with supporting documentation, is provided in Appendix A and Appendix F.

Facility	Primary Plan	Contingency Plan
Permanent Building	\$17,356,152	\$4,837,500
Year 1 Modular (7 units)	\$0	\$2,226,126
Year 2-4 Modular Additional Units (3)	\$0	\$954,054
Sitework / Flatwork (\$8/sq ft @50k		
sqft)	Included	\$400,000
Totals	\$17,356,152	\$8,417,680

FACILITY FINANCE PLAN

RCA will work with Building Hope to finance approximately 24% of the construction project. In addition, RCA will request funding of approximately 24% from the State Revolving Loan Fund. A senior lender will be utilized to secure the remaining funds. It is anticipated that the project will cost approximately \$17,356,152, resulting in an estimated annual facility debt service cost of \$668,789. Please note that this is based on a conservative (high) interest rate estimate of 5.5% and that actual costs may be marginally lower. If RCA is approved by the Idaho Public Charter School Commission, it will be eligible for a Federal CSP grant of up to \$2,000,000. Grant funds would be used to acquire school busses, school (classroom & staff) furniture and technology, curriculum, and fund staffing during the construction time period.

To balance the budget during the initial years of operation and maintain a debt service coverage ratio of 1.2, RCA will utilize a generous grant from the J.A. and Kathryn Albertson Foundation which is estimated at between \$2,000,000 and \$2,500,000 depending upon the school's needs and is based upon similar support for Valor Classical Academy and other ACSI schools. This grant funding will be gradually reduced throughout the early years of operation until financial

sustainability is achieved. The RCA budget has been built out through the 2031-2032 school year, and conservatively assumes a total enrollment of 619 students. Starting with that school year, RCA will possess the financial capacity to operate on state and federal funding alone and grant support will no longer be required.

Please refer to Appendix A for the financial summary, pre-operational budget, operational budget, and year three cash flow statement, which reflect phase one construction costs.

During the pre-operational phase and first several years of operation, RCA expects to benefit from a JKAF grant of approximately which is estimated at between \$2,000,000 and \$2,500,000 depending upon the school's needs and is based upon similar support for Valor Classical Academy and other ACSI schools. These funds will enable the school to operate all aspects of the educational program at full capacity beginning in year one, as reflected in the proposed budget. Support from JKAF will be gradually reduced in subsequent years until it is no longer necessary. Please note that JKAF has discontinued the practice of writing letters of support for inclusion in charter petitions because direct support is provided through Bluum. The letter of support from Bluum found in Appendix F, serves as a proxy for JKAF support of this project. These grant funds are available (as documented in the addendum) but cannot be fully committed until RCA is authorized by the Charter Commission.

SECTION III: BOARD CAPACITY AND GOVERNANCE STRUCTURE

DESCRIPTION OF GOVERNANCE STRUCTURE

RCA will be a legally and operationally independent entity, operating as a 501c-3 LLC with ACSI as the sole member. As sole member, ACSI's governing board will assume responsibility for the governance of RCA. ACSI is a 501c-3 non-profit organization that exists to support the startup, growth, and flourishing of Hillsdale College K-12 member schools throughout Idaho. ACSI's board governance structure is soundly established to govern RCA pursuant to it's established mission and vision. The governing board will be legally accountable for the operation of the charter school. There will be no less than 3 and no more than 11 members on the governing board. Board officers will include a president, vice president, secretary, and treasurer. Each will be elected at the annual meeting and serve for one year. Please refer to Article 7 of the ACSI Bylaws in Appendix B for a complete description of the officers' roles, but in general:

The president of the governing board shall preside at all meetings and shall appoint committees with approval of the governing board, shall have the right, as other members of the governing board, to make or second motions, to discuss questions, to vote, and may not act for or on behalf of the governing board without prior specific authority from the majority of the governing board to do so. It is the president's responsibility to ensure that governing board members uphold their commitments/responsibilities to the school.

The vice president shall perform the duties of the president in the absence of the president or at the request of the president. In the event a vacancy occurs in the presidency, the vice president will act in the capacity of the president until the office has been filled by a vote of the board membership.

During the foundation period of the school the treasurer may, at the request of the board, deposit or disburse the funds of the corporation or render an account of all transactions as treasurer and of the financial condition of the corporation. The treasurer shall present an operating statement and report, since the last preceding regular board meeting, to the board at all regular meetings. The treasurer shall be familiar with the fiscal affairs of the school and keep the governing board informed if the school's business management service provider is unable to so act and assist the governing board with the oversight of the corporation's financial management as well as assist the Board in the development of financial policies to ensure that performance aligns with policy. The treasurer shall not be a signor on any account nor shall have any authority to approve or authorize transactions or have responsibility for the financial performance of the school.

The secretary shall keep the minutes of the governing board meetings, ensure that all notices are given in accordance with the provisions of the governing board policies and as required by law; shall countersign, when required, all authorized bonds, contracts, deeds, leases, or other legal instruments; and perform all duties incident to the office of secretary. Other duties may be assigned to the secretary by the governing board from time to time until a clerk of the board is hired.

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

meetings, and quorum and voting requirements of the governing board, shall apply to committees and their members as well.

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

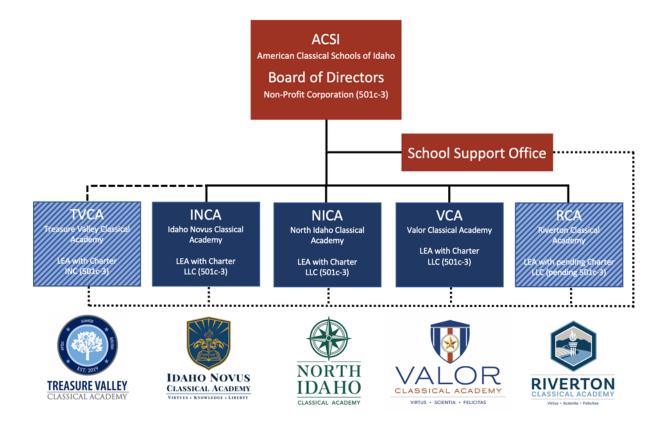
Article 2 of the ACSI Bylaws in Appendix B provides additional details on the membership, authority, and powers of the governing board.

Article 5 of the ACSI Bylaws in Appendix B provides details on the governing board meetings and open meeting laws.

THE GOVERNING BOARD

RCA shall be governed by the American Classical Schools of Idaho (ACSI) Board of Directors and managed by a school leader pursuant to the school's charter and duly adopted bylaws.

The ACSI organization chart is below for reference and located in Appendix D).



ACSI is a nonprofit corporation and associated board of directors. In addition, there will be a separate ACSI Foundation (501c-3) and an ACSI School Support Office (a nonprofit services provider created solely for the benefit of schools governed by the ACSI board). RCA (and subsequent schools) will be set up as separate LLCs with their own charters and will maintain financial independence. There will be absolutely no cross-collateralization between schools; all funding will flow directly to the schools (as outlined in the flow of funds diagram in Appendix D). This constitutes a wall of financial separation between the schools, each with its own revenue, financial obligations, and audit processes.

The main purpose of the governing board is to ensure that the school accomplishes the outcome for which the school was chartered within all the pertinent parameters. The governing board will be responsible for adopting policy, overseeing the management of the school, and

ensuring financial compliance and responsibility. In addition, the governing board will ensure that the mission and goals of the charter are carried out by engaging in strategic planning. Governing board members will participate in fundraising activities as deemed necessary and appropriate by the board. Governing board members will put the interests of the school first and will refrain from using the position for personal or partisan gain.

The governing board will not be involved in the daily operations of the school, but will hire a school leader, who will be evaluated annually. The governing board has a Chief Executive Officer (CEO) of ACSI to act on its behalf. The CEO will manage the school leader and ensure that he/she leads RCA in accordance with the school's mission and vision and in compliance with all state and federal laws and regulations. The governing board will also perform ongoing assessments of the school and its programs and operations, with assistance from the CEO. The governing board and CEO will serve as liaison between RCA and the school's authorizer.

The governing board will also routinely assess its own performance. Governing board members will participate in and develop short and long-range plans for the school(s). The governing board will monitor the effectiveness of the school's programs and implementation to see if the school has met the goals outlined in the plans.

Recommendations of new board candidates and elections of the governing board will be held in accordance with the bylaws. As new governing board members are added, each will be provided an information packet, which contains information about the responsibilities of a board member. The packet will include, but is not limited to, governing board member roles, state statute for charter schools, ethical standards, open meeting laws, policies, financial reports, budgets, and other responsibilities. Each governing board member will have on record a signed

copy of the Charter School Board Members Code of Conduct. Throughout the year, as decided by the board, there may be a training schedule including, but not limited to, the roles/responsibilities of a governing board, review of the school's charter, review of Idaho school funding and financial audits, the governing board's ethical standards, and state statutes. As appropriate, the governing board will include other training such as the charter school board training seminars conducted at Hillsdale College. All governing board members have attended the Charter School Boot Camp training offered by the Idaho State Department of Education.

THE SCHOOL LEADER

The school leader will report to the governing board at regular meetings about the school's operations and will be required to attend all governing board meetings. He/she is responsible for building a strong academic program, establishing a virtue-centered school culture, implementing the operational commitments made in the Petition, and ensuring that RCA is a high performing school. The top responsibility of the school leader will be overall instructional and cultural leadership of the charter school, including the discipline of students, and the planning, operation, and supervision of the educational program of the school. The school leader shall have the responsibility for all personnel matters including having the authority and responsibility to hire, discipline, and terminate all school employees. School employees will be periodically evaluated by the school leader in accordance with RCA policies. The school leader and governing board will work together on a periodic evaluation of the school leader's performance. Among all administrators at the school, the school leader retains primary responsibility for developing and maintaining effective community relations. The school leader shall uphold and enforce the

charter, governing board policies, and local, state, and federal laws and regulations. Additional specific responsibilities of the school leader and the school leader evaluation process are outlined in Section V of the Petition.

BUSINESS MANAGEMENT

Business management will initially be provided by a team of specialists at BLUUM, who will assist in preparing, planning for, and presenting an annual school budget to the governing board. A BLUUM representative is also expected to be available for governing board regular meetings to report on the financial status of the school and present pertinent information to the governing board as needed. The BLUUM support staff, in partnership with the ACSI CEO and school leader, will also be expected to keep the governing board apprised of changes in law, regulation, and rules applicable to Idaho public school finances and to ensure that the governing board is made aware of any potential concerns about the school's finances. They will also work cooperatively with the school leader so that both can keep the governing board well informed about the school's long-term financial prospects. Meanwhile, ACSI will actively work on developing a financial management team of its own. During the last fiscal year of business management support from BLUUM, ACSI will assume responsibility for all business management functions and provide those services to RCA indefinitely.

BOARD OF DIRECTORS

The ACSI board currently has four members, who collectively bring extensive school founding and governance experience to RCA. The directors are an exceptional group of leaders with diverse professional backgrounds and experience in charter school governance, classical education, and/or character development. Additional members will be added as more American classical schools come online in Idaho. Brief biographies of the directors are provided in the subsections that follow. Their resumes can be found in Appendix C.

MARVIN LASNICK

The board chair and a founding board member for Treasure Valley Classical Academy. Professionally, he serves as the Chief Technology Officer of Jobu Vetting, LLC, a privately held software company. He has extensive information technology experience in systems and application programming, business analytics, project and portfolio management, and cloud computing. He has led teams and projects to optimize product lifecycle management, modernize enterprise platforms, as well as to increase the pace of innovation. Mr. Lasnick also held positions responsible for global IT operations and IT compliance. Mr. Lasnick is a graduate of Boise State University with a B.A. in computer and information systems technology. He lives in Fruitland, Idaho with his wife Reegan and three of their four children.

SAGE DIXON

Mr. Dixon is continuing his service to Boundary and Bonner Counties by serving as the Board representative for the North Idaho Classical Academy. Prior to this position, Mr. Dixon was a member of the Idaho House of Representatives. As a Representative, Mr. Dixon served as Assistant Majority Leader, was chairman of multiple committees, and was appointed to gubernatorial

councils and statewide boards. In addition, he has had the opportunity to speak on the virtues of American Federalism at both national and international conferences. Mr. Dixon has coached Lincoln-Douglas debate with the NCFCA and has mentored many young people in legislative procedure through the Patriot Academy and by providing internships in his office.

Mr. Dixon and his wife have been married for over 30 years, have seven children, who were primarily educated using the classical model. Having been advocates of classical education for many years, the Dixons are thankful that North Idaho has the opportunity to offer this stellar education to local families.

STACY SAYLOR

Mrs. Saylor is a proud board member for Treasure Valley Classical Academy and an enthusiastic supporter of the Hillsdale K-12 initiative. She lives in Payette with her husband and son along with a German Shepherd, and a Siamese cat. Her daughter is a graduate student at Idaho State in Pocatello. Mrs. Saylor, a retired bank executive, and her husband, a retired fire captain, previously homeschooled their son using the Hillsdale Academy's classical curriculum. As a family, they enjoy winter sports, hiking and exploring. Mrs. Saylor and her husband support the school's mission to train the minds and improve the hearts of students while emphasizing virtuous living, traditional learning, and civic responsibility, and are thankful their son has been able to attend an outstanding American classical school.

JOHN BASSETTI

Mr. Bassetti brings two decades of experience in information technology to the ACSI governing board. He began as a helpdesk engineer, was subsequently promoted to IT manager,

and ultimately became a director of information technology. Currently, he works as a technology auditor and organizational risk assessor. Prior to his career in IT, he worked as a geologist for an engineering consulting firm serving airline, railroad, chemical manufacturing, and multinational oil and gas clients. One of his professional interests is organizational growth and development and he has approached his role as a member of the founding community group of VCA with sustainable practices in mind. Mr. Bassetti holds a Bachelor of Arts in geology from Youngstown State University and a master of sustainable development from Macquarie University in Sydney, Australia. Having seen the positive impact that Treasure Valley Classical Academy has had on his own children, he is eager to support the growth of American classical schools in Idaho.

BRIAN SCHWALBACH

Mr. Schwalbach has more than twenty five years of commercial real estate experience, with a knack for acquisition and disposition analysis, and a reputation for making even the trickiest contract or lease negotiation go smoothly. Over the years, he's managed extensive multi-state real estate portfolios and navigated some of the most complex transactions, all with a sharp eye for detail and a steady focus on helping his partners reach their goals. In 2014, Mr. Schwalbach cofounded what is now Lockehouse Retail Group's Seattle office. The office has since grown to provide services to more than 40 regional and national retailers. He helps shape the firm's bigpicture strategy while also guiding day-to-day operations. Mr. Schwalbach holds a BS from Babson College in Boston, MA, and also completed graduate work at Portland State University to further his studies in real estate.

BOARD ADVISORS

ACSI has also sought out additional advisors to support the board. These advisors are not directors but are instead individuals selected to provide guidance and recommendations to the board pertaining to their area(s) of expertise. Brief biographies of the current advisors are provided in the subsections that follow. Their resumes can be found alongside the board of director resumes in Appendix C.

MAJOR GENERAL MARK DILLON

Mr. Dillon, a retired two-star general in the United States Air Force, brings a lifetime of leadership experience to his role as an advisor to the ACSI board. In addition to 33 years of service in the Air Force, he has extensive experience as a leadership consultant and charter school advisor and authorizer. He previously served as a commissioner on the Hawaii Public Charter School Commission and as an advisor to the leadership team of the Hillsdale College Office of K-12 Education. Mr. Dillon is an experienced mentor for school leaders, specializing in leadership, time management, business acumen, organizational culture, fundraising, and human resource management. Currently, he works as the strategic accounts manager of air and space forces for Red Hat, Inc. and operates his own education consulting firm.

DR. JON FENNELL

Dr. Fennell is a retired professor of education, dean of social sciences, director of teacher education, and chairman of the education department at Hillsdale College. He is an expert on the philosophy of education and a prominent voice in the classical education movement. Prior to his work at Hillsdale College, Dr. Fennell served as a consultant for management information at the Idaho Department of Education for four years then spent two decades in corporate leadership

positions, eventually becoming a vice president of operations. Dr. Fennell holds a Bachelor of Arts in political science and a Master of Arts in social foundations of education from the University of California: Davis, and a Doctor of Philosophy in philosophy of education from the University of Illinois: Urbana.

BOARD TRAINING

One of the services provided by the Hillsdale Office of K-12 Education is training for boards. Board members will receive training related to governance, financial oversight, and procedures for board operation and meetings. This training is provided completely free of cost, and the trainers are available to answer questions or provide advice related to training topics on an ongoing basis.

TRANSITION PLAN: COMMUNITY FOUNDING GROUP TO GOVERNING BOARD

RCA was conceptualized by a founding group of citizens from the target enrollment area. The community founding group serves as the critical locus of support for generating interest in the establishment of a new school, in coordination with the ACSI board. Their role is to communicate the mission and vision to a broad array of stakeholders, generate a constituency, and foster the development of a school community. Throughout the charter school development process, the community founding group established an identity for the school (including name, logo, and school colors) and will serve as recruiters to help connect families with enrollment opportunities. ACSI works to support the community founding group throughout this process. The eight community founding group members are:

- Alison Peterson, a deeply committed advocate of educational opportunities for children, a
 mother of eight, with years of experience in volunteer service. Alison holds a bachelor's
 degree in chemistry education and a masters in school psychology.
- Paul Ross, a local attorney whose areas of legal expertise include bankruptcy, criminal, municipal, and probate law. Paul is the appointed attorney to the City of Heyburn.
- Jace Johnson, an agricultural professional with extensive education and experience in the
 fruit tree and potato industries. Jace excels in technology applications and focuses his
 volunteer work on youth-centered causes.
- Thomas Peterson, a local businessman who has made significant investments in the local community over the past 15 years. Thomas has volunteer experience in the local community as well as in national non-profit organizations.
- Matt Seely, a local school administrator who has taught and led classrooms at all levels of K-12 public education. Matt has a passion for providing the best educational experience possible to young minds. Mr. Seely is also the founding Principal of RCA.
- Amanda Ross, a homemaker, dental hygienist, and active community volunteer. Amanda
 cares deeply about providing a quality learning experience for her four children and the
 children of the Mini-Cassia area.
- **Grace Brown**, a homemaker, mother of three, and owner of a bookkeeping business. Grace is an active community volunteer and believes strongly in the mission of RCA.
- **Genefer Brice**, a mother of two teenagers who is also an accomplished executive with over 25 years of experience across operations, financial management, and strategic leadership.

Genefer holds an MBA from Rice University and a BA in Business Marketing from University of Idaho.

The role of ACSI, through its board of directors, is to govern RCA. Once the charter is approved, the board will assume its responsibilities as a governing entity. The main purpose of the governing board is to provide oversight and ensure that the school accomplishes the outcome for which it was chartered within all pertinent parameters. The board is not responsible for the management of school operations. The school leader is responsible for working toward the accomplishment of the operational, academic, and cultural objectives set for RCA. Once ACSI assumes governance of RCA, the community founding group will continue its work in support of startup efforts and it is the intent of the ACSI Board to appoint a member from the RCA community as a director. After the school opens, members of the community founding group will be given the option to join the Mission Support Team alongside interested parents so that they can continue to advise the school leader on matters of importance to the community.

Although not directly relevant to this Petition, it should be noted that ACSI also governs

Idaho Novus Classical Academy in Eagle, North Idaho Classical Academy in Bonners Ferry, and

Valor Classical Academy in Kuna. Other school development projects throughout the state may be forthcoming.

GOVERNING BOARD'S LEGAL COUNSEL

The governing board will work with Chris Yorgason when legal advice is needed. Mr.

Yorgason is the premiere independent attorney in Idaho on matters pertaining to charter school

law and has already provided valuable advice to ACSI on a variety of topics related to the RCA project.

SECTION IV: STUDENT DEMAND AND PRIMARY ATTENDANCE AREA

ENROLLMENT CAPACITY

RCA plans to open in the Fall of 2027 with grades K-7. One grade will be added each subsequent year as students advance. Conservatively, full enrollment is forecast at 663 students if each grade level were filled according to the budgeting model below (with a maximum size of 702 students). Planning and budgeting were conducted based on the assumption that the majority of seats will be filled in grades K-8, with some student attrition occurring in grades 9-12, as reflected in the table below.

RCA Enrollment Expectations by Year

Grade	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10
Year	27-28	28-29	29-30	30-31	31-32	32-33	33-34	34-35	35-36	36-37
K	54	54	54	54	54	54	54	54	54	54
1	54	54	54	54	54	54	54	54	54	54
2	54	54	54	54	54	54	54	54	54	54
3	54	54	54	54	54	54	54	54	54	54
4	51	52	53	54	54	54	54	54	54	54
5	51	52	53	54	54	54	54	54	54	54
6	51	52	53	54	54	54	54	54	54	54
7	49	50	51	52	53	54	54	54	54	54
8		48	49	50	51	52	53	54	54	54
9			47	48	49	50	51	53	54	54
10				45	45	45	45	45	45	45
11					43	43	43	43	43	43
12						35	35	35	35	35
Total	418	470	522	573	619	657	659	662	663	663

The model establishes a maximum of 54 students per grade level as an operational goal with a budgeted prospective population of 663 students within K-12. RCA will provide 3 classrooms for kindergarten and first grade students. The remaining grades will be divided into two sections of 27 students. There are several advantages to this approach. A class of 27 students is feasible to teach effectively given several key features of a good classical school: the culture is one of discipline, decorum, and order; the students are self-motivated or strongly encouraged and guided by the teacher and parents to be diligent in their studies; the teacher is focused on fostering a climate of serious academic accomplishment; and the curriculum is rich, robust, and interesting to the students. Additionally, the class size remains short of the psychological barrier of 30 in the minds of many people. The class size permits the grades to be divided into two sections, requiring fewer teachers than would otherwise be needed.

Because of the focus of American classical education on school culture and personal development as well as the planned addition of athletics programs, a growing reputation within Mini-Cassia, an increasing availability of opportunities at RCA as the school matures, and strict attention to developing the desire of families and students to remain at RCA, the attrition rate should be expected to decrease over time. Decreased attrition rates will enable RCA to exceed the listed enrollment goals. RCA also anticipates an increasing, steady pool of students and families as the school grows in reputation and performance and proves to be an excellent educational choice.

These predictions are based on the experiences of TVCA which utilizes the same model in Fruitland, Idaho. Based on the track record at TVCA, which is in a demographically similar region of the Treasure Valley, RCA may not experience significant attrition due to no additional charter schools in the Mini-Cassia area. Student attrition has remained low at TVCA with a generally solid

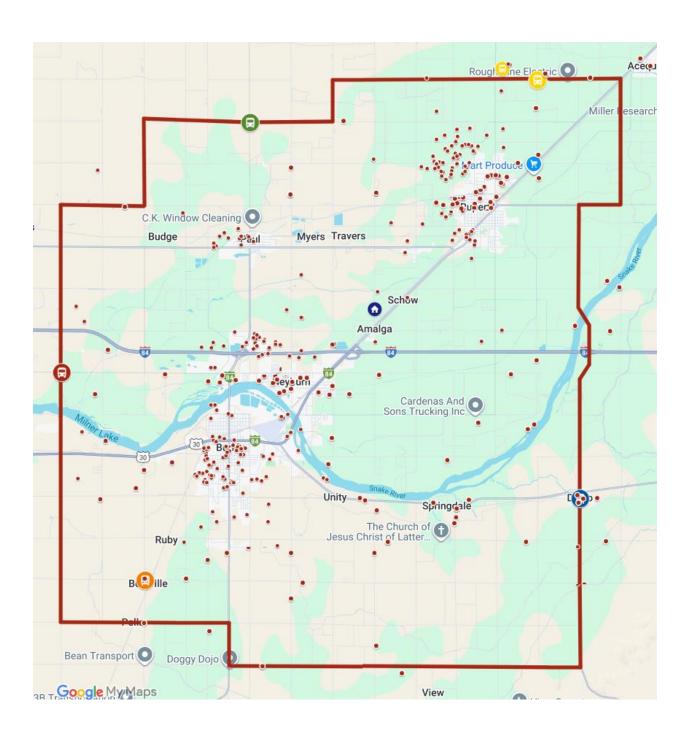
wait list. TVCA has averaged around a 95% student retention rate throughout the first 5 years of operations. One grade level transition where attrition frequently occurs in charter schools is from eighth to ninth grade. TVCA introduced its inaugural ninth grade for the first time in the 2022-2023 school year with a 96.3% retention rate of the previous year's eighth-grade students.

PRIMARY ATTENDANCE ZONE

The primary attendance zone (PAZ) for RCA is proposed based on registered intents-to-enroll. The PAZ generally includes the communities of Rupert, Burley, Declo, Heyburn, and surrounding county residents that reside within a reasonable radius from RCA. This primary service area crosses into the boundaries of the Minidoka and Cassia County School Districts. The potential impact of the initial target enrollment of 420 children at RCA on these school districts will be minimal due to the rapid population growth within the primary attendance zone and the fact that RCA's initial population will be split between both districts and present homeschoolers. Letters of official notice of RCA's planned opening were sent via email to appropriate school leaders on August 26, 2025. Copies of the letters are provided in Appendix F.

The PAZ is represented on the next page, created using Google Maps. It should be noted that a high level of intentionality was applied to the selection of the communities to be served within the proposed primary attendance zone. The school site was pursued and selected with specific attention to the central location it would provide with respect to the primary attendance zone. The designers invested substantial time in learning about educational needs in the region, identifying population centers on Google Earth, and thus, a boundary is crafted that provides an adequate student population to achieve full enrollment while simultaneously creating new

educational opportunities. ACSI is fully committed to serving all students and visiting each community multiple times to craft boundaries that enable most residents of Burley, Declo Rupert, Heyburn, and surrounding county lands to also receive the benefits of residency within the zone.



The boundary follows major roadways where practical, but also includes imaginary lines created using coordinates in locations where roadways are absent or are impractical for boundary formation. The definition of RCA's PAZ is as follows:

- The southwest boundary corner is at the intersection of W 400 South Rd and 400 West Rd Burley ID. The boundary line continues northward on 400 West Rd for ~4.9 miles to the point where 400 W. Rd turns east and becomes Star Dr (lat 42.54648, long 113.87261). The PAZ is east of this boundary line.
- The boundary line continues northward across the Snake River for 1.06 miles to the intersection of W 400 S Rd and 1050 West Rd (lat 42.56176, long 113.87243). The PAZ is east of this boundary line.
- The boundary line continues northward on 1050 W Rd for ~1.0 mile until the intersection with the south I-84 frontage road W 300 South Rd (lat 42.57593, long 113.87247). The PAZ is east of this boundary line.
- The boundary line continues due north 280 feet across I-84 to the intersection of the north I-84 frontage road W 300 South and 1050 West Rd (lat 42.5767, long 113.87247). The PAZ is east of this boundary line.
- The boundary line continues northward following 1050 West Rd for \sim 3.0 miles to the intersection of 1050 West Rd and Baseline Rd. The PAZ is east of this boundary line.
- The boundary line continues eastward on Baseline Rd for ~2.0 miles to the intersection of Baseline Rd and 850 West Rd. The PAZ is south of this boundary line.
- The boundary line continues northward on 850 West Rd for ~2.1 miles to the intersection of 850 West Rd and 200 North Rd. The PAZ is east of this boundary line.

- The boundary line continues eastward on 200 North Rd for \sim 4.5 miles to the intersection of 200North Rd and N 400 West Rd. The PAZ is south of this boundary line.
- The boundary line continues northward on N 400 West Rd for ~1.0 mile to the intersection of N 400 West Rd and 300 North Rd. The PAZ is east of this boundary line.
- The boundary line continues eastward on 300 North Rd for ~6.9 miles to the intersection of 300 North Rd and Highway 24. The PAZ is south of this boundary line.
- The boundary line continues along E 300 North Ln in a southeast direction for .07 miles to the intersection of E 300 North Ln and 300 East Rd. The PAZ is south of this boundary line.
- The boundary line continues southward on 300 East Rd for ~3.0 miles to the intersection of 300 East Rd and E Baseline Rd. The PAZ is west of this boundary line.
- The boundary line continues west on E Baseline Rd for ~1.0 mile to the intersection of E. Baseline Rd and 200 East Rd. The PAZ is north of this boundary line.
- The boundary line continues south on 200 East Rd (Route 25) for ~3.6 miles to the intersection of Route 25 and I-84 at exit 216. At this point Route 25 changes to Route 77. The PAZ is west of this boundary line.
- The boundary line continues south on Route 77 for \sim 7.6 miles to the intersection of Route 77 and 500 South Rd. The PAZ is west of this boundary line.
- The boundary line continues west on 500 South Rd for ~8.5 miles to the intersection of 500 South Rd and Highway 27. The PAZ is north of this boundary line.
- The boundary line continues north on Highway 27 for ~1.0 mile to the intersection of Highway 27 and W 400 South Rd. The PAZ is east of this boundary line.

• The boundary line continues west on 400 South Rd for ~4.0 miles to the intersection of 400 South Rd and 400 West Rd (the southwest boundary corner). The PAZ is north of this boundary line.

ADMISSIONS

RCA will abide by the admissions priorities per Idaho Code 33–5206 (11) and the lottery procedure in the case where enrollment demand is greater than the enrollment capacity at each academic year. The children of full-time staff and the children of founders shall be in the first enrollment preference category, not to exceed 10% of the total student enrollment allowed for each school year. The second enrollment preference category will include the siblings of current students. Students in the primary attendance zone will be included in the third preference category.

RCA founder status will be granted at the sole discretion of the board in consideration of individual material contributions toward the establishment of the school. The minimum threshold to be considered for founder status is 100 volunteer hours dedicated toward school founding efforts. However, volunteerism alone may not constitute a designation as a founder. No additional founders will be designated after January 1, 2026.

DEMOGRAPHICS

The following information is a summary of the most recent (2023) population ethnic and financial demographics of the communities that fall within the primary attendance zone.

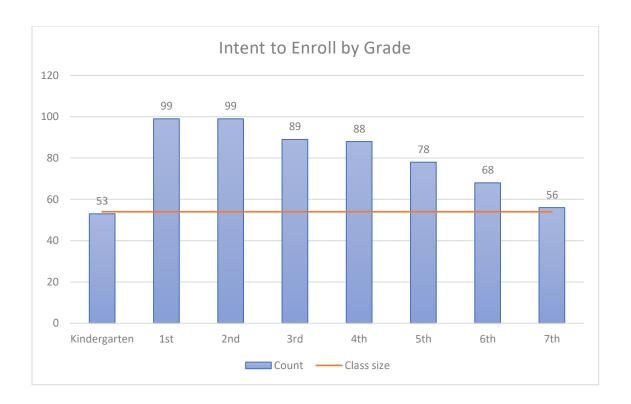
Demographics of Communities in Primary Attendance Zone

				Native American		Median Income
City/Town	Population	White	Hispanic		Other	Per Household
Burley	12,148	54.5%	38.0%	1.4%	6.1%	\$63,315
Heyburn	3,896	69.1%	29.0%	0.4%	1.5%	\$70,078
Rupert	6,498	45.8%	53.6%	0.0%	0.6 %	\$54,444

Census.gov (July 2023)

COMMUNITY NEEDS AND MARKET INTEREST

RCA's community founding group started measuring community needs and market interest in September 2023 with an online intent-to-enroll form. This form registered family interest in attending an American classical public charter school. The RCA community founding group hosted a publicity kick-off event in November 2023 by inviting Mr. Stephen Lambert to present an information seminar on American classical education at the Wilson Theater in Rupert, Idaho. This event was attended (in person and virtually) by about 150 people. With this initial event and marketing through Facebook, the RCA website, and other community events, the intents-to-enroll count for RCA quickly jumped to 262 by December 2023. This rapid influx of intents-to-enroll indicated that there was significant community interest in RCA's mission. Marketing efforts continued throughout 2024 with other in-person events and on-line posts. By the end of 2024 RCA's intent-to-enroll count stood at 476. Momentum continues to build as milestones are reached in the launching of RCA and word continues to spread. Current levels of support and interest are displayed in the chart below that measures intents-to-enroll by grade-level of potential students.



RCA has received intent-to-enroll documentation for 630 potential students, which is more than the 432 seats that will be available at the opening. Since RCA is still two school years away from opening, ACSI is confident that the intent-to-enroll figure will continue to rise and exceed the school's initial enrollment capacity. As we continue to reach major milestones in the coming months, marketing and recruitment efforts will increase significantly to generate additional interest in American classical education throughout the primary attendance zone.

The American classical education model selected for RCA utilizes primary source documents to provide a comprehensive K-12 civics education. Section I of the Petition provides a detailed description of the educational program. This is a compelling aspect of American classical education for many families, and we are unaware of any other model utilized within the primary attendance zone that offers a civics education of comparable scope. Since there is no other school

in the proposed attendance area that follows this model, the establishment of RCA will provide families within Mini-Cassia an expanded school choice option.

One of the primary duties of the school leader, especially in the early years, will be marketing and public education programs covering the unique educational and personal development benefits of American classical education. Community founding group members will assist the school leader with various public outreach events in all the communities in the attendance area to introduce and explain how the model, through RCA, will provide an exceptional, classically inspired, traditional education for students. In addition to outreach and educational seminars, the school leader will also be engaged in a media and marketing campaign to share the curriculum and opportunities offered by RCA to underserved families in the primary attendance zone. The marketing plan will include discussions with area preschools, homeschool organizations and co-ops, as well as civic and cultural organizations.

TRANSPORTATION PLAN

Transportation is an important factor for attendance. All RCA planning and budgets include offering bus transportation to students beginning with the first year of operation. This commitment to providing transportation is to ensure that distance will not be a barrier to attendance for disadvantaged students. Bus routes and potential localized pickup points will be determined once enrollment is finalized and modified annually as the student population grows. All communities within the primary attendance zone will have access to transportation services. At the appropriate time, RCA will follow the transportation bidding process per Idaho Code § 33–1510 or develop its own transportation infrastructure. It is also important to note that ACSI is currently

exploring options to establish and develop a transportation system that would be shared between TVCA, INCA, VCA, RCA, and subsequent schools.

Feedback from IPCSC

"The application notes that the school 'will follow the transportation bidding process...'. The budget notes that the school has alotted \$113,268 for 'all maintenance operations, and administrative costs associated with providing transportation via four school buses'. Please clarify whether the school plans to purchase four buses, contract with a transportation company, etc., for the amount noted in the budget."

The school intends to use \$600,000 of Charter School Program (CSP) dollars to purchase four school busses. The operating budget includes full salaries of four bus drivers and their benefits plus a part-time substitute bus driver for a total of \$172,468 in year 1. The bus driver salaries can be found in row 61 of the "Operational Budgets" sheet and their benefits are included in section "1c: Benefits".

SCHOOL LUNCH PROGRAM

Nutrition is an essential part of successful learning. No one can focus on learning on an empty stomach. RCA will offer a federally compliant school lunch program. ACSI has developed a food service concept that is used by TVCA and INCA and will be implemented by subsequent schools.

Information to obtain free and reduced lunch will be gathered during the enrollment and registration process. Appropriate documentation will be collected annually to meet the program requirements. Once RCA joins the National School Lunch Program, RCA will adopt all policies required by the program, including a wellness policy and guidelines regarding meals and snacks served at the school or school events.

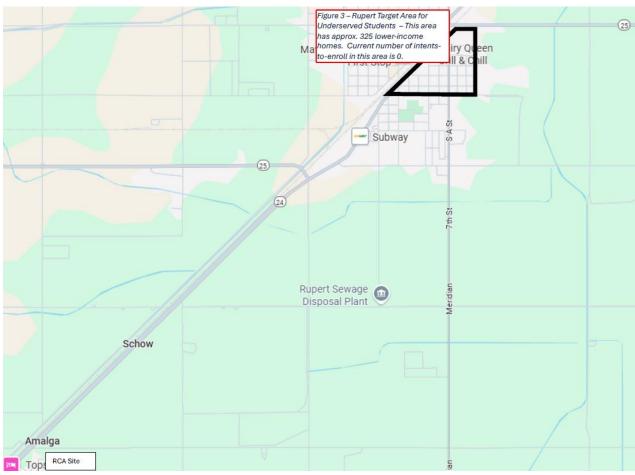
STRATEGIES FOR ENROLLING UNDERSERVED FAMILIES

RCA intends to reach out to underserved families through information booths at community and local events, focused advertising on Facebook, community mailers and door hangers, community and household presentations, posting at local businesses, preschools, grocers, and banks, as well as radio and/or television advertisements. Many of these marketing methods are already underway through the efforts of the community founding group. Ongoing promotional efforts will emphasize that RCA offers a free public education that is free and accessible to all, with busing and nutrition programs. RCA has presented at the local Community Council in an effort to reach out to Migrant and Spanish-speaking families. The reception from the public and the Community Council administration was very hospitable, resulting in continued invitations to return to keep this segment of the population informed regarding RCA's progress to opening.

The RCA leadership is also committed to selecting uniforms that are affordable and accessible to all families. Uniform assistance is one of the categories that will be included in RCA's school launch fundraising campaign. After the first year, RCA will host "uniform swaps," allowing parents to bring in gently used uniforms that their children have outgrown to be offered for reduced pricing, or at no cost.

RCA plans to do specialized marketing with local organizations and agencies in both Spanish and English directed at lower income and multi-family housing areas in the Mini-Cassia area. The following diagrams show the initial underserved communities in this campaign.





The RCA leadership team has access to a fluent Spanish speaker who will assist with translating social media posts, flyers, and advertising literature into Spanish. She will participate in assisting in filling out any necessary forms or applications as the school moves toward opening.

In the months leading up to the school's lottery, RCA plans to execute a marketing campaign focused on Spanish speaking families. This includes advertising on the local Spanish radio stations, creating Spanish posts to be boosted on Facebook and Instagram, presenting at Burley's Community Council English classes and Head Start Pre-school, and attending local events such as the Dia De Los Muertos celebration held in Burley. RCA currently uses a marketing video in Spanish to educate the public about the vision and mission of the school. Efforts like this ensure that Spanish speaking families have access to information regarding RCA. RCA leadership will host an in-person session during the lottery period, to allow for parents with limited English and/or technology skills to gain assistance in signing their students up for the lottery.

The 2016 BLUUM report "Hispanic Parents Speak Out," composed of information compiled from Hispanic parents in eastern and southern Idaho about educational goals for their families, highlighted features valued by the Hispanic community that are perfectly aligned with the structure and goals of RCA. Among those features:

The Hispanic parents ... interviewed prized a school that emphasized respect and good behavior. These were values they typically emphasized at home, and they wanted the school environment to reflect those priorities.

Parents typically responded well to school uniforms or a strict dress code because these communicated that a school was serious about student behavior. To some, there was an additional practical benefit – uniforms simplified the challenge of dressing youngsters.

Take pride in having good teachers that care about children and in the school's preparation of students for college. Schools might also highlight specialized courses of study.

Each of the features listed directly align with RCA's educational program, philosophy, and school culture.

One of the primary reasons that RCA has chosen the proven model developed by Hillsdale College is the content rich, classically informed, traditional curriculum and methodology. American classical education has the potential to provide a superb education to any child regardless of their socioeconomic or cultural background. It is an education built on a classical understanding of human nature and is therefore timeless and universally applicable. There are no private schools that provide variants of classical education in Mini-Cassia, and more broadly a few in the State of Idaho, therefore, they are not universally accessible. Through the growing opportunity for school choice in Idaho and American classical charter schools specifically, every child who is enrolled at RCA will participate in a model of education that has in recent decades been largely reserved only for those who can afford it. American classical charter schools change that dynamic and ensure that cost is not a barrier to accessing an education built on the tripart foundation of virtuous living, traditional learning, and civic responsibility. We look forward to working alongside our partners to actualize the plans for RCA and increase the availability of an excellent, tuition-free, American form of classical education in Minidoka and Cassia counties.

DIGITAL INTEREST SURVEY

The most recent version of intent-to-enroll results (with all personally identifying information redacted) is now available in Appendix F. Please note that the results constitute a running record of all our intent-to-enroll data up to this point. The current number of students on our intent-to-enroll list is 630 as of September 2025. There is a significant marketing campaign

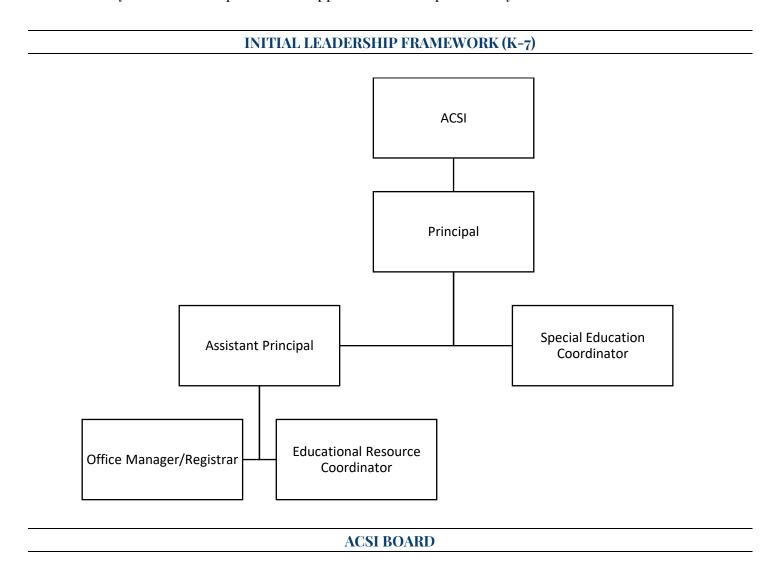
underway in the Mini-Cassia area, so we expect that this list will continue to grow prior to the petition hearing. Additional marketing activities will occur throughout the primary attendance zone during the next calendar year.

SECTION V: SCHOOL LEADERSHIP AND MANAGEMENT

LEADERSHIP TEAM

The subsections that follow provide an outline of the leadership structure upon opening as a K-7 school in addition to the anticipated structure once the school is fully developed as a K-12 academy. The final leadership structure once all grades are served is subject to change, but the framework provided is a clear representation of the direction that RCA will work toward through the early years of operation.

Please note that business management will initially be provided through the partnership with BLUUM and eventually transition to a permanent support framework provided by ACSI.



ACSI's Chief Executive Officer serves as the senior leader of the network of member schools and leads the School Support Office (SSO) in day-to-day operations. The CEO's main responsibilities are to:

• Provide leadership and guidance for the overarching success of schools and the SSO.

- Ensure adherence to ACSI's mission and vision.
- Foster a mission-aligned school member network culture.
- Oversee planning and growth for new member schools and a mission-aligned SSO.
- Maintain and build stakeholder partnerships.
- Assess risks and provide mitigation strategies for member schools.
- Promote philanthropic and donor relations.

Of note, the ACSI SSO serves two primary functions: (1) to provide core support services to ACSI member schools and (2) to support the startup of new ACSI member schools.

PRINCIPAL

The principal reports to the governing board at regular meetings about the school's operations and will be required to attend all governing board meetings. The principal is charged with providing high quality leadership in all areas of school function and accomplishing the outcome for which the school was chartered. The principal serves as the head teacher of RCA and will be responsible for overall instructional leadership at the charter school, including character development efforts, and the planning, operation and supervision of the educational program. The principal shall uphold and enforce the charter, RCA governing board policies and local, state, and federal laws and regulations. Additionally, the principal is chiefly responsible for community relationships and will establish and maintain an effective community relations program.

The principal shall have the responsibility for all personnel matters including the authority to hire, discipline and terminate all school employees. The principal will present for board approval a proposed slate of employees at the July board meeting (in advance of the new academic year). The principal will periodically evaluate RCA employees as provided for by RCA policy. The ACSI Board of Directors will evaluate the principal. Personnel under the immediate supervision of the principal include the assistant principal, special education coordinator, operational staff, and all teachers.

In the classical tradition, school leaders at RCA are expected to preserve a direct connection to the instructional program. After the first year of operation, the principal will maintain an annual course load of one full-year course or two semester courses indefinitely. The principal will not teach a course during the first year to entirely focus on establishing the school.

Please note that the founding principal for RCA is already selected. Mr. Matt Seely is on a fully funded fellowship from the Borbonus Family Foundation. The fellowship is designed to provide him with the time and capacity to launch RCA with fidelity to the model and to receive robust training on all aspects of charter school leadership in Idaho. Part of Mr. Seely's fellowship includes observation and collaboration at other classical academies (TVCA, VCA, NICA, INCA) for additional training regarding how American classical education has been implemented in Idaho. Mr. Seely's resume is available for review in Appendix D.

ASSISTANT PRINCIPAL

The assistant principal reports to the principal. The assistant principal serves as director of operations and dean of students. The assistant principal is responsible for student discipline, supervision of non-academic programs, facilities management, and management and supervision of ancillary staff. Routine duties of the assistant principal include enforcement of school policies and procedures for behavior, dress code, and attendance. Recurring responsibilities include overseeing and administering standardized testing, facilitating extracurricular programs including athletics, and managing the school security and emergency response plans.

The assistant principal will be evaluated by the principal. Personnel under the immediate supervision of the assistant principal include the educational resource coordinator, office manager/registrar, custodians, and all ancillary services staff. The assistant principal will also be responsible for maintenance of relationships and management of contracts with external service providers (such as food service and transportation).

In the classical tradition, leaders at RCA are expected to preserve a direct connection to the

instructional program. After the first year including an assistant principal in the school focused on operations, the assistant principal will maintain an annual course load of one full-year course or two semester courses indefinitely.

SPECIAL EDUCATION COORDINATOR

The special education coordinator reports to the principal. The individual employed in this position will be a teacher who is provided with release time to manage all aspects of the special education program. The anticipated percentage of release time during the first year of operation is 25%. The special education coordinator is responsible for ensuring the integrity of the special education program. Duties associated with this position are described in detail in Section I of this Petition. However, the position is broadly responsible for oversight and management of the special education program to ensure compliance with law and best practice in supporting students with disabilities.

The special education coordinator will be evaluated by the principal. Personnel under the immediate supervision of the special education coordinator include classified teaching assistants and paraprofessionals. The special education coordinator will also be responsible for maintenance of relationships and management of contracts with external special education service providers.

In the classical tradition, leaders at RCA are expected to preserve a direct connection to the instructional program. The coordinator of special education will initially spend 75% of their time supporting students in the classroom setting. This may be reduced to 50% in subsequent years as more special education staff is added and the scope of the special education program necessitates additional leadership (prior to the introduction of a full-time director of student services in the target leadership model).

EDUCATIONAL RESOURCE COORDINATOR

The educational resource coordinator reports to the assistant principal. This role is designed to be the curricular materials acquisition and distribution engine of the school. The Hillsdale K-12 curriculum requires an enormous amount of print materials. The educational resource coordinator will identify, order,

inventory, store, and distribute all curricular materials at RCA. Additionally, this individual will manage the teacher resource center, where all materials, school supplies, and instructional equipment are stored. Other duties associated with this position include light clerical work in support of teachers, management of the copy center, and routine maintenance of copy machines.

The educational resource coordinator is a classified position with no instructional responsibilities.

OFFICE MANAGER/REGISTRAR

The office manager/registrar reports to the assistant principal. This role includes responsibility for managing the day-to-day operations of the school office, filtering incoming workflow to the appropriate school leader, facilitating the school enrollment process, registering students for classes, tracking and validating student attendance, maintaining updated cumulative files for every student, and management of the PowerSchool information system. From time-to-time, this individual may also assist school leaders with light clerical work. Importantly, the office manager/registrar will meet many students and families and is responsible for serving as a good will ambassador to the school community.

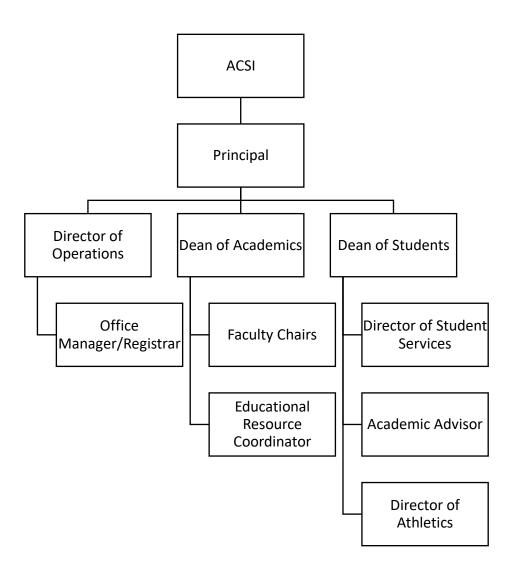
The office manager/registrar is a classified position with no instructional responsibilities.

TARGET LEADERSHIP FRAMEWORK (K-12)

Over the first several years of operation, student enrollment at RCA is anticipated to grow steadily. While student enrollment expands, the leadership structure of the school will change alongside it. Key changes in the leadership structure that will occur gradually between years one and seven include:

- Liquidation of the assistant principal role and the establishment of two separate positions: (a) dean of students, and (b) director of operations.
- The formal transition from a special education coordinator to a director of student services. The key differences that define the director of student services role are as follows: (a) it is a full-time leadership position, (b) it will include a larger scope of support than the special education program,

- and (c) the role will acquire responsibility for evaluation of special education teachers from the principal.
- Creation of a dean of academics position to support the principal with the growth of the academic
 program, curricular integrity, onboarding of new staff, professional development, standardized test
 coordination, oversight of student retention/management, supervision of faculty chairs, and other
 duties as assigned.
- Addition of an academic advisor to assist students with secondary planning and transition beyond graduation.
- Identification of an athletics director to facilitate growing extracurricular programs.
- Introduction of faculty chairs to provide day-to-day support to colleagues and advise the dean of academics on curricular matters.



The subsections that follow describe the new positions included in the target leadership framework.

Detailed job descriptions will be developed as positions are gradually introduced over the first seven years of operation.

DIRECTOR OF OPERATIONS

This position will report to the principal. In a sense, the director of operations is responsible for ensuring that everything occurs on time and as planned. In addition to managing the parameters and pace of day-to-day operations, the director of operations will be responsible for supervision of non-academic programs, facilities management, event planning, communications, financial compliance, human resources, and facilitation of ancillary services. The director of operations will also be responsible for maintaining relationships, managing contracts with external service providers (such as food service and transportation),

and managing school security and emergency response plans. Personnel under the immediate supervision of the director of operations include the office manager/registrar, custodians, and all ancillary services staff.

DEAN OF ACADEMICS

This position will report to the principal. The dean of academics will assist the principal in managing the rollout of the academic program as additional grades are added. This will include shared responsibility for staff training, onboarding of new teachers, instructional support, assistance with implementation of Hillsdale K-12 curriculum, standardized test coordination, oversight of student retention/management, supervision of faculty chairs and the educational resource coordinator, academic projects, and other duties as assigned. As the school continues to grow, the dean of academics and their team will participate in the teacher evaluation process.

In the classical tradition, the dean of academics will maintain a course load indefinitely. Release time will be provided to complete administrative responsibilities.

DEAN OF STUDENTS

This position will report to the principal. Fundamentally, the dean of students shapes, promotes, and preserves the student culture of the school. The dean of students is responsible for student discipline, supervision of all student support services, enforcement of school policies and procedures for behavior, dress code, and attendance, and oversight of extracurricular programs and post-secondary transition planning. Personnel under the immediate supervision of the dean of students include the director of student services, academic advisor, and director of athletics.

In the classical tradition, the dean of students will maintain a course load indefinitely. Release time will be provided to complete administrative responsibilities.

DIRECTOR OF STUDENT SERVICES

This position will report to the dean of students. The director of student services is responsible for all duties and parameters associated with the special education coordinator role, in addition to oversight of the

RTI process. Once this position is created, responsibility for the evaluation of special education teachers will transfer from the principal to the director of student services.

ACADEMIC ADVISOR

This position will report to the dean of students. The academic advisor will ensure that every upper school student in grades 9-12 and their family receives support planning for and pursuing their post-secondary transition goals.

The academic advisor is envisioned as a teaching position with release time to provide advisement services to students. Once the first cohort reaches tenth grade, the academic advisor position will be established and provided with 25% release time to begin building the program and develop relationships with students and their families. In future years, the position will expand to at least 50% release time to ensure adequate availability for post-secondary planning.

FACULTY CHAIRS

Excellent faculty members will be identified to serve as leaders among their colleagues. In this capacity, they will assist the dean of academics with onboarding of new staff, serve as a resource, participate in academic decision–making processes for their designated area, and contribute curricular and instructional feedback as necessary. Possible chairs include grade bands K-2, 3-4, 5-6, and upper school (mathematics, science, humanities).

DIRECTOR OF ATHLETICS

Over the first few years of operation, extracurricular programs are expected to grow. Athletics represent a significant component of student activities and necessitate the establishment of a role responsible for ensuring the integrity, effective implementation, and mission alignment of new and expanding programs. The director of athletics will be selected from among the faculty and provided with release time to complete duties associated with oversight of the athletics programs.

RCA will maintain a job description for each position in the school. These job descriptions are subject to change as the school grows and improves over time. The school leader may reallocate the responsibilities among available personnel and create new positions as necessary. All employees—faculty, office staff, and administrators—are responsible for the education of students at RCA, which includes setting an example of high moral character and embracing the virtues of a free and just society.

BOARD OF DIRECTORS' EVALUATION OF THE SCHOOL LEADER

Throughout the school year, there will be an ongoing conversation about the progress of the school between the board of directors and the school leader. The board will inevitably have questions about how certain practices or policies are being implemented and any challenges the school faces, along with signs of success. At the end of the academic year, the board will conduct a formal evaluation of the school leader, drawing on several sources: an annual parent survey, an annual employee survey, school visits, as well as observation of faculty training, classes, standardized testing results, enrollment numbers, the school's budget, and the school leader's self-evaluation. The CEO of ACSI will facilitate this process in support of the board's evaluation of the school leader.

In order to evaluate the school leader with the mission of the school chiefly in mind, the following questions will be considered. The school leader will be required to answer these questions in a self-evaluation and given some opportunity to explain answers in a short narrative, rather than just a survey format. The Board realizes that the school leader's evaluation of teachers and staff takes the form of a year-long conversation very much in keeping with the philosophy of the school.

KEY EVALUATION QUESTIONS

• Over the past year, did the school accomplish its mission?

- Are the teachers overall competent (preferably masters) in their disciplines, capable in their teaching and leading of children, committed to the mission of the school, eager to improve, and friendly?
- Did the school leader provide adequate training of and direction to the faculty?
- Did the school leader visibly act as the academic and intellectual leader of the school, both for teachers and for students?
- Have the students made substantial academic progress over the past year?
- Have they improved in character?
- Have they participated in and enjoyed school activities outside the school day?
- Did the school leader visibly act as a leader in promoting the school's virtues and cultivating good character in the students?
- Did the school leader lead the way in shaping school culture and discipline? Is that culture and discipline evident in a simple "walk through the halls"?
- Did the school leader communicate with parents, to include supervising weekly notices of events, holding occasional talks on the mission and nature of the school, act as a presence during carpool, meetings, etc.?
- Is the school's office staff helpful, competent, and friendly?
- Does the school leader clearly support the learning of all students, including those with disabilities and from disadvantaged backgrounds?
- Were various "issues" handled with an appropriate amount of prudence and care?
- Is the overall morale of the school high? That is, do students enjoy going to school and the faculty enjoy teaching?
- Is the overall parent satisfaction with the school high? Are parents largely happy with the school, reenrolling their children for the next year, and telling others about the school?
- Has the school stayed within budget in its operations and met financial goals?

- What is the enrollment projection for the coming year?
- What is the attrition rate of students? If rather high, why?
- What is the attrition rate of faculty and staff? If higher than expected, why?

Considering these and other questions, the board's evaluation should take the form of both a written document and a discussion during an executive session of the board, preferably in the summer. If, however, the board finds the school leader lacking in performance, the board will address all issues as soon as possible rather than waiting for the end of the academic year.

APPENDIX A Budgets

APPENDIX A: BUDGET TEMPLATE

IDAHO PUBLIC CHARTER SCHOOL COMMISSION

*** * * * ***

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

Alan Reed, Chairman Rachel Burk, Director

Financial Summary									
Worksheet Instructions: This page will auto-populate as you	ı com	plete the Pre-Ope	erational and Operat	iona	l Budget tabs.				
Revenue									
Anticipated Enrollment for Each Scenario:			418	Т	418		470		522
	Pr	e-Operational	Break-Even Budget	F	ull Enrollment Budget		Budget		Budget
		Budget	Year 1: 2026-2027		Year 1: 2026-2027	Yea	ar 2: 2027-2028	Ye	ear 3: 2028-2029
CSP Grant	\$	1,594,869.00	\$ -	\$	-	\$	-	\$	-
Loans	\$	17,356,152.00	\$ -	\$		\$	-	\$	-
JKAF Fellowship Grants	\$	130,000.00		П					
JKAF Startup Grant - Years 1-4	\$	400,000.00	\$ 394,718.00	\$	929,718.00	\$	410,413.00	\$	629,000.00
Base Support		NA	\$ 989,215.00	\$	989,215.00	\$	1,218,205.00	\$	1,460,034.00
Salary and Benefit Apportionment		NA	\$ 2,148,511.00	\$	2,148,511.00	\$	2,713,665.00	\$	3,313,819.00
Transportation Allowance		NA	\$ 178,774.00	\$	178,774.00	\$	186,091.00	\$	193,008.00
Food Reimbursements/Sales	\$	-	\$ 160,930.00	\$	160,930.00	\$	186,378.50	\$	213,028.20
Federal Funds	\$	-	\$ 94,822.00	\$	94,822.00	\$	116,618.00	\$	128,414.00
Special Distributions		NA	\$ 352,213.00	\$	352,213.00	\$	466,423.00	\$	562,640.00
REVENUE TOTAL	\$	19,481,021.00	\$ 4,319,183.00	\$	4,854,183.00	\$	5,297,793.50	\$	6,499,943.20
Expenditures									
	Pr	e-Operational	Break-Even Budget	F	ull Enrollment Budget		Budget		Budget
		Budget	Year 1: 2026-2027		Year 1: 2026-2027	Ye	ar 2: 2027-2028	Ye	ear 3: 2028-2029
Staff and Benefit Totals	\$	-	\$ 3,271,908.00	\$	3,271,908.00	\$	3,575,352.00	\$	4,212,093.00
Educational Program Totals	\$	-	\$ 268,928.00	\$	268,928.00	\$	297,380.00	\$	307,970.00
Technology Totals	\$	-	\$ 134,343.00	\$	134,343.00	\$	141,297.55	\$	149,400.05
Capital Outlay Totals	\$	-	\$ -	\$	-	\$	-	\$	-
Board of Directors Totals	\$	-	\$ 73,600.00	\$	73,600.00	\$	74,500.00	\$	75,427.00
Facilities Totals	\$	-	\$ 748,439.00	\$	748,439.00	\$	818,790.00	\$	1,255,186.00
Transportation Totals	\$	-	\$ 113,268.00	\$	113,268.00	\$	119,108.00	\$	124,349.00
Nutrition Totals	\$	-	\$ 96,558.00	\$	96,558.00	\$	111,827.10	\$	127,816.92
Other	\$	-	\$ 10,000.00	\$	10,000.00	\$	10,000.00	\$	10,000.00
EXPENSE TOTAL	\$		\$ 4,717,044.00	\$	4,717,044.00	\$	5,148,254.65	\$	6,262,241.97
OPERATING INCOME (LOSS)	\$	19,481,021.00	\$ (397,861.00) \$		\$	149,538.85	\$	237,701.23
PREVIOUS YEAR CARRYOVER	_	-	\$ -	\$	•	\$	137,139.00	\$	286,677.85
NET INCOME (LOSS)	Ś	19,481,021.00	\$ (397,861.00) Ś	137,139.00	Ś	286,677.85	Ś	524,379.08

IPCSC Feedback

"The school is reliant upon funding that is not yet secured. Please provide documentation of the anticipated CSP grant of \$1,594,869 and JKAF Startup Grant for years 1-4 and the JKAF Fellowship Grant noted in the budget. The application does note that 'JKAF has discontinued the practice of writing letters of support for inclusion in charter petitions because direct support is provided through Bluum'. The letter from Bluum does not secure funding, but rather notes that funding is available. Please reconcile".

In the original budget submitted, the CSP revenue for years 1 and 2 was included within the 'JKAF Startup Grant – Years 1–4" total, In the updated version below, CSP funds have been clearly segregated, and total \$2,000,000. There are no additional documents that can be provided at this point regarding the CSP funds as RCA is unable to apply for the CSP funds until charter authorization. The \$130,000 Borbonus Family Foundation grant has been funded and documentation is provided in another area of feedback from the IPCSC in the appendices page 212. Both the CSP grant and the JKAF grant will be applied for pending charter authorization from the IPCSC (both grants require charter approval). Of note, the JKAF Startup Grant

request is for a total of \$2,210,000 (the funding continues into year four, a year not shown on the application). Year four funding would be \$246,000 for the complete JKAF request of \$2,210,000. Below is an updated financial summary.

Financial Summary										
Worksheet Instructions: This page will auto-populate as you	ı cor	mplete the Pre-Ope	erat	ional and Operatio	nal	Budget tabs.				
Revenue										
Anticipated Enrollment for Each Scenario:				391		418		470		522
	ı	Pre-Operational Budget		reak-Even Budget Year 1: 2026-2027		ll Enrollment Budget Year 1: 2026-2027	,	Budget Year 2: 2027-2028	١	Budget 'ear 3: 2028-2029
CSP Grant	\$	1,594,869.00	\$	394,718.00	\$	394,718.00	\$	10,413.00	\$	-
Loans	\$	17,356,152.00	\$	-	\$	-	\$	-	\$	-
JKAF Fellowship Grants	\$	130,000.00								
JKAF Startup Grant - Years 1-4	\$	400,000.00	\$	535,000.00	\$	535,000.00	\$	400,000.00	\$	629,000.00
Base Support		NA	\$	900,643.00	\$	989,215.00	\$	1,218,205.00	\$	1,460,034.00
Salary and Benefit Apportionment		NA	\$	1,957,261.00	\$	2,148,511.00	\$	2,713,665.00	\$	3,313,819.00
Transportation Allowance		NA	\$	178,774.00	\$	178,774.00	\$	186,091.00	\$	193,008.00
Food Reimbursements/Sales	\$	-	\$	150,535.00	\$	160,930.00	\$	186,378.50	\$	213,028.20
Federal Funds	\$	-	\$	89,989.00	\$	94,822.00	\$	116,618.00	\$	128,414.00
Special Distributions		NA	\$	338,753.00	\$	352,213.00	\$	466,423.00	\$	562,640.00
REVENUE TOTAL	\$	19,481,021.00	\$	4,545,673.00	\$	4,854,183.00	\$	5,297,793.50	\$	6,499,943.20
Expenditures										
	ı	Pre-Operational Budget		reak-Even Budget Year 1: 2026-2027	ı	ll Enrollment Budget Year 1: 2026-2027	,	Budget Year 2: 2027-2028	•	Budget 'ear 3: 2028-2029
Staff and Benefit Totals	\$	393,911.00	\$	3,113,034.00	\$	3,271,908.00	\$	3,575,352.00	\$	4,212,093.00
Educational Program Totals	\$	130,000.00	\$	268,928.00	\$	268,928.00	\$	297,380.00	\$	307,970.00
Technology Totals	\$	203,958.00	\$	134,343.00	\$	134,343.00	\$	141,297.55	\$	149,400.05
Capital Outlay Totals	\$	377,000.00	\$	-	\$	-	\$	-	\$	-
Board of Directors Totals	\$	-	\$	73,600.00	\$	73,600.00	\$	74,500.00	\$	75,427.00
Facilities Totals	\$	17,356,152.00	\$	748,439.00	\$	748,439.00	\$	818,790.00	\$	1,255,186.00
Transportation Totals	\$	600,000.00	\$	113,268.00	\$	113,268.00	\$	119,108.00	\$	124,349.00
Nutrition Totals	\$	-	\$	90,321.00	\$	96,558.00	\$	111,827.10	\$	127,816.92
Other	\$	20,000.00	\$	3,740.00	\$	10,000.00	\$	10,000.00	\$	10,000.00
EXPENSE TOTAL	\$	19,081,021.00	\$	4,545,673.00	\$	4,717,044.00	\$	5,148,254.65	\$	6,262,241.97
OPERATING INCOME (LOSS)	\$	400,000.00	\$	-	\$	137,139.00	\$	149,538.85	\$	237,701.23
PREVIOUS YEAR CARRYOVER	\$	-	\$	-	\$	-	\$	137,139.00	\$	286,677.85
NET INCOME (LOSS)	\$	400,000.00	\$		Ś	137,139.00	\$	286,677.85	Ś	524,379.08

IPCSC Feedback

"The break even and full enrollment budget are both dependent upon enrolling 418 students. It appears that the difference in funding is made up with a smaller allotment of the JKAF startup grant. Please clarify whether the school is dependent upon enrolling 418 students to ensure financial stability."

The accurate, corrected budget is provided below which identifies the break even budget at 391 students, below the conservatively planned 418 students. At full enrollment, RCA can accommodate 432 students in year one K-7. At 418 students, RCA anticipates having an operating income after year one of \$137,139.

Financial Summary										
Worksheet Instructions: This page will auto-populate as you	u con	nplete the Pre-Ope	erati	ional and Operatio	nal	Budget tabs.				
Revenue										
Anticipated Enrollment for Each Scenario:				391		418		470		522
	Р	re-Operational		reak-Even Budget		ll Enrollment Budget		Budget		Budget
		Budget	Y	ear 1: 2026-2027	Υ	/ear 1: 2026-2027	Y	ear 2: 2027-2028	Ye	ar 3: 2028-2029
CSP Grant	\$	1,594,869.00	\$	394,718.00	\$	394,718.00	\$	10,413.00	\$	-
Loans	\$	17,356,152.00	\$	-	\$	-	\$	-	\$	-
JKAF Fellowship Grants	\$	130,000.00								
JKAF Startup Grant - Years 1-4	\$	400,000.00	\$	535,000.00	\$	535,000.00	\$	400,000.00	\$	629,000.00
Base Support	<u> </u>	NA	\$	900,643.00	\$	989,215.00	\$	1,218,205.00	\$	1,460,034.00
Salary and Benefit Apportionment		NA	\$	1,957,261.00	\$	2,148,511.00	\$	2,713,665.00	\$	3,313,819.00
Transportation Allowance		NA	\$	178,774.00	\$	178,774.00	\$	186,091.00	\$	193,008.00
Food Reimbursements/Sales	\$	-	\$	150,535.00	\$	160,930.00	\$	186,378.50	\$	213,028.20
Federal Funds	\$	-	\$	89,989.00	\$	94,822.00	\$	116,618.00	\$	128,414.00
Special Distributions		NA	\$	338,753.00	\$	352,213.00	\$	466,423.00	\$	562,640.00
REVENUE TOTAL	\$	19,481,021.00	\$	4,545,673.00	\$	4,854,183.00	\$	5,297,793.50	\$	6,499,943.20
Expenditures										
	Р	re-Operational	Br	reak-Even Budget	Ful	ll Enrollment Budget		Budget		Budget
		Budget	Y	ear 1: 2026-2027	Y	/ear 1: 2026-2027	Y	ear 2: 2027-2028	Ye	ar 3: 2028-2029
Staff and Benefit Totals	\$		\$	3,113,034.00	\$	3,271,908.00	\$	3,575,352.00	\$	4,212,093.00
Educational Program Totals	\$		\$	268,928.00	\$	268,928.00	\$	297,380.00	\$	307,970.00
Technology Totals	\$	-	\$	134,343.00	\$	134,343.00	\$	141,297.55	\$	149,400.05
Capital Outlay Totals	\$	-	\$	-	\$	-	\$	-	\$	-
Board of Directors Totals	\$		\$	73,600.00	\$	73,600.00	\$	74,500.00	\$	75,427.00
Facilities Totals	\$	-	\$	748,439.00	\$	748,439.00	\$	818,790.00	\$	1,255,186.00
Transportation Totals	\$	-	\$	113,268.00	\$	113,268.00	\$	119,108.00	\$	124,349.00
Nutrition Totals	\$	-	\$	90,321.00	\$	96,558.00	\$	111,827.10	\$	127,816.92
Other	\$	-	\$	3,740.00	\$	10,000.00	\$	10,000.00	\$	10,000.00
EXPENSE TOTAL	\$	-	\$	4,545,673.00	\$	4,717,044.00	\$	5,148,254.65	\$	6,262,241.97
OPERATING INCOME (LOSS)	\$	19,481,021.00	\$	-	\$	137,139.00	\$	149,538.85	\$	237,701.23
PREVIOUS YEAR CARRYOVER	\$	-	\$	-	\$	-	\$	137,139.00	\$	286,677.85
NET INCOME (LOSS)	\$	19,481,021.00	\$		\$	137,139.00	\$	286,677.85	\$	524,379.08

Idaho Public Charter School Commission Charter Petition: Pre-Operational Budget Worksheet Instructions: list revenues, expenditures, and Full-Time Equivalencies (FTE) anticipated during the pre-operational year. Insert rows as necessary throughout the document. Include notes specific to start-up costs (details, sources, etc.) in the Assumptions column. Pre-Operational Revenue

Line Item / Account	Budget	Assumptions / Details / Sources
Donations and Contributions	130,000.00	Barbonous Foundation Fellowship
Loans	17,356,152.00	See Facility Plan
Grants	400,000.00	JKAF Grant
Other Revenue	1,594,869.00	Include details and documentation as necessary.
REVENUE TOTAL	\$19,481,021.00	

Additional Notes or Details Regarding Revenues:

Pre-Operational Expenditures

Section 1: Staffing						
1a: CERTIFIED STAFF		Budget	Assumptions / Details / Sources			
Classroom Teachers	FTE	Amount				
Elementary Teachers		-				
Secondary Teachers						
Specialty Teachers		-				
Classroom Teacher Subtotals	0.0					
Special Education	FTE	Amount				
SPED Director		-				
Special Education Teacher		-				
Special Education Subtotals	0.0	-	Anticipated % Special Education Students: 10%			
Other Certified Staff	FTE	Amount				
School Administrator(s)	2.00	310,180.00				
	-					
Other Certified Staff Subtotals	2.0	310,180.00				
CERTIFIED STAFF TOTAL	2.0	310,180.00				

1b: CLASSIFIED STAFF		Budget	Assumptions / Details / Sources
Position	FTE	Amount	
Paraprofessionals- General			
Paraprofessionals- SPED	-	-	
Admin / Front Office Staff	-	-	
Bus Drivers	-	-	
Food Service Staff	-	-	
Janitorial/Maintenance Staff	-	-	
CLASSIFIED STAFF TOTAL	0.0	-	

1c: BENEFITS		Budget	Assumptions / Details / Sources
Туре	Rate	Amount	
Retirement - Certified	15.04%	41,812.00	Rate effective 7/1/2026 per PERSI guidance for School Employees & Resource Officers
Retirement - Classified	13.53%		Rate effective 7/1/2026 per PERSI guidance of "General Members" (Classified Staff, except Resource Officers)
FICA/ Medicare	7.85%	23,729.00	6.2% FICA, 1.45% Medicare, .2% Work Comp
Group Insurance (Medical/Dental)	\$ 9,095	18,190.00	FY2026-2027 Expected cost of Medical, Dental & Vision for American Classical School of Idaho schools
Paid time off (provide assumptions)	0.00%		Suspended for multiple years by PERSI
BENEFITS TOTAL		83,731.00	
CERTIFIED & CLASSIFIED STAFF TOTAL	310,180.00		
TOTAL STAFF & BENEFITS TOTAL		393,911.00	

IPCSC Feedback

"Please provide documentation of the pre-operational loan of \$17,356,152 noted in the budget."

As described in the facility finance plan in Section 2 of this petition, the total estimated cost of the project is \$17,356,152. The facility capital stack is planned for: \$2,500,000 (subordinated revolving loan fund), approximately \$2,250,000 (subordinated JKAF PRI), and the remaining amount provided by a senior lender similar to other ACSI projects (most recently from Vectra and Columbia Bank). As with the federal CSP grant, we are unable to provide specific documentation related to this pre-operational loan amount as financing is dependent upon charter authorization.

Section 2: Educational Program		
2a: OVERALL EDUCATION PROGRAM COSTS	Budget	Assumptions / Details / Sources
Professional Development	-	i i i
SPED Contract Services	-	Types of anticipated SPED Contractors:
Membership Dues	-	
Other Contract Services (i.e. accounting, HR, management)	-	
Staff Recruiting Costs	_	
Office Supplies	_	
OVERALL EDUCATION PROGRAM TOTAL	-	
OVERALL EDUCATION PROGRAM TOTAL	-	
2b: ELEMENTARY PROGRAM	Budget	Accumptions / Dataile / Sources
		Assumptions / Details / Sources
Elementary Curriculum	130,000.00	Based on costs at Treasure Valley Classical Academy and Idaho Novus Classical Academy
Elementary Instructional Supplies & Consumables		
Elementary Special Education Curricular Materials		
Elementary Contract Services (provide assumptions)	422.000.00	Types of anticipated Contractors:
ELEMENTARY PROGRAM TOTAL	130,000.00	
2c: SECONDARY PROGRAM	Budget	Assumptions / Details / Sources
Secondary Curriculum	buuget .	Based on costs at Treasure Valley Classical Academy and Idaho Novus Classical Academy
Secondary Curriculum Secondary Instructional Supplies & Consumables	-	Based on costs at Treasure Valley Classical Academy and Idaho Novus Classical Academy Based on costs at Treasure Valley Classical Academy and Idaho Novus Classical Academy
Secondary Instructional Supplies & Consumables Secondary Special Education Curricular Materials		based on costs at freasure valley classical Academy and Idano Novus classical Academy
Secondary Special Education Curricular Materials Secondary Contract Services (provide assumptions)	-	Types of anticipated Contractors:
SECONDARY PROGRAM TOTAL		Types of anticipated Contractors.
EDUCATIONAL PROGRAM TOTAL	130,000.00	
Additional Notes or Details Regarding Educational Program		
Expenditures:		
Section 3: Technology		
Line Item / Account	Budget	Assumptions / Details / Sources
Internet Access	Budget	Assumptions / Details / Sources
Contracted Services	1,602.00	
Technology Software & Licenses	1,002.00	
Computers for Staff Use	81 700 00	MacBook Airs for staff use
Computers for Student Use	120,656.00	Chromebooks and carts for student use
Accounting Software	-	
Other Technology Hardware (i.e. document cameras, projectors	s, etc.)	
TECHNOLOGY TOTAL	203,958.00	
Additional Notes or Details Regarding Technology		
Expenditures:		
Experiorures.		
Section 4: Non-Facilities Capital Outlay		
Line Item / Account	Budget	Assumptions / Details / Sources
Furniture (school-wide)	397,000.00	Include only items not covered via FFE, if applicable.
Kitchen Equipment (warming oven, salad bar, etc.)		
Other Capital Outlay (i.e. library, kitchen small wares,		
	-	
maintenance equipment, etc.)		
maintenance equipment, etc.) CAPITAL OUTLAY TOTAL	397,000.00	

IPCSC Feedback

Outlay Expenditures:

"The pre-operational budget does not include costs for staffing, technology, etc. The pre-operational expenditures anticipate staff, benefits, technology expenses, etc. Please reconcile."

In the above two sheets, costs are included for staffing and technology. Please note "Section 1: Staffing" of the Pre-operational Budget detailing the cost for school administrators in the amount of \$310,180. In "Section 3: Technology", of the Pre-operational Budget costs associated for technology are called out and planned for within the budget in the total amount of \$203,958.

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

Expenditures:

Section 6: Facilities Details (consistent with facilities template)							
Line Item / Account	Budget	Assumptions / Details / Sources					
Mortgage or Lease	-						
Construction	17,356,152.00	See Facility Plan					
Janitorial Supplies	-						
Facilities Maintenance Contracts (i.e. snow removal; trash; law	n care, custo -						
Utilities (i.e. gas, electric, water, etc.)	-						
Phone	-						
Repairs and Maintenance	-						
Safe & Drug Free School Exp	-						
Other Facilities Related Costs (specify)	-						
Grounds Maintenance	-						
Grounds Maintenance - Other Supplies	-						
FACILITIES TOTAL	17,356,152.00						

Additional Notes or Details Regarding Facilities Expenditures:

Section 7: Transportation							
Line Item / Account	Budget	Assumptions / Details / Sources					
Daily Transportation	-						
Bus Acquisition	600,000.00	CSP Funds used to acquire four new school busses.					
Other Transportation Costs (specify)							
TRANSPORTATION TOTAL	\$600,000.00						

Additional Notes or Details Regarding Transportation

Expenditures:

Section 8: Nutrition								
Line Item / Account	Budget	Assumptions / Details / Sources						
Food Costs	٠							
Non-Food Costs								
OTHER TOTAL	٠							

Additional Notes or Details Regarding Transportation

Expenditures:

Section 9: Other Expenditures	Section 9: Other Expenditures										
Line Item / Account	Budget	Assumptions / Details / Sources									
Misc Reserve for Unplanned Expenses											
Advertising / Web Design											
Bank Service Charges											
OTHER TOTAL											
Additional Notes or Details Regarding Transportation											

Expenditures:

Charter Petition: Operational Budgets					
One and Berrane					
Operational Revenue	410	410	470	522	
Anticipated Enrollment for Each Scenario:	418 Break-Even Budget	418 Full Enrollment Budget	470 Budget	522 Budget	
Line Item / Account	Year 1: 2026-2027	Year 1: 2026-2027	Year 2: 2027-2028	Year 3: 2028-2029	Assumptions / Details / Sources
Cash on Hand	\$0.00	\$0.00	NA	NA	
Donations and Contributions					
Loans					See Facility Plan
Grants	-	535,000.00	400,000.00	629,000.00	JKAFF Support Grant
Other Revenue	394,718.00	394,718.00	10,413.00		
Entitlement	989,215.00	989,215.00	1,218,205.00	1,460,034.00	See attached M&O revenue template, all state revenues were computed based on 2025-2026 funding spreadsheets and budgeting documents provided by the Idaho State Department Education, with 3% inflation added for each year thereafter.
Salary and Benefit Apportionment	2,148,511.00	2,148,511.00	2,713,665.00	3,313,819.00	Same as above.
Transportation Allowance	178,774.00	178,774.00	186,091.00	193,008.00	Calculated as 75% of cost based on American Classical School of Idaho cost experience. Valor Classical Academy is planning to manage its own busses, so the reimbursement rate will be higher
Food Reimbursements/Sales	160,930.00	160,930.00	186,378.50	213,028.20	Based on per-pupil revenue and participation percentage experience at two existing American Classical Schools of Idaho
Federal Funds					
Title I	15,000.00	15,000.00	16,866.00	18,732.00	Based on Treasure Valley Classical Academy and Idaho Novus Classical Academy (K5) per-pupil funding levels.
Title II	5,000.00	5,000.00	5,622.00	6,244.00	Based on Treasure Valley Classical Academy and Idaho Novus Classical Academy (K5) per-pupil funding levels.
Title IV			10,000.00	10,000.00	Small schools receive \$10,000 annually starting year 2.
IDEA Special Education	66,880.00	66,880.00	75,200.00	83,520.00	Based on Treasure Valley Classical Academy and Idaho Novus Classical Academy (KS) per-pupil funding levels.
Medicaid Reimbursements	7,942.00	7,942.00	8,930.00	9,918.00	Based on Treasure Valley Classical Academy and Idaho Novus Classical Academy (K5) per-pupil funding levels.
Special Distributions					
Charter School Facilities	158,840.00	158,840.00	178,600.00	198,360.00	
Content and Curriculum	3,200.00	3,200.00	3,494.00	3,787.00	
Continuous Improvement Plans and Training	6,600.00	6,600.00	6,600.00	6,600.00	
Math and Science Requirement	-		-	59,700.00	
Professional Development Revenue	24,554.00	24,554.00	26,288.00	28,738.00	Computed based on Idaho State Department of Education
Safe and Drug-Free Schools	-	-	7,162.00	7,805.00	guidance document, "Special Distributions".
College & Career Advisors & Student Mentors			9,000.00	9,000.00]
Technology (i.e. infrastructure)	74,519.00	74,519.00	79,311.00	84,102.00	1
Literacy Proficiency	83,592.00	83,592.00	155,060.00	163,640.00	1
Limited English Proficient (LEP)	908.00	908.00	908.00	908.00	1
REVENUE TOTAL	\$4,319,183.00	\$4,854,183.00	\$5,297,793.50	\$6,499,943.20	

IPCSC Feedback

"The application notes 'other revenue' for Year One of operations in the amount of \$394,718. Please clarify where this revenue comes from in the 'Assumptions/Details/Sources' column."

In the original submitted budget, the CSP revenue for years 1 and 2 was included within the 'JKAF Startup Grant – Years 1–4" total. In the updated version below, CSP funds have been clearly segregated, and total \$2,000,000. The \$130,000 fellowship grant has been funded by the Borbonus Family Foundation. A precondition of applying for both the CSP grant and the JKAF grant is charter authorization. Of note, the JKAF grant request is \$2,210,000, because the funding continues into year four, a year not shown on the application. Below is an updated financial sheet showing more detail of the funds in the "Assumptions/Details/Sources" column.

Idaho Public Charter School Commission Charter Petition: Operational Budgets

Operational Revenue							
Anticipated Enrollment for Each Scenario:	391	418		470		522	
Line Item / Account	k-Even Budget r 1: 2026-2027	nrollment Budget ar 1: 2026-2027	Year	Budget 2: 2027-2028	Year	Budget 3: 2028-2029	Assumptions / Details / Sources
Cash on Hand	\$0.00	\$0.00		NA		NA	
Donations and Contributions							
Loans							See Facility Plan
Grants	535,000.00	535,000.00		400,000.00		629,000.00	JKAF Support Grant
Other Revenue	394,718.00	394,718.00		10,413.00		-	CSP Grant Revenue
Entitlement	900,643.00	989,215.00		1,218,205.00		1,460,034.00	See attached M&O revenue template, all state revenues were computed based on 2025-2026 funding spreadsheets and budgeting documents provided by the Idaho State Department of Education, with 3% inflation added for each year thereafter.
Salary and Benefit Apportionment	1,957,261.00	2,148,511.00		2,713,665.00		3,313,819.00	Same as above.
Transportation Allowance	178,774.00	178,774.00		186,091.00		193,008.00	Calculated as 75% of cost based on American Classical School of Idaho cost experience. Valor Classical Academy is planning to manage its own busses, so the reimbursement rate will be higher
Food Reimbursements/Sales	150,535.00	160,930.00		186,378.50		213,028.20	Based on per-pupil revenue and participation percentage experience at two existing American Classical Schools of Idaho
Federal Funds							
Title I	15,000.00	15,000.00		16,866.00		18,732.00	Based on Treasure Valley Classical Academy and Idaho Novus Classical Academy (K5) per-pupil funding levels.
Title II	5,000.00	5,000.00		5,622.00		6,244.00	Based on Treasure Valley Classical Academy and Idaho Novus Classical Academy (K5) per-pupil funding levels.
Title IV				10,000.00		10,000.00	Small schools receive \$10,000 annually starting year 2.
IDEA Special Education	62,560.00	66,880.00		75,200.00		83,520.00	Based on Treasure Valley Classical Academy and Idaho Novus Classical Academy (K5) per-pupil funding levels.
Medicaid Reimbursements	7,429.00	7,942.00		8,930.00		9,918.00	Based on Treasure Valley Classical Academy and Idaho Novus Classical Academy (K5) per-pupil funding levels.
Special Distributions							
Charter School Facilities	148,580.00	158,840.00		178,600.00		198,360.00	
Content and Curriculum	3,066.00	3,200.00		3,494.00		3,787.00	
Continuous Improvement Plans and Training	6,600.00	6,600.00		6,600.00		6,600.00	
Math and Science Requirement	-	-		-		59,700.00	
Professional Development Revenue	23,976.00	24,554.00		26,288.00		28,738.00	Computed based on Idaho State Department of Education
Safe and Drug-Free Schools	-	-		7,162.00		7,805.00	guidance document, "Special Distributions".
College & Career Advisors & Student Mentors	-	-		9,000.00		9,000.00	
Technology (i.e. infrastructure)	72,031.00	74,519.00		79,311.00		84,102.00	
Literacy Proficiency	83,592.00	83,592.00		155,060.00		163,640.00	
Limited English Proficient (LEP)	908.00	908.00		908.00		908.00	
REVENUE TOTAL	\$4,545,673.00	\$4,854,183.00		\$5,297,793.50		\$6,499,943.20	

Operational Expenditures

Section 1: Staffing									
1a: CERTIFIED STAFF		Break-Even Budget Year 1: 2026-2027		rollment Budget r 1: 2026-2027	Year	Budget Year 2: 2027-2028		Budget 3: 2028-2029	Assumptions / Details / Sources
Classroom Teachers	FTE	Amount	FTE	Amount	FTE	Amount	FTE	Amount	
Elementary Teachers	27.0	1,326,542.00	27.0	1,326,542.00	30.0	1,227,240.00	33.0	1,304,820.00	
Secondary Teachers	-	243,116.00	4.0	243,116.00	7.0	462,486.00	11.3	756,631.00	
Specialty Teachers	-		-	-	-	-	-		
Classroom Teacher Subtotal	27.0	1,569,658.00	31.0	1,569,658.00	37.0	1,689,726.00	44.3	2,061,451.00	
Special Education	FTE	Amount	FTE	Amount	FTE	Amount	FTE	Amount	
SPED Director	1.00	60,154.00	1.00	60,154.00	1.00	63,862.00	1.00	67,741.00	
Special Education Teacher	-	56,654.00	-	56,654.00	-	60,362.00	-	64,241.00	
Special Education Subtotal	s 1.0	116,808.00	1.0	116,808.00	1.0	124,224.00	1.0	131,982.00	Anticipated % Special Education Students: 10%
Other Certified Staff	FTE	Amount	FTE	Amount	FTE	Amount	FTE	Amount	
School Administrator(s)	2.00	210,305.00	2.00	210,305.00	1.00	216,615.00	1.00	223,114.00	
	-		-	-	-	-	-		
Other Certified Staff Subtotal	s 2.0	210,305.00	2.0	210,305.00	1.0	216,615.00	1.0	223,114.00	
CERTIFIED STAFF TOTA	L 30.0	\$1,896,771.00	34.0	\$1,896,771.00	39.0	\$2,030,565.00	46.3	\$2,416,547.00	

1b: CLASSIFIED STAFF	Break-Even Budget Year 1: 2026-2027		Full Enrollment Budget Year 1: 2026-2027		Budget Year 2: 2027-2028		Budget Year 3: 2028-2029		Assumptions / Details / Sources
Position	FTE	Amount	FTE	Amount	FTE	Amount	FTE	Amount	
Paraprofessionals- General	3.00	104,913.00	3.00	104,913.00	4.00	135,150.00	5.00	167,130.00	
Paraprofessionals- SPED	2.00	41,963.00	2.00	41,963.00	2.00	37,302.00	2.00	32,357.00	
Paraprofessionals- Title	-	12,022.00	-	12,022.00	-	13,686.00	-	15,457.00	
Admin / Front Office Staff	3.00	113,815.00	3.00	113,815.00	3.00	117,229.00	3.00	120,747.00	
Bus Drivers	4.00	110,200.00	4.00	110,200.00	4.00	113,506.00	4.00	116,911.00	
Food Service Staff	1.00	59,280.00	1.00	59,280.00	1.00	61,059.00	1.00	62,890.00	
Janitorial/Maintenance Staff	1.00	50,400.00	1.00	50,400.00	1.00	51,912.00	1.00	53,469.00	
CLASSIFIED STAFF TOTAL	14.0	\$492,593.00	14.0	\$492,593.00	15.0	\$529,844.00	16.0	\$568,961.00	

1c: BENEFITS		k-Even Budget r 1: 2026-2027		rollment Budget r 1: 2026-2027	Year	Budget 2: 2027-2028	Year	Budget 3: 2028-2029	Assumptions / Details / Sources
Туре	Rate	Amount	Rate	Amount	Rate	Amount	Rate	Amount	
Retirement - Certified	13.48%	279,647.00	15.04%	279,647.00	15.04%	314,115.00	15.82%	375,180.00	Rate effective 7/1/2027 per PERSI guidance for School Employees & Resource Officers
Retirement - Classified	11.96%	50,688.00	13.53%	50,688.00	13.53%	58,846.00	14.31%	64,237.00	Rate effective 7/1/2027 per PERSI guidance for "General Members" (Classified Staff, except Resource Officers)
FICA/ Medicare	7.85%	172,235.00	7.85%	172,235.00	7.85%	183,354.00	7.85%	215,764.00	6.2% FICA, 1.45% Medicare, .2% Work Comp
Group Insurance (Medical/Dental)	\$ 9,732	379,974.00	\$ 9,732	379,974.00	\$ 10,413	458,628.00	\$ 11,142	571,404.00	FY 2026-2027 Expected Cost of Medical, Dental and Vision, incremented 7% in FY28 and 7% in FY29
Paid time off (provide assumptions)	0%	-	0%	-	0%		0%	-	Suspended for multiple years by PERSI
BENEFITS TOTAL		\$882,544.00		\$882,544.00		\$1,014,943.00		\$1,226,585.00	
CERTIFIED & CLASSIFIED STAFF TOTAL	44.0	\$2,389,364.00	48.0	\$2,389,364.00	54.0	\$2,560,409.00	62.3	\$2,985,508.00	
TOTAL STAFF & BENEFITS TOTAL		\$3,271,908.00		\$3,271,908.00		\$3,575,352.00		\$4,212,093.00	

Section 2: Educational Program					
2a: OVERALL EDUCATION PROGRAM COSTS	Break-Even Budget	Full Enrollment Budget	Budget	Budget	Assumptions / Details / Sources
Earl O'Enfrite Ebo Grillott Ho Giballi Cools	Year 1: 2026-2027	Year 1: 2026-2027	Year 2: 2027-2028	Year 3: 2028-2029	resumptions y setting sources
Professional Development	9,500.00	9,500.00	30,622.00	31,994.00	Local training and conference travel costs
SPED Contract Services	9,928.00	9,928.00	51,163.00	56,823.00	Speech and occupational therapists.
Membership Dues	-				
Other Contract Services (i.e. accounting, HR, management)	-				
Staff Recruiting Costs	1,500.00	1,500.00	1,545.00	1,591.00	Advertising and outreach tools
Office Supplies	35,000.00	35,000.00	36,050.00	37,132.00	Hardware, Software, Physical Supplies (e.g. ink, paper, etc.)
OVERALL EDUCATION PROGRAM TOTAL	\$55,928.00	\$55,928.00	\$119,380.00	\$127,540.00	

2b: ELEMENTARY PROGRAM	Break-Even Budget Year 1: 2026-2027	Full Enrollment Budget Year 1: 2026-2027	Budget Year 2: 2027-2028	Budget Year 3: 2028-2029	Assumptions / Details / Sources
Elementary Curriculum	45,000.00	45,000.00	-		Based on costs at Treasure Valley Classical Academy and Idaho Novus Classical Academy
Elementary Instructional Supplies & Consumables	100,000.00	100,000.00	100,000.00	102.430.00	Based on costs at Treasure Valley Classical Academy and Idaho Novus Classical Academy
Elementary Special Education Curricular Materials					
Elementary Contract Services (provide assumptions)			10,000.00	10,000.00	
ELEMENTARY PROGRAM TOTAL	\$145,000.00	\$145,000.00	110,000.00	\$112,430.00	

2c: SECONDARY PROGRAM	Break-Even Budget Year 1: 2026-2027	Full Enrollment Budget Year 1: 2026-2027	Budget Year 2: 2027-2028	Budget Year 3: 2028-2029	Assumptions / Details / Sources
Secondary Curriculum					Based on costs at Treasure Valley Classical Academy
Secondary Instructional Supplies & Consumables	68,000.00	68,000.00	68,000.00	68,000.00	Based on costs at Treasure Valley Classical Academy
Secondary Special Education Curricular Materials					
Secondary Contract Services (provide assumptions)	-				
SECONDARY PROGRAM TOTAL	\$68,000.00	\$68,000.00	\$68,000.00	\$68,000.00	
EDUCATIONAL PROGRAM TOTAL	\$268,928.00	\$268,928.00	\$297,380.00	\$307,970.00	
Additional Notes or Details Regarding Educational Program					

Expenditures:

Section 3: Technology					
Line Item / Account	Break-Even Budget Year 1: 2026-2027	Full Enrollment Budget Year 1: 2026-2027	Budget Year 2: 2027-2028	Budget Year 3: 2028-2029	Assumptions / Details / Sources
Internet Access	-			-	Based on costs at Treasure Valley Classical Academy and Idaho Novus Classical Academy
Contracted Services	21,900.00	21,900.00	22,557.00	23,234.00	
Technology Software & Licenses	38,924.00	38,924.00	40,639.55	43,490.05	PowerSchool, et cetera
Computers for Staff Use	5,000.00	5,000.00	5,150.00	5,305.00	
Computers for Student Use	62,519.00	62,519.00	66,951.00	71,371.00	
Accounting Software	6,000.00	6,000.00	6,000.00	6,000.00	2M Subscription
Other Technology Hardware (i.e. document cameras, projectors,	, etc.) -				
TECHNOLOGY TOTAL	\$134,343.00	\$134,343.00	\$141,297.55	\$149,400.05	
Additional Notes or Details Regarding Technology					·
Eupondituros					

Section 4: Non-Facilities Capital Outlay										
Line Item / Account	Break-Even Budget Year 1: 2026-2027		Full Enrollment Budget Year 1: 2026-2027		Budget Year 2: 2027-2028		Budget Year 3: 2028-2029		Assumptions / Details / Sources	
Furniture (school-wide)	•	-	,	-	•	-	,	-		
Kitchen Equipment (warming oven, salad bar, etc.)	•	-	,		•	-	, I		To be incorporated into facility build and financing budget.	
Other Capital Outlay (i.e. library, kitchen small wares, maintenance equipr		-	,		•	-	, , ,	-		
CAPITAL OUTLAY TOTAL		\$0.00		\$0.00		\$0.00		\$0.00		

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

Break-Even Budget Year 1: 2026-2027	Full Enrollment Budget Year 1: 2026-2027	Budget Year 2: 2027-2028	Budget Year 3: 2028-2029	Assumptions / Details / Sources
6,600.00	6,600.00	6,600.00	6,600.00	Available free of cost through partnerships
2,000.00	2,000.00	2,000.00	2,000.00	Based on costs at Treasure Valley Classical Academy and Idaho Novus Classical Academy
30,000.00	30,000.00	30,900.00	31,827.00	Based on costs at Treasure Valley Classical Academy and Idaho Novus Classical Academy
10,000.00	10,000.00	10,000.00	10,000.00	Based on current fees
15,000.00	15,000.00	15,000.00	15,000.00	Based on costs at Treasure Valley Classical Academy and Idaho Novus Classical Academy
10,000.00	10,000.00	10,000.00	10,000.00	Based on costs at Treasure Valley Classical Academy and Idaho Novus Classical Academy
\$73,600.00	\$73,600.00	\$74,500.00	\$75,427.00	
֡	Year 1: 2026-2027 6,600.00 2,000.00 30,000.00 10,000.00 15,000.00	Year 1: 2026-2027 Year 1: 2026-2027 6,600.00 6,600.00 2,000.00 2,000.00 30,000.00 30,000.00 10,000.00 10,000.00 15,000.00 15,000.00	Year 1: 2026-2027 Year 1: 2026-2027 Year 2: 2027-2028 6,600.00 6,600.00 6,600.00 2,000.00 2,000.00 2,000.00 30,000.00 30,000.00 30,900.00 10,000.00 10,000.00 10,000.00 15,000.00 15,000.00 10,000.00	Year 1: 2026-2027 Year 1: 2026-2027 Year 2: 2027-2028 Year 3: 2028-2029 6,600.00 6,600.00 6,600.00 6,600.00 2,000.00 2,000.00 2,000.00 2,000.00 30,000.00 30,000.00 30,900.00 31,827.00 10,000.00 10,000.00 10,000.00 15,000.00 15,000.00 15,000.00 15,000.00 10,000.00

Expenditures:

Section 6: Facilities Details									
Line Item / Account		ven Budget 2026-2027		rollment Budget r 1: 2026-2027		Budget 2: 2027-2028		Budget 3: 2028-2029	Assumptions / Details / Sources
Mortgage or Lease		668,789.00	,	668,789.00		729,588.00		1,162,880.00	See facility options; this mortgage cost assumes the worst-case scenario (highest interest) situation where the funds are borrowed from Building Hope, the state Revolving Loan Fund, and a bank.
Construction / Remodeling (if applicable)	•	-	,	-		-		-	Based on costs at Treasure Valley Classical Academy and Idaho Novus Classical Academy
Janitorial Supplies		20,000.00	,	20,000.00		20,600.00	_	21,218.00	
Facilities Maintenance Contracts (i.e. snow removal; trash; lawn	care, cust		,			-	•	-	Based on costs at Treasure Valley Classical Academy and Idaho Novus Classical Academy
Utilities (i.e. gas, electric, water, etc.)		46,450.00	,	46,450.00	•	47,844.00		49,280.00	
Phone		-	•		•	-	_	-	
Repairs and Maintenance		13,200.00	,	13,200.00	•	13,596.00	_	14,003.00	
Safe & Drug Free School Exp		-	•		_	7,162.00	_	7,805.00	
Other Facilities Related Costs (specify)		-	,		•	-	_	-	
Grounds Maintenance	•	-	,	-		-		-	Based on costs at Treasure Valley Classical Academy and Idaho Novus Classical Academy
Grounds Maintenance - Other Supplies			,	-		-			Based on costs at Treasure Valley Classical Academy and Idaho Novus Classical Academy
FACILITIES TOTAL		\$748,439.00		\$748,439.00		\$818,790.00		\$1,255,186.00	
Additional Notes or Details Regarding Facilities Expenditures:	Additional Notes or Details Regarding Facilities Expenditures:								

Section 7: Transportation										
Line Item / Account	t		Break-Even Budget Full Enrollment Budget Year 1: 2026-2027 Year 1: 2026-2027		Year	Budget Year 2: 2027-2028		Budget 3: 2028-2029	Assumptions / Details / Sources	
Daily Transportation	,	113,268.00		113,268.00		119,108.00		124 349 00	All maintenance, operations, and administrative costs associated with providing transportation via four school buses	
Special Transportation (i.e. SPED, field trips, etc.)	,		,		,		,			
Other Transportation Costs (specify)	,	-	_	-	,	-	,	-		
TRANSPORTATION TOTAL		\$113,268.00		\$113,268.00		\$119,108.00		\$124,349.00		
Additional Notes or Details Regarding Transportation										
Expenditures:										

Section 8: Nutrition Program								
Line Item / Account	Break-Even Budget Year 1: 2026-2027		Full Enrollment Budget Year 1: 2026-2027	Budget Year 2: 2027-2028		Budget Year 3: 2028-2029		Assumptions / Details / Sources
Food Costs	'	96,558.00	96,558.00	_ ′	111,827.10	, '	127.816.92	Based on costs at Treasure Valley Classical Academy and Idaho Novus Classical Academy
Non-Food Costs	,	-			-	•		
NUTRITION TOTAL		\$96,558.00	\$96,558.00		\$111,827.10		\$127,816.92	
Additional Notes or Details Regarding Other Expenditures:								

Section 9: Other Expenditures									
Line Item / Account	Break-Even Budget Year 1: 2026-2027		Full Enrollment Budget Year 1: 2026-2027		Budget Year 2: 2027-2028		Budget Year 3: 2028-2029		Assumptions / Details / Sources
Misc Reserve for Unplanned Expenses	,	10,000.00		10,000.00	,	10,000.00	,	10,000.00	
Advertising / Web Design	,	-		-		-	,	-	Based on costs at Treasure Valley Classical Academy and Idaho Novus Classical Academy
Bank Service Charges	•	-	•			-	,		Based on costs at Treasure Valley Classical Academy and Idaho Novus Classical Academy
OTHER TOTAL		\$10,000.00		\$10,000.00		\$10,000.00		\$10,000.00	
Additional Notes or Details Regarding Other Expenditures:									

IPCSC Feedback

"The application notes a marketing campaign, and notes that 'This includes advertising on the local Spanish radio stations, creating Spanish posts to be boosted on Facebook and Instagram...'. The budget does not include any expenses for Advertising/Web Design, etc. (p.125). Please reconcile."

The budget section #9 "Other Expenditures" has been updated to reflect a modification allowing for advertising. Funds have been re-allocated from the "reserves" amount into this line for the operating year taking \$20,000 out of the furniture budget in the planning year to this line. Additional marketing funds for RCA are being provided in year negative one through direct fundraising (with \$52,354 raised to date). The updated section 9 "Other Expenditures" is embedded below:

Section 9: Other Expenditures									
Line I tem / Account	Break-Even Budget Year 1: 2026-2027		Full Enrollment Budget Year 1: 2026-2027			Budget 2: 2027-2028	Year	Budget 3: 2028-2029	Assumptions / Details / Sources
Misc Reserve for Unplanned Expenses	,	-			,	-	,	-	
Advertising / Web Design	,	3,740.00		10,000.00	•	10,000.00	,	10.000.00	Based on costs at Treasure Valley Classical Academy and Idaho Novus Classical Academy
Bank Service Charges	'	-		-	,	-	,		Based on costs at Treasure Valley Classical Academy and Idaho Novus Classical Academy
OTHER TOTAL		\$3,740.00		\$10,000.00		\$10,000.00		\$10,000.00	
Additional Notes or Details Regarding Other Expenditures:									

Idaho Public Charter School Cash Flow Operational Year 1	Commission														July 15 Foundation P Contract Pa	
	Year 1 Budgeted	JUL	AUG	SEPT	ост	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUNE	Total	JULY	AUGUST
Student Enrollment Capacity	418															
Revenue																
Donations and Contributions	0												\$0.00	\$0.00		
Loans	0												\$0.00	\$0.00		
Grants	535,000	10000000											\$0.00	\$535,000.00		
Entitlement	989,215	=	\$494,607.50			\$197,843.00			\$178,058.70			\$79,137.20	\$0.00	\$949,646.40	\$39,568.60	
Salary and Benefit Apportionment	2,148,511		\$1,074,255.50			\$429,702.20			\$386,731.98			\$171,880.88	\$0.00	\$2,062,570.56	\$85,940.44	
Transportation Allowance	178,774		\$89,387.00			\$35,754.80			\$32,179.32			\$14,301.92	\$0.00	\$171,623.04	\$7,150.96	
Food Reimbursements/Sales	160,930				\$17,881.11	\$17,881.11	\$17,881.11	\$17,881.11	\$17,881.11	\$17,881.11	\$17,881.11	\$17,881.11	\$17,881.11	\$160,930.00		
Federal Funds	94,822				\$10,535.78	\$10,535.78	\$10,535.78	\$10,535.78	\$10,535.78	\$10,535.78	\$10,535.78	\$10,535.78	\$10,535.78	\$94,822.00		
Special Distributions	352,213					83,592.00			\$79,258.40			\$189,362.60		\$352,213.00		
Total Revenue	\$4,459,465.00	\$535,000.00	\$1,658,250.00	\$0.00	\$28,416.89	\$775,308.89	\$28,416.89	\$28,416.89	\$704,645.29	\$28,416.89	\$28,416.89	\$483,099.49	\$28,416.89	\$4,326,805.00	\$132,660.00	\$0.00
Expenditures																
Salaries and Benefits	3,271,908.00	\$0.00	\$0.00	\$272,659.00	\$272,659.00	5272,659.00	\$272,659.00	\$272,659.00	\$272,659.00	\$272,659.00	\$272,659.00	\$272,659.00	\$272,659.00	\$2,726,590.00	\$272,659.00	\$272,659.00
Education Program	268,928.00	\$0.00	\$0.00	\$26,892.80	\$26,892.80	\$26,892.80	\$26,892.80	\$26,892.80	\$26,892.80	\$26,892.80	\$26,892.80	\$26,892.80	\$26,892.80	\$268,928.00		
Technology Totals	134,343.00	\$0.00		\$13,434.30	\$13,434.30	\$13,434.30	\$13,434.30	\$13,434.30	\$13,434.30	\$13,434.30	\$13,434.30	\$13,434.30	\$13,434.30	\$134,343.00		
Capital Outlay Totals		\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00		
Board of Directors	73,600.00	\$0.00		\$7,360.00	\$7,360.00	\$7,360.00	\$7,360.00	\$7,360.00	\$7,360.00	\$7,360.00	\$7,360.00	\$7,360.00	\$7,360.00	\$73,600.00		
Facilities	748,439.00	\$62,369.92	\$62,369.92	\$62,369.92	\$62,369.92	\$62,369.92	\$62,369.92	\$62,369.92	\$62,369.92	\$62,369.92	\$62,369.92	\$62,369.92	\$62,369.92	\$748,439.00		
Transportation	\$113,268.00	\$0.00	\$0.00	\$11,326.80	\$11,326.80	\$11,326.80	\$11,326.80	\$11,326.80	\$11,326.80	\$11,326.80	\$11,326.80	\$11,326.80	\$11,326.80	\$113,268.00		
Nutrition	96,558.00	\$0.00	\$0.00	\$9,655.80	\$9,655.80	\$9,655.80	\$9,655.80	\$9,655.80	\$9,655.80	\$9,655.80	\$9,655.80	\$9,655.80	\$9,655.80	\$96,558.00		
Other	10,000.00	\$0.00	\$0.00	\$1,000.00	\$1,000.00	\$1,000.00	\$1,000.00	\$1,000.00	\$1,000.00	\$1,000.00	\$1,000.00	\$1,000.00	\$1,000.00	\$10,000.00		
Total Expenditures	\$4,717,044.00	\$62,369.92	\$62,369.92	\$404,698.62	\$404,698.62	\$404,698.62	\$404,698.62	\$404,698.62	\$404,698.62	\$404,698.62	\$404,698.62	\$404,698.62	\$404,698.62	\$4,171,726.00	\$272,659.00	\$272,659.00
Cash Flow																
Operational Cash Flow		\$472,630.08	\$1,595,880.08	(\$404,698.62)	(\$376,281.73)	\$370,610.27	(\$376,281.73)	(\$376,281.73)	\$299,946.67	(\$376,281.73)	(\$376,281.73)	\$78,400.87	(\$376,281.73)	\$155,079.00	(\$139,999.00)	(\$272,659.00
Cash on Hand	\$0.00		\$472,630.08	\$2,068,510.17	\$1,663,811.55	\$1,287,529.82	\$1,658,140.09	\$1,281,858.37	\$905,576.64	\$1,205,523.31	\$829,241.58	\$452,959.86	\$531,360.73		\$155,079.00	\$15,080.00
Cash End of Period		\$472,630.08	\$2,068,510.17	\$1,663,811.55	\$1,287,529.82	\$1,658,140.09	\$1,281,858.37	\$905,576.64	\$1,205,523.31	\$829,241.58	\$452,959.86	\$531,360.73	\$155,079.00	\$155,079.00	\$15,080.00	(\$257,579.00

etionary y Apportionmer SBA Template) ated Base Sup fit Apportionme	Poport Units actor - Per Unit - 2026-2027 (line 1 x line 2) ent: Midterm Support Units Administrative Index 1.50335		Average Pupil Services Salary		* Rev Code 431100 431800
28 Weeks Suppose Distribution Faretionary y Apportionment SBA Template) atted Base Suppost Apportionment Apportionment Contracts	coport Units Pactor - Per Unit - 2026-2027 (line 1 x line 2) ent: Midterm Support Units Administrative Index 1.50335 pport (line 3 + line 4)	20.55 Average Instructional Salary	Average Pupil Services Salary	20.55 \$ 48,137 \$ 989,215 Total SBA plus Allowances from SBA Template \$1,755,629 \$2,744,845	431100
28 Weeks Suppose Distribution Faretionary y Apportionment SBA Template) atted Base Suppost Apportionment Apportionment Contracts	coport Units Pactor - Per Unit - 2026-2027 (line 1 x line 2) ent: Midterm Support Units Administrative Index 1.50335 pport (line 3 + line 4)	20.55 Average Instructional Salary	Average Pupil Services Salary	20.55 \$ 48,137 \$ 989,215 Total SBA plus Allowances from SBA Template \$1,755,629 \$2,744,845	431100
Distribution Fa	(line 1 x line 2) ent: Midterm Support Units Administrative Index 1.50335 pport (line 3 + line 4)	Average Instructional Salary	Average Pupil Services Salary	\$ 48,137 \$ 989,215 Total SBA plus Allowances from SBA Template \$1,755,629 \$2,744,845	431100
etionary y Apportionmer SBA Template) ated Base Sup fit Apportionme	(line 1 x line 2) ent: Midterm Support Units Administrative Index 1.50335 pport (line 3 + line 4)	Average Instructional Salary	Average Pupil Services Salary	\$ 989,215 Total SBA plus Allowances from SBA Template \$1,755,629 \$2,744,845	431100
y Apportionmer SBA Template) atted Base Sup atted Apportionme	Administrative Index 1.50335 pport (line 3 + line 4)	Average Instructional Salary	Average Pupil Services Salary	Total SBA plus Allowances from SBA Template \$1,755,629 \$2,744,845	431100
sated Base Sup it Apportionme	Administrative Index 1.50335 pport (line 3 + line 4)	Average Instructional Salary	Average Pupil Services Salary	Allowances from SBA Template \$1,755,629 \$2,744,845 \$392,882	431100
sated Base Sup it Apportionme	Administrative Index 1.50335 pport (line 3 + line 4)	Average Instructional Salary	Average Pupil Services Salary	Allowances from SBA Template \$1,755,629 \$2,744,845 \$392,882	431100
it Apportionme	nport (line 3 + line 4)	Instructional Salary	Services Salary	Allowances from SBA Template \$1,755,629 \$2,744,845 \$392,882	431100
it Apportionme	nport (line 3 + line 4)			\$1,755,629 \$2,744,845 \$392,882	431100
it Apportionme	ent	206	. 1	\$392,882	431800
er Contracts	P	206	. 1		•
	Support (not common)	201	. 1	\$ -	431500
otional Child Su	Support (not common)				
	Appoint (not contillon)	491	7	\$ -	431400
n Equivalency	,			s -	431600
portation Allow	wance			\$ 178,774.00	431200
Year Adjustme	ents (not common)			\$ -	
Estimated St 5+6+7+8+9+1				\$3,316,500	
nue in Lieu of Charter Schools)					
ultural Equipme	nent Tax Replacement Money				
	-			40	400000
Revenue in L	LIEU OT I AXES			\$0	438000
RET	TURN THIS PAGE TO PUBLIC	SCHOOL FINANCE,	IDAHO DEPARTMEN	T OF EDUCATION	
	150 per support unit is to be used to	o offset the cost of heal	Ith, vision, and dental ber	nefits or insurance offe	red to school
s amount, \$20.1					
or	nal Property Tax Replace Revenue in RE amount, \$20,	amount, \$20,150 per support unit is to be used to	Tax Replacement Money Tax Replacement Money Revenue in Lieu of Taxes RETURN THIS PAGE TO PUBLIC SCHOOL FINANCE, amount, \$20,150 per support unit is to be used to offset the cost of hea	Tax Replacement Money Revenue in Lieu of Taxes RETURN THIS PAGE TO PUBLIC SCHOOL FINANCE, IDAHO DEPARTMEN amount, \$20,150 per support unit is to be used to offset the cost of health, vision, and dental be	nal Property Tax Replacement Money Tax Replacement Money

		ESTIMATING N	1& U STATE S	JPPORT REVENU	JE	
_						
Dist	trict/Charter Name:	Riverton Classical Academy	Dis	trict/Charter Number:	tbd	
4	Post 20 Wester Com	ant Units			24.57	
1.	Best 28 Weeks Supp	ort Units			24.57	
2.	State Distribution Fac	ctor - Per Unit - 2027-2028			\$ 49,581	*
3.	Discretionary	(line 1 x line 2)			\$ 1,218,205	
4.	Salary Apportionmen (From SBA Template)	nt: Midterm Support Units	24.57			
		Administrative Index	Average Instructional Salary	Average Pupil Services Salary	Total SBA plus Allowances from SBA Template	
		1.52945	\$60,549.72	\$60,549.72	\$2,202,707	Rev Code
5.	Estimated Base Supp	port (line 3 + line 4)			\$3,420,912	431100
6.	Benefit Apportionmer	nt			\$510,958	431800
7.	Border Contracts	D	201	1	\$ -	431500
8.	Exceptional Child Su	pport (not common)	ayt	7	\$ -	431400
9.	Tuition Equivalency				s -	431600
10.	Transportation Allow	ance			\$ 186,091.00	431200
11.	Prior Year Adjustmen	nts (not common)			s -	
12.	Total Estimated Sta (lines 5+6+7+8+9+1				\$4,117,961	
	Revenue in Lieu of (n/a for Charter Schools)	Taxes:				
3.	Agricultural Equipme	ent Tax Replacement Money				
14.		ax Replacement Money				
15. 16.	Other Tax Replacem Total Revenue in Li				\$0	438000
	RETU	JRN THIS PAGE TO PUBLIC S	SCHOOL FINANCE,	IDAHO DEPARTMENT	OF EDUCATION	
•		50 per support unit is to be used to 72 per support unit is to be used a				ed to school
	, 5pio j 003 unu \$20,4	por support unit to to be used a	5 c.solodonary (HB700	, LOET EUGIOIUM VO UUSSIN		

+				JPPORT REVEN			T	
							-	
Dist	trict/Charter Name:	Riverton Classical Academy	Dis	trict/Charter Number:		tbd		
1.	Best 28 Weeks Supp	ort Units				28.59		
2.	State Distribution Fa	ctor - Per Unit - 2028-2029			\$	51,068	*	
3.	Discretionary	(line 1 x line 2)			\$	1,460,034		
4.	Salary Apportionmer (From SBA Template)	nt: Midterm Support Units	28.59					
		Administrative Index	Average Instructional Salary \$63,834.80	Average Pupil Services Salary \$63,834,80	Allow	al SBA plus vances from A Template \$2,689,236		Rev Code
5.	Estimated Base Supp		, 33/JCC	Ç00]0000		\$4,149,270		431100
6.	Benefit Apportionmer	nt				\$624,583		431800
7.	Border Contracts	D	201	- 1	\$	_		431500
8.	Exceptional Child Su	pport (not common)	ayt	7	\$	_		431400
9.	Tuition Equivalency				\$	-		431600
10.	Transportation Allow	ance			\$	193,008.00		431200
11.	Prior Year Adjustme	nts (not common)			\$	-		
12.	Total Estimated Sta (lines 5+6+7+8+9+1					\$4,966,861		
	Revenue in Lieu of (n/a for Charter Schools)	Taxes:						
13.	Agricultural Equipme	ent Tax Replacement Money						
14.	Personal Property Ta	ax Replacement Money					-	
15.	Other Tax Replacem						-	
16.	Total Revenue in L	ieu of Taxes				\$0		438000
_	RETU	URN THIS PAGE TO PUBLIC S	CHOOL FINANCE,	IDAHO DEPARTMENT	OF E	DUCATION		
,		50 per support unit is to be used to				nsurance offer	ed to so	chool
	employees and \$23,4	72 per support unit is to be used as	discretionary (HB763	3, 2024 Legislative Sessi	on).		+	

Petition Facility Options

PETITION FACILITY OPTIONS

Idaho Public Charter School Commission 514 W. Jefferson, Suite 303 Boise, Idaho 83702

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

Alan Reed, Chairman Rachel Burk, Director

UPDATED 7/25/18

New Charter Peti	tion Facility O	ption 1							
Location Address	Riverton Classical Heyburn, Idaho	Academy							
Facility Information	Anticipate Move- In Date								
	Please indicate if	this option is refl	ected as an expenditu	re in the budget ten	nplate.				
Budget Location	Note: A facility option may be true for only your first year with a different option in subsequent years, or a scaled-down option may be presented in the break-even budget only. Sometimes a facility option is presented as evidence that the petitioners have explored multiple facilities, but only one plan is reflected in the budget.								
		Company Name:	HC Company						
Vendor/ Developer/	Physical Address	of Home Office:	12650 W. Bridger St # Boise, Idaho 83713	100					
Contractor Information (if applicable)	Website Address: https://hcco-inc.com/								
	Company Contact: Matt Smith								
	Company Contact Phone Number: 208-321-4990								

Additional Information - Facility Option 1

Land was donated to Riverton Classical Academy by Brice 21 Properties, Inc, of Rupert, Idaho, and is a part of a broader property for future development. The facility will be built on a parcel of land within the property. This facility plan reflects the initial costs associated the construction project. The project involves construction of a school to accommodate grades K-12.

This facility plan includes 31 standard classrooms, 4 slightly larger rooms to accommodate music and art, 4 student services rooms, a resource center, a main office, a multi-purpose room (to serve as a temporary gym, cafeteria, and auditorium), and a kitchen. This total size the facility is approximately 50,000 square feet. Cost estimates are based on \$330/sq. ft.

Description of Start-Up Costs	Cost Estimat (Refer to appropi documentation in Atta	riate	Responsible Party (Board or Name of Contractor)			
Land purchase (if applicable)	donated		Brice	21 Properties, Inc		
Building construction to include land development and 10% contingency (50,000 sqft @ \$330 sqft)	\$1	6,480,549		HC Company		
Bank Loan Fee (~2%)	\$	400,000		Bank		
IHFA Fee for state revolving loan fund	\$	13,000		IHFA		
Legal Fees (Building Hope)		\$25,000				
Capitalized interest for the construction year before opening	\$	437,603		Bank		
Total One-Time Costs	\$17	<u>7,356,152</u>				
Description of Lease/Rent/Purchase Plan						
Annual Lease / Rent / Mortgage Payment	\$6	68,789 anr	ıual combir	ned		
	State RLF	CI	DFI	Bank		
Loan Terms assume: \$ 2,500,000 State Revolving Loan Fund \$ 3,500,000 Loan from CDFI Building Hope \$ 11,356,152 bank loan \$17,356,152	5 years, payment based on 25-year amortization (24% of anticipated facility cost)	5 years, plassed on amortiza of anticip facility co	25-year tion (24% pated	5 years, payment based on 25-year amortization (529 of anticipated facility cost)		
Interest rate	0.0%	3.	0%	5.5 %		
Rate escalator (if applicable, please describe)	None	No	ne	None		
In which operating year does the school intend to purchase (if option to purchase is applicable)	Operating Year 0	Operati	ng Year 0	Operating Year (
Capitalization rate at purchase (if applicable)	None	No	one	None		
Other	N/A	N	/A	N/A		

IPCSC Feedback

"Please provide documentation of loan terms proposed in the application (e.g., documentation of an agreement with a lender and/or builder for the primary facility)."

At the time of the submittal, RCA is utilizing rates and information based upon the finance approval of Valor Classical Academy for the Senior Lender (bank). The State RLF and CDFI information and anticipated rates are based upon recent historical use for Idaho Novus Classical Academy and Valor Classical Academy. Of note, charter authorization is a prerequisite to submit for financing.

New Charter Peti	tion Facility O	ption 2						
Location Address	Riverton Classical Heyburn, Idaho	Academy						
Facility Information	Anticipate Move- In Date	8/1/2027	Facility Type	New Construction	Facility Status	Confirmed (documentation in Appendix F)		
Budget Location	Please indicate if t Template (Attachr		ected in the Budget	Year 1-3 Budgets				
	(Company Name:	HC Company					
Vendor/ Developer/	Physical Address of	of Home Office:	12650 W. Bridger St # Boise, Idaho 83713	100				
Contractor Information (if applicable)	W	ebsite Address:	http://hcco-inc.com/	1				
	Cor	mpany Contact:	Matt Smith					
	Company Contact	Phone Number:	208-321-4990					

Additional Information - Facility Option 2

Land was donated to RCA by Brice 21, Inc, of Heyburn, Idaho and is part of a broader property for future development. The facility will be built on a parcel of land within the property. This is a contingency plan for use if unanticipated factors prevent the construction of a complete K-12 facility in advance of the 2027-2028 school year.

The contingency plan involves construction of a portion of the permanent facility, which provides a starting point for facility expansion in the future. The permanent facility in this contingency plan is 12,900 sqft. and include a main office, kitchen, multipurpose room, resource center, 2 student service rooms, 3 standard classrooms, an art room, and a music room. Other facility needs would be satisfied through the purchase of 7 modular classroom units (each containing two classrooms) in year one, with one additional modular unit added per year in years 2-4.

IPCSC Feedback

"Facility Options 1 and 2 include the same plot of land, with contingencies in case the facility may not be fully constructed. This presents a risk in the instance the proposed donation does not take place, or another unforeseen circumstance occurs within the property barring the construction of the proposed facility. Please reconcile."

RCA has a signed donation agreement ready to be fully executed and transferred at the time of closing. The RCA/Brice 21, Inc. donation agreement has been reviewed and authorized by attorneys representing both parties and has been mutually agreed upon. RCA has remained in contact with Brice 21, Inc. throughout the process and they continue to be supportive of the project and are helping find additional developers for the remaining parcel of land. Additionally, RCA and ACSI leadership have been in regular contact with the City of Heyburn regarding the donated property and they have indicated there are no concerns with the school site or the project as it currently stands. Please refer to the letter for support from the Mayor of Heyburn on

page 215 in the appendices. Should there be an issue with permitting or financing of the full 50,000 square foot K-12 facility, the contingency plan noted is an affordable and realistic alternative for all parties involved.









STATE OF IDAHO

Office of the secretary of state, Lawerence Denney ARTICLES OF INCORPORATION (NONPROFIT)

Idaho Secretary of State PO Box 83720 Boise, ID 83720-0080 (208) 334-2301 Filing Fee: \$30.00 For Office Use Only

-FILED-

File #: 0004869739

Date Filed: 8/25/2022 12:17:36 PM

Articles of Incorporation (Nonprofit) Select one: Standard, Expedited or Same Day Service descriptions below)	(see Expedited (+\$40; filing fee \$70)	
Article 1: Corporation Name		
Entity name	American Classical Schools of Idaho, Inc.	
Article 2: Effective Date		
The corporation shall be effective	when filed with the Secretary of State.	
Article 3: Purpose		
The purpose for which the corporation is organized is:	Educational	
Article 4: Voting Members:		
The corporation	does not have voting members.	
Article 5: Asset Distribution on Dissolution		
Upon dissolution the assets shall be distributed:	other asset distribution:	
In the event of dissolution or cessation of all activities of the corporation, all assets remaining after return of grant funds to the respective grantor and payment of any outstanding liabilities shall be distributed for one or more exempt purposes within the meaning of section 501(c)(3) of the Internal Revenue Code, or corresponding section of any future purpose.		
Article 6: IRS Designation		
Is this nonprofit a 501(c)3?	Yes	
501(c)3 purpose for which the corporation is organized:	This corporation is designed to support, sustain and grow the Treasure Valley Classical Academy and other public charter schools through charter application and management support, fundraising efforts and management of grants issued for the benefit of the respective schools.	
Article 7: The mailing address of the corporation shall be:		
Mailing Address	STEPHEN P LAMBERT	
	500 SW 3RD ST	
	FRUITLAND, ID 83619-2506	
Article 8: Registered Agent Name and Address		
Registered Agent	Registered Agent	
	Chris Yorgason Physical Address:	
	6200 N MEEKER PLACE	
	SUITE 200	
	BOISE, ID 83713	
	Mailing Address:	
	6200 N MEEKER PL	
	STE 200	
☑ I affirm that the registered agent appointed has con	BOISE, ID 83713-1891 asented to serve as registered agent for this entity.	
Article 9: Incorporator Name(s) and Address(es)		
Name	Incorporator Address	
	-	

Page 1 of 2



Chris Yorgason	6200 N MEEKER PLACE SUITE 200 BOISE, ID 83713

Article 10: Director Name(s) and Address(es)

Name	Title	Director Address
Marvin Lasnick	Director	500 SW 3RD ST FRUITLAND, ID 83619-2506
Stacy Saylor	Director	500 SW 3RD ST FRUITLAND, ID 83619-2506
Ruth David	Director	500 SW 3RD ST FRUITLAND, ID 83619-2506
John Bassetti	Director	500 SW 3RD ST FRUITLAND, ID 83619-2506
Terry Ryan	Director	500 SW 3RD ST FRUITLAND, ID 83619-2506

The Articles of Incorporation must be signed by at least one Incorporator.

Chris Yorgason	08/25/2022
Chris Yorgason	Date

Page 2 of 2

BYLAWS OF

AMERICAN CLASSICAL SCHOOLS OF IDAHO, INC.

I. PURPOSE

As set forth in its Articles of Incorporation, the American Classical Schools of Idaho, Inc.(hereafter "ACSI"), is organized exclusively for educational purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code, 1986, or the corresponding provision of any future federal law.

Notwithstanding any other provision of these Bylaws to the contrary, the Corporation shall not carry on any activities not permitted of:

- a) A corporation exempt from Federal income tax under Section 501(c)(3) of the Internal Revenue Code of 1986 or the corresponding provisions of any future Federal income tax code; or
- b) A corporation, contributions to which are deductible under Section 170(c)(2) of the Internal Revenue Code of 1986, or the corresponding provisions of any fixture Federal income tax code.

II. MEMBERSHIP

The Corporation shall have no members. Any action which would otherwise require approval by a majority of all members or approval by the members shall require only approval of the Governing Board. All rights, which would otherwise vest in the members, vest in the Governing Board.

III. GOVERNING BOARD

The Governing Board will serve as the governing body of AMERICAN CLASSICAL SCHOOLS OF IDAHO, INC. and shall be known as the Board of Directors of American Classical Schools of Idaho (the "Board").

A. Authority

- General. The Board shall provide oversight of its member schools and the ACSI Corporation to ensure all its member schools accomplish the student outcomes within parameters identified in each member school's charter.
- 2. Delegation to the Chief Executive Officer. The ACSI Chief Executive Officer (hereafter "CEO") shall be held responsible for keeping the Board informed of all matters within its purview so that the Board can fulfill its responsibilities. The CEO will have primary responsibility for all aspects of operations and day-to-day management of the ACSI Corporation. School leaders will have primary

Page 1 of 11

- responsibility for all aspects of operations and day-to-day management of member schools.
- 3. Individual Member's Authority. A member of the Board is a public officer but has no power or authority individually. Powers rest with the Board, and not in the members, either individually or otherwise and these powers must be exercised by the Board at a public meeting in regular or special called meetings, with action duly recorded in its minutes.
- 4. Binding Authority. The Board shall not be bound in any way by any action or statement on the part of any individual Board member except when such a statement or action is in pursuance of specific instructions from the Board. Any such exception shall be stated in the minutes of a Board meeting.
- 5. Advanced Notice. The Board recognizes the importance of timely communication among its members and between the Board and the CEO. The CEO or his/her designee will strive to ensure that the Board is given prior notice of matters submitted by members for deliberation at meetings. Notice should be sufficiently ahead of meetings to comply with the meeting notice requirements under the Idaho Open Meeting laws.
- B. **Powers.** The Governing Board's powers and authority are set forth in each member school's charter and the Idaho Code and all applicable laws and regulations. Complete and final control of all matters pertaining to its member schools educational system shall be vested in the Board. The Board shall include the following powers and duties:
 - Those powers as set forth in the member schools charters that are not inconsistent
 with federal or state laws or constitutions, or as otherwise set forth in the Public
 Charter Schools Act as amended.
 - 2. Employ the Chief Executive Officer of the ACSI Corporation, establish evaluation criteria for the CEO, and perform annual evaluations of the CEO's performance.
 - 3. To appoint and remove Directors.
 - 4. To provide oversight of the affairs of ACSI and its rules, regulations and policies.
 - To enter into contracts, leases and other agreements which are, in the Board's judgment, necessary or desirable in obtaining the purposes of promoting the interests of ACSI.
 - To act as trustee under any trust incidental to ACSI's purposes, and to receive, hold, administer, exchange and expend funds and property subject to such a trust.
 - To acquire real or personal property, in the name of ACSI, by purchase, exchange, lease, gift, devise, bequest, or otherwise, and to hold, improve, lease, sublease, mortgage, transfer in trust, encumber, convey or otherwise dispose of such property.
 - To borrow money, incur debt, and to execute and deliver promissory notes, bonds, debentures, deeds of trust, mortgages, pledges, hypothecations and other evidences of debt and securities.
 - 9. To indemnify and maintain insurance on behalf of any of its Directors, officers, employees or agents for liability asserted against or incurred by such person in such capacity or arising out of such person's status as such, subject to the provisions of the Chapter 52, Title 33, Idaho Code and limitations noted in these Bylaws.

 To provide oversight over the hiring of employees either on an at-will basis or via a written contract.

C. Number of Directors

The number of voting Directors of ACSI shall be not less than three (3) nor more than eleven (11). The Board may have non-voting members of the board as determined below. The Board shall fix the exact number of Directors, within these limits, by Board resolution or amendment of the Bylaws.

D. Appointment of Directors

The Board shall appoint the Directors by a vote of a majority of the voting Directors
then in office, whether or not the number of directors in office is sufficient to
constitute a quorum, or by the sole remaining director. The Board shall consist of
individuals who will serve the interests of ACSI faithfully and effectively.

2. Terms of Office

- a. The term of office of all members of the initial Board of Directors shall be staggered, by designating approximately one-third of the Directors to one-, twoand three-year terms. Following the expiration of those designated terms, the term of each Director shall continue for three years.
- b. The term of office of a Director appointed to fill a vacancy in these Bylaws begins on the date of the Director's appointment and continues for the balance of the un-expired term.

E. Removal of Directors

- The Board may remove a Director without cause as provided by the Idaho Nonprofit Corporation Act. The board may also remove any Director with cause who:
 - has failed to attend four or more of the Board's Regular Meetings in any calendar year;
 - has been declared of unsound mind by a final order of court; has been convicted of any felony;
 - has been found by a final order or judgment of any court to have breached any duty imposed by the Idaho Nonprofit Corporation Law;
 - d. violates the confidence of an executive session (see Section VI.F. below); or
 - e. for such other good causes as the Board may determine.
- Written notice of removal of an appointed director shall be given to the individual and the removal is effective as of the date of notice, unless the notice specifies a future effective date.

F. Resignation by Director

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

G. Vacancies

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

H. Compensation of Directors

Directors shall serve without compensation. However, Board members may be reimbursed for actual and necessary expenses while conducting ACSI business.

IV. PRINCIPAL OFFICE

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

V. MEETINGS OF THE BOARD

A. Place of Meetings

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

B. Annual Meetings

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

C. Regular Meetings

Regular Meetings shall be held on the second Wednesday of the month, or at such other date as determined by the Board, at the principal office and shall be open to the public. With proper notice, the Chair may reschedule or cancel regular meeting(s) to avoid holding meetings on holidays, to ensure the availability of a quorum of Directors, or for other valid cause, providing no less than 11 regular meetings per year are held and cancellation of consecutive back-to-back meetings does not occur.

D. Special Meetings

Special Meetings can be held at any time, called by the Chair or by any three Directors and shall comply with the Idaho Open Meeting Law.

E. Adjournment

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

F. Notices

Notices of Board Meetings shall be given as required by the Idaho Open Meeting Law.

G. Waiver of Notice

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

Meeting Agendas.

Meeting agendas shall be created, amended and posted in accordance with the Idaho Open Meeting Law.

VI. ACTIONS BY THE BOARD

A. Quorum

A quorum consists of a majority of the fixed number of voting Directors.

B. Action by the Board

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

C. Committees

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

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

D. Standard of Care

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

conforms to provisions authorizing such investment contained in an instrument or agreement pursuant to which the assets were contributed to ACSI.

E. Participation in Voting

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

F. Executive Sessions

Executive sessions may be held during any meeting after the presiding officer has identified the authorization under this act for the holding of such executive session pursuant Idaho Code Section 74-206. Every Director has a duty to maintain the confidentiality of all Board executive session deliberations, and discussions. Any Director violating this confidence may be removed from the Board.

No executive session may be held for the purpose of taking any final action or making any final decision.

VII. OFFICERS

- A. The Officers of ACSI consist of a President (hereinafter "Chair"), Vice President (hereinafter "Vice Chair"), a Secretary and a Treasurer. The Secretary position may be filled by the Board clerk. ACSI also may have such other officers as the Board deems advisable.
 - Chair. Subject to Board control, the Chair leads the Board to provide oversight of ACSI. If present, the Chair shall preside at Board meetings. The Chair shall be a voting director.
 - 2. Vice Chair. If the Chair is absent or disabled, the Vice Chair shall perform all the Chair's duties and, when so acting, shall have all the Chair's powers and be subject to the same restrictions. The Vice Chair shall have other such powers and perform other such duties as the Board may prescribe. The Vice Chair shall be a voting director.
 - 3. Secretary. The Secretary shall:
 - a. keep or cause to be kept at ACSI's principal office, or such other place as the Board may direct, a book of minutes of all meetings of the Board and Board Committees, noting the time and place of the meeting, whether it was regular or special (and if special, how authorized), the notice given, the names of those present, and the proceedings. The book of minutes may be kept electronically;
 - keep or cause to be kept a copy of ACSI's Articles of Incorporation and Bylaws, with amendments;

- give or cause to be given notice of the Board and Committee meetings as required by the Bylaws; and
- have such other powers and perform such other duties as the Board may prescribe.
- Treasurer. The Treasurer shall assist the Board in the oversight of ACSI schools and ACSI corporation financial management.

B. Election, Eligibility and Term of Office

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

C. Removal and Resignation

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

VIII. ADVISERS TO THE BOARD

The Board may utilize advisers to provide advice to the Board on items on which the adviser has a particular skill, education or expertise. Advisers are not board members and do not have authority to make decisions on behalf of the Board or ACSI. Advisers are appointed by a majority vote of the Board.

IX. NON-LIABILITY OF DIRECTORS

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

X. INDEMNIFICATION OF CORPORATE AGENTS

ACSI may, in accordance with Idaho Code §30-30-626, indemnify any Director, officer, or employee of ACSI against expenses actually and reasonably incurred in connection with the defense of any action, suit or proceeding, whether civil, criminal, administrative or investigative, in which such person is made a party, or is threatened to be made a party, by reason of being or having been an officer, except in relation to matters as to which such person

is judged to be liable for willful misconduct in the performance of such person's duties to ACSI.

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

XI. INSURANCE FOR CORPORATE AGENTS

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

XII. SELF-DEALING TRANSACTIONS

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

XIII. OTHER PROVISIONS

A. Fiscal Year

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

B. Execution of Instruments

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

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

C. Checks and Notes

Except as otherwise specifically provided by the Board (via majority vote at a public meeting or by resolution), checks, drafts, promissory notes, orders for the payment of money, and other evidence of indebtedness of ACSI may be signed by the Chair or ACSI CEO.

D. Construction and Definitions

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

E. Conflict of Interest

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

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

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

F. Interpretation of Charter

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

G. Directors Right to Inspect Corporate Records

Every director shall have the right at any time to inspect all books, records, documents, and physical properties of the Corporation to the extent permitted by state and federal laws and rules and subject to the confidentiality rights of staff, students and others.

XIV. AMENDMENT

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

The foregoing Bylaws were regularly adopted by the Board of Directors of AMERICAN CLASSICAL SCHOOLS OF IDAHO, INC. at the meeting of the Board of Directors held on the 22nd day of February 2024.

Chairman of the Board

CERTIFICATE OF SECRETARY

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

Secretary of the Board



1.	LIMITED LIABI Title 30, Chapters 21 and	20.00 for manual processing (form must be	For Office Use Only -FILED- File #: 0005867021 Date Filed: 8/19/2024 1:29:00 PM typed).	B0930-2550 08/19/2024
**	Riverton Classical Academy	y LLC		<u></u>
2.	101 W 18th St, Burley, Idaho 83318			
	PO Box 483, Paul, Idaho 8 (Mailing Address, if different)	3347		Received
3.	The name and complete street addre	ess of the registered agent:		ΣίV
	Paul Ross	101 W 18th St, Burley, ID	83318	<u>o</u> .
1	(Name) The name and address of at least on	(Address) se governor of the limited liability compa	nv.	γų
4.	Paul Ross	PO Box 483, Paul, ID 833		
	(Name)	(Address)		Office
	Matthew Seely	1330 Atlantic Dr, Burley, I	D 83318	
	(Name)	(Address)		O H
	Alison Peterson	519 S 37 Ln W, Rupert, II	0 83350	#
	4.44	***************************************		r v
	(Name)	(Address)		Idaho
5.	Mailing address for future correspond	dence (annual report notices):		5
	PO Box 483, Paul, ID 8334	47		<u>72</u>
Ciar	nature of organizer(s).			Secretary
8	Competition sections	Sec	retary of State use only	<u>+</u>
Prin	ted Name: Paul Ross			rу
Sigr	nature: Mulford			O.
Prin	ted Name:			State
Sign	nature:			6
Revise	rd 12/2018			
		1		



Mary Lasnick

Owner/CEO

Kapex Technology LLC, Fruitland, ID, Feb. 2022 to Present

Created a software development company to focus on providing quality custom software solutions that are affordable for any business, large or small. Our expertise is delivering SaaS solutions with mobile and web clients utilizing local and offshore engineers. We've worked in several industries including Healthcare, HR, FinTech, and AgTech.

Chief Technology Officer

True Care LLC & Jobu Vetting LLC Boise, ID, Apr 2017 to Jan 2022

➤ Hired and managed a team of engineers, both local and offshore, who developed and took two products to market. I was responsible for all technology strategies, product roadmaps, and communication with clients, partners, investors, and other stakeholders as necessary.

Project Management Office Manager

Micron Technology, Inc. Boise, ID, 2007 to 2017

Co-founded an enterprise PMO in 2014 which focused on improving end to end enterprise level processes for Micron's product groups. I co-founded a corporate PMO in 2007 which connected several department portfolio processes, and I founded the IT project management office which supported the global IT organization and established a portfolio process to manage all project demand for IT which in the first cycle resulted with a reduction of 450 active projects to approximately 80. I was also a recipient of Micron's company-wide 'suggestion of the quarter' award.

IT Central Team Manager

Micron Technology, Inc. Boise, ID, 2003–2007

Established the Central Team manager role charted to align worldwide IT operations and led a team through internal analysis of how to globalize Micron's IT department.

Department Manager - Corporate Products and Tools

Micron Technology, Inc. Boise, ID, 1999-2003

➢ Directed an organization of 58 professionals tasked with providing enterprise-wide IT services that included: e-mail, paging, document management, incident tracking, web services, directory services, EDI systems, reporting services, and systems programming. Extensive vendor management experience, including maintenance contracts, implementation service agreements, and purchase agreements; and participated on many successful task force teams, such as: Sarbanes Oxley, business continuity, M&A, and corporate IT release process.

EDUCATION & TRAINING

- ➤ BBA, Computer Information Systems, Boise State University, Boise, Idaho
- Management Development Program, Boise State University
- Certified process consultant coach, Kepner/Tregoe
- > ADKAR Change Management, Prosci
- Certified ITIL process documentation practitioner, Pink Elephant

COMMUNITY INVOLVEMENT

- Founding Board Member and Current Board Chair of Treasure Valley Classical Academy Charter School – Fruitland, ID
- Board Chair of American Classical Schools of Idaho
- Boise Optimist Football assistant coach for two years and head coach for one
- > Assistant lacrosse coach for four years

John Bassetti

Profile: Multidisciplined leader with combined expertise in information technology, engineering and construction. Driving passion for melding thoughtful strategic planning with multidisciplinary knowledge teams to raise organizational processes and activities up the value chain.

Associations

- President, Construction Information Executives (CIE), 2016-2018.
- Member, Information Systems Audit and Control Association (ISACA).
- Elected Official, Alameda County Central Committee representing Oakland and Berkeley, 2016-2018.

Employment

Stratagroup, IT Auditor, 2020-Present

- Provide technology audit and organizational risk assessment services of internal projects within the engineering and construction space.
- · Assess controls, records and procedures for effectiveness and perform subsequent remediation and support.

Pankow Builders, IT Director, 2009-2020

- Leadership in key initiatives including foundational infrastructure enhancements and ERP evaluation and implementation.
- · Authored critical analysis of and strategic goals for cross-functional process optimization and IT governance enhancements.
- Optimized team resources to ensure maximum engagement with organizational goals and strategies.
- Developed future state employee profiles and facilitating organizational and departmental transition.
- · Facilitated internal security transformation and enhancing organization-wide security posture.
- Oversaw \$4+ Million G&A budget.

Pankow Builders, IT Manager, 2006-2009

- $\bullet \ Responsible \ for \ departmental \ expansion \ and \ staff \ career \ development, \ performance \ management \ and \ mentoring.$
- Created conceptual framework and built consensus for multi-departmental optimization of information and staff from separate functional areas.
- Served as project, schedule and cost manager for multiple IT projects involving both internal staff and external vendors.
- Oversaw all Information Technology elements of a \$500+ Million commercial builder with 5 offices and 30+ active jobsites on West Coast and Hawaii.
- Served in a leadership role in building the initial business case and advancing LEED and sustainability practices
 within the company.

Pankow Builders, IT Systems Engineer, 2001-2004

- · Helpdesk and technical support services for 300+ engineering and support staff.
- · Lifecycle setup and ongoing technical management and maintenance of jobsite field offices.
- \bullet Network infrastructure setup, configuration and maintenance.

Environmental Resources Management, Geologist, 1997-2001

- Perform Phase I and Phase II Environmental Site Assessments for multinational oil and gas clients, airlines and chemical
 companies.
- · Merger and acquisition support for public and private sector clients.
- Provide on-site management of small to medium scale field investigations with staff and equipment in complex and
 often hazardous work environments.

Education

- Master of Sustainable Development, Macquarie University, 2005.
- Bachelor of Arts, Geology, Youngstown State University, 1997.

Stacy Saylor

Education

California State Polytechnic University, Pomona Bachelor of Science/Communications - 1988

Hipereon Banking School
Certificate in Commercial Credit and
Lending – 2005

Real Estate Salesperson Licensed by the State of California Department of RE Sales - 2009

Board Development for TVCA
Hillsdale College K-12 Education
November 10-13, 2021

Key Skills

Problem Solving
Basic Accounting
General budgeting
Effective communication
Leadership
Tax return analysis
Credit underwriting

Other Activities

Charter Start Workshop-Idaho Attended Feb. 18-19, 2021

Treasure Valley Classical Academy Finance Committee Volunteer 2021

How to Save Money by Refinancing Your Loan

Webinar with Mark Medema of the Charter School Facility Center, 2021

> Glenoaks Elementary School Foundation (Board Member) President: 2013-2015

President: 2013-2015 Treasurer: 2006-2008

Profile

Business details: Analytical, energetic, detail-oriented self-starter with broad experience in business, banking and real estate matters, including buying/selling/renovating homes, commercial credit underwriting, simple accounting, budgeting, management, training and audit compliance.

Personal details: I fully support the mission of the Barney Charter School Initiative and am very excited to be involved with the start up of American Classical Schools of Idaho, Inc.

Background

My husband and I were interested in starting a Barney Charter School in Teton County, Idaho. We met with Mr. Lambert to learn more. During the discussion, we became aware there was one 6th grade opening at TVCA. We immediately applied for enrollment and purchased a second home in Payette to enroll our son at TVCA.

Experience

TVCA Board Member/Treasurer:

Finance Committee Chair and Capital Campaign Committee Member, 06/2022 to Present

TVCA Board Member

Finance Committee & Capital Campaign Committee Member, 06/2021 - 06/2022

Withdrew son from public school and home-schooled, 2017-2020 I contacted the Hillsdale Academy in Hillsdale, MI and they were kind enough to send me their curriculum. My husband and I used that curriculum to home school grades 3-6 until we found Treasure Valley Classical Academy. We met with Mr. Lambert and knew at once that TVCA was the best possible choice for our son's education.

The Saylor Corp, 2009-2018

I formed a C-Corp to purchase, renovate and sell homes. I obtained my real estate license, taught myself QuickBooks, Corporate Income Tax Preparation, Excel and took financial planning courses. In addition, I managed rental properties and vacation rentals.

Banking/Vice President, Credit Officer, Corporate Officer, 1988-2008
I began my career as a teller and worked every bank branch position through Vice President. *General duties*: Supervised 30+ employees, mentored/trained new managers, assisted other branches who had audit deficiencies, managed expenses/budgets, was a trusted corporate officer responsible for \$1m+ in cash/bank assets, commercial credit underwriting, managed a loan portfolio in excess of \$50m.

Sage G. Dixon

Contact

Objective

I am seeking to be a productive member of the ACSI Board by effectively representing North Idaho Classical Academy as well as by protecting and promoting the ACSI model of classical education throughout the State of Idaho.

Education

Experience

San Jose State University San Jose, Calif. Finance Studies Dec. 2014-pres. Idaho State Representative • District 1B

May 2004-April 2012, June 2016-pres. Owner/Operator • Covenant Electric, Inc.

Key Skills

April 2012-Jun 2014

Management Policy Creation Communication Problem-solving Foreman/Journeyman • RK Electric

Responsibilities include: Overseeing daily operations, customer service, managing staff/members of up to 70 people, communicating with executive level management in industry, academia, and politics, crafting and presenting public policy at a statewide and national level.

Communication

Experience speaking and writing on a statewide, national, and international level in both academic and political settings.

Leadership

Small Business Owner, Electrical Crew Foreman, Idaho House of Representatives Committee Chairman and Assistant Majority Leader, Board Member and Task Force Chair of National Legislative Organization.

References

Available upon request.

Brian A. Schwalbach

Eagle, ID 83616

Results-oriented professional with expertise in executive leadership roles, acquisition & disposition analyses, market expansion and technology implementation.

Exceptional business development and strategic alliance skills.

- Seized market opportunities by leading the expansion of a real estate services & portfolio into multiple states.
- ♦ Supervised P&L and asset management of a multi-state real estate portfolio.

Entrepreneur with a robust combination of launching and guiding profit & non-profit organizations.

- Co-founded and launched a commercial real estate firm into several lines of business in multiple west coast states.
- Served as a founding member of non-profit boards and organizations in their early stages of growth.

Experience

LOCKEHOUSE RETAIL GROUP, Walnut Creek, CA

2013-Present

Commercial real estate firm focused on real estate services, development and investments.

Principal/Partner

- Co-founded and launched the Seattle office in 2013.
- Provide development services, negotiate purchase contracts and corporate leases for Fortune 500 national retailers in the Pacific Northwest.
- Designed and implemented a proprietary web-based management system for storing and accessing real estate transaction data.

NORTHWEST RETAIL PARTNERS, Seattle, WA

2007-2013

Commercial real estate company focused on real estate services and development.

Principal

- Instrumental in the acquisition, development and financing of real estate investment opportunities.
- Collaborated with the CFO and Controller to manage the financial statements of various corporate entities.
- Provided strategic advice and site selection analysis to national retailers on their land use plans and expansion in the Pacific Northwest.

SPENSA DEVELOPMENT GROUP, San Francisco, CA

2001-2007

Boutique investment company acquiring, developing and operating commercial real estate.

Vice President

- Collaborated with senior leaders to obtain operational efficiencies and seize market opportunities.
- Executed launch strategies and performed financial feasibility analyses to manage and expand a multi-state real estate portfolio.
- ◆ Conceived and implemented online tools for analyzing market data on 2,000+ self storage competitors.

Professional Development

B.S., Business and Management Information Systems, Babson College, Boston, MA
Licensed Idaho and Washington real estate Broker

Graduate level courses include: Real Estate Finance, Analyzing Real Estate Investments, Real Estate Development I & II
Founding member, Legatus (Boise, ID chapter)

Former founding board member, Minnesota Catholic Youth Partnership

Jon M. Fennell

Professor Emeritus Hillsdale College Hillsdale, Michigan 49242

EDUCATION

University of Illinois, Urbana, Ph.D., Philosophy of Education

University of California, Davis, M.A., Social Foundations of Education

University of California, Davis, B.A., Political Science

Boise State University, Advanced Secondary Teacher's Certificate

ACADEMIC POSITIONS (HILLSDALE COLLEGE)

Dean of Social Sciences	2009-2016
Professor and Chairman of the Education Department	2005-2016
Assistant Professor of Education	1993-1995

IDAHO STATE DEPARTMENT OF EDUCATION

Consultant for Management Information 1976-1980

CORPORATE EMPLOYMENT

RADIUS SOLUTIONS, Chicago, Illinois Vice President of Operations	2003-2005
IONA TECHNOLOGIES, Naperville, Illinois District Manager, Global Services	2001-2002
J.D. EDWARDS, Lombard, Illinois	
Director of Client Services	1999-2000
Client Services Manager	1997-1999
Client Manager	1995-1997
JBA INTERNATIONAL, Livonia, Michigan Senior Consultant and Project Manager	1991-1993
UNISYS CORPORATION, Blue Bell, Pennsylvania Product Marketing Manager Director, Unisys Business Television Network Manager, Product Launch Marketing Support Consultant	1984 -1991

ASSOCIATED FOOD STORES, Boise, Idaho 1980-1984

Information Technology Manager

Systems Analyst

Mark C. Dillon Major General, USAF (Retired)

Objective: Board advisor for American Classical Schools of Idaho (ACSI).



Current employment: Mark is the Strategic Accounts Manager, Air & Space Forces for Red Hat, Inc. He is also the President of Mark C Dillon, LLC. where he provides leadership, strategic planning, and education consulting services for multiple clients. General Dillon currently serves on two not-for-profit boards.

Previous employment: Prior to joining Red Hat, Mark served on the State of Hawaii Public Charter School Commission—the sole state authorizer—and was active on two of their five committees. Additionally, he advised Hillsdale College's Barney Charter School Initiative leadership team, authored their strategic growth plan, and coached and mentored 18 principals and vice principals on leadership,

time management, business acumen, organizational culture, fundraising and human resource management.

General Dillon retired from the US Air Force in 2017 after 33 years of service. Mark's final assignment was Deputy Joint Forces Air Component Commander US INDO-PACOM and Deputy Commander of the Pacific Air Forces, located at Joint Base Pearl Harbor-Hickam, Honolulu Hawaii. In these two roles he was responsible for the integrated air and missile defense of the US INDO-PACOM theater, the day-to-day oversight of \$50 billion in assets, and the organizing, training, and equipping of 46,000 Airmen located at nine installations in Alaska, Hawaii, Japan, South Korea & Guam.

Education and executive training: Mark is a graduate of Air Command and Staff College, Air War College, and the Joint Forces Staff College. He has attended the Air Force Enterprise Management Seminar, Center for Creative Leadership's Senior Leader Executive Course, the Joint Task Forces Commanders Course, and Harvard University's US-Russia Security Program. He has earned a Bachelor of Science degree in Aerospace Engineering from Arizona State University, master's degree from Embry-Riddle University, and master's degree in National Strategic Studies from Air University.

Other information: General Dillon's military bio is available at:

https://www.af.mil/About-Us/Biographies/Display/Article/108482/major-general-mark-c-dillon/

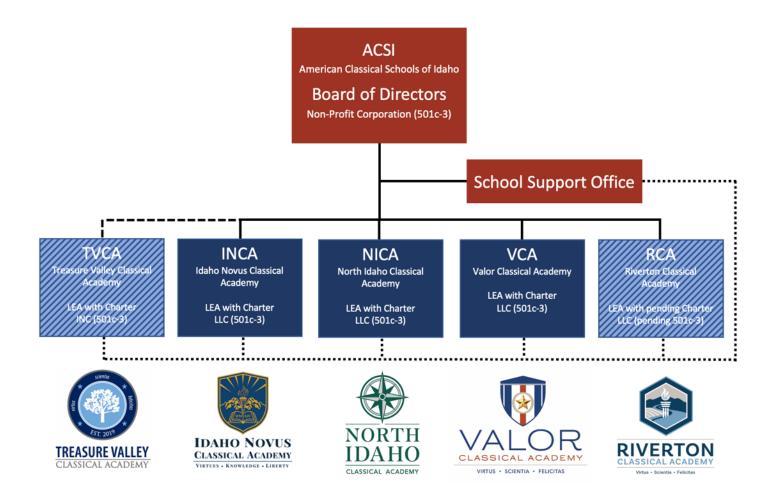
Petitioning Group

Name	Title	Role
Mr. Marvin Lasnick	ACSI Board Chair	ACSI Board of Directors
Mr. John Bassetti	ACSI Board Member	ACSI Board of Directors
Mrs. Stacy Saylor	ACSI Board Member	ACSI Board of Directors
Mr. Sage Dixon	ACSI Board Member	ACSI Board of Directors
Mr. Brian Schwalbach	ACSI Board Member	ACSI Board of Directors
Mr. Matt Seely	RCA Founding Principal	General Advisor
Mr. Stephen Lambert	ACSI Chief Executive Officer	Mission Advisor
Mr. Marc Carignan	Bluum Chief Financial Officer	Business Management Consulting
Mrs. Kate French	ACSI Chief Operations Officer	Operations Advisor
Mr. Scott Den Hartog	ACSI Chief Growth Officer	Operations Advisor

Community Founding Group

Name	Background	Role
Mr. Matt Seely	A 27 year veteran teacher and administrator holding both undergraduate and graduate degrees in education.	Founding Principal
Mrs. Alison Peterson	A mother of 7 and seasoned educator with both undergraduate and graduate degrees currently pursuing an Education Specialist degree.	Founder
Mrs. Amanda Ross	A dedicated dental hygienist who serves on multipole local community and school boards.	Founder
Mrs. Grace Brown	A driven business owner with a focus on bookkeeping and small business support.	Founder
Mrs. Genefer Thornton	An accomplished business executive with experience in financial analysis, operational efficiency and organizational change holding both undergraduate and graduate degrees.	Founder
Mr. Jace Johnson	An entrepreneur with a specific focus in agriculture and agronomy who holds both undergraduate and graduate degrees.	Founder
Mr. Paul Ross	A seasoned owner of a law firm who specializes in criminal, municipal, and probate law and serves as the appointed attorney for the cities of Heyburn and Minidoka.	Founder
Mr. Thomas Peterson	A veteran sales and finance leader who owns several small businesses.	Founder

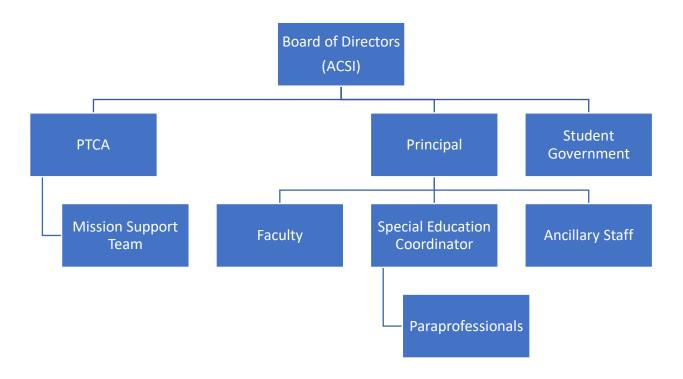


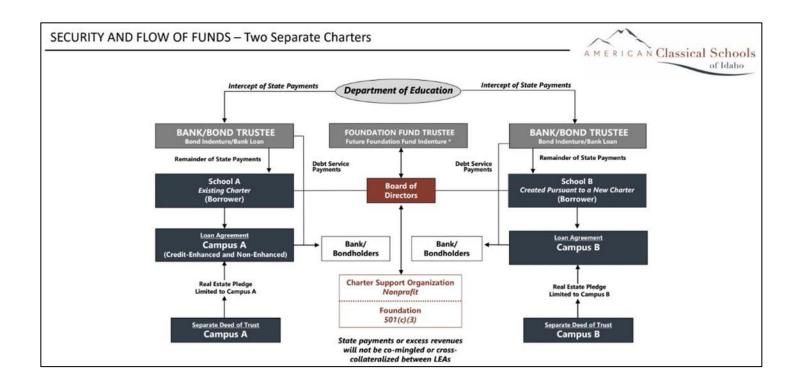


Riverton Classical Academy

Initial Organizational Structure

2027-2028 School Year





Mr. Matt Seely

Founding Principal – Riverton Classical Academy



Mr. Matt Seely has been an Idaho educator for 27 years. He taught secondary math and history from 1996-2003. He served as Assistant Principal of White Pine Intermediate School from 2003-2007 and head principal of the same school from 2007-2019. Mr. Seely was then Principal of John V. Evans from 2019 until being selected as the founding Principal for Riverton Classical Academy. Mr. Seely completed his undergraduate work in History and Mathematics Education at Brigham Young University. He also holds a Masters of Education degree in Educational Administration from the University of Idaho. Amid both academic degrees, his most powerful learning experiences have come from interacting with dedicated teachers and students over the past 27 years. Mr. Seely's core believe is that education has intrinsic value — that learning what is true, good, and beautiful enriches life.

MATTHEW R. SEELY

PROFESSIONAL EDUCATOR



EDUCATION

M.Ed. | 2003 | University of Idaho

Masters of Educational Administration

B.A. | 1996 | Brigham Young University

Bachelors - History Teaching, Minor – Mathematics

REFERENCES

Barbara Jones

Colleague, 208-431-7259

Josh Shell

Friend & Colleague,

208-431-4601

Gaylen Smyer

Former Supervisor & Colleague, 208-260-0141

PERSONAL

Married 28 years, father of four children. I enjoy hiking, reading, coaching volleyball and spending time with family.

EXPERIENCE

Principal | John V. Evans Elementary | 2019 – 2025

Oversee and direct the education of 500 – 600 students and the operations of 50 – 60 staff in a K-6 setting

Principal | White Pine | 2007 - 2019

Oversee and direct the education of 800 - 900 students and the operations of 70 - 80 staff in an upper elementary setting

Teacher | Burley Jr. High | 1997 - 2003

Teach 7th & 8th graders Mathematics & History

OBJECTIVE School Leader – Riverton Classical Academy

SKILLS

- Leadership for a collaborative and synergistic environment – able to organize co-workers to optimize the skills and talents of an entire staff.
- Vast knowledge and acumen of education history, curricula, pedagogy, & organizations

LEADERSHIP/ VOLUNTEER EXPERIENCE

Founding Group Member – Riverton Classical Academy **Organizer** – Innovation School plan writer &

presenter - 2018

Nominee - IASA Distinguished Service Award, 2018

Presenter - IASA Annual Conference - 2016 & 2017

Burley Public Library Board - 2005 to 2008



Education Service Provider

Not Applicable



Superintendent Spencer Larson Minidoka County School District #331 310 10th Street Rupert ID 83350

August 26, 2025

Superintendent Larson,

I am writing to provide official notice to Minidoka County School District that Riverton Classical Academy (RCA), a planned charter school in Heyburn, Idaho, has a projected opening date of August 2027. RCA's charter petition will be submitted to the Idaho Public Charter School Commission next month.

RCA will be a tuition-free public charter school open to all Idaho students. RCA will open, initially, serving grades K-7 with 432 students. One grade will be added in each subsequent year until RCA is a K-12 school serving 702 students. The school will operate as an American classical school utilizing the curriculum developed by the Hillsdale College Office of K-12 Education. The mission of Riverton Classical Academy is to train the minds and improve the hearts of students through a classical, content-rich curriculum that emphasizes virtuous living, traditional learning, and civic responsibility. Please refer to our website here for more about RCA's mission and vision.

In a spirit of partnership in educating Idaho's youth, it is my intention to work collaboratively with your district leadership to provide information regarding RCA's attendance zone, potential student population, and future community involvement in our growing area. I would be delighted to meet with you to answer any questions and provide clarifying information.

Best Regards,

Matt Seely

Founding Principal

Riverton Classical Academy

mseely@acs-id.org

Superintendents Sandra Miller & Chester Bradshaw Cassia County Joint School District #151 3650 Overland Ave. Burley ID 83318

August 26, 2025

Superintendents Miller & Bradshaw,

I am writing to provide official notice to Cassia County School District that Riverton Classical Academy (RCA), a planned charter school in Heyburn, Idaho, has a projected opening date of August 2027. RCA's charter petition will be submitted to the Idaho Public Charter School Commission next month.

RCA will be a tuition-free public charter school open to all Idaho students. RCA will open, initially, serving grades K-7 with 432 students. One grade will be added in each subsequent year until RCA is a K-12 school serving 702 students. The school will operate as an American classical school utilizing the curriculum developed by the Hillsdale College Office of K-12 Education. The mission of Riverton Classical Academy is to train the minds and improve the hearts of students through a classical, content-rich curriculum that emphasizes virtuous living, traditional learning, and civic responsibility. Please refer to our website here for more about RCA's mission and vision.

In a spirit of partnership in educating Idaho's youth, it is my intention to work collaboratively with your district leadership to provide information regarding RCA's attendance zone, potential student population, and future community involvement in our growing area. I would be delighted to meet with both of you to answer any questions and provide clarifying information.

Best Regards,

Matt Seely

Founding Principal

Riverton Classical Academy

mseely@acs-id.org

DONATION AGREEMENT

This Donation Agreement (this "Agreement") is made by and between Developer and Donor.

BASIC AGREEMENT TERMS

1.1 Effective Date:

March 20, 2025

1.2 Developer:

Riverton Classical Academy, LLC

1.3 Donor:

Brice 21, Inc.

1.4 Property:

PART OF THE NORTH HALF OF THE NORTHWEST QUARTER OF SECTION 12 OF TOWNSHIP 10 SOUTH, RANGE 23 EAST OF THE BOISE MERIDIAN, MINIDOKA COUNTY, STATE OF IDAHO.

BEGINNING AT THE NORTHWEST CORNER OF SECTION 12 OF T. 10 S., R. 23 E., B.M. WHICH SHALL BE THE POINT OF BEGINNING;

THENCE EAST ALONG THE NORTH LINE OF SECTION 12

FOR A DISTANCE OF 972 FEET;

THENCE SOUTH PARALLEL WITH THE WEST LINE OF

SECTION 12 FOR A DISTANCE OF 776 FEET;

THENCE WEST PARALLEL WITH THE NORTH LINE OF SECTION 12 FOR A DISTANCE OF 972 FEET TO THE WEST LINE OF SECTION 12;

THENCE NORTH ALONG THE WEST LINE OF SECTION 12 FOR A DISTANCE OF 776 FEET TO THE <u>POINT OF BEGINNING</u>. SAID PROPERTY CONTAINS 17.3 ACRES MORE OR LESS.

1.5 Exercise of Option:

If Developer elects to acquire the Property, then Developer may exercise the option by delivering the following to Donor and Escrow Agent on or before the Option Deadline: (a) an unqualified notice to Donor that Developer is exercising the Option (the "Exercise Notice"); (b) reasonable evidence that Developer has received entitlements to construct a public charter school building (the "School") on the Property, or that no entitlements are necessary to construct the School on the Property (the "School Entitlements Approval"); (c) a copy of the then current performance certificate for the operation of the School; (d) reasonable evidence that Developer has entered into contracts for the construction of the School; and (e) reasonable evidence that Developer has sufficient financing available to construct the School on the Property. If Developer fails to give the Exercise Notice, together with the documents and other information set forth in (b) -(e) above, on or before the Option Deadline for any reason, then Developer's rights and obligations under this Agreement will terminate, except for those obligations that expressly survive the termination of this Agreement. See Section 6 for Donor's review of the Exercise Notice.

DONATION AGREEMENT

PAGE 1 of 12

Option Deadline: August 1, 2025 1.6

Closing Deadline: June 30, 2026 1.7

Post-Closing Obligations: See the School Use Covenant in Section 7.5 1.8

1.9 Escrow Agent:

Land Title & Escrow Inc. 211 W 13th St. Burley, Idaho 83318 Telephone: (208) 878-3524

PAGE 2 of 12 DONATION AGREEMENT

1.10 Developer's Address:

Riverton Classical Academy, LLC. 101 W 18th Street, Burley, Idaho 83318

Attn: Paul Ross

Telephone: (208) 219-7997 Email: paul@paulnjrosslaw.com

With a copy to:

Christopher E. Yorgason Yorgason Law Offices, PLLC 6200 N. Meeker Place Boise, ID 83713

Telephone: (208) 861-3332 Email: chris@yorgasonlaw.com

1.11 Donor's Address:

Brice 21, Inc.

SOUTH 80 W 550 LANE

RUPERT ID 83350

Telephone: (208) 312-5000 Email: rbrice30@gmail.com

None

1.12 Brokerage:

- 2. PROPERTY. The Property includes all of Donor's right, title and interest in the Property, in law and in equity, including all improvements thereon and appurtenances thereto, including (as applicable) minerals and mineral rights, easements, streets, alleys and rights of way adjacent thereto, reversions, water and water rights (whether classified as real or personal property), ditch rights, and ditch or irrigation company shares (if any).
- TITLE MATTERS. Developer will cause Escrow Agent to provide Developer and Donor with an 3. ALTA commitment for title insurance (the "Title Commitment") within five (5) days of the date of the Exercise Notice. Donor agrees to cure any of the following matters identified in the Title Commitment on or before closing (collectively, the "Mandatory Cure Items"): (a) any delinquent real property taxes or assessments related to the Property; (b) any mortgage, deed of trust or similar financial encumbrance (i.e., securing any debt of Donor) affecting the Property; (c) any mechanic's lien or similar lien affecting the Property caused by Donor (but not caused by the Developer or others); (d) any exception that Donor expressly agrees to remove in writing; and (e) any encumbrance on the Property created by Donor (but not others) after the Effective Date; provided, however, Mandatory Cure Items exclude any matters contemplated by this Agreement and any matters caused by Developer, its agents, employees, or representatives. If Developer desires to have Donor or Escrow Agent agree to remove any exception that is not a Mandatory Cure Item, then Developer must notify Donor and Escrow Agent thereof as soon as practical, and Developer and Donor agree to work together in good faith (with Escrow Agent) to endeavor to resolve Developer's objections to the exceptions prior to the Option Deadline; provided, however, Donor will not be obligated to cure any exceptions (other than Mandatory Cure Items) unless Donor agrees to do so in writing, at which time the exception will be a Mandatory Cure Item as set forth in the written agreement. Any matters set forth in the Title Commitment that are not Mandatory Cure Items will be "Permitted Exceptions."

DONATION AGREEMENT

PAGE 3 of 12

4. **DUE DILIGENCE**

- Donor Documents and Information. Within ten (10) business days following a request from Developer, Donor will provide to Developer other information concerning the condition of the Property that Developer may reasonably request from time to time prior to closing, if the information is in Donor's possession or control ("Donor Documents"). Donor agrees to cooperate as reasonably requested by Developer to cause third parties (other than Donor's attorneys) to deliver relevant information to Developer (at no cost to Donor). Donor Documents will be provided to Developer "asis" without representation or warranty of any kind by Donor. Developer acknowledges that Donor Documents may contain historic information that is no longer accurate, and will contain information, observations, conclusions and opinions of others. Except for representations and warranties that are expressly set forth in this Agreement, Donor makes no representation or warranty to Developer regarding any Donor Documents or any information provided by Donor or others respect to the Property, and Developer agrees that Developer will not rely on any documents or information provided by or on behalf of Donor except, and only to the extent, of any express representation or warranty given by Donor to Developer under this Agreement.
- Property Inspection. Commencing on the Effective Date through the Closing Date, Donor will 4.2 provide Developer and Developer's agents with reasonable access to the Property for surveys, inspections, inquiries, testing and investigations regarding the physical condition of the Property. Reasonable access will be subject to the rights of any of Donor's tenants, and Developer and Developer's agents must not unreasonably interfere with Donor's tenants. Developer must coordinate all access with any tenants or occupants of the Property to be accessed. Developer will not engage in destructive inspections without Donor's prior written consent (which will not be unreasonably withheld). Developer will, at its sole cost and expense, promptly restore any physical damage or alteration of the physical condition of the Property that results from any inspections conducted by or on behalf of Developer. All inspections will be conducted at Developer's sole cost and expense and in accordance with applicable law. Developer will keep the entire Property free from any liens arising out of any work performed, materials furnished or obligations incurred by or on behalf of Developer with respect to any inspection or testing of the Property. If any lien is filed, Developer will cause the lien to be discharged of record in accordance with applicable law. Developer agrees to indemnify, defend and save Donor harmless from any claims, damages, liability and expenses (including reasonable attorneys' fees) arising out of Developer's entry onto the Property and this indemnification obligation shall survive termination of this Agreement.
- 4.3 Developer's Representations and Warranties. Developer represent and warrants to Donor that the following statements are true and correct in all material respects as of the date of this Agreement, and will be as of the Closing Date. The term "Developer's knowledge" or other similar words mean only Developer's actual knowledge without any constructive knowledge or any duty to inspect of investigate.
 - 4.3.1 Entity Authority. If any Developer is an entity, then (a) the entity is validly existing and otherwise in good standing under the applicable laws of its state of origin; (b) the entity, and the person signing on behalf of the entity, has full power and authority to execute this Agreement and perform the entity's obligations hereunder; (c) any action necessary to authorize the entity to enter into and perform this Agreement has been taken; and (d) the entity's organizational documents and applicable laws do not in any way prohibit, limit or otherwise affect the right or power of the entity to enter into this Agreement and perform all of its obligations under this Agreement.

DONATION AGREEMENT PAGE 4 of 12

- 4.3.2 Non-profit status. Developer is and will remain a nonprofit entity that has obtained Internal Revenue Code § 501(c)(3) status.
- 4.3.3 No Insolvency. No proceedings under any bankruptcy or insolvency laws have been commenced by or, to Developer's knowledge, against Developer that have not been terminated. Developer has not made any general assignment for the benefit of creditors. No trustee or receiver has been appointed for Developer.
- 4.3.4 Legal Proceedings. There are no claims, legal actions or other proceedings pending or to Developer's knowledge, threatened against Developer that could affect the right, power or ability of Developer to perform all of Developer's obligations under this Agreement.
- 4.3.5 **No Reliance.** Developer will not, and has not, relied on any statement, document or information from Donor or on behalf of Donor except, and only to the extent of, the express representations and warranties of Donor to Developer under the Agreement.
- 4.3.6 Executive Order. Developer is not any of the following: (a) a person or entity that is listed in the annex to, or is otherwise subject to the provisions of, Executive Order No. 13224 on Terrorist Financing (effective September 24, 2001) (herein called the "Executive Order"); (b) a person or entity owned or controlled by, or acting for or on behalf of any person or entity that is listed in the Annex to, or is otherwise subject to the provisions of, the Executive Order; (c) a person or entity that is named as a "specifically designated national" or "blocked person" on the most current list published by the U.S. Treasury Department's Office of Foreign Assets Control (herein called "OFAC") at its official website, http://www.treas.gov/offices/enforcement/ofac; (d) a person or entity that is otherwise the target of any economic sanctions program currently administered by OFAC; or (e) a person or entity that is affiliated with any person or entity identified in the foregoing clauses (a), (b), (c) or (d).
- 4.4 Donor's Representations and Warranties. Donor represents and warrants to Developer that the following statements are true and correct in all material respects as of the date of this Agreement, and will be as of the Closing Date. The terms "Donor's knowledge" or other similar words mean only Donor's actual knowledge without any constructive knowledge or any duty to inspect or investigation.
 - 4.4.1 **Authority.** Donor has power and authority to execute this Agreement and perform Donor's obligations hereunder.
 - 4.4.2 **No Insolvency.** No proceedings under any bankruptcy or insolvency laws have been commenced by or, to Donor's knowledge, against Donor that have not been terminated. Donor has not made any general assignment for the benefit of creditors. No trustee or receiver has been appointed for Donor.
 - 4.4.3 Legal Proceedings. Except as disclosed in the Title Report or in Donor Documents, to Donor's knowledge, there are no claims, legal actions or other proceedings pending or threatened against Donor that could affect the Property or that could affect the right, power or ability of Donor to perform all of Donor's obligations under this Agreement.
 - 4.4.4 **Executive Order.** Donor is not any of the following: (a) a person or entity that is listed in the annex to, or is otherwise subject to the provisions of, Executive Order No. 13224 on Terrorist Financing (effective September 24, 2001) (herein called the "Executive Order");

DONATION AGREEMENT PAGE 5 of 12

- (b) a person or entity owned or controlled by, or acting for or on behalf of any person or entity that is listed in the Annex to, or is otherwise subject to the provisions of, the Executive Order; (c) a person or entity that is named as a "specifically designated national" or "blocked person" on the most current list published by the U.S. Treasury Department's Office of Foreign Assets Control (herein called "OFAC") at its official website, http://www.treas.gov/offices/enforcement/ofac; (d) a person or entity that is otherwise the target of any economic sanctions program currently administered by OFAC; or (e) a person or entity that is affiliated with any person or entity identified in the foregoing clauses (a), (b), (c) or (d).
- 4.5 Opportunity to Inspect. Developer acknowledges and agrees, for Developer and Developer's successors and assigns, that (a) Developer is being given a reasonable opportunity to inspect and investigate the Property and all aspects relating thereto, either independently or through agents, contractors, engineers or consultants of Developer's choosing; (b) Developer will inspect and investigate the Property and engage the qualified agents, contractors, engineers or consultants as Developer deems necessary to make all appropriate inquiry regarding the condition of the Property and adjacent properties; and (c) if Developer does not terminate this Agreement as permitted herein, then Developer will acquire and accept the Property in existing condition on an "AS IS, WHERE IS, AND WITH ALL FAULTS" basis (except with respect to Donor's representations and warranties contained in this Agreement or in any document provided by Donor to Developer at closing for the applicable survival period).
- No Other Representations or Warranties. Developer acknowledges and agrees that, subject only 4.6 to Donor's representations and warranties contained in this Agreement (or in any document provided by Donor to Developer at closing for the applicable survival period), neither Donor nor any agent, employee or representative of Donor has made, and Developer will not rely upon, any representations or warranties of any kind or nature whatsoever, whether express or implied, oral or written, past, present or future, of, as to, concerning or with respect to the Property, including, without limitation: (a) the nature, quality or condition of the Property; (b) the value of the Property, the future income or profits that may be derived from any operation, development or use of the Property; (c) any costs, expenses, risks or liabilities arising from or attributable to the past or any future ownership of the Property; (d) the costs of owning, operating, repairing or maintaining the Property; (e) the marketability of the Property; (f) the habitability, merchantability or fitness of the Property for a particular purpose; (g) the suitability of soils and soil conditions affecting the Property for purposes of any future construction or development; or (h) the compliance of or by the Property or its operation with any laws, rules, ordinances or regulations of any applicable governmental authority, including, without limitation, any environmental law.
- 5. ENTITLEMENT. Developer will, at Developer's expense, seek the School Entitlement Approval. Donor will cooperate with Developer's efforts and promptly sign any applications, consents, affidavits or other documents reasonably requested by Developer for the entitlements, including annexation of the Property and adjoining land owned by Donor to the City of Heyburn. Developer will keep Donor reasonably informed of Developer's efforts, and will notify Donor of any public hearings on Developer's applications for entitlement approvals. Developer agrees that Developer will not cause any entitlement approvals, except annexation, to be finalized or binding on Donor or the Property until the closing of Developer's acquisition of the Property, without Donor's prior written approval (which approval will not be unreasonably withheld). The entitlements required by Developer shall include completing all necessary documentation for the approval of a lot split or partial subdivision of RP10S23E122405 to create a separate legal lot or subdivision phase in Minidoka County or the City of Heyburn, as the case may be, for the Property (the "Split") (as to the legal description of the Property set forth in Section 1.4). The parties agree to do a subdivision phase to accomplish the School Entitlement Approval for the Property at the location depicted in

DONATION AGREEMENT PAGE 6 of 12

IPCSC Feedback

"The application places page 8 of the Donor Agreement prior to page 7. Please reconcile."

Pages 7 and 8 have now been re-ordered and placed in the correct order below.

Option #2 of the attached Exhibit. All expenses associated with the Split shall be paid by the Developer; provided however, each party will be solely responsible for their own respective attorney fees. Developer is responsible for completing all actions necessary to obtain all approvals required to complete the Split; provided, however, Donor will cooperate with and support Developer's efforts in obtaining approval of the Split. Developer will make available to Donor, at Donor's reasonable request, all documents and other information submitted to any governmental agency in connection with Developer's effort to complete the Split. Developer will use commercially reasonable efforts and diligence to obtain all approvals required to complete the Split.

The Developer's and Donor's respective obligations to transfer the Property under this Agreement are contingent on and subject to Developer obtaining all required approvals needed to complete the Split ("Split Contingency"). Developer and Donor will act in good faith and use commercially reasonable efforts and diligence to obtain approval and to complete the Split as soon as reasonably possible in accordance with the provisions of this Agreement.

of the Exercise Notice to review the documents and reasonable evidence provided by Developer therewith (including without limitation as requested by items (b) - (e) in Section 1.5 above) and to notify Developer of any objections to Developer's documents and reasonable evidence. If Developer does not object within five (5) days for any reason, then the Exercise Notice will be deemed to be approved. If Donor delivers an objection to Developer, then Donor and Developer will promptly meet and confer in an attempt to resolve Developer's objections. If Donor's objections are not reasonably satisfied prior to the Closing Deadline, then Donor may terminate this Agreement by notice to Developer.

7. CLOSING AND RELATED MATTERS

- 7.1 Closing. The closing for the Property will take place on a mutually convenient date (the "Closing Date") that is not later than the Closing Deadline.
- Escrow Closing. The closing will take place at Escrow Agent's office. On or before the Closing 7.2 Deadline, Developer and Donor will deposit with Escrow Agent all instruments, documents and monies (payable in cash, by wire funds or bank check), as necessary to complete the transaction in accordance with this Agreement. Donor will execute an affidavit of non-foreign status and any affidavits that may be customarily required by Escrow Agent for issuance of the Title Policy and any extended coverage or endorsements reasonably requested by Developer (provided that the affidavits are consistent with Donor's obligations under this Agreement). Developer will pay (a) Escrow Agent's escrow/closing fees, (b) the premium for the Title Policy, and (c) the recording fees for the deed. Rents and real property taxes and assessments for current calendar year will be prorated as of the Closing Date. All other expenses not specifically referenced in this Agreement and incurred by Donor or Developer with respect to this transaction will be borne and paid exclusively by the party incurring the same without reimbursement. Donor will deliver to Escrow Agent any documents required by the Title Commitment or otherwise by Escrow Agent to demonstrate (x) Donor's power and authority to enter into and perform the transactions contemplated by this Agreement; and (y) the authority of any individual who has executed or will execute documents on behalf of Donor in connection with the transactions.
- 7.3 Developer's Closing Conditions. Developer will not be obligated to close if ("Developer's Closing Conditions"): (a) Donor is in material default of its obligations under this Agreement as of the Closing Date; (b) any of Donor's representations or warranties to Developer under this Agreement are not accurate as of Closing Date; or (c) Escrow Agent does not provide Donor and Developer with Escrow Agent's irrevocable commitment to issue the Title Policy at closing (through no fault of

DONATION AGREEMENT PAGE 7 of 12

Developer). If Developer's Closing Conditions are not satisfied or waived by the Closing Deadline, then Donor will be in default of this Agreement and Developer will have the rights set forth in <u>Section 11</u> (subject to notice to Donor and opportunity to cure as provided therein).

- 7.4 **Donor's Closing Conditions.** Donor will not be obligated to close if ("Donor's Closing Conditions"): (a) Developer is in material default of its obligations under this Agreement as of the Closing Date; (b) any of Developer's representations or warranties to Donor under this Agreement are not accurate as of Closing Date; or (c) Donor does not receive the School Use Covenant from Developer at closing. If Donor's Closing Conditions are not satisfied or waived by the Closing Deadline, then Developer will be in default of this Agreement and Donor will have the rights set forth in Section 11 (subject to notice to Developer and opportunity to cure as provided therein).
- 7.5 School Use and Green Space Covenant. At closing, Developer will execute and deliver to Donor a covenant stating that (a) Developer commits to Donor that Developer will construct the School on the Property and the Property shall contain no less than three and one quarter (3.25) acres of green space (as defined by the City of Heyburn); and (b) Developer will not convey or permit acceptance of the Property (or any part thereof) to any party prior to completing the construction of the School and associated green space on the Property without Donor's prior written approval, which approval will not be unreasonably withheld ("School Use Covenant"). Such School Use Covenant must be in a form and content reasonable acceptable to Donor, and will be recorded against the Property. Further, such School Use Covenant shall include a covenant by Developer to assist in any future development of the Donor's property adjacent to the Property.
- 7.6 Conveyance of Title. At closing, Donor will execute and deliver to Developer a special warranty deed conveying all of Donor's right, title and interest in the Property free of any encumbrances made, done or suffered by Donor except (a) taxes and assessments that are not then due and payable; (b) matters of record; (c) matters appearing from a careful inspection and survey of the Property; (d) the Permitted Exceptions; and (e) matters made, done or suffered by Developer.
- 7.7 **Title Insurance.** At closing, Developer will cause Escrow Agent to provide Developer with an ALTA standard coverage title insurance policy pursuant to the applicable Title Commitment dated as of the closing and insuring Developer against loss or damage by reason of any defect in Developer's title to the Property subject only to the printed exclusions and general exceptions shown on the Title Commitment or appearing in the policy form (the "**Title Policy**"). Developer may purchase extended coverage and/or endorsements as desired by Developer, and at Developer's expense, and Donor will reasonably cooperate with Developer's efforts. Donor will execute any affidavit or certificate reasonably requested by Donor or Escrow Agent to facilitate the additional insurance coverage, provided that the affidavit or certificate is consistent with Donor's obligations under this Agreement.
- 7.8 Possession. At closing, Developer will be entitled to possession of the Property, subject to all Farm Leases and other leases in effect at closing.
- 7.9 Farm Leases. Prior to closing, Donor shall be entitled to all benefits of ownership of the Property, and the parties acknowledge and agree that all current lease agreements related to the Property, if any ("Farm Leases"), shall remain in full force and effect. From Effective Date through closing, Developer shall not interfere with any tenant's rights under the Farm Leases. Donor shall not enter into any new leases or materially modify any current Farm Leases related to the Property without the prior approval of Developer. Donor agrees that limited access to the farm ground is necessary for surveying and preconstruction preparation. Developer agrees to keep such activities to the minimum necessary.

DONATION AGREEMENT

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IPCSC Feedback

"The Donor Agreement references the potential for any existing Farm Leases which may affect the outcome of the donated property. Please clarify whether any farm leases exist which may affect the outcome of the proposed facility."

The language of section 7.9 references that current lease agreements remain in effect, but are only in effect until closing. Upon closing, the property becomes entirely RCA's property. There are no current farm leases which would impact the outcome of the proposed facility.

- 8. CONDEMNATION. Donor agrees to notify Developer of condemnation proceedings related to the Property within twenty (20) days after Donor learns thereof. If the Property is or becomes the subject of a condemnation proceeding prior to the closing, then Developer may, at its option, either (a) elect to terminate this Agreement by giving notice of the termination to Donor and Escrow Agent on or before closing; or (b) elects to acquire the Property despite the condemnation proceeding, and Donor will assign to Developer all rights to any condemnation proceeding or awards at closing.
- Property exceeds any and all consideration provided by Developer to Donor, and the difference is intended by Donor to be a charitable contribution to Developer, and Donor may be entitled to claim a charitable contribution deduction under Code § 170 for the difference. It is further agreed and understood that, other than as set forth herein, Developer has not provided, and will not be required to provide, any goods, services or other thing of value to Donor in connection with this transaction. This Agreement and the related documents will be deemed a contemporaneous written acknowledgment for purposes of the substantiation requirements of Code § 170 and Treas. Reg. § 1.170A-13(f). Developer agrees to provide further information or documentation as Donor may reasonably request from time to time in order to claim a charitable deduction under Internal Revenue Code § 170, to complete IRS Form 8283, Noncash Charitable Contribution Form, and to acknowledge receipt of the Property. The parties acknowledge and agree that Donor shall receive any and all tax deductions, credits and other tax benefits arising from the transactions contemplated by this Agreement.
- 10. BROKERAGE. Except as set forth in <u>Section 1.12</u>, each party represents and warrants to the other party that no broker is involved in the transaction on behalf of that party. Each party is solely responsible for any commissions incurred by that party. Each party will indemnify the other party from any claim for brokerage commission in connection with this transaction and arising out of the indemnifying party's conduct.
- 11. PRE-CLOSING DEFAULT; REMEDIES. Neither party will be deemed to be in default under this Agreement unless the non-defaulting party first provides the defaulting party with a written notice of default (which notice will describe the alleged default with particularity) and a period of ten (10) days to cure the default, except the cure period will not serve to extend the Closing Deadline. In the event of a pre-closing default by Donor hereunder, Developer may, as its sole remedy, either terminate this Agreement by notice to Donor, and the parties will have no further obligations under the Agreement except for those obligations that expressly survive the termination of this Agreement; or (b) seek specific performance of this Agreement; provided, however if Developer fails to file an action for specific performance within sixty (60) days after the default, then Developer's remedies will be limited to subpart (a) above. In the event of a pre-closing default by Developer hereunder, Donor may terminate this Agreement by notice to Developer, and shall be entitled to all remedies available at law or in equity.
- 12. **INDEMNIFICATION.** Developer hereby releases and waives, and shall defend, indemnify and hold Donor harmless for and against any and all suits, damages, liabilities and claims arising from or related to (i) Donor's breach of this Agreement post-closing, and (ii) the ownership, occupation, use or activities upon the Property after the Closing Date.
- 13. **NOTICES.** All notices required or permitted to be given pursuant to this Agreement must be in writing and may be delivered by hand delivery, electronic mail or any other reasonable delivery method to the other party at the applicable addresses set forth in the Basic Agreement Terms. Any notice delivered by other than hand delivery or electronic mail must also be concurrently sent to each receiving party by electronic mail (if an electronic mail address is provided for the recipient party). The addresses may be changed from time to time by written notice. Notices will be deemed received

DONATION AGREEMENT PAGE 9 of 12

upon the earlier of actual receipt (regardless of the method of delivery) or the first attempted delivery if receipt is refused. If Developer or Donor is represented by a broker, then notices given to or received from the broker will be notices given to and received from the represented party. When authorized by a party, notices may be given or received by legal counsel to that party.

14. MISCELLANEOUS

- 14.1 Binding Effect; Assignment. This Agreement will be binding upon and inure to the benefit of the parties and their successors and permitted assigns. Developer may not assign this agreement to any person or entity without Donor's prior consent, and any assignment without Donor's consent will be void.
- 14.2 **Time.** Time is of the essence in every provision of this Agreement. When used in this Agreement, the term "business day" means any day which is not a Saturday, Sunday or legal holiday in Idaho (i.e., Idaho Code§ 73-108). If this Agreement specifies that a time period expires or that an action must be taken on a date which is not a business day, the date will be deemed extended to the next succeeding day which is a business day, and any successive time periods will be deemed extended accordingly.
- 14.3 **Incorporation by Reference.** All of the exhibits attached to this Agreement and all documents in the nature of exhibits, when executed, are by this reference incorporated in and made a part of this Agreement.
- 14.4 **Attorneys' Fees.** If either party hereto fails to perform any of its obligations under this Agreement or if any dispute arises between the parties hereto concerning the meaning or interpretation of any provision of this Agreement, then the defaulting party or the party not prevailing in the dispute, as the case may be, will pay any and all costs and expenses incurred by the other party on account of the default and/or in enforcing or establishing its rights hereunder, including court costs and reasonable attorneys' fees and disbursements.
- 14.5 **Entire Agreement; Exhibits.** This Agreement supersedes and replaces all written and oral agreements previously made or existing between the parties with respect to the subject matter hereof. All exhibits attached to this Agreement and all documents in the nature of exhibits, when executed, are incorporated into this Agreement by this reference.
- 14.6 **No Merger; Survival.** The terms of this Agreement will not merge into closing or with the conveyance deed(s) for the Property, but will instead survive closing or termination (except as may be otherwise provided in this Agreement).
- 14.7 **Governing Law.** This Agreement will be construed and interpreted in accordance with, and will be governed by, the laws of the State of Idaho.
- 14.8 Execution; Counterparts. This Agreement may be executed electronically (e.g., DocuSign or equivalent) or in counterparty, which counterparts may also be delivered by .pdf. All counterparts will constitute one contract, binding on all parties, even though all parties are not signatory to the same counterpart, or the signatures are not original signatures to the same agreement.
- 14.9 Modifications. This Agreement cannot be changed orally, and no agreement will be effective to waive, change, modify or discharge it in whole or in part unless the agreement is in writing and is signed by the parties against whom enforcement of any change is sought.
- 14.10 Construction. The language used in this Agreement will be deemed to be the language chosen by the parties to express their mutual intent, and no rule of strict construction will be applied against DONATION AGREEMENT
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any person.		gw '
	[end of text; signature page follows]	
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DONATION AGREEMENT	PAGE 11 of 1	2

COUNTERPART SIGNATURE PAGE

DATED effective as of the Effective Date.

"Developer"

Riverton Classical Academy, LLC

14

Name:

Paul Ros

Title:

Land Committee Chair, Riverton Classical Academy

Founding Group

Date:

03/20/2025

"Donor"

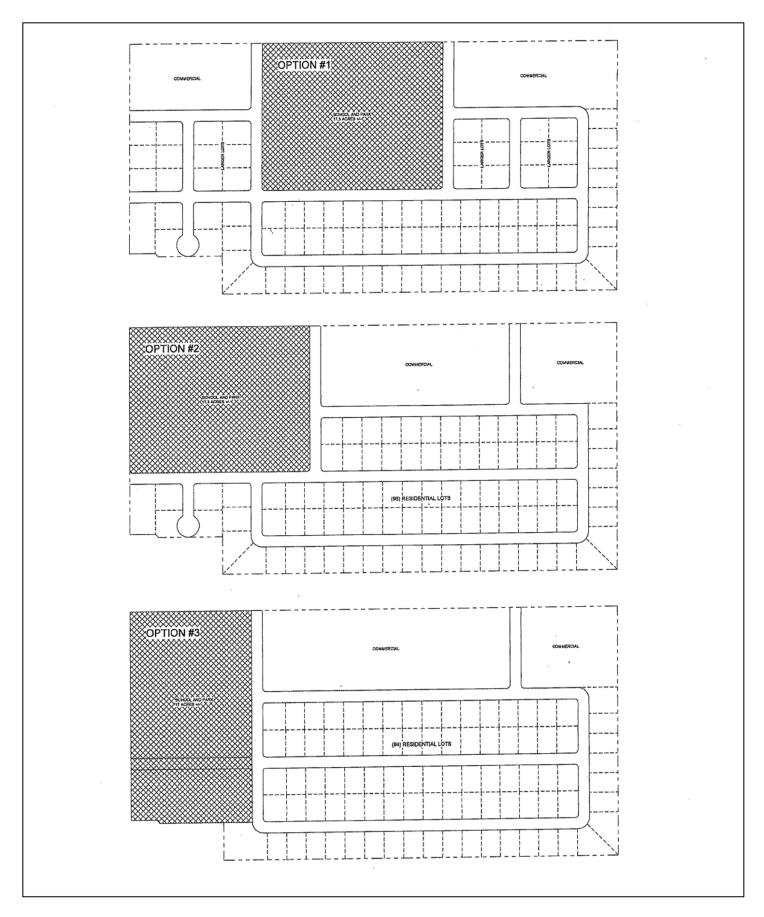
Brice 21, Inc.

Name: Robert Brice Title: President

Date: 03/20/2025

DONATION AGREEMENT

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Facility Plans





Figure 1 Facility Plan Design



Figure 2 Facility Plan Layout

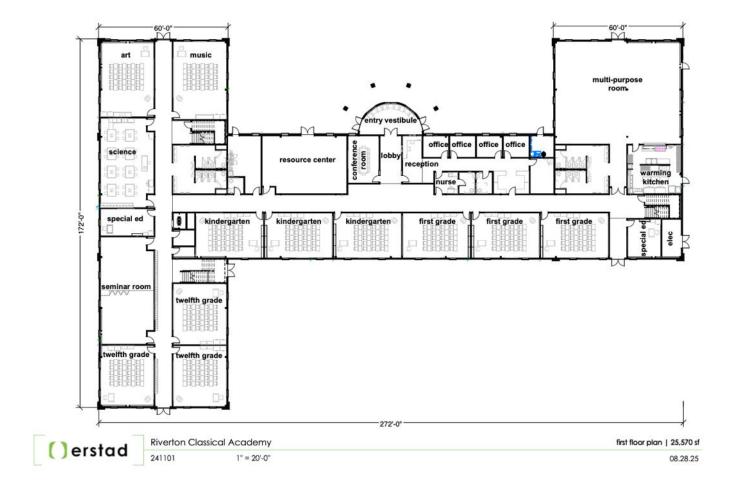


Figure 3 Facility Plan First Floor

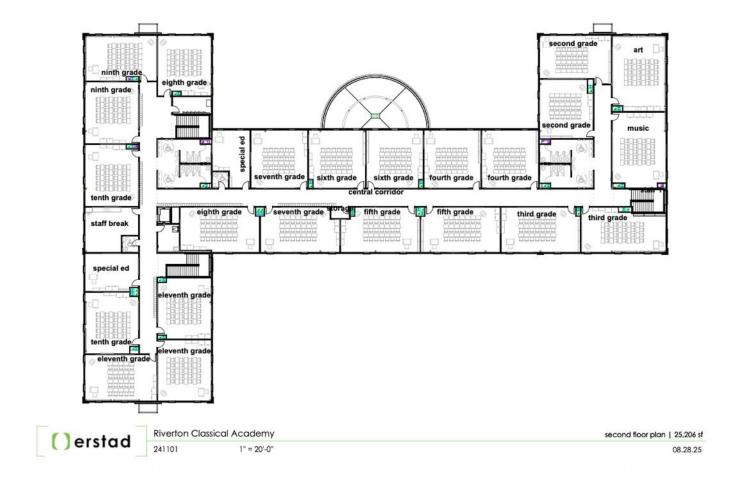
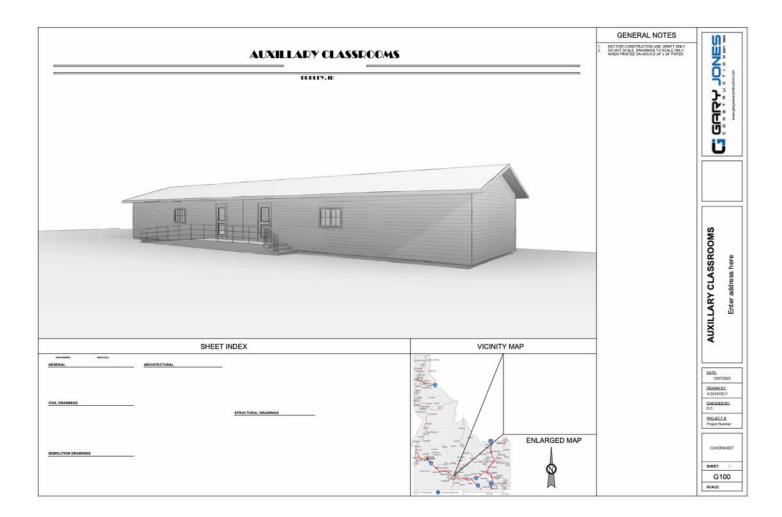


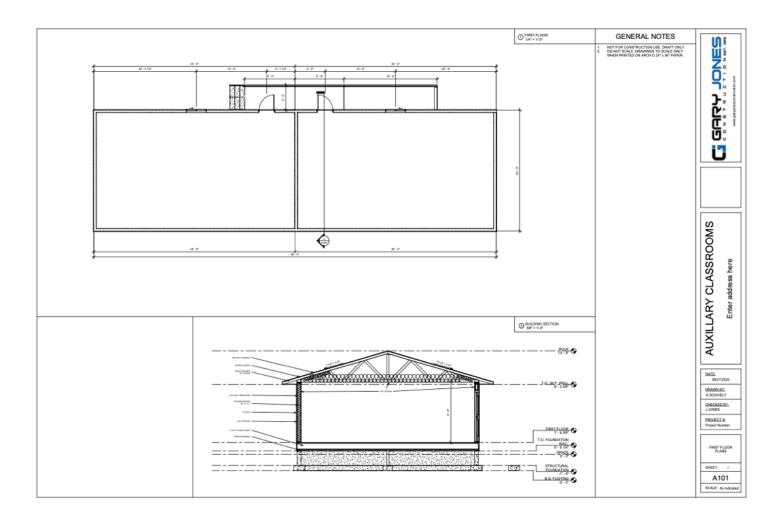
Figure 4 Facility Plan Second Floor

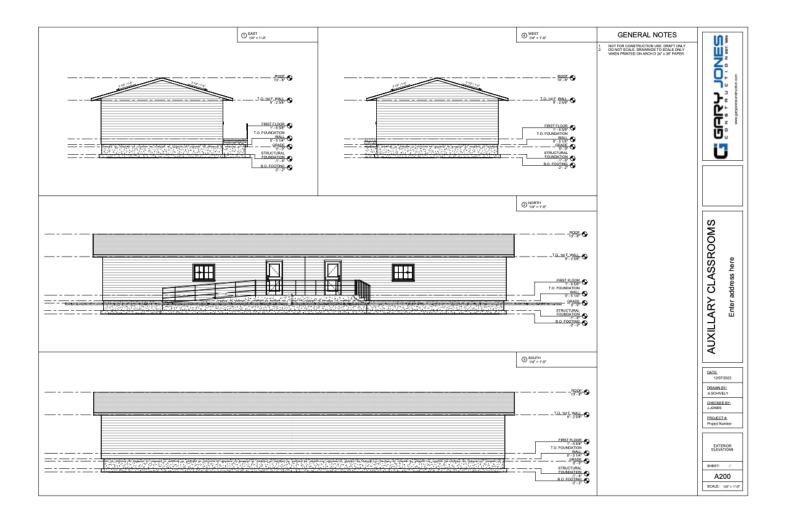
Contingency Plan – Smaller Permanent Structure & Modular Buildings



Figure 5 Contingency Facility Plan Layout









PROPOSAL FROM:

GARY D. JONES CONSTRUCTION COMPANY, INC. 247 WEST HWY. 30 BURLEY, ID 83318 (208) 678-1118 FAX (208) 678-1119

TO: Matt Seely

The following is a budgetary estimate for 80'x24' auxillary classrooms

INCLUDES:

<u>Building Permit:</u> • Provided by Gary Jones Construction

Sitework:
 Grade site, prep building pad, excavate for footing/foundation

Footing/Foundation • Pour building foundation and footing at a 24" depth below frost line

Walls:

 2x6 stud wall framed 16" O.C. with stucco finish on exterior

Insulation: R-21 Batt insulation in the wall, R-31 Blow-in insulation in the ceiling

Ceiling: • 5/8" thick gypsum board tape textured and painted

Floors: Carpet tiles (color TBD)

Paint: Paint all walls and ceiling (Color TBD)

<u>Doors:</u> • (2) 3070 Commercial metal doors

Windows: • (2) 4x3 vinyl slider windows

Electrical: (20) 4ft surface wrap around lights, (8) Small exterior wall packs

HVAC: (2) Mini split HVAC systems (one per classroom)

(2) Mini split HVAC systems (one per classroom)

Single Unit Total: • Three Hundred Thousand Eighteen Dollars and NO/100

\$318,018

(7) Classroom Total: • Two Million Two Hundred Twenty-Six Thousand One Hundred Twenty Six

Dollars and NO/100

\$2,226,126



K-12 EDUCATION OFFICE

August 28, 2025

Email: mlasnick@acs-id.org

Dear Mr. Lasnick and the ACS-I board:

It is my great pleasure to inform you that the Hillsdale College K-12 Education Office has accepted the application of Riverton Classical Academy (RCA) for founding support. Congratulations to you and your team on this important milestone. Our directors found strength in your written application and have confidence in your effort through our work with your team over the last several years. We look forward to working together in common cause to establish this new school.

Riverton Classical Academy will be the fourth school in the American Classical Schools of Idaho federation. We are encouraged to see the continued growth of this work in your state, and we are confident that the community of Burley, ID will benefit from the school's dedication to the principles of classical education and the pursuit of moral and intellectual excellence.

In the coming days, Hillsdale College will provide you with a formal letter of intent (LOI). This document will set forth the support we intend to offer, the conditions for that support, and the manner in which you may describe your relationship with the College. It will also outline the benchmarks by which we will measure progress in the founding process. Benjamin Payne, our Director of Leader Support, will soon reach out with further explanation of the assistance we will provide over the next two years before the school's opening.

k12.hillsdale.edu 33 E. College St., Hillsdale, MI 49242

(517) 607-4320

We look forward to the diligent work ahead and to the day when Riverton Classical Academy opens its doors to students and families. May your labors bear fruit in a school that will endure and prosper in service of truth and learning.

With warm regards,

Kathleen O'Toole

Associate Vice President for K-12 Education

k12.hillsdale.edu

33 E. College St., Hillsdale, MI 49242

(517) 607-4320

	ge K-12 Curriculur	TI OVEIVIEW		Grammar School (K-6)							
				, ,							
		EI	LEMENTARY SCHOOL KI	NDERGARTEN-6TH GRAD	DE						
	Kindergarten	1	2	3	4	5					
матн				Singapo <i>Dimer</i>	re Math nsions						
SCIENCE			Lif	e, Physical & Earth Scier	nce						
LITERATURE			Classic Childrer	's Literature, Sayings &	Phrases, Poetry						
HISTORY & CIVICS	Intro to American										
a civics	History & Civics			World History	& Geography						
READING, WRITING, &	Phonic	s: Writing, Spelling & R	eading		Gram Well Ordere						
SPEAKING		Literacy Essentials			Compo Institute for Exce	osition Ilence in Writing					
FOREIGN LANGUAGES		French, Spani	ish or German			& Latin pots					
FINE ARTS				Art & Mı	usic: History, Theory &	Practice					
PHYSICAL EDUCATION					Physical Education						

			Upper Sch	hool (7-12)		
MID	DLE SCHOOL 6TH-8TH G	RADE		HIGH SCHOOL	9TH-12TH GRADE	
6	7	8	9	10	11	12
		Algebra I	Geometry	Algebra II	Trigonometry/ Pre-Calculus	Calculus
	Intro to Life & Chemical Sciences	Conceptual Physics	Biology	Chemistry	Physics or Other Advanced Science	Astronomy or Other Advanced Science
	Classic Litera	ture & Poetry	Ancient Literature	Medieval & British Literature	American Literature	Modern Literature
				Europe 500–1815	America 1607–Present	Modern World 1815–Present
	America to 1877	America 1877–Present	Ancient World to 500	Economics		
	,	,,		Intro to Moral & Political Philosophy	Moral & Political Philosophy	American Government
			Logic & Rhetoric	Ele	ctive	Senior Thesis
Latin la	Latin Ib	Latin II	Latin III	Oth	Advanced Latin or er Foreign Language Ele	ctive
				Physical Educa or Other	ation, Fine Arts, Electives	

Kindergarten Year at a Glance

	AUGUST & SEPTEMBER	OCTOBER	NOVEMBER	DECEMBER	JANUARY	FEBRUARY	MARCH	APRIL	MAY
LITERACY Literacy Essentials	Weeks 1-6	Weeks 7-10	Weeks 11-14	Weeks 15-16	Weeks 17-20	Weeks 21-24	Weeks 25-28	Weeks 29-32	Weeks 33-36
LITERATURE Include ~5 poems each month	Three Billy Goats Goldilocks Three Little Pigs	The Wolf and the Seven Little Kids Aesop's Fables	Red Riding Hood King Midas Beatrix Potter	The Velveteen Rabbit	The Legend of Jumping Mouse How Many Spots? Tug-of-War	Snow White Cinderella Casey Jones	Momotaro Bremen Town Musicians Chicken Little	Little Red Hen Ugly Duckling American Tall Tales	Winnie-the-Pooh
HISTORY & GEOGRAPHY	Basic Geography and Maps Seven Continents	Native Americans Past and Present	Columbus Pilgrims	George Washington	July 4 Thomas Jefferson	Abraham Lincoln	American Flag White House	Theodore Roosevelt Statue of Liberty	Mount Rushmore Current President
MATH Dimensions KA & KB	Chapters 1-2 Begin KA	Chapters 3-4	Chapters 4-5	Chapter 6	Chapters 7-8 Begin KB	Chapters 9-10	Chapters 10-11	Chapters 12-13	Chapter 14
SCIENCE	Meteorology: Weather Wilson Bentley	Meterology: Weather Forecasting Abbe Cleveland	Forces: Pushes and Pulls Collisions Isaac Newton	Forces: Ramps, Magnetic Force Wright Brothers	Plants and Animals: Plant and Animal Needs Jane Goodall	Plants and Animals: Interconnectedness of Plants, Animals, and the Environment George Washington Carver	Plants and Animals: Changing Environment	Human Systems: Five Senses	Human Systems: Taking Care of Your Body
ART	Color	Color	Line	Line	Sculpture	Bruegel Cassatt	Homer	Rivera	Tanner
MUSIC Include 2 songs each month	Instruments	Instruments Introduction to Orchestra	Peer Gynt Elements Tempo	March of Siamese Elements Dynamics	March of the Toys Elements Steady Beat	Carnival of the Animals	Elements High & Low	Rhythm Notation	Rhythm Notation Review of elements

Year at a Glance

	AUGUST & SEPTEMBER	OCTOBER	NOVEMBER	DECEMBER	JANUARY	FEBRUARY	MARCH	APRIL	MAY
LITERACY Literacy Essentials	Weeks 1-4 Review, List A Begin Primary Phonics	Lists B & C	Lists D & E Begin McCall Harby	Lists F & G	List H Complete Primary Phonics	Lists I & J Begin Uncontrolled Readers	Lists K & L	Lists M & N	List 0
LITERATURE Include 2-3 poems each month	Frog Prince Hansel and Gretel Thumbelina (& variations)	Cinderella (& variations) Jack and the Beanstalk Pied Piper	Pinocchio	Princess and the Pea Rapunzel Tale of Peter Rabbit	Aesop's Fables Puss-in-Boots Br'er Rabbit	Rumpelstiltskin Sleeping Beauty The Little Hero of Holland	House at Pooh Corner	Why the Owl Has Big Eyes Lon Po Po/ Little Red Riding Hood	The Little Half-Chick All Stories Are Anansi's The Crowded, Noisy House
HISTORY & GEOGRAPHY	Basic Geography and Maps Mesopotamia	Ancient Egypt Judaism	Christianity	Islam	First Americans Maya, Aztec, Inca Modern Mexico	Early Exploration and Settlement	Thirteen Colonies American Revolution	American Revolution	Exploration of the American West
MATH Dimensions 1A & 1B	Chapters 1-3 Begin 1A	Chapters 4-5	Chapters 6-8	Chapters 8-9	Chapters 10-12 Begin 1B	Chapters 13-14	Chapters 15-16	Chapter 17	Chapters 18-19
SCIENCE	Astronomy: Solar System	Astronomy: Solar System Galileo	Sound and Light	Sound and Light Communication Using Light and Sound Gordon Gould	Organisms and Their Needs: Structures and Functions	Organisms and Their Needs: Structures and Functions Jacques Cousteau	Organisms and Their Needs: Inheritance of Traits	Human Body: Body Systems Overview	Human Body: Taking Care of Your Body Edward Jenner Louis Pasteur
ART		Art from long ago	Color	Line	Shape	Texture	Portrait	Still Life	
MUSIC Include 2 songs each month	Basic Elements	Basic Notation	Composers Mozart	Orchestra Prokofiev	Opera	Instrumental Music	Ballet	Jazz	Review notation, elements

Year at a Glance

	AUGUST & SEPTEMBER	OCTOBER	NOVEMBER	DECEMBER	JANUARY	FEBRUARY	MARCH	APRIL	MAY
	Weeks 1-2 Review								
LITERACY	McCall Crabb								
Literacy Essentials	List 2A	Lists 2B & 2C	Lists 2D & 2E	Lists 2F & 2G	List 2H	Lists 2l & 2J	Lists 2K & 2L	Lists 2M & 2N	List 20
	Begin Uncontrolled Readers								
948444444444		Magic Paintbrush		Tongue-Cut Sparrow		Iktomi Stories			El Pajaro Cu
LITERATURE	Charlotte's Web		Greek Mythology	Christmas Carol	Peter Pan	Tall Tales	Sign of the Beaver	Emperor's New Clothes	18 SW 50000
Include 2-3 poems each month	Charles a res	Fisherman and His Wife	oreer injurious)	How the Camel Got His	1 3101 1 101	Talk	angle of the bearer	Emperor 3 new closures	Tiger, Brahman, & Jacka
		Beauty and the Beast		Hump		Talk			
HISTORY &	Basic Geography and Maps	Ancient China	Ancient Greece	Ancient Greece	Constitution	Geography of the Americas	Civil War	Civil War	Immigration and
GEOGRAPHY	Ancient India	Modern Japan	Ancient Greece	THE OTESS	War of 1812	Westward Expansion	Citi Hai	CHI Hai	Citizenship
MATH	Chapters 1-2				Chapter 8				
Dimensions 2A & 2B	Begin 2A	Chapters 3-4	Chapters 5-6	Chapter 7	Begin 2B	Chapters 9-10	Chapters 11-12	Chapters 13-14	Chapter 15
		Geology: Earth		Matter: Combining		Magnetism	Habitats and Plant Review	Human Systems: Cells	Human Systems: Taking
SCIENCE	Geology: Earth Features	Formation	Matter: Classifying Matter	Matter	Electricity	Magnetism and	Jean-Henri Fabre	Digestive and Excretory	Care of Your Body
		Marie Tharp	matter	Dmitri Mendeleev		Electricity		Systems	Florence Nightingale
							John James Audubon	Anton can Leewenhoek	Daniel Hale Williams
ART	Lines	Architecture	Architecture	Sculpture	Landscapes	Landscapes	Abstract Art	Abstract Art	
ANI	LINES	ALCOHOLD C	ALCHIECTURE .	scurpture	canascapes	Lanuscapes	unari det Mit	MUSICIOLE PILE	
MUSIC	AND DESCRIPTION OF	Street was the territory of	String Instruments		Percussion Instruments	Keyboard Instruments	Beethoven	NAP 100	Review notation,
Include 2 songs each month	Basic Notation Basic Elem			Vivaldi	Toccata for Percussion	Sonata K. 331	Spring Song	Bach	elements

	AUGUST & SEPTEMBER	OCTOBER	NOVEMBER	DECEMBER	JANUARY	FEBRUARY	MARCH	APRIL	MAY
LITERACY Literacy Essentials	Weeks 1-2 Review Lists for Weeks 1-4	Lists for weeks 5-8	List for weeks 9-12	Lists for weeks 13-16	Lists for weeks 17-20	List for weeks 21-24	List for weeks 25-28	List for weeks 29-32	List for weeks 33-36
LITERATURE Include 2-3 poems each month	Arabian Nights Black Beauty	Black Beauty Greek and Roman Mythology	Norse Mythology The Princess and the Goblin	The Princess and the Goblin	The Hunting of the Great Bear Farmer Boy	Farmer Boy	Gone is Gone The People Could Fly	Three Words of Wisdom William Tell The Little Match Girl	The Jungle Book
GRAMMAR Well-Ordered Language 1A & 1B	Parts of Speech Kinds of Sentences	Principal Elements Adverbs	Adjectives Direct Objects	Subject Pronouns Interrogative Sentences	Object Pronouns Pronoun Review	Prepositional Phrases- Adverbial Introductory Prepositional Phrases	Compound Subjects Compound Verbs	Compound Verbs Compound Direct Objects	Punctuation & Review
COMPOSITION Structure and Style for Students 1A	Notemaking and Outlining Writing from Notes	Writing from Notes	Retelling Narrative Stories	Summarizing a Reference	Summarizing a Reference	Writing from Pictures	Writing from Pictures Summarizing Multiple References	Inventive Writing	Inventive Writing
HISTORY & GEOGRAPHY	Rivers of the World Ancient Rome	Ancient Rome	Ancient Rome	Vikings Canadian Geography	Native Peoples of North America	Exploration	Southern Colonies	New England Colonies	Middle Atlantic Colonies
MATH Dimensions 3A & 3B	Chapters 1-2 Begin 3A	Chapters 3-5	Chapters 6-7	Chapters 8	Chapters 9-10 Begin 3B	Chapters 11-12	Chapters 13-14	Chapters 15-16	Chapters 17
SCIENCE	Meterology: Weather, Climate, Layers of the Atmosphere Evangelista Torricelli	Meteorology: Water Cycle Clouds, Wind, Weather- Related Natural Hazards Benjamin Franklin Mary Anderson Joanne Simpson	Forces Elijah McCoy	Forces Classification of Animals	Social Instincts in Animals Ecology John Muir	Life Cycles Traits Gregor Mendel	Fossils	Human Body: Muscular System Skeletal System	Human Body: Nervou System
ART	Balance and Symmetry	Ancient Rome	Ancient Rome	Byzantium	American Indian Art	Light	Space	Design	Design
MUSIC Include 2 songs each month	Elements Orchestra Review	Scheherzade Prelude	The planets	Tchaikovsky	Native American Music William Tell	Souza & Copland	Gershwin, Cohan, & Bernstein	Notation	Review notation and elements

Grade 4 Year at a Glance

	AUGUST & SEPTEMBER	OCTOBER	NOVEMBER	DECEMBER	JANUARY	FEBRUARY	MARCH	APRIL	MAY
LITERACY	Intro of Roots 3 roots & 10 spelling/vocab words per week	3 roots & 10 spelling/ vocab words per week	3 roots & 10 spelling/vocab words per week	3 roots & 10 spelling/ vocab words per week	3 roots & 10 spelling/vocab words per week	3 roots & 10 spelling/ vocab words per week	3 roots & 10 spelling/ vocab words per week	3 roots & 10 spelling/ vocab words per week	3 roots & 10 spelling/ vocab words per wee
LITERATURE Include =2 poems each month	Wonderful Chuang Brocade Treasure Island	Treasure Island King Arthur	King Arthur Saint George & the Dragon Robin Hood	Robin Hood Fire on the Mountain	Johnny Tremain	Johnny Tremain	Anne of Green Gables	Anne of Green Gables	Rip Van Winkle Sleepy Hollow
GRAMMAR Well-Ordered Language 2A & 2B	Principal Elements Diagramming Adverbs	Adverbs Adjectives	Predicate Verbs Direct Objects Predicate Nominative	Predicate Adjectives Predicate Review Possessive Nouns	Prepositional Phrases Compound Elements	Subject Pronouns Object Pronouns	Possessive Pronouns Interrogative Pronouns	Compound Sentences	Relative Pronouns Relative Clauses
COMPOSITION Structure and Style 2A	Notemaking and Outlines Writing from Notes	Retelling Narrative Stories	Summarizing a Reference	Writing from Pictures	Writing from Pictures	Summarizing Multiple References	Inventive Writing	Formal Essay Models	Formal Critique
HISTORY & GEOGRAPHY	Mountains China Europe in the Middle Ages	Europe in the Middle Ages.	Islam Crusades	Early & Medieval African Kingdoms	American Revolution	Making a Constitutional Government	Washington Adams Jefferson	Jeffersonian America	Andrew Jackson
MATH Dimensions 4A & 4B	Chapters 1-5 Begin 4A	Chapters 5-7	Chapters 7-8	Chapters 9	Chapters 10 Begin 4B	Chapters 11-12	Chapters 13-14	Chapters 15-16	Chapter 17
SCIENCE	Geology: Fossils, Weathering & Erosion, Rock Cycle	Geology: Plate Tectonics, Natural Hazards, Geographic Maps James Hutton	Natural Resources	Energy	Electricity & Magnetism Thomas Edison Lewis Latimer Michael Faraday	Waves Alexander Graham Bell	Structures and Functions in Organisms	Visual System Auditory System Louis Braille	Ciculatory System Respiratory System Charles Drew Elizabeth Blackwell
ART	Ancient China	Medieval Europe	Islamic Art and Architecture	Africa	Late 18th-century United States	Late 18th-century United States	Monticello	Georgian Architecture	
MUSIC	Orchestra Review 2 songs	Keyboard instruments 2 songs	Music of the Middle Ages 2 songs	Music of the Middle Ages	Vocal Ranges Elements	Elements Notation	W. A. Mozart Haydn 2 Songs	Handel 1 song	Review Notation, elements, ranges



	AUGUST & SEPTEMBER	OCTOBER	NOVEMBER	DECEMBER	JANUARY	FEBRUARY	MARCH	APRIL	MAY
LITERACY	Root words review 3 roots & 10 spelling/ vocab words per week	3 roots & 10 spelling/ vocab words per week	3 roots & 10 spelling/ vocab words per week	3 roots & 10 spelling/ vocab words per week	3 roots & 10 spelling/ vocab words per week	3 roots & 10 spelling/ vocab words per week	3 roots & 10 spelling/ vocab words per week	3 roots & 10 spelling/ vocab words per week	3 roots & 10 spelling/ vocab words per week
LITERATURE Include =3 poems each month	Secret Garden	Secret Garden Tales from Shakespeare	Wind in the Willows	Wind in the Willows The Samurai's Daughter	Adventures of Tom Sawyer	Adventures of Tom Sawyer Frederick Douglass	Frederick Douglass	Alice in Wonderland	Sherlock Holmes Coyote Goes to the Land of the Dead The Sun Dance
GRAMMAR Well-Ordered Language 3A & 3B	Four Kinds of Sentences Adverbs & Adjectives	Predicate Verbs, Nominatives & Adjectives Personal Pronouns	Sensory Linking Verbs Prepositional Phrases	Indirect Objects	Interrogative Pronouns Relative Clauses	Adverbial Elements Adverbial Clauses	Reflexive Pronouns Participles	Gerunds Infinitives Review Verbals	Types of Sentences
COMPOSITION Structure and Style for Students 2A	Note Making and Outlines Writing from Notes	Retelling Narrative Stories	Summarizing a Reference	Writing from Pictures	Writing from Pictures	Summarizing Multiple References	Inventive Writing	Formal Essay Models	Formal Critique
HISTORY & GEOGRAPHY	Lakes Renaissance	Early American Civilizations European Exploration	Reformation England from Henry VIII to William & Mary	Russia Feudal Japan	Antebellum America	Civil War	Civil War	Reconstruction	Westward Expansion after 1860 Native Americans
MATH Dimensions 5A & 5B	Chapters 1-4 Begin 5A	Chapters 4-6	Chapters 6-7	Chapter 8	Chapters 9 Begin 5B	Chapters 9-11	Chapters 11-13	Chapters 13-14	Chapter 15
SCIENCE	Astronomy Edmund Halley	Astronomy Astronaut Biographies	Major Earth systems Conservation of Earth's Spheres	Chemistry: Matter, States of Matter	Chemistry: Conservation of Matter, Properties of Matter, Mixtures, Solutions, Chemical Reactions John Dalton	Ecology Jan van Helmont	Classification of Organisms Carl Linneaus	Reproduction: Life Cycles Plants Animals	Endocrine System Reproductive System Percy Lavon Julian
ART	Renaissance Art	Renaissance Art/ Sculpture	Renaissance Art/ Sculpture	Art of Japan	19th-Century American Art	19th-Century American Art	19th-Century American Art	19th-Century American Art	
MUSIC	Orchestra Elements	Renaissance Music	Renaissance: Dona Nobis Pacem	Songs: Sakura and Hava Nagilah Beethoven	Mussorgsky	Music of the Civil War	Spirituals	Notation	Notation

Year at a Glance

	AUGUST & SEPTEMBER	OCTOBER	NOVEMBER	DECEMBER	JANUARY	FEBRUARY	MARCH	APRIL	MAY
LITERATURE Include =2 poems each month	Classical Mythology	Children's Homer	Children's Homer Prince and the Pauper	Prince and the Pauper	Scarlet Pimpernel	Scarlet Pimpernel	Count of Monte Cristo	Count of Monte Cristo	Count of Monte Cristo
GRAMMAR Well-Ordered Language 4A & 4B	Principal Elements, Adverbs & Adjectives Predicate Verbs, Predicate Nominatives, and Predicate Adjectives	Prepositional Phrases Personal Pronouns	Indirect Objects Interrogative Pronouns and Interrogative Adverbs	Relative Clauses with Relative Pronouns and Relative Adverbs Appositives	Reflexive Pronouns & Intensive Pronouns	Adverbial Causes & Phrases Indefinite Pronouns	Participial Phrases Gerund Phrases	Infinitive Phrases Verbal Phrase Review	Noun Clauses
COMPOSITION Structure and Style for Students 2B	Notemaking and Outlines Writing from Notes	Retelling Narrative Stories	Summarizing a Reference	Writing from Pictures	Writing from Pictures	Summarizing Multiple References	Inventive Writing	Formal Essay Models	Formal Critique
HISTORY & GEOGRAPHY	Deserts Judaism & Christianity	Ancient Greece	Ancient Rome	Ancient Rome Enlightenment	French Revolution	Romanticism Industrialism	Capitalism & Socialism	Immigration Industrialization & Urbanization	Reformers Latin America
MATH Dimensions 6A & 6B	Chapters 1-2 Begin 6A	Chapters 2-3	Chapters 4-5	Chapters 6-7	Chapter 8 Begin 6B	Chapters 11-12	Chapters 12-13	Chapter 9	Chapter 10
SCIENCE	Plate Tectonics Alfred Wegener	Energy Marie Curie	Heat & Heat Transfer	Energy Transfer Lewis Latimer James P. Joule	Astronomy Isaac Newton	Human Body: Circulatory & Lymphatic Systems	Immune System & Diseases Alexander Fleming	Oceans	Oceans
ART	Classical	Gothic	Renaissance	Baroque	Rococo	Neoclassical	Romantic	Realism	
MUSIC	Orchestra Elements	Elements	Baroque Vivaldi	Handel & Bach	Classical: Haydn & Mozart	Classical: Rossini Beethoven	Early Romantic: Schubert Beethoven	Schubert	Notation & Theory
LATIN Wheelock's	Introduction Chapter 1	Chapter 1	Chapter 2	Chapter 3	Chapter 4	Chapter 5	Chapter 6	Chapter 7	Chapter 8

	AUGUST & SEPTEMBER	OCTOBER	NOVEMBER	DECEMBER	JANUARY	FEBRUARY	MARCH	APRIL	MAY
LITERATURE Include =2 poems each month	Fahrenheit 451	Fahrenheit 451 Cyrano de Bergerac	Cyrano de Bergerac Christmas Carol	Christmas Carol	Call of the Wild	Call of the Wild	Romeo & Juliet	Romeo & Juliet Short Stories	Dr. Jekyll & Mr. Hyde
GRAMMAR Get Smart	Principal Elements of the Sentence Lessons 1-4	Pronouns Adjectives Lessons 5-8	Adverbs Prepositional Phrases Transitive Verbs Lessons 9-12	Coordinating Conjunctions Lessons 13-17	Indirect Objects Intransitive Verbs Passive Verbs Lessons 18-21	Linking Verbs Noun Jobs Clauses Lessons 22-26	Clauses Lessons 27-30	Gerunds Participles Lessons 31-34	Infinitives Review Lessons 35-37
COMPOSITION Structure and Style for Students 3B	Notemaking and Outlines Writing from Notes	Retelling Narrative Stories	Summarizing a Reference	Writing from Pictures	Writing from Pictures	Summarizing Multiple References	Inventive Writing	Formal Essay Models	Formal Critique
HISTORY & GEOGRAPHY	Exploration and Colonization	American Revolution	U.S. Constitution	U.S. Constitution	Early Republic	Antebellum Era	Abraham Lincoln	Civil War	Civil War and Reconstruction
MATH Dimensions 7A & 7B	Chapters 1-2 Begin 7A	Chapters 3-4	Chapters 5-6	Chapters 7-8	Chapters 9-10 Begin 7B	Chapters 11-12	Chapters 13-14	Chapters 15-16	Chapter 17 and Revie
SCIENCE	Review Scientific Method Atomic Structure Niels Bohr Dmitri Mendeleev	Atomic Structure Antoine Lavoisier	Chemical Bonds and Reactions Lise Meitner	Chemical Bonds and Reactions	Chemistry of Food and Respiration	Chemistry of Food and Respiration Dorothy Hodgkin	Cell Division and Genetics	Cell Division and Genetics Gregor Mendel History of Earth and Life Forms	Evolution Charles Darwin
ART	Impressionism	Impressionism	Post-Impressionism	Post-Impressionism	Art Nouveau	Expressionism & Abstraction	Expressionism & Abstraction	Modern American Painting	Modern American Painting
MUSIC	Elements: Orchestra	Elements: Orchestra	Beethoven Pagagini Chopin	Romantic: Schuman Brahms & Liszt	Romantic: Berlioz Vergi	Romantic: Wagner	Nationalism: Grieg & Tchaikovsky Dvorak	Blues & Jazz Ragtime	Jazz & Fusion
LATIN Wheelock's	Review	Chapter 9	Chapter 10	Chapter 11	Chapter 12	Chapter 13	Chapter 14	Chapters 15-16	Chapter 17

Year at a Glance

	AUGUST & SEPTEMBER	OCTOBER	NOVEMBER	DECEMBER	JANUARY	FEBRUARY	MARCH	APRIL	MAY
LITERATURE	To Kill a Mockingbird	To Kill a Mockingbird	Lord of the Flies	Lord of the Flies	Robinson Crusoe	Robinson Crusoe	Short Stories Much Ado About Nothing	Much Ado About Nothing	Poetry
GRAMMAR Stay Smart	Review: Parts of Speech Phrases	Review: Clauses Verbals	Diagramming Sentences 1-27	Diagramming Sentences 28-55	Diagramming Sentences 56-83	Diagramming Sentences 84-111	Diagramming Sentences 112-139	Diagramming Sentences 140-167	Diagramming Sentences 168-188
COMPOSITION Structure and Style for Students 1C	Notemaking and Outlines Writing from Notes	Retelling Narrative Stories	Summarizing a Reference	Writing from Pictures	Writing from Pictures	Summarizing Multiple References	Inventive Writing	Formal Essay Models	Formal Critique
HISTORY & GEOGRAPHY	The Gilded Age Progressivism Toward the Great War	World War I The Roaring Twenties	The Great Depression Rise of Totalitarianism World War II	World War II	The Start of the Cold War	Cultural changes and Activism The 1960s	The 1960s The 1970s	The 1980s The 1990s	The 2000s The 2010s
MATH Weeks & Adkins	Chapters 1-2	Chapters 3-4	Chapters 5-6	Chapter 7	Chapter 8	Chapter 9-10	Chapters 11-12	Chapters 13-14	Review
SCIENCE	Review scientific method and metric system Motion	Forces	Density and Buoyancy	Work, Energy, Power Albert Einstein	Work, Energy, Power Sound	Sound Electromagnetic Radiation and Light	Light Charles Steinmetz	Electricity Nikola Tesla Benjamin Franklin	Magnetism James Maxwell
ART	Painting since WWII	Painting since WWII	Photography	Photography	20th Century Sculpture	20th Century Sculpture	Architecture since the Industrial Revolution	Architecture since the Industrial Revolution	Review
MUSIC	Music Theory Review: Rhythm & Melody Orchestra	Nationalism: Sibelius & Bartok	Nationalism: Rodrigo & Ravel	Nationalism: Vaughn Williams Copland	Moderns: Debussy & Stravinsky	Musical Theater: Gilbert & Sullivan Vaudeville Revues	Musical Theater: Gershwin, Berlin, Cohan	Musical Theater: Porter, Kern Rogers & Hammerstein	Musical Theater: Bernstein & Sondhein
LATIN Wheelock's	Review Chapter 18	Chapters 19-20	Chapter 21	Chapter 22	Chapter 23	Chapter 24	Chapter 25	Chapter 26	Chapter 27



July 9, 2025

To: Idaho Public Charter School Commission Chairman Alan Reed Vice-Chair Sherrilynn Bair

Re: Support for Riverton Classical Academy

Dear Chairman Reed, Vice-Chair Bair, and Members of the Idaho Public Charter School Commission,

I am writing to express my strong support for Riverton Classical Academy in Heyburn. The Bluum team has been working closely with the leadership of both Riverton Classical Academy and American Classical Schools of Idaho (ACS-I) to help launch the school.

Riverton Classical Academy is collaborating with the Hillsdale College Barney Charter School Initiative to develop its K-12 academic program—one of the nation's most respected classical charter school models. We are fortunate to have this caliber of educational partnership here in Idaho.

Pending approval of its charter petition by the Idaho Public Charter School Commission, Riverton Classical Academy will be eligible for up to \$2 million in federal Charter School Program grant funding administered by Bluum.

Additionally, the school may apply for matching grant support from the J.A. and Kathryn Albertson Family Foundation. Bluum is also committed to supporting the school's facility development efforts, including access to federal charter credit enhancement funds of up to \$700,000 for predevelopment costs associated with securing and financing a school facility in Heyburn.

Please accept this letter as evidence of the availability of the grant funds reflected in the school's proposed budget. However, please note that this funding is contingent upon successful authorization of the charter petition.

Bluum is proud to support the work of American Classical Schools of Idaho and, specifically, the launch of Riverton Classical Academy. We remain committed to doing all we can to support their efforts—just as we have helped more than 40 public charter schools across Idaho since 2015.

We respectfully urge the Idaho Public Charter School Commission to approve this promising new school. Bluum stands ready to continue supporting its development in the months and years ahead.

Should you have any questions, please do not hesitate to contact me.

Terry Ryan

CEO, Bluum

IPCSC Feedback

"The application includes an anticipated contribution of \$130,000 from the Borbonus Foundation Fellowsip.
Please provide documentation of the contribution."

The Borbonus Family Foundation generously provided a contribution of \$150,000, of which \$130,000 is designated for the fellowship and \$20,000 for fundraising which is included in RCA's campaign funds. The minutes from the Borbonus Family Foundation meeting dated May 7, 2025, are included below. Please reference item 6.4.2 in the minutes.

Borbonus Family Foundation Board of Directors Borbonus Family Foundation, Inc.

6800 Spurwing Way North, Meridian, ID 83646

MINUTES

Date: May 7, 2025 Time: 1:00 p.m.

- 1. Call to Order: The meeting was called to order at 1:03pm
- 2. Roll Call of Board: All board members were present
- 3. Action Item: Adopt Agenda (5.7.25)
 - 3.1. A. Borbonus moved to adopt the agenda as presented, V. Borbonus seconded the motion, and the vote was unanimously.
- Action Item: Adopt Board Meeting Minutes (4.2.25)
 - 4.1. S. Lambert moed to adopt the 4.2.25 minutes as presented, A. Borbonus seconded the motion, and the vote was unanimous.
- 5. Guest Discourse
 - 5.1. Board Education Segment (R. Stratton)
 - 5.1.1. Ryan introduced the "10 Things Every New Foundation Board Member Should Know" document and conversation. It was an open-ended conversation and broadly presented. He talked about duties of obedience, care, and loyalty. He explored conflicts of interest. He also stressed the need for mentorship and self-assessment. Brian then pivoted to talking about private investments, and he plans to update the board on different private investments in the portfolio. For this board meeting, he focused on the Brookfield Infrastructure Income Fund (BII). According to Brian, 84% of the \$100M+ companies in the world are privately funded. The only reason to be publicly funded is to seek growth capital. Most of the growth is happening in the private sector. Infrastructure is hydro, alternative generation, parking garages, canals, power generation, etc. The advantage of investing in infrastructure is that it delivers essential services that provide stable and predictable income. Private infrastructure provides a conservative diversification tool with enhanced risk-adjusted returns, a hedge against inflation, and a mitigation of downside risk. Privately traded equities have lower liquidity (usually quarterly). Brian thinks that in the next decade or so, privately traded equities are going to be potentially the most promising investment.

6. Committee Reports

- 6.1. Investment Committee (H. Sawyer)
 - 6.1.1. Brian King presented his investment portfolio report. Equity markets have mostly recovered from the April turmoil. As of 4/30/25, the portfolio valuation stood at \$14,140,344. To date, the portfolio is down only 0.39%, mostly due to

diversification. Asset allocations are 23% in cash, 31% in equities, 10% in international equities, 28% in fixed income, and 6% in alternatives. According to Brian, in the near term, the market is going to trade on news. In other words, the volatility is not likely to go away in the near term.

- 6.2. Memorial Event (Tournament) Committee (V. Borbonus)
 - 6.2.1. Not presented.
- 6.3. Idaho Botanical Garden Committee (R. Sali)
 - 6.3.1. Ron reminded everyone that construction plans will be finalized in May, and shovels go in the ground by September, with completion of the project by July of 2026.
- 6.4. Grants Committee (H. Sawyer)
 - 6.4.1. Hayward went over the details of the action item delineated below.
 - 6.4.2. Action Item: C. Chigbrow moved to approve the following: a) the preapproved multi-year ACSI Fellowship Grant for 2025 be adjusted for inflation and increased from \$130,000 to \$150,000 (this fellowship will be utilized to hire the new principal, Matt Seely, of Riverton Classical Academy); b) the John Borbonus sculpture to be funded for \$126,000, with one-half to be applied in 2025 and the remainder in 2026; c) the Idaho Veterans Network (IVN) receive a grant for \$26,000 to replace a transportation "cart" for Veterans at the Boise VA (Volunteer Services); d) the IVN receive a grant for \$25,000 for the annual "Wreath" project at the Idaho State Veterans Cemetery; e) the IVN receive a four year (multi-year) grant for \$50,000 per year to fund the Applied Suicide Intervention Skills Training Program; f) the foundation sponsor Steelheads Hockey Veterans Jersey Auction Night and Veteran Appreciation Night for \$7,000 to \$12,000 with the auction funds raised to be equally disbursed among Gem State Blinded Veterans, Idaho's Combat Wounded Veterans and the Military Order of the Purple Heart (local chapter), The Wyakin Foundation, and the Vietnam Veterans of America (local chapter). A. Borbonus seconded the motion, and it was approved unanimously (S. Lambert recused himself from the vote).
- 6.5. Governance Committee (S. Lambert)
 - 6.5.1. Nothing to update
- 7. Treasurer's Report
 - 7.1. Cordell passed out the 2/28/25 financials for the board's review and will provide the March and April financials at the next board meeting.
- 8. Unfinished Business
 - 8.1. Multi-Year Financial Review Discussion
 - 8.1.1. Status on DeAngeli Engagement (not discussed)
 - 8.1.2. 990 Extension (not discussed)
- 9. New Business
 - 9.1. Mark Johnson's Contract and Reporting Structure
 - 9.1.1. Mark mentioned that Joe Bogart would be a great addition to the golf tournament. Mark presented several lines of effort that he thought the foundation would benefit from: public speaking and community outreach,

website content development, media and press engagement, social media strategy and management, and brand awareness and messaging. There are 937 501(c)(3) entities in Ada County. The problem is that our foundation does not "make the news." In other words, the public awareness is not there. Mark sees himself as an ambassador to reach out to civic organizations to spread the word about the foundation's mission. This would help preserve and advance the legacy and the mission. Ron solicited the board's support on these ideas. Cordell and Hayward expressed their support. Gerhard mentioned the direct impact of the bus for the veterans and looking for other ways to show demonstrable impact. Royce mentioned the history of Hans' impact—he is interested in seeing evidence of the history. Veronique was broadly supportive. There was broad agreement that a web site will be essential. Alexa was also supportive.

- 9.1.2. Motion: S. Lambert moved to express the sense of the board to proceed with Mark Johnson in the role of board ambassador, to be worked out in detail via contract and reporting mechanisms by the next board meeting. A. Borbonus seconded, and the vote was unanimous.
- 10. Date for Next Board Meeting: June 4 (subsequently changed to June 11).
- 11. Adjournment
 - 11.1. Having completed the agenda, the meeting was adjourned at 3:10pm.

"The application states, 'The City of Heyburn and other local surrounding communities are supportive and engaged with the prospective project and have indicated their support for the project'. Please provide any documentation available from local communities in support of the school."

Included below is a letter from the Mayor of the City of Heyburn showing their support for the school.



October 27, 2025

Idaho Public Charter School Commission P.O. Box 83720 Boise, ID 83720

Re: Support for Riverton Classical Academy Appeal

To the Idaho Public Charter School Commission:

The purpose of this letter is to affirm the City of Heyburn's full support for Riverton Classical Academy's (RCA) appeal to build its school within our city.

From the outset of this project, RCA's founding group has been transparent and engaged in its efforts to bring an outstanding educational opportunity to families in the Mini-Cassia region. They have demonstrated consistent cooperation through open communication with city officials and proactive efforts to responsibly advance their development plans. The City of Heyburn welcomes their mission and looks forward to continued collaboration to bring this school to fruition on the donated site located within our municipal boundaries.

To date, both the Heyburn Planning and Zoning Commission and the Heyburn City Council have acted in support of RCA. Both bodies approved the proposed zoning designation for the school and associated subdivision. In addition, the proposed school site was formally annexed into the City of Heyburn through a unanimous council vote.

The City is eager to continue supporting Riverton Classical Academy as they progress toward construction and ultimately toward welcoming students. This school will represent a valuable addition to our community and will enhance educational choice for local families.

P.O. Box 147 · 941 18th Street · Heyburn, Idaho 83336 · (208) 679-8158 · FAX (208) 679-2438 EQUAL OPPORTUNITY PROVIDER Thank you for your consideration of this important matter. Respectfully submitted, Dick Galbraith Mayor, City of Heyburn P.O. Box 147 · 941 18th Street · Heyburn, Idaho 83336 · (208) 679-8158 · FAX (208) 679-2438 EQUAL OPPORTUNITY PROVIDER

Riverton Classical Academy Intent-to-Enroll Data

September 1, 2025

Total Intents for Grades K-7 = 630

Parent/Guardian First Name	Parent/Guardian Last Name	Date and Time Submitted	City of Residence	Number of Students Intending to Enroll in 2027	2027 Grades of Students	How did you hear about us
		9/14/2023 16:05	Rupert	3	1st, 4th, 6th	Meetings
		9/14/2023 16:11	Rupert	3	Pre-K, 1st, 3rd, 5th	Ali Peterson
		9/20/2023 2:50	Rupert	2	5th, 7th	Friend
		9/24/2023 3:17	Rupert	1	1st	Ali Peterson
		9/28/2023 20:15	Burley	1	Kindergarten	Facebook
		9/28/2023 20:37	Burley	2	5th, 7th	Paul Ross
		9/28/2023 21:09	Burley	3	2nd, 5th, 6th	Ali Peterson
		9/28/2023 23:34	Rupert	2	4th, 7th	Friend
		9/29/2023 0:00	Burley	1	5th	Amanda Ross
		9/29/2023 0:43	Rupert	1	3rd	Jace
		9/29/2023 0:44	Paul	2	3rd, 7th	Friend
		9/29/2023 1:15	Rupert	1	3rd	Micah Johnson
		9/29/2023 1:17	Rupert	3	Kindergarten, 6th, 7th	Jace Johnson
		9/29/2023 2:51	Rupert	3	1st, 3rd, 5th	Word of mouth
		5/25/2025 2.51	Rupeit	3	184, 314, 341	A friend forwarded the link to me after she and I had talked a couple years ago about the Barney charter school
		9/29/2023 6:29	Rupert	2	1st, 3rd	initiative and that it would be amazing if we could work to get one in the MiniCassia area.
		9/29/2023 16:56	Burley	4	1st, 3rd, 4th, 7th	y a see a general see a genera
		9/29/2023 20:18	Rupert	1	5th	Family friend
		10/3/2023 17:51	Paul	3	6th	Friends
		10/3/2023 17:51	Paul	1	4th	Friend
		10/4/2023 2:30	Burley	1	3rd	Ali Peterson
		10/4/2023 13:17	Heyburn	2	4th, 7th	Through a friend
		10/4/2023 15:17	Burley	1	7th	Friend
		10/4/2023 16:40		2	2nd, 4th	
			Burley			a friend
		10/4/2023 18:54	Declo	2	4th, 6th	Friends
		10/4/2023 23:52	Rupert	2	1st, 4th	From Ceci Terry
		10/5/2023 0:59	Rupert	1	2nd	Word of mouth
		10/5/2023 3:03	Heyburn	2	2nd, 7th	Facebook
		10/5/2023 3:44	Rupert	1	2nd	Facebook
		10/5/2023 4:18		1	7th and above	Facebook
		10/5/2023 6:13	Rupert	3	2nd, 4th, 6th	Facebook
		10/5/2023 16:57	Acequia	1	2nd	Referral
		10/5/2023 17:13	Burley	2	1st, 3rd	From a friend
		10/5/2023 17:45	Heyburn	1	1st	Heard of Sanford bringing it up on Facebook when forster brought up
		10/5/2023 18:11	Rupert	3	1st, 5th, 7th	Friend
		10/5/2023 18:26	Rupert	3	Kindergatren, 1st, 3rd	Ceci Terry
		10/5/2023 21:48	Rupert	2	1st, 6th	Friend
		10/6/2023 3:49	Rupert	1	2nd	Advertisment
		10/7/2023 3:45	Burley	1	6th	Facebook
		10/7/2023 14:13	Paul	3	2nd, 3rd, 6th	Historic Wilson Theater Instagram
		10/7/2023 19:48		1	4th	Facebook
		10/7/2023 19:58	Rupert	3	2nd, 4th, 5th	Fair
		10/7/2023 21:06	Heyburn	1	5th	Facebook
		10/7/2023 21:22	Paul	1	1st	Riverton Pumpkin Festival
		10/7/2023 21:52	Burley	3	Kindergarten, 4th, 6th	Word of mouth, and then at the booth at the Riverton Pumpkin Festival
		10/7/2023 22:19	Declo	1	Kindergarten	Founder board member
		10/8/2023 0:20	Paul	2	2nd, 5th	Facebook and Heyburn Pumpkin Festival
		10/9/2023 1:28	Rupert	1	Kindergarten	Friends
		10/9/2023 1:28	Burley	2	2nd, 4th	Pumpkin festival
		10/9/2023 22:53				
		10/9/2023 23:46	Heyburn	2 2	4th, 7th 5th, 7th	Pumpkin festival
			Burley			Friend
		10/11/2023 23:54	Burley	3	Kindergarten, 1st, 6th	I was on the very beginning founding board! The very first meeting! ⊚
		10/12/2023 1:56	Heyburn	1	3rd	Friend
		10/12/2023 20:02	Heyburn	1	5th	Pamphlet
		10/12/2023 20:07	Declo	3	1st, 3rd, 5th	Friends
		10/12/2023 20:10	Rupert	1	5th	Online
		10/14/2023 20:12	Burley	3	1st, 3rd, 7th	Paul Ross
		10/16/2023 14:41	Other	1	7th	Sarah Condie
		10/20/2023 15:15	Paul	1	Kindergarten	Heyburn pumpkin festival

	10/22/2023 1:50	Rupert	3	1st, 2nd, 4th	Kokos preschool academy flyer
	10/22/2023 19:24	Heyburn	2	1st, 3rd	Facebook and my sister in law
	10/22/2023 21:40	Heyburn	2	1st, 3rd	Friend
	10/24/2023 3:11	Rupert	1	1st	Friend
	10/25/2023 21:52	Burley	1	6th	Facebook
	10/25/2023 23:17	Declo	3	1st, 3rd, 6th	Facebook
	10/26/2023 4:42	Heyburn	3	2nd, 4th, 6th	Friend/PTO/Social Media
	10/26/2023 21:14		1	1st	Realtor Luncheon Presentation
		Burley			
	10/27/2023 19:20	Burley	2	1st. 4th	IG .
	10/28/2023 1:58	Rupert	2	1st, 3rd	From family
	10/28/2023 5:17	Declo	1	1st	Instagram-Wilson theater post
	10/29/2023 14:57	Burley	1	1st	Word of Mouth (a relative)
	11/2/2023 0:30	Burley	2	5th, 7th	Friend
	11/2/2023 5:01	Rupert	2	4th, 7th	A friend told me about it.
	11/3/2023 17:02	Rupert	2	Kindergarten, 2nd	
	11/3/2023 17:10	Rupert	2	2nd, 5th	Wilson Theater
	11/3/2023 17:10		2	2nd, 4th	
		Burley			Facebook
	11/4/2023 20:25	Burley	2	Kindergarten, 1st	facebook
	11/6/2023 19:50	Rupert	1	1st	Kris, Cortney, Ceci
	11/7/2023 20:44	Paul	2	2nd, 5th	Online
	11/12/2023 17:19	Paul	1	4th	Newspaper
	11/15/2023 0:39	Other	3	Kindergarten, 3rd, 7th	Ceci Terry
	11/15/2023 0:57	Other	2	1st, 5th	Friend
	11/15/2023 1:07	Minidoka	1	6th	Facebook
	11/15/2023 1:07	Rupert	3	1st, 2nd, 3rd	Friends
	11/15/2023 1:16				FIREING
		Burley	3	3rd, 5th, 7th	
	11/15/2023 2:51	Burley	3	Kindergarten, 2nd, 6th	Friend
	11/15/2023 2:52	Heyburn	2	4th, 7th	Attended early meetings
	11/15/2023 2:58	Burley	3	1st, 4th, 6th	Facebook
	11/15/2023 2:59	Rupert	2	Kindergarten, 2nd	A friend
	11/15/2023 3:02	Declo	0	Pre-K	Family
	11/15/2023 3:02	Rupert	1	1st	Relative
	11/15/2023 3:09	Heyburn	2	4th, 7th	Community Event
	11/15/2023 3:08	Rupert	3	2nd, 4th, 7th	Micah Johnson
	11/15/2023 3:28	Burley	2	1st, 4th	Ali Peterson
	11/15/2023 3:53	Heyburn	2	3rd, 6th	Facebook
	11/15/2023 4:07	Paul	3	2nd, 4th, 7th	Friend
	11/15/2023 4:24	Rupert	1	2nd	My wife and friends
	11/15/2023 4:40	Burley	2	3rd, 5th	Through a friend, and on Facebook
	11/15/2023 4:42	Heyburn	2	6th, 7th	Presentation at church
	11/15/2023 5:08	Heyburn	2	3rd, 7th	Flyer
	11/15/2023 6:04	Burley	1	6th	F,b
	11/15/2023 6:30	Rupert	2	2nd, 3rd	I'm good friends with Jace and Micah Johnson who are one of the founding families!
	11/15/2023 15:21			4th, 6th	Board Member
		Heyburn	2		
	11/15/2023 20:03	Rupert	1	7th	A friend
	11/15/2023 22:01	Rupert	1	2nd	Email, Facebook, community
	11/16/2023 4:37	Rupert	2	2nd, 5th	Ceci Terry
	11/16/2023 5:16	Paul	1	5th	Founding member
	11/16/2023 5:20	Other	3	Kindergarten, 2nd, 4th	Ross Family
	11/16/2023 17:26	Heyburn	1	2nd	Facebook
	11/16/2023 19:12	Rupert	3	1st, 5th, 7th	Facebook, presentation
	11/17/2023 20:52	Paul	3	Kindergarten, 3rd, 5th	Flyer
	11/19/2023 20:04	Paul	2	3rd, 6th	Online
	11/20/2023 3:01	Rupert	2	4th, 5th	Word of mouth
	11/20/2023 21:45	Paul	1	3rd	The local newspaper
	11/23/2023 20:13	Burley	1	5th	Family
	11/26/2023 0:29	Heyburn	1	3rd	Online
	11/26/2023 19:11	Burley	1	1st	Family
	11/27/2023 2:08	Burley	1	2nd	Family member
	11/27/2023 19:44	Rupert	3	2nd, 4th, 6th	Nurses at cassia
	11/27/2023 13:44	Rupert	1	3rd	Facebook
	11/27/2023 21:35		1	3rd	Facebook
		Rupert			
	11/29/2023 3:19	Heyburn	3	2nd, 5th, 7th	friend
	11/29/2023 13:48	Heyburn	2	5th, 7th	Wilson Theatre post about the meeting.
	11/29/2023 14:02	Burley	1	1st	Through my sister
	11/29/2023 14:10	Heyburn	2	3rd, 4th	Facebook
	11/29/2023 14:24	Burley	3	1st, 2nd, 3rd	Facebook

	11/29/2023 14:26	Rupert	1	4th	Social Media
	11/29/2023 15:00	Burley	1	7th	Friends and FaceBook
	11/29/2023 15:19	Rupert	2	2nd, 4th	Social media
	11/29/2023 15:28	Paul	1	3rd	Family
	11/29/2023 17:18	Burley	3	2nd, 4th, 7th	Word of mouth, friends, social media
	11/29/2023 17:25	Rupert	2	2nd, 4th	Wilson Theatre
	11/29/2023 18:15	Burley	2	3rd, 7th	Sister in Law
	11/29/2023 18:21	Burley	2	Kindergarten, 1st	Facebook
	11/29/2023 19:59	Heyburn	1	2nd	Friend
	11/29/2023 20:21	Burley	2	2nd, 4th	Facebook
	11/29/2023 21:20	Burley	2	3rd, 6th	Facebook friend
	11/29/2023 21:53	Rupert	3	1st, 4th, 6th	Friend
	11/29/2023 22:29	Rupert	1	7th	Facebook
	11/30/2023 0:21	Rupert	2	1st, 7th	Facebook, word of mouth
	11/30/2023 1:01	Heyburn	1	6th	Word of mouth
	11/30/2023 1:20	Rupert	2	3rd, 5th	Friend
	11/30/2023 1:52	Paul	2	4th, 6th	A friend
	11/30/2023 1:53	Burley	1	1st	Word of mouth
	11/30/2023 2:15	Other	1	3rd	Friends
	11/30/2023 2:52	Burley	2	5th, 6th	Online/friend
	11/30/2023 3:00	Burley	2	1st, 3rd	Facebook
	11/30/2023 3:48	Rupert	1	5th	Facebook
	11/30/2023 4:31	Other	1	5th	Friends
	11/30/2023 5:34	Burley	3	Kindergarten, 2nd, 5th	Word of mouth
	11/30/2023 16:29	Heyburn	1	3rd	Facebook
	11/30/2023 18:13	Rupert	1	2nd	Friends
	11/30/2023 21:38	Burley	2	2nd, 5th	Amanda Ross
	11/30/2023 22:22	Heyburn	3	1st, 4th, 6th	Facebook
	11/30/2023 22:38	Burley	1	1st	Facebook
	11/30/2023 22:45	Burley	2	2nd, 4th	I saw a Facebook post that my mom shared.
	12/1/2023 18:04	Paul	2	3rd, 6th	Facebook
	12/1/2023 19:56	Rupert	1	3rd	Parent and Facebook
	12/2/2023 12:29	Minidoka	1	7th	Friend
	12/2/2023 16:45	Heyburn	3	1st, 2nd, 4th	Facebook
	12/2/2023 17:20	Heyburn	1	2nd	Friends
	12/2/2023 17:21	Burley	2	2nd, 4th	Facebook
	12/2/2023 17:24	Heyburn	1	4th	Shared facebook post
	12/2/2023 18:29	Rupert	1	1st	Facebook
	12/2/2023 21:56	Rupert	1	Kindergarten	a friend
	12/2/2023 22:01	Burley	1	1st	Facebook
	12/2/2023 22:14	Rupert	1	1st	Online
	12/2/2023 23:01	Paul	2	1st, 4th	Facebook
	12/3/2023 1:28	Rupert	1	Kindergarten	Ceci Terry
	12/4/2023 5:41	Burley	2	Kindergartner, 1st	
	12/4/2023 23:04				Facebook post
		Oakley	2	Kindergarten, 1st	Facebook
	12/4/2023 23:12	Burley	1	1st	Facebook Family
	12/4/2023 23:12 12/4/2023 23:17	Burley Heyburn	1 2	1st 2nd, 3rd	Facebook Family Facebook
	12/4/2023 23:12 12/4/2023 23:17 12/4/2023 23:20	Burley Heyburn Burley	1 2 2	1st 2nd, 3rd 1st, 3rd	Facebook Family Facebook Online
	12/4/2023 23:12 12/4/2023 23:17 12/4/2023 23:20 12/5/2023 0:32	Burley Heyburn Burley Burley	1 2 2 4	1st 2nd, 3rd 1st, 3rd 2nd, 4th, 6th, 7th	Facebook Family Facebook Online Facebook
	12/4/2023 23:12 12/4/2023 23:17 12/4/2023 23:20 12/5/2023 0:32 12/6/2023 18:51	Burley Heyburn Burley Burley Burley	1 2 2 4 2	1st 2nd, 3rd 1st, 3rd 2nd, 4th, 6th, 7th 1st, 2nd	Facebook Family Facebook Online Facebook My mother
	12/4/2023 23:12 12/4/2023 23:17 12/4/2023 23:20 12/5/2023 0:32 12/6/2023 18:51 12/6/2023 20:38	Burley Heyburn Burley Burley Burley Burley	1 2 2 4 2 2	1st 2nd, 3rd 1st, 3rd 2nd, 4th, 6th, 7th 1st, 2nd 2nd, 6th	Facebook Family Facebook Online Facebook My mother Friends
	12/4/2023 23:12 12/4/2023 23:17 12/4/2023 23:20 12/5/2023 03:32 12/6/2023 18:51 12/6/2023 20:38 12/9/2023 22:00	Burley Heyburn Burley Burley Burley Burley Burley Burley Burley	1 2 2 4 2 2 2 3	1st 2nd, 3rd 1st, 3rd 2nd, 4th, 6th, 7th 1st, 2nd 2nd, 4th, 6th, 7th 1st, 2nd 2nd, 6th Kindergarten, 1st, 4th	Facebook Family Facebook Online Facebook My mother Friends Amanda Ross
	12/4/2023 23:12 12/4/2023 23:17 12/4/2023 23:20 12/5/203 0:32 12/6/2023 18:51 12/6/2023 20:38 12/9/2023 22:00 12/11/2023 3:55	Burley Heyburn Burley Burley Burley Burley Burley Burley Burley Burley	1 2 2 4 2 2 3 2	1st 2nd, 3rd 1st, 3rd 2nd, 1th, 6th, 7th 1st, 2rd 2nd, 4th, 6th, 7th 1st, 2nd 2nd, 6th Kindergarten, 1st, 4th 3rd, 7th 7th 1st, 2nd 2nd, 6th Kindergarten, 1st, 4th 3rd, 7th	Facebook Family Facebook Online Facebook My mother Friends Amanda Ross
	12/4/2023 23:12 12/4/2023 23:17 12/4/2023 23:20 12/5/2023 03:20 12/6/2023 18:51 12/6/2023 20:38 12/9/2023 22:00 12/11/2023 15:55 12/11/2023 17:08	Burley Heyburn Burley Burley Burley Burley Burley Burley Burley Declo	1 2 2 4 4 2 2 3 3 2 2 1	1st 2nd, 3rd 1st, 3rd 2nd, 4th, 6th, 7th 1st, 2nd 2nd, 4th, 6th, 7th 1st, 2nd 2nd, 6th Kindergarten, 1st, 4th 3rd, 7th 2nd 2nd	Facebook Facebook Online Facebook My mother Friends Amanda Ross Friend Jace Johnson
	12/4/2023 23:12 12/4/2023 23:07 12/4/2023 23:20 12/5/2023 0:32 12/6/2023 18:51 12/6/2023 20:38 12/9/2023 22:00 12/11/2023 3:55 12/11/2023 17:08 12/12/2023 15:9	Burley Heyburn Burley Declo Burley	1 2 2 4 4 2 2 2 3 3 2 2 1 1 1 1	1st 2nd, 3rd 1st, 3rd 1st, 3rd 2nd, 4th, 6th, 7th 1st, 2rd 2nd, 4th, 6th, 7th 1st, 2rd 2nd, 6th Kindergarten, 1st, 4th 3rd, 7th 2nd 3rd	Facebook Family Facebook Online Facebook My mother Friends Amanda Ross Friend Jace Johnson Social media
	12/4/2023 23:12 12/4/2023 23:17 12/4/2023 23:20 12/5/2023 03:20 12/6/2023 18:51 12/6/2023 20:38 12/9/2023 22:00 12/11/2023 17:08 12/11/2023 15:9 12/12/2023 15:9 12/13/2023 15:9	Burley Heyburn Burley Declo Burley Rupert	1 2 2 4 4 2 2 2 3 3 2 2 1 1 1 1 1 1 1	1st 2nd, 3rd 1st, 3rd 2nd, 4th, 6th, 7th 1st, 2rd 2nd, 4th, 6th, 7th 1st, 2rd 2nd, 6th Kindergarten, 1st, 4th 3rd, 7th 2nd 3rd 2nd 2nd 3rd 2nd 2nd 3rd 2nd 3rd 2nd 3rd 3rd 2nd 3rd	Facebook Facebook Online Facebook My mother Friends Amanda Ross Friend Jace Johnson Social media Personal contact
	12/4/2023 23:12 12/4/2023 23:17 12/4/2023 23:20 12/5/2023 03:21 12/5/2023 18:51 12/6/2023 20:38 12/9/2023 20:38 12/11/2023 17:08 12/11/2023 17:08 12/12/2023 15:18	Burley Heyburn Burley Declo Burley Rupert Burley	1 2 2 4 4 2 2 2 3 3 2 2 1 1 1 1 2 2	1st 2nd, 3rd 1st, 3rd 2nd, 4th, 6th, 7th 1st, 2nd 2nd, 4th, 6th, 7th 1st, 2nd 2nd, 6th Kindergarten, 1st, 4th 3rd, 7th 2nd 2nd 3rd 2nd 1st, 3rd 2nd 3rd 2nd 1st, 3rd 2nd	Facebook
	12/4/2023 23:12 12/4/2023 23:20 12/4/2023 23:20 12/5/2023 03:20 12/5/2023 03:81 12/6/2023 20:30 12/11/2023 15:51 12/11/2023 15:03 12/11/2023 15:03 12/11/2023 15:13 12/13/2023 15:13	Burley Heyburn Burley	1 2 2 4 4 2 2 3 3 2 2 1 1 1 1 2 2 2 2	1st 2nd, 3rd 1st, 3rd 2nd, 4th, 6th, 7th 1st, 2rd 2nd, 4th, 6th, 7th 1st, 2nd 2nd, 6th Kindergarten, 1st, 4th 3rd, 7th 2nd 2nd 2nd, 6th 4th 2nd 2nd 2nd 1st, 3rd 2nd 2nd 2nd 2nd 2nd 2nd 2nd 2nd 2nd 2n	Facebook Family Facebook Online Facebook My mother Friends Amanda Ross Friend Jace Johnson Social media Personal contact Infends Friends
	12/4/2023 23:12 12/4/2023 23:70 12/4/2023 23:20 12/5/2023 03:20 12/5/2023 03:85 12/6/2023 25:20 12/1/2023 18:51 12/6/2023 25:20 12/11/2023 15:51 12/11/2023 15:41 12/13/2023 15:41 12/13/2023 15:41 12/13/2023 15:43	Burley Heyburn Burley Declo Burley Rupert Burley Burley Burley Burley Burley Burley	1 2 2 4 4 2 2 2 3 3 2 2 1 1 1 1 2 2 2 2 2 2 2	1st 2nd, 3rd 1st, 3rd 2nd, 4th, 6th, 7th 1st, 2nd 2nd, 4th, 6th, 7th 1st, 2nd 2nd, 6th Kindergarten, 1st, 4th 3rd, 7th 2nd 3rd 2nd, 5th 5th, 6th 5th, 6th 1st, 3rd 2nd, 5th 5th, 6th 1st, 3rd 2nd, 5th 5th 5th	Facebook Family Facebook Online Facebook My mother Friends Amanda Ross Friend Jace Johnson Social media Personal contact Infends Facebook Facebook
	12/4/2023 23:12 12/4/2023 23:20 12/4/2023 23:20 12/5/2023 03:35 12/6/2023 16:51 12/6/2023 16:51 12/6/2023 16:51 12/11/2023 15:05 12/11/2023 15:05 12/11/2023 15:10 12/11/2023 15:10 12/11/2023 15:10 12/11/2023 15:10 12/11/2023 15:10	Burley Heyburn Burley	1 2 2 4 4 2 2 2 3 3 2 2 1 1 1 2 2 2 2 1 1	1st 2nd, 3rd 1st, 3rd 1st, 3rd 2nd, 4th, 6th, 7th 1st, 2rd 2nd, 4th, 6th, 7th 1st, 2rd 2nd, 6th Kindergarten, 1st, 4th 3rd, 7th 2nd 3rd 2nd 1st, 3rd 2nd 2nd 5th, 6th 5th, 6th 4th 4th	Facebook Family Facebook Online Facebook Ny mother Friends Amanda Ross Friend Jace Johnson Social media Personal contact friends Facebook Facebook Facebook Facebook Facebook
	12/4/2023 23:12 12/4/2023 23:20 12/4/2023 23:20 12/5/2023 03:20 12/5/2023 03:81 12/6/2023 20:38 12/9/2023 25:20 12/11/2023 15:91 12/11/2023 15:93 12/13/2023 15:41 12/14/2023 15:30 12/15/2023 15:41 12/14/2023 15:41 12/14/2023 15:41	Burley Heyburn Burley Burley Burley Burley Burley Burley Burley Burley Burley Declo Burley Burley Burley Burley Declo Burley	1 2 2 4 4 2 2 2 3 3 2 2 1 1 1 1 2 2 2 2 2 1 1 3 3	1st 2nd, 3rd 1st, 3rd 2nd, 4th, 6th, 7th 1st, 2rd 2nd, 4th, 6th, 7th 1st, 2rd 2nd, 6th Kindergarten, 1st, 4th 3rd, 7th 7th 2nd 3rd, 7th 3rd 2nd 1st, 3rd 2nd, 5th 6th, 6th 4th 2nd, 5th, 6th 4th 2nd, 5th, 7th	Facebook Family Facebook Online Facebook My mother Friends Amanda Ross Friend Jace Johnson Social media Personal contact Infends Facebook Facebook Facebook Facebook Facebook
	12/4/2023 23:12 12/4/2023 23:07 12/4/2023 23:20 12/5/2023 03:25 12/5/2023 18:51 12/5/2023 18:51 12/5/2023 23:38 12/9/2023 22:00 12/11/2023 3:55 12/11/2023 15:18 12/14/2023 15:18 12/14/2023 15:18 12/14/2023 15:48 12/14/2023 13:49 12/15/2023 13:47 12/20/2023 13:47 12/20/2023 13:47	Burley Heyburn Burley Rupert Burley	1 2 2 4 4 2 2 2 3 3 2 1 1 1 2 2 2 2 2 1 1 3 3 1 1	1st 2nd, 3rd 1st, 3rd 2nd, 4th, 6th, 7th 1st, 2rd 2nd, 4th, 6th, 7th 1st, 2rd 2nd, 6th Kindergarten, 1st, 4th 3rd, 7th 1st, 3rd 2nd 3rd 2nd 1st, 3rd 2nd, 5th 5th, 6th 4th 2nd, 5th, 7th 4th 2nd, 5th, 7th 4th	Facebook
	12/4/2023 23:12 12/4/2023 23:20 12/4/2023 23:20 12/5/2023 03:25 12/5/2023 03:25 12/5/2023 03:85 12/14/2023 15:51 12/14/2023 15:50 12/11/2023 15:50 12/14/2023 15:50 12/14/2023 15:30 12/15/2023 15:40 12/14/2023 15:40 12/14/2023 15:40 12/14/2023 15:40 12/14/2023 15:40 12/14/2023 15:40	Burley Heyburn Burley Declo Burley Rupert Burley Burley Burley Burley Burley Burley Burley Burley Heyburn Burley	1 2 2 4 4 2 2 2 3 3 2 2 1 1 1 2 2 2 2 1 1 3 3 1 1 3 3	1st 2nd, 3rd 1st, 3rd 2nd, 4th, 6th, 7th 1st, 2rd 2nd, 4th, 6th, 7th 1st, 2nd 2nd, 6th Kindergarten, 1st, 4th 3rd, 7th 2nd 3rd 2nd 1st, 3rd 2nd 1st, 3rd 2nd, 5th, 6th 4th 2nd, 5th, 7th 4th 2nd, 5th, 7th 4th 2nd, 5th, 6th 4th 2nd, 5th, 7th 4th 2nd, 5th, 6th 4th 2nd, 5th, 6th 4th 2nd, 5th, 7th 4th 2nd, 5th, 6th 5th, 6th, 6th, 6th 5th, 6th, 6th, 6th, 6th, 6th, 6th, 6th, 6	Facebook Family Facebook Online Facebook My mother Friends Amanda Ross Friend Jace Johnson Social media Personal contact friends Facebook
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1/13/2024 20:20	Burley	2	1st, 5th	Online-FB
1/14/2024 4:37	Paul	1	2nd	Local newspaper
1/17/2024 14:07	Heyburn	1	2nd	Sister
1/20/2024 21:08	Rupert	1	6th	Facebook referral
1/23/2024 1:18	Paul	2	2nd, 6th	Booth at area events
1/28/2024 2:34	Burley	1	3rd	Rumor and facebook post
1/28/2024 4:06	Heyburn	1	3rd	Former Teacher
1/28/2024 5:39	Burley	1	2nd	Friend
1/28/2024 21:32	Rupert	1	1st	Facebook
 1/29/2024 4:10	Burley	2	1st. 4th	Facebook
 1/29/2024 4:42	Burley	2	4th, 7th	Facebook
1/29/2024 23:55	Rupert	1	1st	Social media
1/30/2024 3:16	Heyburn	1	1st	Facebook
2/2/2024 18:23	Rupert	1	7th	Friends
2/3/2024 1:19		1	5th	Word of mouth
	Burley			
 2/3/2024 9:06	Rupert	1	6th	A friend
2/3/2024 21:01	Oakley	2	1st, 4th	Facebook
2/5/2024 5:26	Heyburn	1	2nd	Family
2/5/2024 5:33	Burley	2	1st, 3rd	Daughter
2/19/2024 21:58	Burley	1	1st	
2/19/2024 22:43	Heyburn	1	2nd	Family member
2/23/2024 2:11	Rupert	1	1st	Family member
2/26/2024 19:19	Burley	4	1st, 3rd, 4th, 6th	Facebook
2/28/2024 2:41	Heyburn	2	5th, 7th	Friend/fb post
3/5/2024 6:32	Burley	3	2nd, 3rd, 4th	Word of mouth/referral
3/6/2024 16:08	Heyburn	3	2nd, 5th, 6th	A dental assistant
3/7/2024 2:02	Rupert	2	3rd, 6th	From a friend
3/7/2024 20:26	Burley	3	2nd, 3rd, 4th	Friend shared picture of flyer about Q&A coming up
3/7/2024 20:27	Rupert	1	7th	Ali Peterson
3/10/2024 5:31	Albion	2	1st, 3rd	Radio
3/11/2024 19:01	Rupert	1	5th	online
3/11/2024 22:25	Rupert	1	4th	Word of Mouth
3/12/2024 23:17	Burley	1	5th	Word of mouth
3/13/2024 0:41	Burley	2	1st. 4th	Lorraines day care
3/13/2024 1:59	Burley	2	3rd, 6th	Friends
 3/13/2024 2:28	Burley	1	7th	Ali Peterson
3/13/2024 15:58	Burley	1	2nd	Went to the meeting, and word of mouth
3/13/2024 18:30	Albion	2	1st, 5th	Facebook
3/15/2024 1:23		1	7th	Friend
3/15/2024 15:49	Burley Rupert	1	1st	Co-worker
3/18/2024 3:23	Burley	2	5th, 7th	My sister Yamammy told me
3/22/2024 17:10	Burley	2	3rd, 5th	Online
3/22/2024 17:10 3/23/2024 0:45	Burley Heyburn	2 2	3rd, 5th 3rd, 5th	Online Social media
3/22/2024 17:10 3/23/2024 0:45 3/25/2024 18:56	Burley Heyburn Rupert	2 2 1	3rd, 5th 3rd, 5th 5th	Online Social media Referral from founder
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3/22/2024 17:10 3/23/2024 0:45 3/25/2024 0:45 3/27/2024 21:10 3/27/2024 21:10 4/1/2024 0:33 4/1/2024 19:58 4/1/2024 19:58 4/1/2024 2:05	Burley Heyburn Rupert Rupert Burley Malta Heyburn Burley Oakley Burley	2 2 1 1 1 2 2 2 4 1 1 2 2 2 2	3rd, 5th 3rd, 5th 5th 6th 3rd, 6th 4th, 7th 1st, 3rd, 6th, 7th 5th 2rd, 4th 2rd, 4th	Online Social media Referral from founder Xmas event Tom Peterson Facebook Word of mouth Online A fellow beacher saw a post on Facebook and we went to a meeting at the Burley Theatre in March. Family
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	7/1/2024 15:26	Rupert	1	6th	Facebook/Friends
	7/1/2024 17:00	Burley	1	1st	Facebook
	7/1/2024 21:07	Burley	3	1st, 3rd, 5th	Facebook
	7/2/2024 13:35	Rupert	1	6th	Facebook
	7/3/2024 3:28	Rupert	1	3rd	Facebook
	7/3/2024 4:30	Burley	2	3rd, 5th	Online
	7/3/2024 6:34	Heyburn	1	4th	Face book
	7/19/2024 20:40	Rupert	2	3rd, 1st	A flyer in the post office
	7/26/2024 21:09	Burley	1	6th	News Paper AD
	7/31/2024 21:38	Rupert	3	1st	Cece Faux
	7/31/2024 21:39	Rupert	1	Kindergarten	Online & Family
	8/6/2024 15:30	Rupert	1	3rd	Facebook
	8/13/2024 16:04	Paul	2	1st, 3rd	Friends
	8/23/2024 14:53	Other	2	5th, 2nd	Word of mouth and social media
	9/27/2024 2:06	Burley	2	2nd, 5th	Friend
			1		
	10/3/2024 3:33	Burley	· ·	Kindergarten	Friends
	10/5/2024 16:22	Burley	1	Kindergarten	Friends-Cook and Seelys
	10/6/2024 19:53	Heyburn	1	6th	Town festival
	10/7/2024 1:14	Burley	1	Kindergarten	Riverton Pumpkin Festival
	11/15/2024 19:10	Burley	1	3rd	through flyers and personalized information
	11/16/2024 15:40	Heyburn	1	1st	Facebook
	11/21/2024 2:31	Paul	2	1st, 6th	Concilio emiano zapata
	11/28/2024 4:04	Burley	1	5th	Friends
	1/7/2025 15:28	Burley	2	2nd, 5th	Farmers Market
	1/23/2025 20:51	Heyburn	1	Kindergarten	Facebook
	1/23/2025 21:07	Heyburn	1	Kindergarten	Newspaper
	1/24/2025 19:24	Rupert	1	5th	Word of mouth
	1/31/2025 19:54	Burley	1	1st	Farmers market
	2/7/2025 5:08	Burley	1	2nd	Friends
	2/19/2025 0:21	Burley	1	2nd	Friend
	2/19/2025 15:36	Paul	3	1st, 2nd, 4th	Rhonda Stoker
	2/19/2025 16:11	Burley	2	2nd, 4th	Family
	2/28/2025 20:18	Oakley	1	Pre-K	A friend
	3/1/2025 2:29	Burley	1	2nd	Facebook
	3/7/2025 18:23	Rupert	2	Kindergarten, 3rd	Friends
	4/1/2025 5:11	Heyburn	3	Kindergarten, 3rd Kindergarten, 2nd, 4th	Facebook
	4/15/2025 4:48	Declo	2		Grace Church
				3rd, Kindergarten	
	5/2/2025 3:30	Burley	1	4th	Facebook, Friends
	5/2/2025 4:13	Acequia	2	Kindergarten, Pre-K	Word of mouth/farmers market
	5/3/2025 1:29	Paul	2	1st, Pre-K	Instagram
	5/4/2025 5:28	Heyburn	2	3rd, 6th	Ali Peterson and Kari peterson
	5/4/2025 15:00	Heyburn	1	2nd	Facebook
	5/4/2025 22:32	Burley	1	1st	Friend
	5/5/2025 0:49	Heyburn	1	Kindergarten	facebook
	5/5/2025 6:16	Rupert	2	Kindergarten, 2nd	Online
	5/5/2025 18:34	Heyburn	1	Kindergarten	Online
	5/6/2025 12:52	Burley	3	Kindergarten, 3rd, 5th	Two years ago from family. We currently live out of state but moving back west.
	5/6/2025 20:58	Burley	2	2nd, 4th	Friend
	5/7/2025 15:41	Rupert	1	1st	Friends
	5/7/2025 17:08	Rupert	1	Kindergarten	Family friend
	5/7/2025 19:19	Burley	1	3rd	Newspaper
	5/7/2025 20:40	Burley	2	3rd, 5th	Online
	5/7/2025 22:18	Rupert	1	2nd	Friend/family
	5/7/2025 23:09	Paul	1	2nd 2nd	Saw the article in the newspaper. (THE VOICE)
	5/8/2025 0:52	Burley	1	4th	Newspaper
	5/8/2025 0:52		2		
	5/8/2025 19:27 5/8/2025 23:39	Heyburn		Kindergarten, 1st	The chamber of commerce harvest festival
		Rupert	1	4th	Newspaper
	5/9/2025 0:02	Heyburn	1	6th	Family member
	5/9/2025 1:21	Other	2	4th, 1st	SIL
	5/9/2025 2:50	Rupert	1	5th	Word of mouth
	5/9/2025 3:28	Paul	2	Kindergarten, 5th	Social Media
	5/9/2025 16:18	Heyburn	1	5th	Instagram
	5/9/2025 18:02	Minidoka	4	1st, 3rd, 4th, 5th	Pumpkin festival, facebook
	5/9/2025 23:44	Burley	1	4th	Email
	5/10/2025 4:37	Burley	2	1st, 6th	Friends
	5/17/2025 19:53	Rupert	2	Kindergarten, 3rd	Friends
	5/18/2025 5:08	Rupert	3	2nd, 4th, 5th	Family

8/18/2025 19:14 8/18/2025 20:02	Burley Heyburn	1 1	2nd Kindergarten	At fair event Newspaper
8/18/2025 15:55	Burley	2	Kindergarten, 5th	Newspaper
8/16/2025 14:07	Burley	2	3rd, 4th	Cassia county fair
8/16/2025 5:43	Heyburn	0	Pre-K	Matt at the fair
8/16/2025 1:14	Burley	2	7th, 4th	Friends
8/15/2025 17:47	Minidoka	1	Kindergarten, 5th	From a friend
8/14/2025 14:40	Burley	4	1st, 3rd, 6th, 7th	Word of mouth, newspaper, friends
8/13/2025 5:29	Burley	3	3rd, 6th, Kindergarten	I attended a meeting about it!
8/11/2025 16:56	Heyburn	2	4th, 1st, Pre-K	Booth at fair
8/5/2025 23:41	Rupert	11	3rd	Facebook
8/5/2025 23:41	Rupert	1	2nd	Online
8/5/2025 23:01	Paul	2	5th, 6th	Online
8/5/2025 15:59	Rupert	2	2nd, 3rd	Riverton pumpkin festival
8/5/2025 15:58	Burley	11	6th	Newspaper
8/5/2025 5:34	Rupert	1	3rd	Facebook, other social media and acquaintances
8/5/2025 2:15	Rupert	2	3rd, 1st	Word of mouth and several local events where you have had booths set up!
8/5/2025 1:40	Paul	11	6th	Friends
8/4/2025 23:29	Burley	1	5th	Facebook
8/2/2025 23:45	Rupert	2	7th, 6th	Minidoka Fair & Facebook
8/2/2025 20:16	Paul	11	Kindergarten	Minidoka County Fair
7/31/2025 19:03	Paul	2	Kindergarten, 3rd	Social media
7/31/2025 15:19	Heyburn	2	7th, 6th	Friend
7/24/2025 21:32	Burley	2	4th, 8th and above, 1st	online
7/24/2025 19:28	Burley	1	7th	Newspaper in Burley
7/6/2025 17:17	Paul	4	1st, 3rd, 4th, 6th	Friend
7/6/2025 0:17	Burley	4	Kindergarten, 2nd, 4th, 6th	Word of Mouth
7/2/2025 16:57	Rupert	11	7th	Other parent in boise
6/27/2025 13:12	Rupert	1	Kindergarten	Mother
6/27/2025 1:04	Paul	1	1st	Farmers market
6/27/2025 0:39	Paul	1	1st	Fair
6/27/2025 0:38	Burley	2	2nd, 6th	Farmers market
6/27/2025 0:34	Burley	1	Kindergarten	Farmers market
6/26/2025 22:44	Burley	1	Kindergarten	Community Founding Group
6/25/2025 5:13	Burley	1	1st	Facebook
6/10/2025 2:59	Other	2	4th, 6th	My sister in law who is from Rupert
6/8/2025 14:30	Burley	1	5th	Social
6/5/2025 14:48	Burley	4	1st, 3rd, 5th, 6th	Word of mouth
5/22/2025 12:02	Burley	1	4th	Advertisement
5/22/2025 0:19	Burley	1	1st	Word of mouth
5/18/2025 20:52	Burley	3	2nd, 4th, 6th	Community
5/18/2025 18:59	Rupert	1	5th	Media