



A Public Charter School Proposal for the State of Idaho

Opening 2027

Canyon County, ID

Grade 9-12

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Date of submission: 1/6/2026

Proposed Authorizer: Idaho Public Charter School Commission

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Executive Summary

Idaho AgriTech Academy (IAA) believes the future of agriculture depends on graduates who combine technical skills, business acumen, and hands-on experience. Our school aims to prepare students for college, skilled employment, and entrepreneurship in a rapidly evolving agricultural economy.

Mission Statement: Idaho AgriTech Academy equips students with the knowledge, skills, and entrepreneurial mindset to thrive in modern agriculture through hands-on learning, community partnerships, and a rigorous STEM-integrated curriculum.

Vision Statement: Idaho AgriTech Academy empowers the next generation of agricultural innovators to lead sustainable, tech-driven solutions that feed the world and fuel the future. We envision our students as globally minded, locally rooted leaders, closing the generational gap in agriculture through curiosity, innovation, and commitment to sustainability and community.

Instructional Model: The model integrates rigorous, STEM-based academics with career and technical education (CTE) pathways in agriculture and business. Every student will engage in hands-on learning that connects classroom to real world agricultural and entrepreneurial

applications. By emphasizing agriculture and business education in all grades, students will develop the skills to innovate and lead within Idaho's agricultural economy. In addition, students will have access to dual enrollment and early college opportunities through our partnership with College of Western Idaho (CWI), preparing them for both college and career success.

Count, Grades, and Location: ~~450.00~~ students, 9th– 12th grade in Canyon County

Organizational Structure: IAA will be a tuition-free public charter school governed by a nonprofit board of directors. The board provides fiduciary oversight and strategic direction, while the school leader manages daily operations. Industry advisory will guide program relevance and growth.

Section 1: Educational Program

Educational Philosophy

At Idaho AgriTech Academy (IAA), we believe that every student has the capacity to become a future-ready leader in agriculture and business. Our educational philosophy is centered on the conviction that real-world relevance, applied learning, and entrepreneurial thinking are essential to preparing students for success in today's evolving agribusiness landscape.

We are committed to providing an education that blends rigorous academics with hands-on, industry-aligned experiences. Our students will graduate not only with a high school diploma, but with a strong foundation in agriculture and business, industry certifications, and college credits allowing them to immediately enter the workforce or pursue higher education with confidence and purpose.

Our instructional model is grounded in an inquiry-based approach, where students actively explore and solve problems relevant to the modern agricultural industry. Through the integration of STEM disciplines -science, technology, engineering, and mathematics-

students will develop critical thinking skills and technological literacy essential for innovation and leadership in ag-science and ag-business sectors.

All students enrolled at Idaho AgriTech Academy will be automatic FFA members through our school's planned designation as an FFA Affiliated Chapter. As an affiliated campus, every student gets full FFA membership benefits. This model guarantees that every student can participate in FFA activities, leadership development events, supervised agricultural experiences (SAEs), and career exploration opportunities.

To ensure students apply their learning in meaningful, real-world ways, all students will be required to complete a culminating project as a graduation requirement. This may include:

- Internships or Externships with agribusinesses or agricultural science organizations that provide immersive experiences.
- Volunteer hours with community-based agriculture or environmental programs, or
- Other Supervised Agricultural Experience (SAE) such as entrepreneurship projects, employment, research-based investigations, school-based enterprises, family-based farm projects, or service-learning projects.

These experiences will allow students to develop professional skills, build networks, and solidify their understanding of how classroom learning translates into industry impact.

Curriculum Adoption and Review Process

IAA is committed to providing a rigorous, standards-aligned curriculum that supports student mastery of Idaho Content Standards and Career Technical Education (CTE) program competencies. The curriculum will be selected and implemented through a transparent process that ensures alignment with the school's mission to prepare students for success in agribusiness, postsecondary education, and the workforce.

Curriculum Adoption

All core academic and CTE curriculum materials will be reviewed and recommended by the school leadership prior to Board consideration. IAA will consider curriculum specifically aligned with state CTE standards that include instructional resources, formative and summative assessments, and industry certification opportunities across agriculture, business, and STEM pathways.

The Governing Board will formally adopt all curriculum materials during a public meeting, following a review of recommendations from school leadership. Adoption decisions will consider:

- Alignment with Idaho State Content Standards and approved CTE program competencies
- Inclusion of diverse perspectives and instructional equity
- Support for differentiated instruction and accessibility
- Opportunities for industry-recognized certifications and dual credit articulation

Once adopted, all curriculum materials will be listed in the Board's official record.

Ongoing Review and Evaluation

Curriculum effectiveness will be evaluated annually through:

- Student performance data (ISAT, CTE technical skill assessments, and certification attainment)
- Teacher and student feedback
- Advisory board and industry partner input
- Updates to Idaho state or CTE standards

When the Idaho State Department of Education or the Idaho Division of Career Technical Education updates content standards or course frameworks, IAA will review recommendations for modification, supplementation, and replacement of materials and findings will be presented to the Governing Board for consideration.

Community and Industry Input

IAA values stakeholder engagement in the curriculum review process. Representatives from the school's Technical Advisory Committee, composed of local industry, postsecondary, and community partners, will provide annual feedback to ensure that instructional content reflects current agricultural and business practices and workforce needs. Parents and community members will have access to review instructional materials upon request.

Instructional Materials and Resources

IAA will provide students with rigorous, standard-aligned instructional materials that integrate both academic content and CTE curriculum. Core subject areas (English Language Arts, Mathematics, Science, and Social Studies) will utilize state-approved curricula aligned with the Idaho Content Standards. Business instruction will include financial literacy, entrepreneurship, and agribusiness management curricula adapted from nationally recognized programs.

CTE pathways such as but not limited to Animal Science, Horticulture, and Agricultural Mechanics/Precision Agriculture will be supported by industry-vetted instructional materials, laboratory manuals, and project-based learning resources. Instructional resources will be reviewed annually by faculty and the Industry Advisory Board to ensure alignment with industry standards and student needs. IAA intends to partner with local colleges so that high school students will have the opportunity to participate in college classes through advanced opportunities funding. This will enable students to have the opportunity to use additional cutting-edge technology available on college campuses.

Comparable Models from Other States

IAA builds upon proven educational models from other states that successfully integrate agriculture, business, and STEM education to prepare students for both college and high-demand industry careers. IAA has visited two leading examples—the Global Impact STEM Academy (GISA) in Ohio and the Arizona Agribusiness and Equine Center (AAEC) network in Arizona.

The Global Impact STEM Academy (GISA) in Springfield, Ohio, is a public STEM high school that merges agricultural sciences with biotechnology, food science, and environmental engineering. Through hands-on learning, partnerships with higher education institutions, and collaboration with the food and agriculture industries, GISA students graduate with industry certifications, college credits, and practical skills that prepare them for both immediate employment and continued study in agricultural innovation.

Similarly, the Arizona Agribusiness and Equine Center (AAEC) operate a network of public charter high schools that combine agricultural science, animal science, and business management with strong post-secondary partnerships. AAEC students earn significant dual credit through community college partnerships, gain hands-on experience in agricultural enterprises, and participate in leadership programs through FFA and other industry-aligned opportunities.

Use of Technology

Technology will be embedded into daily instruction at IAA. Each student will be provided with access to a 1:1 device to support learning, research, and digital collaboration.

Classrooms will be equipped with interactive instructional technology, and laboratories will incorporate software and equipment for agricultural applications.

Teachers will leverage technology to differentiate instruction, provide real-time feedback, and connect students to virtual industry experts and post-secondary partners.

Examples of CTE Pathways – 4-Year Sequences

The specific course examples and pathways may vary based on available college dual-credit opportunities and the Idaho CTE program track development process. Pathways may also adjust slightly over time to reflect student interests, teacher expertise, and evolving industry needs.

All students will complete a business course each year in addition to their core academic classes and chosen agricultural pathway. This sequence ensures every graduate develops essential skills in financial literacy, marketing, communication, and business management, building the entrepreneurial mindset needed to succeed in modern agriculture and related industries. By embedding business education throughout, IAA prepares students not only to enter the workforce or post-secondary programs but also to lead, innovate, and manage enterprises within Idaho’s agricultural economy.

Business or Agribusiness CTE (4 Years) All Students- Example Pathway

| Grade | Course(s) | Focus | Possible Certifications / Extras |
|-------|---|--|---|
| 9 | HSB Leadership HSB Wealth Management | Foundations of business, career exploration, workplace skills, intro to entrepreneurship | Start SAE (Entrepreneurship), BPA participation |

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| 10 | Principles of Marketing / Business Computer Applications | Marketing principles, Microsoft Office, Google Suite, digital literacy | Microsoft Office Specialist, Google Certs |
| 11 | Accounting I & II / Entrepreneurship | Accounting systems, financial statements, small business planning | QuickBooks, Intuit certifications |
| 12 | Capstone – Business Management / Work-Based Learning | Business leadership, strategic management, internship or entrepreneurship project | Dual credit, WBL hours, industry mentorship |

Animal Science Pathway Example Pathway

| Grade | Course(s) | Focus | Certifications / Extras |
|-------|--|--|-------------------------|
| 9 | Standards of Animal Science | Foundations: nutrition, reproduction, health, industry careers | Start SAE, FFA |
| 10 | Livestock Management / Small Animal Care | Management practices, animal care | FFA CDE participation |

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|----|---|---|--------------------------------------|
| 11 | Reproduction, Nutrition, or Vet Science | Advanced specialization | BQA, PQA, Vet Tech prep |
| 12 | Work-Based Learning – Animal Science | Internship, advanced SAE, senior capstone | Dual credit, industry certifications |

Horticulture/ Plant and Soil Pathway Example Pathway

| Grade | Course(s) | Focus | Certifications / Extras |
|--------------|---|---|----------------------------------|
| 9 | Introduction to Plant Science | Plant biology, growth systems, soils, basic greenhouse work | Start SAE, FFA |
| 10 | Greenhouse & Nursery Management | Propagation, greenhouse structures, irrigation, pest control | FFA Hort CDE |
| 11 | Environmental Science & Applied Crop Management | Ecosystems and biodiversity. Soil, water, air quality and fertility management. Crop selection and rotation planning. Irrigation systems and water management | OSHA-10, Landscape certification |

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|----|------------------------------------|--|---|
| 12 | Work-Based Learning – Horticulture | Internship with nurseries, greenhouses, or landscape firms | Dual credit, industry-recognized certificates |
|----|------------------------------------|--|---|

Agricultural Mechanics Example Pathway

* Classes in precision Ag may be offered through local college partnerships.

| Grade | Course(s) | Focus | Certifications / Extras |
|-------|---------------------------------------|---|--|
| 9 | Introduction to Ag Mechanics | Safety, tool use, basic welding, shop practices | Safety certifications |
| 10 | Welding & Fabrication / Ag Structures | Welding processes, metal fabrication, ag construction projects | AWS Welding Certificate (Entry) |
| 11 | Precision Agriculture & Power Systems | GPS/GIS in ag, engines, machinery diagnostics, precision tools | Precision Ag credentials, small engine cert |
| 12 | Work-Based Learning – Ag Mechanics | Internship in equipment service, irrigation systems, or fabrication shops | Industry-recognized welding or precision tech certifications |

Innovative or Unique Features

Idaho AgriTech Academy’s instructional model is uniquely designed to bridge academic rigor and agricultural innovation. Distinctive features include:

- **Integrated business curriculum:** Every student will complete coursework in business and agriculture, ensuring they graduate with both technical and entrepreneurial skills.
- **Work-Based Learning Requirement:** Students must complete 80 hours of internships, job shadows, or other supervised ag experiences by graduation, linking classroom instruction to authentic agricultural careers.
- **Industry Partnerships:** Ongoing collaboration with local agribusiness leaders will shape curriculum, provide mentorship, and create pathways to employment.
- **Four-Day Week Schedule-** This schedule supports hands-on learning, internships, and community partnerships.
- **FFA Integration:** Students will have the opportunity to participate in FFA, cultivating leadership, responsibility, and civic engagement.

Student Discipline Plan

IAA will implement a restorative and proactive discipline framework aligned with Idaho state law. The approach will emphasize:

- Positive behavior interventions and supports (PBIS)
- Restorative practices to build accountability and repair harm

- Clearly communicated expectations outlined in the Student Handbook

Suspensions and expulsions will only be used as a last resort and will follow due process protections. Data on disciplinary actions will be monitored for equity and reported annually to the board and stakeholders.

Special Education Compliance and Services at Idaho AgriTech Academy

IAA will adopt and comply with the Idaho Special Education Manual as required by the Idaho State Department of Education. All forms, processes, and procedures for special education will follow the requirements outlined within this manual, ensuring full compliance with the Individuals with Disabilities Education Act, Section 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Act. IAA will ensure all facilities, including agricultural labs, greenhouses, animal science facilities, and technology spaces, are designed to be fully accessible and inclusive for students with disabilities. During enrollment, families will be asked: *“Does your child have an IEP, 504 Plan, or any other support plan?”*

Data & Information Sharing

IAA plans to collaborate with local school districts to ensure the secure, lawful, and timely transfer of student records. All record exchanges will follow applicable state and federal requirements.

Accessibility & Integration

IAA intends to create facilities that are accessible to students with disabilities. Universal design principles will be used where appropriate to ensure full participation in the school's STEM-integrated and agricultural career-technical programs.

Special Education Staffing and Ratios

IAA plans to have appropriate staffing levels to meet the diverse needs of students with disabilities in compliance with federal and state special education requirements. The school will maintain a special education staff-to-student ratio that allows for individualized support, progress monitoring, and collaboration with general education teachers to implement Individualized Education Programs (IEPs) effectively.

Certified special education teachers will be hired to implement IEPs and provide direct services to students. These teachers will work closely with general education staff to ensure accommodations, modifications, and specialized instruction are integrated into classroom settings and aligned with student needs.

Paraprofessionals will be hired and trained as needed to assist in providing accommodations, modifications, and instructional support under the supervision of a certified special education teacher.

A Special Education Teacher Lead, in collaboration with the School Leader, will oversee compliance with all state and federal regulations, ensure the timely completion of Child Find activities, conduct evaluations, and coordinate services with general education and specialized program staff. This position will also provide mentoring and professional

development to special education teachers and paraprofessionals to ensure high-quality service delivery and adherence to best practices.

Individualized Education Program (IEP) Teams

IAA will establish IEP teams in accordance with IDEA regulations (34 C.F.R. §300.321). Each team will include: The student's general education teacher, special education teacher, an administrative representative, the student's parents/guardians, additional team members as needed (e.g., related service providers, transition specialists), and the student.

Continuum of Services

IAA plans to provide a full continuum of services to meet the diverse needs of students with disabilities.

English Learner (EL) Services

IAA is committed to ensuring that English Learners (ELs) have equitable access to the curriculum and are provided the support necessary to achieve academic success. All services will comply with:

- Title VI of the Civil Rights Act of 1964 (42 U.S.C. §2000d)
- Equal Educational Opportunities Act of 1974 (EEOA, 20 U.S.C. §1703(f))
- Every Student Succeeds Act (ESSA, 20 U.S.C. §6301 et seq.)
- Idaho State Department of Education English Learner Program Guidelines

Identification & Enrollment

During enrollment, families will complete a Home Language Survey to identify students who may qualify for English Learner services. Students with a primary or home language other than English will be screened using the WIDA ACCESS Test or other state-approved assessments to determine eligibility. Requested records will include any past EL information.

Program Design & Instruction

IAA plans to implement a comprehensive, research-based program that integrates language development with the school's curriculum. Instructional models may include:

- Sheltered Instruction (SIOP) within core and agricultural courses
- English Language Development (ELD) classes tailored to proficiency levels
- Push-in and pull-out support models depending on student needs

Staffing & Professional Development

- A designated EL Program Coordinator or qualified staff member will oversee compliance and program implementation.
- All teachers will receive professional development in SIOP strategies, language scaffolding, and culturally responsive teaching.

Progress Monitoring & Reclassification

- Student progress will be monitored using WIDA ACCESS for ELLs assessments and classroom-based measures.

- Data will be used to inform instruction, provide targeted interventions, and determine reclassification when students meet state-defined proficiency criteria.
- Parents will be notified annually of student progress and program placement, in their preferred language when practicable.

Family & Community Engagement

IAA plans to provide translated materials and interpretation services when available to ensure meaningful communication with families of English Learners. Community and industry partners will be leveraged to provide culturally relevant mentorship and career exposure.

Gifted/Talented (G/T) and Section 504 Services

IAA is committed to identifying and serving students with exceptional abilities and ensuring all students with qualifying disabilities under Section 504 of the Rehabilitation Act of 1973 receive appropriate accommodations and support.

Gifted/Talented (G/T) Services

Identification & Eligibility

- Students will be identified through a multi-criteria process including teacher referrals, parent/guardian input, academic performance, and district/state-approved assessment tools.

- Identification will occur in alignment with Idaho State Department of Education guidelines for Gifted/Talented Education.

Program Design

IAA plans to offer enriched and accelerated learning opportunities within agricultural and STEM-focused curriculum, including:

- Advanced coursework and dual-credit opportunities
- Participation in agricultural research projects, business incubators, or internships
- Independent study or capstone projects in agribusiness, animal sciences, or agricultural technology.
- Peer teaching or tutoring

Staffing & Professional Development

- A designated G/T Coordinator or assigned staff member will oversee program implementation and receive training in differentiated instruction, project-based learning, and advanced content delivery.

Section 504 Services

Identification & Eligibility

- IAA will conduct Child Find activities to identify students who may require Section 504 accommodations.

- Eligibility will be determined in compliance with Section 504 guidelines for students with physical or mental impairments that substantially limit one or more major life activities.

Plan Development & Implementation

Individual 504 Plans will outline accommodation and support needed for full access to the curriculum, including: Classroom accommodations, modifications to agricultural labs and fieldwork as necessary, and assistive technology or adaptive tools.

Plans will be developed with input from: The student's teachers, designated 504 coordinator, the student's parents/guardians, and the student.

Serving At-Risk Youth

IAA is committed to ensuring that at-risk youth have access to the resources, interventions, and supports needed to thrive. Services will comply with:

- Idaho State Department of Education guidelines for At-Risk Students
- Every Student Succeeds Act (ESSA)
- Applicable state and federal reporting and accountability requirements.

Identification & Early Intervention

Students may be identified as at-risk based on: Academic performance , chronic absenteeism or truancy, behavioral concerns or disciplinary history, socioeconomic

factors, including homelessness or foster care status (per McKinney-Vento Homeless Assistance Act), Family or community risk indicators.

IAA plans to implement universal screening and regular data monitoring to identify students who may benefit from targeted interventions.

Support Strategies & Program Design

IAA will utilize a multi-tiered system of supports (MTSS) to provide:

- Tier I: School-wide supports – Positive Behavioral Interventions and Supports (PBIS), mentoring, and embedded student well-being and leadership development support.
- Tier II: Targeted supports – Small group instruction, tutoring, check-in/check-out mentoring, and behavioral intervention plans
- Tier III: Intensive supports – Individualized interventions, coordination with external agencies, counseling, or wraparound services

Unique to IAA that may offer additional support to at risk students: Career-connected, hands-on agricultural learning designed to engage students who thrive in experiential environments, internships, apprenticeships, and CTE pathways that provide relevance and career motivation, partnerships with local employers, agribusiness leaders, and community organizations to create alternative pathways to success

Staffing & Collaboration

- A designated At-Risk Student Coordinator will oversee identification, case management, and collaboration with families.
- Teachers and staff will receive training in trauma-informed practices and restorative discipline.
- Collaboration with community-based services as needed (mental health, social services, workforce agencies) will ensure wraparound support.

Family & Community Engagement

IAA plans to engage families early and frequently through:

- Regular communication in their preferred language whenever possible
- Parent workshops on attendance, academic support, and post-secondary planning
- Community-based events to connect students with agricultural mentors and resources

Transportation and Food Services

Transportation:

IAA plans to contract with an established school bus provider to ensure reliable and compliant student transportation from the first year of operations. Transportation services will be provided in accordance with Idaho Code 33-1501–1514, prioritizing that a lack of transportation does not prevent student access to the school.

To be eligible, students must reside within the school's primary attendance area and live more than one and one-half miles from the nearest established bus stop. In accordance with Idaho Code, students who live closer than one and one-half miles must provide their own transportation to the stop. Distances will be determined by the nearest and best route from the student's residence to the school building or bus stop.

The school may provide transportation for a shorter distance if, in its judgment, the age, health, or safety of the student warrants it. A day care center, family day care home, or group day care facility, as defined in section 39-1102 of Idaho Code, may substitute for a student's residence for transportation purposes. The school will not transport students between childcare facilities and home, in accordance with state law.

The Board of Directors may approve additional transportation services at its discretion if financially viable. Transportation planning will be reconsidered annually based on enrollment, demand, and available financing. Transportation for students with special needs will be provided in accordance with federal and state requirements. The school also intends to provide transportation for field trips, excursions, and extracurricular activities.

Food Services: IAA intends to establish a fully operational cafeteria to align with the National School Lunch Program (NSLP), with eligibility for free or reduced-price meals determined through the NSLP application process. A part-time kitchen staff will support distribution, compliance, and student supervision. IAA believes that a healthy food service is critical to the physical health, well-being, and academic success of students.

Emergency and Safety Procedures

IAA is committed to providing a safe and secure learning environment. Policies will include:

- Compliance with Idaho Code requirements for emergency drills (fire, lockdown, evacuation)
- A written Emergency Operations Plan (EOP) aligned with local first responders
- Staff training in CPR, first aid, and crisis response
- Secure entry systems and visitor sign-in protocols
- Annual review of safety policies with input from parents, staff, and community

Professional Development Plan

IAA leaders plan to develop a comprehensive and strategic framework to support teacher growth, instructional excellence, and staff retention. The professional development model emphasizes continuous improvement through the following core areas:

- (a) New staff onboarding,
- (b) Intentional culture and mission alignment,
- (c) Ongoing, differentiated professional learning,
- (d) Observation, feedback, and coaching practices, aligned with the Danielson Framework
- (e) Leadership development within the IAA instructional team.

IAA believes that high-quality professional learning is foundational to both student achievement and teacher satisfaction.

1. Commitment to Continuous Professional Learning

IAA is committed to continuous professional learning for staff. Each teacher and staff member will create an annual professional development plan outlining individual goals aligned to personal growth and school priorities. These plans may include:

- Training in CTE instructional strategies, agribusiness curriculum, and STEM integration.
- Ongoing coaching in data-driven instruction, classroom management, and student engagement.
- Opportunities to pursue advanced certifications, endorsements, and industry-recognized credentials.
- Annual retreats and summer institutes focused on innovation, curriculum alignment, and collaboration with the Industry Advisory Board.

2. Onboarding and Summer Institute

Prior to the start of each school year, IAA plans to conduct a multi-day Summer Institute for all staff. These days will be part of the contracted time for teachers and are designed to build shared understanding, consistency, and alignment across the school by:

- Reviewing curriculum and instructional frameworks
- Aligning school-wide goals and expectations
- Providing collaborative planning time across grades and pathways
- Conducting safety and compliance training for labs and shops

- Building a strong, positive school culture grounded in IAA’s mission

3. Culture and Mission Alignment

IAA aims to cultivate a student-centered, career-focused culture emphasizing professionalism, integrity, and community connection. Professional learning integrates the Three-Circle Model of Agricultural Education (Classroom/Laboratory, SAE, and FFA) to ensure fidelity and relevance across all CTE programs.

4. Ongoing Professional Development

IAA plans to provide structured professional learning throughout the school year via:

- Monthly PLCs for data review, lesson planning, and instructional reflection.
- Nonstudent Fridays and quarterly PD days for targeted professional learning and cross-curricular collaboration.
- Choice-based PD opportunities aligned with staff goals, including external workshops and industry training through CTE, FFA, and post-secondary partners.

5. Observation, Feedback, and Coaching

IAA’s instructional leadership team will conduct regular classroom observations using consistent rubrics aligned to the Danielson Framework and IAA’s instructional priorities—hands-on learning, technical skills, literacy integration, and employability competencies. Each teacher will participate in feedback and coaching cycles to strengthen practice,

supported by calibration meetings among administrators to ensure alignment and consistency.

6. Leadership Development

IAA will invest in developing internal leadership capacity. Teachers demonstrating excellence will be encouraged to mentor new staff, lead PLCs, coordinate CTE pathways, and engage in administrative and CTE leadership programs.

7. Evaluation and Continuous Improvement

Professional development will be reviewed annually based on teacher feedback, student performance, and observation data. Adjustment will ensure PD remains responsive, relevant, and aligned with IAA’s instructional and workforce objectives.

Professional Development Summary Example

| PD Focus Area | Frequency / Timing | Description & Activities | Responsible Party | Evidence of Impact |
|-----------------------------|-------------------------------|--|--|---|
| New Staff Onboarding | Annually (July–August) | Orientation to mission, culture, curriculum, CTE safety, and systems | School Leader, CTE Director | Staff feedback, onboarding completion checklist |
| Summer Institute | Annually (before school year) | Curriculum alignment, goal setting, FFA and SAE integration, team building | School Leader, Industry Advisory Board, AG | PD attendance logs, implementation plans |

Teachers
Association

| | | | | |
|---|--|---|----------------------------------|---|
| Monthly PLCs | Monthly (Fridays) | Collaborative planning, student data review, lesson design | Department Leads, Teachers | PLC agendas, student achievement data |
| Quarterly PD Days | 4 per year | Project-based learning, STEM integration, safety, inclusion strategies | School Leader, CTE Director | Observation data, student engagement measures |
| Coaching & Observations | Ongoing | Feedback cycles, goal setting, reflection | School Leader, Lead Teachers | Observation rubrics, coaching notes |
| Advanced Certifications & Endorsements | Annual goal in PD plan | Support for CTE credentialing, dual-credit endorsement, or industry certification | CTE Director, School Leader | Credential completion records |
| Industry Collaboration & Retreats | Annual retreat; ongoing partnership sessions | Collaboration with Industry Advisory Board, innovation workshops | School Leader, Industry Partners | Partnership MOUs, new program development |
| Leadership Development | Ongoing | Mentorship, PLC leadership, participation in | School Leader | Internal promotion data, staff surveys |

CTE leadership
programs

School Calendar and Schedule

IAA proposes a 153-day student instructional calendar for the 2027–2028 academic year, with instructional time delivered through an extended-day block schedule. The calendar is intentionally designed to balance rigorous academic instruction with the unique needs of an agribusiness-focused high school.

Students attend school Monday through Thursday on a 90-minute A/B block schedule with a daily instructional advisory, providing sufficient annual instructional hours to meet Idaho State Department of Education requirements while allowing for deeper learning, laboratory instruction, and project-based coursework. Students do not attend classes on Fridays, which are reserved for work-based learning, Supervised Agricultural Experiences (SAE), internships, college coursework, and staff professional development.

The school year will begin in mid-August and conclude in early June, aligning closely with regional district calendars and College of Western Idaho (CWI) semester start and end dates to support families, transportation planning, post-secondary coordination, and community partnerships.

Instructional Time

- Total Instructional Days: 153 student instructional days
- Instructional Week: Monday–Thursday
 - Student Day: 7:50 AM – 3:10 PM: (4) 90-minute instructional blocks per day operating on an A/B rotation, (1) 30-minute daily instructional advisory period
- Friday: No student instruction

Purpose of the Schedule

The proposed schedule is intentionally designed to support the mission and instructional priorities of Idaho AgriTech Academy.

- Academic Rigor:
Ninety-minute instructional blocks allow for deeper engagement in core academic subjects through project-based learning, labs, discussion, and application of concepts.
- Career and Technical Education (CTE) Integration: Extended blocks support hands-on CTE instruction, laboratory work, and applied learning. The A/B rotation allows students to balance rigorous academic coursework with immersive technical instruction.
- Advisory, Leadership, and College & Career Readiness: The daily instructional advisory period is a required, teacher-supervised block focused on academic monitoring, leadership development, professionalism, FFA integration, SAE planning, and postsecondary readiness.
- Professional Development and Instructional Quality:
With no student classes on Fridays, staff will be contracted to work 2 Fridays each

month to engage in sustained professional development, collaborative planning, curriculum alignment, and preparation for labs, experiments, and project-based instruction. This structure strengthens instructional quality while supporting staff sustainability.

- Community and Postsecondary Alignment:

The four-day instructional week aligns with regional district calendars, College of Western Idaho scheduling, and agricultural industry cycles. This alignment reduces conflicts for students participating in internships, seasonal employment, family agricultural operations, and college coursework.

Fridays are designated as a non-instructional day at Idaho AgriTech Academy and are intentionally built into the schedule to provide flexibility for students. This structure allows students to participate in supervised agricultural experiences (SAEs), including volunteering, internships, and other work-based learning opportunities aligned with their agricultural and career pathways.

- Fridays also allow the school to host community and industry partners for workshops, guest lectures, and additional training opportunities throughout the school year. These experiences are structured, supervised, and purposeful, and they count toward students' graduation project requirements and documented SAE hours.

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Measurable Student Outcomes

Academic Goals and Metrics

IAA is committed to preparing students for success in both post-secondary education and the evolving agricultural workforce. Our academic goals are designed to ensure students achieve mastery in core academic areas, develop career-ready skills through Career & Technical Education (CTE), and actively engage in meaningful agricultural learning experiences. Each goal includes measurable benchmarks to ensure accountability and continuous improvement.

1. Academic Proficiency & Growth

IAA plans to provide rigorous instruction in mathematics, English language arts, science, and social studies, with an emphasis on hands-on, applied learning.

Goal: Students will demonstrate mastery of core academic subjects and meet or exceed state growth expectations. IAA will strive to surpass state proficiency goals; while using the current averages of the districts we serve as an initial benchmark. In our first year, we will collect baseline data and use it to guide our improvement plans and goals.

For reference, the 2024–25 district proficiency averages within or near our attendance boundary are:

- ELA: 41.56%

- Math: 29.06%
- Science: 30.96%

These averages reflect performance in Nampa, Caldwell, Vallivue, Wilder, and Middleton School Districts.

Metrics:

- By the end of Year 3, we will strive to have at least 46% of students score proficient or advanced on the Idaho Standards Achievement Tests (ISAT) in English Language Arts, 34% in math, and 35% in science; this will increase incrementally each year with goals set according to baseline data collected after year 1.
- 85% of students will demonstrate at least one year's academic growth annually in Math and English Language Arts, as measured by state-approved growth assessments.

2. Career & Technical Education Mastery

Goal: Students will gain the technical knowledge and skills necessary to succeed in agriculture and related industries.

Metrics:

- 100% of students will complete at least one CTE class by graduation.

- 100% of students enrolled in all four years of high school will earn at least one industry-recognized certification (e.g., OSHA 10, Plant Science, QuickBooks) by graduation.

3. College & Career Readiness

We aim to graduate students who are fully prepared to transition to college, trade programs, military service, or the agricultural workforce.

Goal: Provide students with early exposure to post-secondary coursework and career experiences.

Metrics:

- At least 50% of graduates who were enrolled for all four years will have taken at least one dual-credit or articulated college course by Year 4.
- 100% of students will complete a supervised internship, supervised agricultural experience SAE, apprenticeship, or approved project prior to graduation.
- 100% of graduates will create a post-secondary plan that will include clear, defined, and trackable next steps.

4. Literacy Across the Curriculum

Strong literacy skills are essential for success in agriculture, where technical reading, research, and communication are critical.

Goal: Develop reading comprehension and technical literacy across all disciplines.

Goal Metrics:

- Students reading below grade level upon enrollment will demonstrate at least 1.5 years of reading growth within their first year as measured by benchmark testing.
- 50% or more of students will meet or exceed schoolwide writing benchmarks annually, including technical writing, research projects, and business communication standards.

5. Student Engagement & Retention

Our school culture prioritizes student connection, agricultural exploration, and leadership development through programs such as FFA and industry partnerships.

Goal: Maintain high student engagement and strong retention rates.

Metrics:

- Maintain at least 90% student retention annually.
- Achieve at least 85% active participation in FFA, agricultural clubs, or community-based agricultural projects each year.

6. Attendance & On-Time Graduation

Attendance and persistence are critical to student success and to meeting the school's mission.

Goal: Ensure consistent attendance and timely completion of graduation requirements.

Metrics:

- Maintain an average daily attendance (ADA) rate of 93% or higher.
- Attain a 90% or higher on-time graduation rate by Year 5.

Graduation and Post-Secondary Goals

IAA is committed to preparing students for success beyond high school by establishing rigorous graduation requirements and meaningful post-secondary pathways. Our academic program emphasizes career and college readiness through a combination of core academics, CTE, and individualized support.

Graduation Goals

- High School Diploma: Students must meet or exceed the State of Idaho's high school graduation requirements. In addition, students may earn a STEM and/or CTE diploma.
- Core Coursework: Students will complete all required credits in English, mathematics, science, social studies and required electives.
- All Students will take at least 1 business course each year.
- Career Technical Pathway Completion: Each student will select and participate in a CTE Pathway.
- Electives and Enrichment: Students will engage in electives that complement their career pathway and broaden their skill set.

Post-Secondary Readiness Goals

- College and Career Counseling: Each student will work with a designated Post-Secondary Counselor to create a personalized transition plan.
- Work-Based Learning: Students will complete a minimum of 80 hours of internship, SAE, or work-based learning aligned with their career pathway.
- Industry Certification: All students will have the opportunity to earn at least one industry-recognized certification prior to graduation.
- Post-Secondary Plan: Every graduate will exit with a defined post-secondary plan, which may include enrollment in a two- or four-year college, trade or technical program, military service, or direct workforce entry.

Metrics for Success

- Graduation Rate: Target of 90% or higher.
- Industry Certification Rate: At least 80% of graduates who have been enrolled for all high school years earn one or more certifications.
- Post-Secondary Placement: 85% of graduates engaged in post-secondary education, training, or career placement within 12 months of graduation.
- Internship, SAE, Project Completion: 100% of graduates complete the required hours.

Support Systems

A dedicated Post-Secondary Counselor will:

- Guide students in developing individualized post-secondary plans.
- Coordinate internships and partnerships with local agricultural and agribusiness industries.
- Monitor progress toward career and academic goals.

- Provide ongoing mentorship and college/career advising.
- Measure non-Academic Indicators (e.g., student engagement, attendance)

Internship & Supervised Agricultural Experience (SAE) Framework

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Established Community Relationships and Internship Pipeline

Idaho AgriTech Academy is intentionally designed around community-embedded learning and Supervised Agricultural Experiences (SAEs for all students). While student internships will scale as enrollment grows, the school has already begun the work of establishing relationships with regional agricultural organizations, postsecondary institutions, and industry partners that will support work-based learning, volunteering, and internship opportunities. Our board member currently works with FFA assisting students all over the state of Idaho with SAEs and is able to guide this foundational work through a large and well-established network of industry partners.

During the planning phase, the school has engaged partners through site visits, meetings, advisory conversations, and letters of support to ensure alignment between academic programming and workforce needs. These relationships form the foundation of a structured internship and SAE pipeline that will expand annually as student enrollment increases.

Student Matching Process

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Internships and SAEs will be aligned to clearly defined agricultural and CTE pathways (e.g., plant science, animal science, ag mechanics, agribusiness, ag technology). Students will:

1. Identify areas of interest through advisory programming and pathway exploration.
2. Develop an SAE proposal in collaboration with an assigned advisor or CTE instructor.
3. Be matched to an existing partner placement or, following the "SAE for All" model, be

guided in reaching out to propose and create their own supervised opportunity aligned to pathway standards.

4. Receive approval once learning objectives, supervision structure, and safety considerations are confirmed.

This approach ensures both structured partner placements and student-driven initiative, reinforcing career readiness and professional communication skills.

Supervision & Accountability

All internships and SAEs will be supervised and documented. Each experience will include:

- A designated site supervisor (industry partner or organization representative).
- A school-based advisor responsible for oversight and progress monitoring.
- Defined learning objectives.
- Scheduled check-ins between student and advisor during advisory period.
- Safety and workplace readiness expectations outlined in advance.

Advisors will monitor student progress and maintain communication with site supervisors to ensure quality and alignment.

Hour Tracking & Documentation

Student participation will be formally tracked using:

- Approved SAE plans outlining goals and competencies.
- Logged hours verified by site supervisors and recorded in The Agriculture Experience Tracker (AET)

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- Reflection journals or progress reports.

- Advisor sign-off and evaluation.

Hours completed through internships, volunteering, workshops, and approved work-based learning experiences will count toward documented SAE requirements and will contribute to graduation project benchmarks.

Alignment to Graduation Projects & Pathways

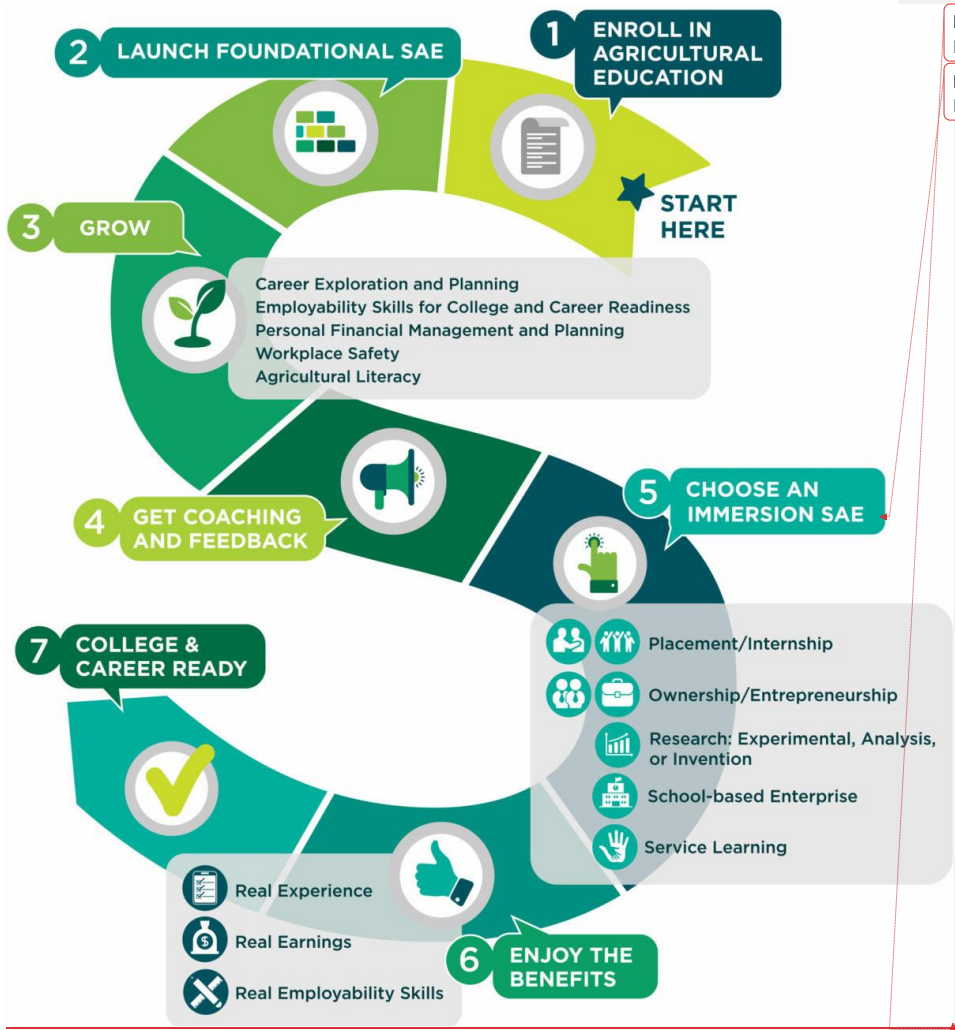
SAEs are not standalone experiences; they are integrated components of the academic model. Experiences will:

- Directly align to students' selected pathways.
- Support applied learning connected to coursework.
- Contribute to senior graduation projects, including research, applied problem-solving, or industry-based capstone presentations.
- Reinforce workforce readiness, communication skills, and technical competency.

By embedding structured supervision, documentation systems, and pathway alignment, IAA ensures that internships and SAEs are rigorous, purposeful, and scalable. This framework reflects a deliberate design aligned to Idaho CTE standards and the nationally recognized "SAE for All" model.

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Assessments and Accountability

IAA is committed to using assessments and accountability measures that promote student growth, ensure mastery of core and career-focused content, and provide transparency to

students, families, and stakeholders. Our assessment system includes a balanced combination of formative, summative, and benchmark assessments, aligned with Idaho State Standards and CTE expectations.

Formative and Summative Assessments

- **Formative Assessments:**
 - Used weekly in core subjects and CTE classes to monitor student understanding.
- **Summative Assessments:**
 - Administered at the end of each unit, semester, and academic year to measure student mastery of content standards.

Benchmarking and Progress Monitoring

- Beginning-of-Year Diagnostic Assessments to identify students' baseline skills in math, reading, and writing.
- Mid-Year and End-of-Year Benchmarks to measure progress toward grade-level and graduation standards.
- CTE pathways include skill-based benchmark assessments aligned with industry certification requirements.

Use of Data for Instructional Improvement

- Data teams meet monthly to review assessment results and plan targeted interventions.
- Learning plans will be updated semesterly based on assessment data.

- Teachers receive professional development on data-driven instruction

State Testing and Compliance

- IAA will fully participate in all state-mandated assessments.
- Testing accommodations will be provided in accordance with students' Individualized Education Programs (IEPs) or 504 Plans.
- Test security protocols will comply with Idaho State Department of Education.

CTE Assessments and State Reporting Alignment

IAA will utilize Career Technical Education (CTE) assessments that are fully aligned with the Idaho Division of Career & Technical Education (IDCTE) standards and state-approved performance measures. Each CTE course sequence will include state-approved technical skill assessments (TSAs) and end-of-program assessments to evaluate student mastery of industry standards, technical competencies, and employability skills.

The results of these assessments will be used to:

- Measure student proficiency and program quality in accordance with Perkins V accountability indicators
- Inform instructional improvement and curriculum alignment across all CTE pathways
- Fulfill all required state reporting obligations to IDCTE and the Idaho State Department of Education

Assessment data, including Technical Skill Assessment (TSA) results, industry certification attainment, and postsecondary credit articulation outcomes, will be submitted through the ISEE in compliance with state timelines and data integrity requirements. These results will contribute to the school's annual CTE performance reporting, ensuring transparency and accountability in student outcomes.

In addition, CTE program staff and administrators will participate in regular IDCTE-led training and reporting reviews to ensure that Idaho AgriTech Academy's assessment practices remain current, compliant, and aligned with statewide data collection and performance frameworks.

Accountability to Stakeholders

- Annual Academic Performance Report will be shared with parents.
- Parent and Community Engagement: Families will receive student progress updates through report cards, parent-teacher conferences, and digital portals.
- Board Oversight: The school board will review assessment data semesterly to ensure accountability and make informed decisions regarding curriculum and instruction.
- Continuous Improvement Plan: Each year, the school will update its continuous improvement plan based on assessment outcomes.

Section 2: Financial and Facilities Plan

Fiscal Philosophy and Spending Priorities

At Idaho AgriTech Academy, our fiscal philosophy is to maximize every dollar to create meaningful, hands-on learning experiences that prepare students for both college and the workforce. Most of our budget will be allocated to staffing, as we believe that passionate, knowledgeable educators, especially those with agricultural, STEM, and business expertise—are the most important factor in student success.

We are committed to providing students with access to state-of-the-art agricultural and Career Technical Education (CTE) equipment and curriculum. Investments in tools, labs, shops, and ag-technology systems will prepare students for real-world applications.

Learning at IAA extends beyond the classroom. Resources will also be allocated to support student travel to industry sites, competitions, and leadership events.

Facilities will be developed with the specific needs of agribusiness and STEM programming in mind. Our campus will include flexible lab spaces, career shops, outdoor learning areas, and technology-rich classrooms that meet state CTE requirements.

IAA will operate on a four-day instructional week, with the fifth day designed for student enrichment, SAEs, and teachers' professional development. This model allows us to deliver a rigorous academic and CTE program while also ensuring strong financial sustainability and high-quality teacher compensation.

Budget Description

Operating Budget

The IAA Board of Directors will prepare and maintain an annual budget in accordance with Idaho Code §33-801 and the financial rules established by the Idaho State Board of Education. The operating budget will be prepared, approved, and submitted using the format required by the Idaho Financial Accounting Reporting Management System (IFARMS).

A projected multi-year budget has been included within this charter petition and reflects IAA's growth plan, staffing model, and fiscal sustainability goals. The finalized annual budget will be submitted to the Idaho State Department of Education (SDE) on or before July 15 as required by law. The approved budget will also be published on the school's website for full transparency and community access.

Income Sources

Idaho AgriTech Academy's primary income sources will include:

1. State funding allocation per pupil
2. Federal start-up grants (such as CSP)
3. Private grants and philanthropy
4. Industry partnerships and donations (equipment, supplies, and expertise)
5. Career Technical Education (CTE) added cost funding

6. Carl Perkins federal funding

As part of our business-integrated model, we will also pursue strategic partnerships with agribusiness leaders to provide equipment, internships, and program sponsorships.

IAA's financial model ensures the school will operate sustainably within state per-pupil funding, with supplemental fundraising and grant efforts directed toward equipment, program expansion, and innovation rather than ongoing operational costs.

Career Technical Education

The Academy will acquire equipment and supplies for each pathway through state CTE allocations, federal funding, and private industry partnerships. IAA will have three years to fully phase in its CTE programming.

By year three, all CTE pathways will be fully developed, including advanced coursework, capstone experiences, and required internship/externship opportunities. Each pathway will be designed to culminate with hands-on projects, supervised agricultural experiences (SAEs), and connections to local industry certifications and/or college credit where applicable.

IAA leaders will continue to engage agricultural industry leaders, post-secondary institutions, and potential workforce partners to ensure that our CTE programs are modern, future-focused, and responsive to Idaho's workforce needs.

Fundraising

While our operational plan is designed to be financially sustainable based on per-pupil funding, IAA will pursue grants and partnerships to expand opportunities for students.

Fundraising will focus on:

- Industry partnerships (donated equipment, supplies, or mentorship opportunities)
- Grants supporting agriculture, STEM, and rural education
- Philanthropic donations tied to legacy/naming opportunities for facilities and labs
- Annual fundraising to support FFA travel opportunities.

While IAA is committed to cultivating robust community and industry partnerships, the school's long-term financial plan is grounded in sustainability. The academy is designed to operate responsibly on state per-pupil funding after the initial start-up phase, ensuring that ongoing operations do not depend on external donations.

Financial Management

The Board of Directors will be responsible for financial oversight and management, which will include:

- Approving annual operating and capital budgets
- Engaging in long-term financial planning
- Conducting monthly reviews of budget-to-actual performance and cash flow
- Establishing internal controls and financial policies consistent with GAAP and Idaho law

- Approving all expenditures greater than \$10,000
- Contracting with financial professionals as needed to ensure compliance and sustainability

Financial records will be maintained in compliance with GAAP and Idaho State Department of Education requirements.

Business Manager and Financial Oversight

Another key partnership that supports Idaho AgriTech Academy's financial operations is with BLUUM. Through this partnership, IAA's Governing Board and School Leadership Team, receive additional ongoing training and technical assistance in school finance, including Idaho-specific laws, funding formulas, budgeting protocols, and best practices for fiscal oversight.

BLUUM's objective in providing this no-cost capacity-building support is to empower the IAA board and leadership team to make informed, transparent, and sustainable financial decisions during both the planning and operational phases of the school. This partnership ensures the school maintains compliance with state and federal fiscal requirements, supports accurate financial reporting, and upholds strong fiduciary governance practices.

Purchasing and Payroll

Purchasing procedures will comply with Idaho law, including competitive bidding where required. The school's Administrator will oversee day-to-day procurement within Board-established limits.

Payroll and related services will be handled by Bluum, ensuring accurate, timely compensation for staff.

Facility Needs

Idaho AgriTech Academy's facility will be purpose-built to serve up to 500 students and will be designed to accommodate specialized agricultural and STEM programming.

Key facility features may include:

- CTE Labs & Shops: Welding, mechanics, and engineering spaces
- Greenhouses & Outdoor Learning Areas: For horticulture and sustainability projects
- Animal Science Facilities: Designed to support agricultural education while meeting regulatory standards
- Business & Innovation Hub: Spaces for entrepreneurship, business courses, and student enterprises
- Proximity to CWI Agricultural Science Complex

The school will engage qualified design and construction teams through an RFQ process, with oversight from the Board and experienced industry partners. Facilities will be scalable, allowing for program growth and future community use.

Facility Options:

Facility Option 1

Madison/ Cherry Property: 16989 Madison Rd. Nampa. The identified property is currently listed as available for lease; however, communication with the property owner indicates a willingness to consider a purchase agreement with the school. The existing building is in excellent condition and would be remodeled to meet the school's specific programmatic needs, including the addition of a kitchen and the construction of interior walls to create shop and lab spaces. Much of the existing 80,000 square foot structure is functional and could be utilized immediately upon occupancy.

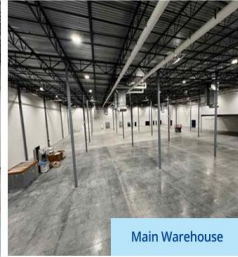
The site also includes approximately 10 acres of adjoining land available for purchase, providing significant opportunity for future expansion. This acreage would allow for the development of greenhouse facilities, crop demonstration areas, and a small barn, supporting the school's agricultural education and CTE programming as enrollment grows.

Strategically located just three miles from the College of Western Idaho (CWI) along the same major thoroughfare, the site offers excellent accessibility for students and staff. Its proximity to CWI enables convenient shuttle or dual-enrollment transportation between campuses, further strengthening planned post-secondary partnerships and shared learning opportunities. Comparable properties in the surrounding area indicate an estimated purchase price of approximately \$13 million, with an additional \$2 million in renovation and site improvement costs, resulting in a total projected facility investment of 15 million.

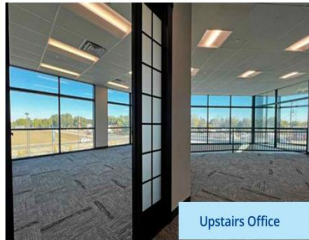
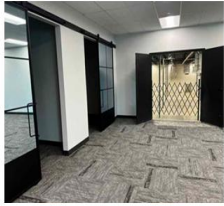
16989 Madison Rd.
Nampa, ID



Main Warehouse



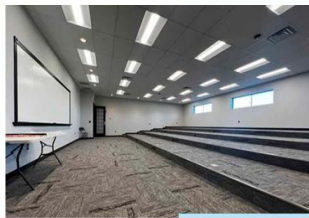
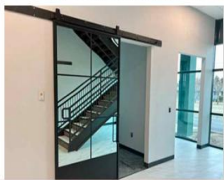
Main Warehouse



Upstairs Office



Warehouse 3



Facility Option 2

Deer Flat Development would involve a build-to-suit development within the Deer Flat Ranch area of Nampa. This location is approximately 13 miles from the College of Western Idaho (CWI), a 25-minute drive, allowing for continued collaboration with CWI while acknowledging an extended travel time between campuses.

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This option aligns closely with the Kido Family's vision to establish an Ag-STEM school as part of the larger Deer Flat Ranch development plan. The surrounding area is intentionally designed to preserve farmland and promote agricultural education, making it an ideal setting for Idaho AgriTech Academy. The partnership opportunity within this development would enable the school to operate alongside an active working farm, providing students with hands-on experiences in agribusiness operations, sustainable farming practices, and agri-tourism enterprises such as a pumpkin patch, corn maze, and other seasonal activities.

In addition, this location offers the potential for future collaboration with a YMCA facility that may be included in upcoming phases of the development. Such a partnership could provide valuable access to athletic, wellness, and community spaces, further supporting the Academy's commitment to whole-student development and community engagement.

This setting provides a uniquely authentic learning environment that directly supports IAA's mission. With a below market value land purchase and by referencing construction costs from comparable recently built schools in Idaho, IAA anticipates building a 50,000 square

foot school with a total facility cost of approximately \$13 million at this location.



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Revised location option:

Proposed Facility Option: College of Idaho – Former Library Building

Idaho AgriTech Academy is currently engaged in active discussions with the College of Idaho regarding the potential lease and renovation of the College’s former library building as the school’s location. This option represents a strategically aligned and financially responsible facility pathway that supports both the academic vision and long-term sustainability of the school.

Location & Community Access

The College of Idaho campus is located in Caldwell, positioning the school to effectively serve both densely populated areas of Canyon County and surrounding rural communities. The

central location provides strong regional accessibility while maintaining proximity to Idaho's agricultural industry partners and workforce hubs.

This location aligns with the school's desire to serve students from both urban and rural backgrounds and supports equitable access to high-quality, agriculture-focused education.

Building Overview

The former library building is approximately 33,000 square feet. The renovation estimates also include an additional 1,600 square feet dedicated welding shop and a greenhouse to support plant science, agronomy, and applied agricultural coursework

While this represents a relatively efficient footprint, the co-location model provides potential access to additional shared campus resources, including:

- Cafeteria and food service facilities
- Lecture halls and gathering spaces
- Science laboratories
- Green space and outdoor learning areas
- Additional campus facilities as available

This shared-use structure allows the school to operate within a smaller dedicated facility while benefiting from the broader college campus environment.

Academic & Postsecondary Alignment

The College of Idaho is recognized for its strong business and science programs, which closely align with Idaho AgriTech Academy's focus on agribusiness, STEM, and workforce-connected learning.

Through a co-location model, students would have direct access to advanced opportunities funding and the ability to enroll in college-level coursework on campus. This proximity to higher education provides several strategic advantages:

- Early exposure to postsecondary expectations
- Seamless access to dual-credit or advanced coursework
- Increased college readiness
- A sense of belonging within a higher education environment

The College has also expressed interest in exploring scholarship pathways for Idaho AgriTech Academy students, particularly those from rural communities, to continue their postsecondary education at the College of Idaho.

Renovation & Financial Considerations

Idaho AgriTech Academy is working with an architect to obtain preliminary renovation estimates for the former library building. Early indications suggest renovation costs between \$8,000,000 and \$10,000,000.

This projected cost represents a significant savings compared to other facility options and may substantially reduce overall borrowing requirements. The school continues to conduct due diligence regarding renovation scope, financing structure, and final cost estimates prior to any formal agreement.

Facility Comparison Summary

Facility Option 1 offers an existing, move-in ready structure that requires only modest remodeling to meet instructional and programmatic needs. Its location—just three miles from the College of Western Idaho (CWI)—supports strong, ongoing collaboration for dual-credit coursework, shared resources, and shuttle access between sites. This option allows for immediate occupancy and program implementation, with additional acreage available for future agricultural expansion including greenhouses, crop areas, and small animal facilities.

~~Facility Option 2 presents a unique opportunity for a build-to-suit facility within the Deer Flat Ranch development, in partnership with the Kido Family's long-term vision for an integrated Ag-STEM community. Though located approximately 13 miles from CWI, this site offers unparalleled access to an active working farm, enabling students to engage daily in authentic agricultural and agribusiness operations. The surrounding environment provides opportunities for student-led agri-tourism ventures such as pumpkin patches and corn mazes and may also include future collaboration with a planned YMCA facility to enhance wellness and community engagement opportunities.~~

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Facility Option 2: The proposed co-location at The College of Idaho would position Idaho AgriTech Academy within the renovated Terteling Building, offering approximately 33,000 square feet of classroom and office space, a 1,600-square-foot welding lab, and a greenhouse on a beautiful and established collegiate campus. With renovations estimated at approximately

\$10 million, this option represents a strong and viable investment within our facility framework. Colocation provides students with daily exposure to a respected private college environment, reinforcing a college-going culture and helping students see themselves belonging in higher education. In addition, students will have access to dual credit and potential scholarship pathways for continued education. This option offers an exciting opportunity to integrate secondary and postsecondary experiences while building Idaho AgriTech Academy in a setting that reflects academic excellence and long-term student aspiration. This location would still allow out students to attend trade classes at CWI also.

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Preferred Facility Option

Currently, option 1 is the preferred site. This location offers an existing facility that is largely move-in ready, requiring only some remodeling to accommodate a kitchen, shop areas, and specialized learning spaces. Its proximity to the College of Western Idaho (CWI), just three miles down the same road, provides exceptional opportunities for dual-credit partnerships, shared resources, and student transportation efficiency between campuses. The availability of ten adjoining acres also supports long-term growth through the addition of greenhouses, crop plots, and small animal facilities as the school expands its agricultural and CTE programs.

IAA will utilize the Bluum portfolio facility financing model to purchase and/or construct its facility. Specifically, IAA will have a three-tiered facility debt stack: (1) Subordinate loan from Building Hope using JKAF funds – \$3M loan with 3% interest; (2) Idaho’s Charter School Revolving Loan fund managed by IHFA - \$2.5M loan with 0% interest and a .5%

annual fee; and (3) Private market debt in the senior position for the remaining cost at estimated 5-6% interest rate. Each loan will have a 5-year term with 25-year amortization. The above debt stack plan is incorporated into the detailed facility appendices in this petition.

Start-Up and Operations Plan

Timeline for Opening

IAA plans to open its doors in August 2027 with an initial enrollment of 300 students, scaling to 400 students by Year 2 with room to expand up to 500 if demand persists.

Key Milestones:

- 2025–2026 School Year: Charter approval, facility acquisition, community engagement, board development
- Fall 2026: Recruit key instructional staff
- Winter 2026–Spring 2027: Curriculum alignment, staff training, enrollment lottery
- Summer 2027: Final facility preparation, student orientation, professional development
- August 2027: School year begins

Risk Management Plan

IAA recognizes that successful start-ups require proactive planning for risks such as:

- Enrollment Shortfalls: Mitigated through strong marketing, partnerships with feeder schools, and rolling admissions

- Facility Delays: Mitigated by pursuing multiple facility options and phased modular options if necessary
- Staffing Challenges: Early recruitment and use of industry professionals with alternative certifications
- Financial Risks: Conservative budgeting, contingency reserves, and support from BLUUM for fiscal oversight

Purchasing

Subject to the oversight and approval of the Board of Directors, and in accordance with policies and procedures adopted by the Board, the Executive Director shall establish and implement procedures for the procurement of goods and services. All purchasing activities shall comply with applicable Idaho statutes, administrative rules, and public procurement requirements. Where required or appropriate, IAA will utilize a competitive bidding or solicitation process to ensure transparency, fiscal responsibility, and best value. The Board of Directors retains final authority over purchasing policies and any expenditures exceeding thresholds established by Board policy.

Insurance Coverage

The school will obtain insurance policies consistent with state requirements and best practices, including:

- General liability
- Property and casualty
- Workers' compensation

- Directors and officers (D&O) liability
- Student accident insurance

Coverage will be reviewed annually by the Board of Directors and adjusted as needed.

Section 3: Board Capacity and Governance

Legal Status and Nonprofit Corporation Information

IAA will operate as a public charter school and a 501(c)(3) nonprofit corporation in the State of Idaho. Articles of Incorporation have been filed with the Idaho Secretary of State, and the school will comply with all applicable federal, state, and local laws governing nonprofit organizations and public charter schools.

Governance Structure

The school will utilize a board-governed model, where the Board of Directors holds ultimate authority over governance, fiscal oversight, and policy. The school intends to become an ISBA member and utilize professional development options to enhance board member knowledge and capacity as needed. All board members will be required to complete governance training within 90 days of joining the board. The school leadership, led by the Executive Director, is responsible for daily operations and implementation of the charter contract.

The Board will:

- Adopt policies consistent with the school's mission and charter.
- Approve the annual budget and oversee fiscal management.
- Hire, evaluate, and support the Executive Director.
- Ensure compliance with all federal and state education laws, including special education and accountability requirements.

Board Composition and Roles

The Board of Directors will consist of 3–7 members, with expertise in:

- Agriculture/Agribusiness/Commercial Business
- Career & Technical Education (CTE)
- Finance and Nonprofit Management
- Education and Instructional Leadership
- Legal and Compliance

Roles include:

- Chairperson: Oversees board governance and meetings.
- Vice Chairperson: Assists the chair and acts in their absence.
- Treasurer: Monitors financial health and reporting.
- Secretary: Maintains records and ensures compliance with open meeting laws.
- General Members: Contribute expertise and connections to advance the school's mission.

Board Diversity and Representation

IAA believes that a strong and effective governing board should reflect the diversity of the community it serves. The school is committed to recruiting board members with a wide range of backgrounds, expertise, and perspectives, including representation from education, agriculture, business, finance, and community leadership. Diversity of experience and thought ensures well-rounded decision-making, fosters innovation, and strengthens the school's ability to meet the needs of all students and families. The Academy values inclusion across gender, cultural, and professional backgrounds, recognizing that a diverse board enhances both accountability and the school's connection to its stakeholders.

Board Recruitment & Training

Recruitment

IAA board members were and will be intentionally recruited to represent the best interests of students, families, and the broader agricultural and business community of Canyon County and the State of Idaho. Each member brings a proven commitment to student success and a shared belief in hands-on, career-connected education. Board members have a demonstrated track record of supporting youth, workforce development, and community growth.

In addition to educational expertise, the IAA Board of Directors will seek to include leaders from industry, agribusiness, and post-secondary education. This diverse composition

ensures that the board maintains a balanced perspective, bridging academic excellence with real-world application and industry relevance. The inclusion of agricultural professionals and business leaders will strengthen oversight of the school's CTE and agribusiness pathways, ensuring that IAA remains aligned with workforce needs and Idaho's economic priorities.

Governance Training and Onboarding

The Board of Directors is committed to continuous development through ongoing training and professional learning. Board members will complete required governance and compliance training offered by the Idaho School Boards Association (ISBA) or an equivalent organization. Once IAA is approved, all new members will participate in board training within 90 days of joining the board. These training opportunities will ensure that board members are fully prepared to govern responsibly, uphold legal and ethical standards, and advance the mission of Idaho AgriTech Academy.

Transition Plan: Community Founding Group to Governing Board

IAA founding group has served as the driving force behind the creation of the school, supporting the development of the mission and vision, engaging community and industry partners, identifying facility options, and crafting the initial charter petition. The group's work has centered on building a strong foundation of support within Idaho's agricultural, education, and business communities, as well as ensuring that the school's design reflects local workforce needs and the values of hands-on, career-connected learning.

Transition to Formal Governance

Upon charter approval, the IAA Board of Directors will formally assume governance responsibilities and move from founding board to official Board of Directors. The Board will function as the governing body of the school in accordance with the adopted bylaws, Idaho Code, and the Idaho Open Meeting Law. Its duties will then include oversight of finance, policy, strategic planning, and academic accountability.

Staggered Transition Plan

Consistent with Section 2.2 of the Bylaws, the Board shall consist of no fewer than three (3) and no more than seven (7) members.

The founding directors listed in the Articles of Incorporation will serve through the 2027 annual meeting or until they appoint successors. To ensure continuity of governance and smooth leadership transitions, the following staggered transition plan will be implemented:

| Phase | Timeline | Governance Action | Details and Bylaw Alignment |
|---|--------------------------------|--|--|
| Phase 1 – Charter Approval (Founding Phase) | Upon charter approval (Year 0) | The initial governing board is established as listed in the Articles of Incorporation. | Founding directors assume immediate oversight responsibilities; bylaws formally adopted. |

| | | | |
|-------------------------------------|----------------------------------|--|---|
| Phase 2 – Initial Governance Period | Years 1 – 2 (2025 – 2027) | The founding directors govern through the first operational cycle. | As per bylaws, directors serve until the 2027 Annual Meeting or until successors are appointed. |
| Phase 3 – Staggered Transition | Beginning at 2027 Annual Meeting | Staggered terms are implemented to ensure continuity. | Two members serve one-year terms (through 2028); two members serve two-year terms (through 2029); remaining members serve standard three-year terms thereafter. |
| Phase 4 – Ongoing Governance Cycle | 2028 and beyond | Standard three-year terms are maintained. | No more than two directors replaced in any given year, ensuring consistent institutional memory. |

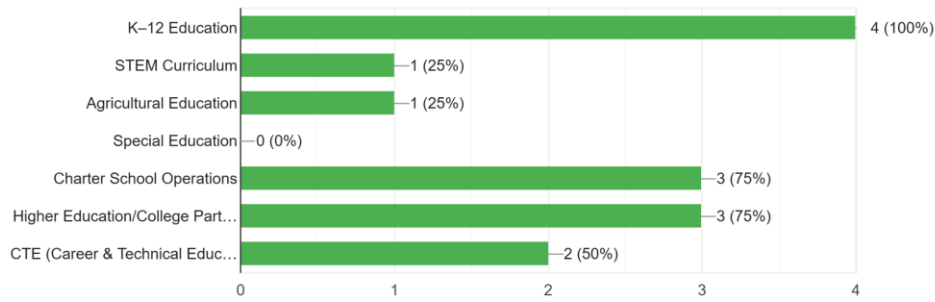
This staggered model ensures that Idaho AgriTech Academy’s governing body retains experienced leadership while incorporating new perspectives over time, providing both stability and renewal.

Board Members (Founding Team)

(Additional board members will be recruited based on identified expertise gaps, particularly in special education, educational technology and legal compliance.) The following graphs illustrate the strengths of the founding board as well as highlight areas needed that will guide future recruitment:

I Have Expertise or Experience In: 🏠 Education & Instruction


4 responses



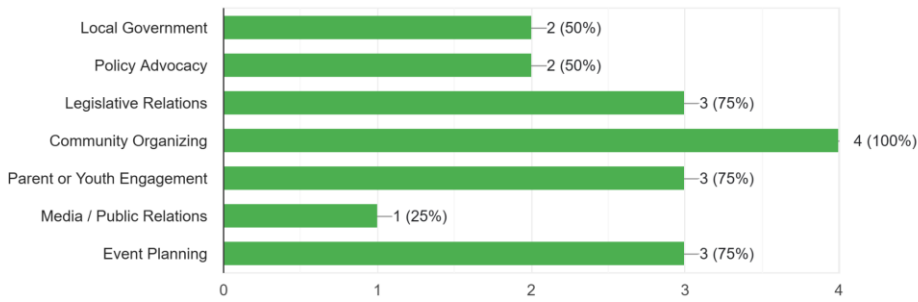
I Have Expertise or Experience In: 🌾 Agriculture & Industry


2 responses



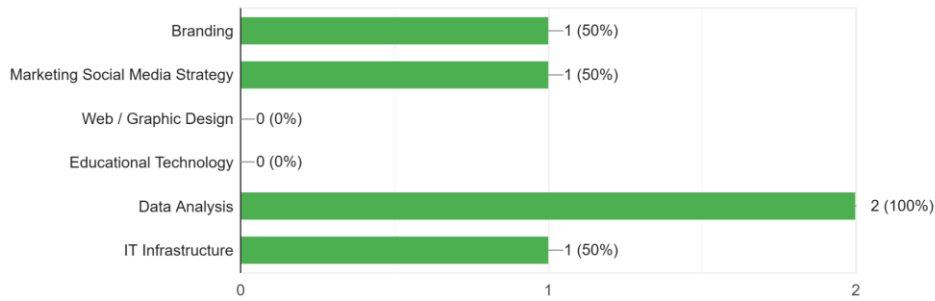
I Have Expertise or Experience In:  Community Engagement

4 responses



I Have Expertise or Experience In:  Marketing & Technology

2 responses



Board Member Bios

Nanette Merrill - Board Chair

Nanette Merrill is a lifelong educator with a deep commitment to student success and instructional excellence. Most recently, she has been serving as the Executive Director of

the Idaho Charter School Association, where she advocates for high-quality public-school choice and supports charter schools across the state.

Nanette grew up on a dairy and farming operation in Eastern Idaho. For nearly twenty years, she, her former husband, and their children operated their own dairy and farming business in the Treasure Valley, where she developed a strong work ethic and a deep appreciation for Idaho's agricultural heritage. Her children were active in FFA, and she is honored to be a recipient of the Honorary National FFA Officer Award, recognizing her daughter's service as a National FFA Secretary.

She was the Founding Principal of Gem Prep Meridian (2018) and later the Founding Principal of Gem Prep Meridian North, where she led school start-up, teacher development, and academic programming. She holds an Education Specialist degree in Teacher Leadership and Administration, a Master's in Education with a Math emphasis, and a Bachelor's degree in Elementary Education, earned with high honors.

Her distinguished career has been recognized nationally. Nanette was named the 2013 Oregon State Teacher of the Year and received the 2014 National Education Association Global Fellowship Award, along with several honors for math excellence and leadership. She has contributed her expertise on the Governor's Council for Educator Advancement and the Deputy Superintendent Advisory Council for the Oregon Department of Education.

Nanette's influence also extends to professional learning. She has participated in Teach Like a Champion training, served as an evaluator and writer for the Smarter Balanced

Digital Library, and been featured in Parent & Child Magazine and *Conversations with America's Best Teachers*. She remains active in professional communities, including the Oregon State and Regional Teachers of the Year Network and the National Network of State Teachers of the Year, reflecting her ongoing dedication to improving teaching and learning nationwide.

Brandi Elumbaugh – Vice Chair

Brandi Elumbaugh was born in Idaho and raised in Utah and Alaska before returning to Idaho to raise her family and build her career. Brandi is the CEO of Pacific North Contractors and the owner of several Idaho-based businesses, including Impact Cleaning Solutions, Natural Elements, and S&J Property Investments. She also serves as a Realtor with Homes of Idaho Real Estate Group. Her leadership and entrepreneurial accomplishments have been recognized widely, including a feature in *Totally Boise* magazine and the Circle of Light Award (2018) for her commitment to service. She is also a Licensed Master Social Worker (LMSW) specializing in trauma-informed mental health and integrative medicine, a former high school counselor, and holds multiple professional licenses, including OSHA 30, Idaho Realtor, and contractor licenses in Idaho, Oregon, Washington, and Montana.

In addition to her business expertise, Brandi has served as a high school post-secondary counselor, guiding students in career planning, college preparation, and workforce readiness. She has been deeply involved in her community through service with the Caldwell Chamber of Commerce, Meridian Chamber, WPMA, CBOR, and as a former

Professional Women in Building (PWB) President with SRVBCA. She has volunteered with the Canyon and Ada County Festival of Trees and the Boise Rescue Mission.

Brandi graduated Magna Cum Laude and top of her class from Northwest Nazarene University with a Master's in Social Work. She and her husband Kenny, to whom she has been happily married since 1996, live in Idaho and are the proud parents of Shaylann, a graduate of ISU, and Jace, a current student at BSU.

Jonathan Gillen- Treasurer

Jonathan Gillen is a seasoned financial professional with over twenty years of finance and accounting experience. His experience includes work as a CFO of a community College, a Director of Finance for a charter school network, as the CFO of the West Ada School District and now most recently as the Regional Director for Charter Impact, a national organization that provides finance, accounting, and data support to charter schools and school districts throughout the U.S. Jonathan is a licensed CPA, has a Masters in Business Administration, and a Masters in Education.

Lori Idsinga- Board Member

Lori Idsinga currently serves as a Special Program Coordinator for Idaho FFA, supporting annual membership of more than 6,000 students statewide. In this role, she specializes in coordinating student and industry tours, building partnerships, and supporting Idaho FFA's awards programs.

As part of her master's program at Boise State University, Lori developed the university's CTE Teacher Certification Program and served as an adjunct professor during its rollout, teaching nine online credits. Prior to her current position, she taught agricultural education and served as an FFA advisor for 12 years in rural Idaho schools. In addition to her professional experience, Lori and her family operate a small cow/calf ranch west of Caldwell, where they market their top calves to 4-H and FFA members.

Legal Counsel

The IAA Governing Board plans to retain Mr. Chris Yorgason of Yorgason Law Offices, PLLC for legal counsel as needed. Mr. Yorgason is recognized as one of Idaho's premier independent attorneys specializing in charter school law, governance, and compliance. He has provided legal services and guidance to numerous Idaho public charter schools and has supported IAA during its planning phase, offering valuable advice on governance structure, board formation, and compliance with Idaho Code. The Board will continue to consult with Mr. Yorgason for matters including, but not limited to, contract review, policy development, open meeting law compliance, and charter authorizer relations.

Conflict of Interest Policy

IAA will adopt and enforce a Conflict of Interest Policy in compliance with Idaho Code. All board members, staff, and advisory council members will annually sign disclosure forms and recuse themselves from any decision where a conflict exists.

Ethical Standards

The Code of Ethics will serve as a code of conduct for IAA Board Members. It will promote values such as selflessness, integrity, objectivity, accountability, honesty, and leadership. The Board of Directors will use the Code of Ethics as a guideline for making ethical choices and ensure accountability for those choices. During orientation, the Board of Directors will be given a presentation on the Code of Ethics and will address any questions or concerns. By acknowledging and signing the Code of Ethics, the Board of Directors will express their commitment to ethical behavior.

Technical Advisory Committee (TAC)

In accordance with 55.01.03.102.02(c) The school will establish a Technical Advisory Committee comprised of 6- 14 members of local agriculture leaders, business partners, and post-secondary representatives. Members will serve a standard three-year term. Members' terms will be staggered so that approximately one-third of members' terms will expire each year. Initial appointments will be set at 1-, 2-, and 3-year terms to establish this rotation. Members' terms may be renewed after a minimum of a one-year break. Formal bylaws will be adopted during the second official meeting. An annual TAC report will be submitted to IDCTE by June 15th.

Their role will be to:

- Advise on curriculum relevance and emerging industry needs
- Provide mentorship and internship opportunities for students
- Assist in maintaining strong connections with the agricultural and business communities

Grievance Procedure

IAA is committed to maintaining open communication and positive relationships among students, parents, staff, and the school administration. The school believes that most concerns can be resolved quickly and effectively when addressed informally and at the lowest possible level. The following grievance procedure provides a structured process for resolving concerns in a fair, respectful, and timely manner.

Step 1: Informal Resolution

When a concern arises, students or parents/guardians are encouraged to first discuss the issue directly with the staff member most closely involved. Most issues can be resolved through respectful communication and collaboration.

If the issue is not resolved informally, or if the individual is uncomfortable addressing the matter directly, the concern may move to the formal grievance process.

Step 2: Formal Written Complaint

If informal resolution is unsuccessful, the student or parent/guardian may submit a formal written complaint to the School Leader within ten (10) school days of the initial concern.

The written complaint should include:

- The nature of the grievance;
- The date(s) of the incident(s);
- Names of those involved; and

- The desired resolution or outcome.

The School Leader will review the complaint, investigate as appropriate, and provide a written response within ten (10) school days of receipt.

Step 3: Appeal to the Board of Directors

If the complaint is not resolved to the satisfaction of the student or parent/guardian, they may submit a written appeal to the Board of Directors within ten (10) school days of receiving the School Leader's response.

The Board will place the grievance on the agenda of the next regularly scheduled Board meeting, provided the request is received at least seven (7) days prior to the meeting. The Board may choose to hear the grievance in open session or executive session, as appropriate under Idaho law. The Board's decision will be final.

Step 4: Documentation and Recordkeeping

All formal complaints, investigations, and resolutions will be documented and maintained in accordance with school policy and Idaho public records requirements. Records will be kept confidential to the extent permitted by law.

Retaliation Prohibited

Retaliation against any individual for filing grievance or participating in the investigation process is strictly prohibited. Any such behavior will be subject to disciplinary action.

Section 4: Student Demand and Primary Attendance Area

Rationale and Need

Agriculture is the backbone of Idaho's economy and a major employer. Idaho's 23,000 farms and ranches manage over 11 million acres and contribute billions to the state's gross domestic product each year (USDA, 2024). Despite this strength, the agricultural industry faces pressing workforce challenges that directly impact Idaho:

- High demand for skilled labor: National reports estimate millions of open jobs across U.S. agriculture, and a majority of producers report difficulty finding qualified workers (American Farm Bureau, 2024).
- Technical skill shortages: Equipment dealers and manufacturers list a lack of trained mechanics, welders, and technicians as a top challenge (Association of Equipment Manufacturers, 2024).
- Shift toward technology and automation: Precision agriculture, robotics, and data-driven systems are rapidly expanding, creating demand for graduates with engineering and agri-technology skills (Allied Market Research, 2023).
- Value of work-based learning: State and national studies confirm that internships and structured work experiences improve career readiness and employment outcomes (National Governors Association, 2022)

Connection to State and National Trends

Idaho AgriTech Academy’s model directly addresses documented workforce gaps:

- **Local Skills Gap:** Technical training in welding, engine repair, and diagnostics meets identified shortages in Idaho’s agricultural and equipment sectors.
- **Talent Pipeline:** Mandatory internships connect students directly to employer facing ongoing labor needs.
- **Future-Ready Skills:** The Engineering & Agri-Technology track prepares students for emerging fields in robotics and data-driven farming.
- **Economic Impact:** By keeping skilled graduates in Idaho, the Academy supports local employers and rural economic stability.

These trends illustrate the urgent need for a school that provides both industry-aligned technical training and entrepreneurial skills to Idaho students.

Direct Connection to Canyon County

Idaho AgriTech Academy’s mission and educational model directly align with the Canyon County Comprehensive Plan 2030, which emphasizes preserving the county’s agricultural heritage while fostering smart, sustainable growth.

The Canyon County Comprehensive Plan Vision Statement—developed through an extensive public outreach process involving community workshops, surveys, and stakeholder meetings—articulates the County’s long-term goal of *“ensuring the quality of life for Canyon County residents by preserving our agricultural heritage and planning for a smart growth future through physical and fiscal management.”*

Within the Plan's Economic Development goals and policies, several priorities directly support the need for Idaho AgriTech Academy:

- Goal G3.04.00: Increase agricultural-based and supportive businesses.
- Policy P3.04.01: Build Canyon County as the premier location for agricultural-based businesses of all sizes.
- Action A3.04.01a: Allow shared facilities that support ag-business, such as co-ops, custom crush operations, ag-incubators, farmworker housing, and other facilities as identified.

By aligning with these county-wide priorities, IAA will play a key role in developing a skilled local agricultural workforce capable of sustaining and advancing the county's largest economic sector. The school's emphasis on agribusiness, STEM integration, and CTE pathways directly supports Canyon County's vision for economic growth rooted in agricultural innovation, education, and community partnership.

The most recent Idaho Launch In-Demand Careers list indicates that nearly one in ten high-demand occupations in Idaho are within agriculture, ag-science, or ag-mechanics fields, underscoring the strong and sustained need for skilled professionals in these industries.

Admissions Policies and Procedures

IAA will operate as a public charter school open to all students in grades 9–12, without discrimination based on race, color, national origin, gender, disability, socioeconomic

status, or academic ability. Enrollment will be tuition-free. Admission will be determined through a transparent and equitable process in compliance with Idaho charter school law.

Students will be informed about the unique focus of IAA on Agribusiness, Agricultural Technology, and Career & Technical Education (CTE) programs. Outreach will include collaboration with local districts, agricultural industry partners, and community organizations to ensure equitable access and awareness.

Enrollment Timeline

- January – March: Public information sessions, outreach, and open enrollment window.
- April: Lottery held if applications exceed capacity.
- May – June: Enrollment confirmations and orientation materials distributed.
- July – August: Final enrollment adjustments and pre-year orientation events.

Enrollment Targets: Enrollment targets by grade are set as a guideline only. Counts by grade level may vary but the total number of students will remain the same. [While all budgets have been created around 400 seats we are requesting a 450 student cap to allow for growth if demand allows.](#)

- Year 1 – 300 students, grades: 9-11. Approx: 100 students in each grade
- Year 2 – 400 students, grades 9-12. Approx: 100 students in each grade

Lottery Procedures

If applications exceed available seats in any grade level, a publicly noticed and state-compliant lottery will be conducted in April. The lottery will prioritize:

1. Siblings of currently enrolled students
2. Children of founders and staff (not to exceed legal limits)
3. Students within primary attendance boundaries
4. All other applicants in a random selection process

A lottery list will be maintained and will remain active until the end of the enrollment year.

Founder status shall be granted at the sole discretion of the Board of Directors in alignment with approved founder policy.

Demographics

According to the census reporter, Canyon County is one of the fastest-growing regions in Idaho. The county is home to approximately 250,000 residents and continues to grow at a rate of roughly 2–3% annually, driven by both local birth rates and in-migration. The community is predominantly White (about 60–65%), with a significant and growing Hispanic/Latino population that represents roughly 30–35% of residents—one of the highest percentages in the state. Families in Canyon County are younger than the state average, with a median age of around 32, and more than one-quarter of households include school-aged children. The region also demonstrates notable socioeconomic diversity.

Attendance Boundary

The proposed attendance boundary for IAA is designed to capture most densely populated areas within Canyon County, particularly those in proximity to the College of Western

Idaho (CWI) campus. This boundary includes both residential and agricultural regions that align with the school’s mission to serve students interested in agribusiness, agricultural science, and STEM-integrated career pathways. In addition, the boundary extends slightly into western Ada County, allowing the school to serve families who live near the county line and who naturally access educational, economic, and agricultural resources centered around the CWI corridor.

The defined area encompasses College of Western Idaho and the property located at Madison and Cherry Lane (potential school site). If facility option 2 is used then the attendance boundary will be modified to include the area around that facility.

This region was selected for three primary reasons:

1. Strong Agricultural Foundation

The proposed attendance boundary strategically positions IAA to serve students with diverse academic and career interests while directly supporting workforce needs within Idaho’s leading industry—agriculture. The area’s deep agricultural roots and surrounding rural communities provide a rich environment for applied learning, internships, and partnerships with local producers and agri-businesses. Additionally, this boundary extends access to families in rural regions that often have limited school choice options, expanding educational opportunities for students traditionally underserved by college- and career-focused programming.

2. Proximity to the College of Western Idaho (CWI)

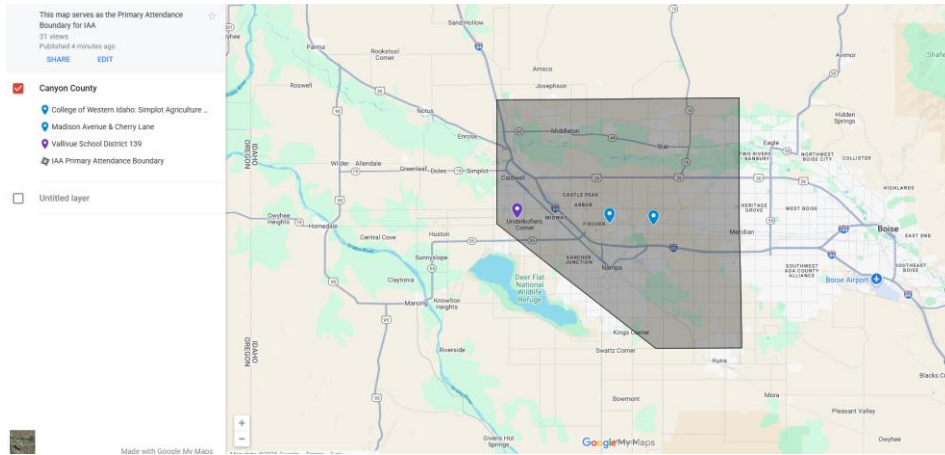
The boundary was intentionally designed to align closely with the College of Western Idaho (CWI), enabling robust dual-credit and post-secondary partnership opportunities. CWI's recent expansion to include an Agricultural Science and Technology Center further strengthens the potential for collaboration, shared resources, and seamless pathways from high school to post-secondary education and industry credentials.

3. Rapid Population Growth and Increased Enrollment Demand

This area of Canyon County is experiencing rapid population growth, resulting in many local schools reaching or exceeding capacity. The continued growth of the region will drive the need for additional high-quality educational seats. According to the National Center for Education Statistics (NCES), Idaho is projected to have the strongest enrollment growth of any state through 2031. Five districts in Canyon County—Nampa, Kuna, Vallivue, Caldwell, and Wilder—represent some of the fastest-growing areas within the broader Treasure Valley. Based on 2024 American Community Survey (ACS) population estimates, Ada County has grown by 8% and Canyon County by 15% since 2020 (U.S. Census Bureau, Population Division, March 2025).

All districts in the boundary have been formally notified of Idaho AgriTech Academy's intent to open and its proposed attendance area.

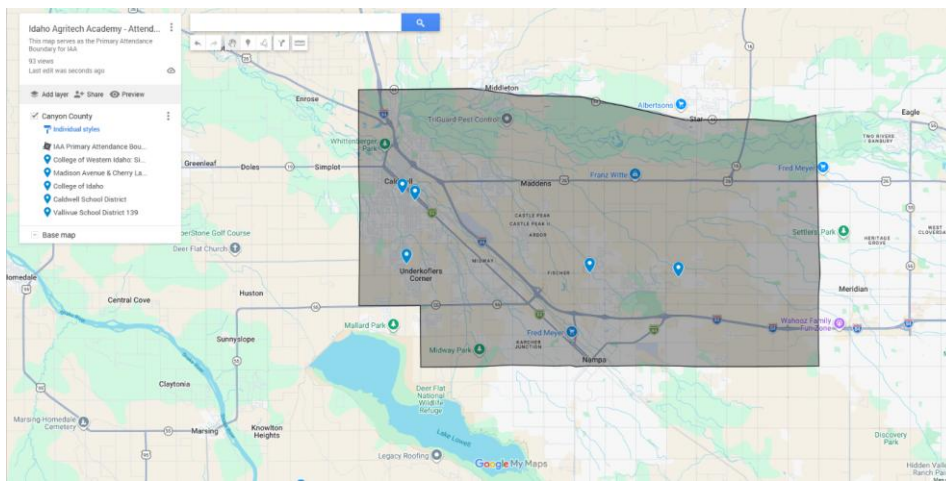
Attendance Boundary Map



IAA anticipates enrolling approximately 1% of the total student population in Canyon County, resulting in a minimal impact on existing school districts. By establishing a broad attendance boundary that spans multiple communities, no single district will experience a significant loss of enrollment. The school expects to draw particular interest from families in the Vallivue School District, where population growth is projected to increase substantially over the next five to ten years. Additionally, IAA plans to collaborate with K–8 charter schools that emphasize STEM education, such as Mosaics Public School, to provide a natural continuation for students seeking to extend their STEM learning in a small, hands-on high school environment. Importantly, local FFA chapters report more than 1,500 active student members within IAA’s proposed attendance area, further demonstrating a strong regional interest in agricultural education and leadership opportunities that align directly with the academy’s mission.

Guideline IV.2 – Primary Attendance Area and Community Support • The application includes a map of the primary attendance area (page 79). This area does not appear to coincide directly with Canyon County. Please provide a description of the primary attendance area (e.g., south of Franklin Ave. between Karcher Ave. and Eagle Rd., etc.). This is required as it will determine where transportation must be provided.

Updated Attendance Boundary



The proposed attendance boundary is defined by the following major roadways:

- North Boundary:
State Street / Highway 44
- West Boundary:
Linder Road, running south from Highway 44 to Victory Road
- South Boundary:
Victory Road, east to Indiana Avenue,
then north/south alignment along Indiana Avenue to Highway 55,
continuing south along Highway 55 to Farmway Road
- East Boundary:
Farmway Road, running north back to Highway 44

The proposed attendance boundary has been intentionally designed to respond to documented rapid population growth in eastern Canyon County. This corridor has experienced sustained residential development, increased housing density, and continued in-migration of families.

The Vallivue School District in particular has been significantly impacted by this growth. Rising enrollment pressures and continued development approvals in the district underscore the need for additional high-quality public school options within this geographic area. The proposed boundary directly serves communities experiencing this growth and provides families with an additional free public school option designed to meet regional workforce and career-technical education needs.

The boundary extends into western Ada County due to the proximity of the proposed school location near the College of Western Idaho (CWI) campus. The Academy's intended location sits within close driving distance of neighborhoods that fall just across the Ada/Canyon county line. Excluding these families solely because of a county boundary would omit students residing less than five miles from the identified school site.

The inclusion of this portion of Ada County ensures equitable access for families in immediate proximity to the proposed campus, supports reasonable transportation logistics, and reflects natural community patterns of travel, commerce, and workforce participation that already cross county lines in this region.

This boundary configuration therefore reflects:

- Rapid residential growth patterns
- Demonstrated enrollment pressure within Vallivue School District
- Geographic proximity to the proposed campus near CWI

- Practical transportation and access considerations
- Alignment with regional workforce and higher education partnerships

The boundary is intentionally focused, contiguous, and aligned with major transportation corridors to ensure clarity, accessibility, and operational feasibility.

The application states “if facility option 2 is used then the attendance boundary will be modified to include the area around that facility” (page 77). Application Evaluation Report 7 Please provide a detailed description of the primary attendance area for Facility Option 2.

Since submission of the application, Idaho AgriTech Academy has reevaluated Facility Option 2 and has determined that we are no longer considering this location. As a result, Facility Option 2 has been removed from consideration and replaced with an alternative site currently under evaluation.

Because Facility Option 2 is no longer being pursued, the proposed modification to the attendance boundary referenced on page 77 is no longer applicable.

Guideline IV.1. – General Standards of Quality • While the number of potential enrollments in the proposed attendance area may allow the school to meet demand, the model is unique and not yet implemented in Idaho. Please provide any additional evidence the school will be able to meet the anticipated enrollment (e.g., redacted interest surveys, data from school and community meetings, etc.).

While Idaho AgriTech Academy represents a unique model within Idaho, early indicators of community interest are strong — even prior to formal marketing or outreach campaigns.

Evidence of Demonstrated Interest

1. Interest List Growth

Idaho AgriTech Academy officially launched its website on January 15. Within one

month, and prior to launching any paid advertising or formal enrollment campaign, the school has collected 79 student interest submissions through its website as of Feb. 25, 2026. These submissions represent families proactively seeking information about enrollment before structured recruitment efforts have begun.

2. Organic Digital Engagement

In the first month following launch, Idaho AgriTech Academy has organically grown to 250 followers across social media platforms, again without paid campaigns.

Engagement metrics indicate strong interest from families, agricultural professionals, and community stakeholders.

3. Industry & Postsecondary Alignment

The school is actively partnering with the College of Western Idaho Ag Science Center. These partnerships provide credible postsecondary and workforce pathways that increase family confidence and support enrollment sustainability.

4. Market Context

Canyon County continues to experience sustained population growth. At the same time, agriculture remains one of Idaho's largest industries, yet there is no existing public high school in the region fully dedicated to agricultural science, ag mechanics, precision agriculture, and agribusiness entrepreneurship. The school fills a clearly defined gap in the secondary education landscape.

Planned Enrollment Strategy

Formal outreach efforts are scheduled to begin following charter approval and will include:

- Targeted digital advertising within the proposed attendance area
- Presentations to agricultural organizations and FFA networks
- Community information sessions
- Direct outreach to homeschool networks and rural communities
- Collaboration with middle schools where permitted

Given that 79 families joined the interest list within the first month of launch, without advertising, we are confident that structured recruitment efforts will generate sufficient enrollment to meet Year 1 targets.

While the model is innovative within Idaho, early organic demand, strong industry alignment, and a clearly defined niche within a major state economic sector support the school's enrollment projections.

Summary of Community Engagement to Date

IAA has been built through extensive community engagement. Founding leadership has met with educators, agricultural industry leaders, parents, and civic partners to understand community priorities and workforce needs. Input from these sessions has directly shaped

the school's mission, academic pathways, and focus on integrating business knowledge with agricultural education.

Outreach has included:

- Meetings with local farmers, ranchers, and agribusiness leaders.
- Engagement with Future Farmers of America (FFA) advisors and CTE coordinators across the region.
- Consultation with post-secondary institutions to align high school coursework with college credit and workforce certifications.
- Participation in Leadership Idaho Agriculture.

Letters of Support

Copies of letters of support are included in the petition appendix.

Partnerships with Local Farms, Businesses, and Colleges

IAA is developing strategic partnerships that will enhance student learning and post-secondary opportunities. Examples include:

- **Local Farms & Ranches:** Providing internship opportunities, field experiences, and real-world projects.
- **Agribusiness & Industry Partners:** Collaborating on curriculum relevance, mentorship, and industry certifications.
- **Colleges & Universities:** Aligning dual credit courses and career pathways with Idaho's higher education system. Partnerships are being explored with College of Western Idaho, College of Idaho, and University of Idaho.

- FFA & Industry Associations: Supporting leadership development, supervised agricultural experiences, and community-based projects.

Parent and Community Involvement Strategy

Parent and community involvement will remain a cornerstone of Idaho AgriTech Academy's culture. The school will implement the following strategies:

- Parent Advisory Council: A group of parents who will provide input on school programs, events, and policies.
- Community Forums: Regularly scheduled events to gather feedback and share updates.
- Volunteer Opportunities: Encouraging parents and community members to support FFA events, farm-to-school projects, and mentorship programs.
- Technical Advisory Board: Representatives from agriculture, business, and post-secondary institutions will advise the school on curriculum relevance, internships, and emerging industry needs.
- Transparent Communication: Families will receive regular updates through newsletters, digital platforms, and in-person conferences.

By embedding parents, businesses, and community voices into the life of the school, IAA ensures its programs remain relevant, rigorous, and deeply connected to Idaho's agricultural heritage and future.

IAA intends to implement a community-centered outreach strategy to reach at-risk, diverse, and underserved families, as well as families who may be unaware of the school or unfamiliar with public charter options. The school will prioritize direct engagement through partnerships with community organizations, social service agencies, faith-based groups, and local middle schools that serve historically marginalized populations. Outreach efforts may include in-person information sessions held in accessible community locations, participation in local events, and clear, jargon-free communication about enrollment, transportation, and student support. IAA will also leverage digital outreach to ensure information reaches families where they already live, work, and gather. Collectively, these strategies are designed to reduce barriers to access, build trust, and ensure that all families are aware of and able to consider Idaho AgriTech Academy as a school option.

Section 5: School Leadership, Management and Staffing

Leadership Team

The success of IAA depends on a highly qualified, mission-driven leadership team with complementary expertise in academics, career-technical education (CTE), and community engagement. The school's leadership model is designed to ensure strong instructional leadership, fiscal accountability, and industry alignment—key components of IAA's mission to prepare students for the future of agriculture and agribusiness.

Leadership Philosophy

The leadership team at IAA will exemplify servant leadership, collaboration, and innovation. Each leader will model the school's core values, curiosity, responsibility, innovation, and community, while fostering an environment where both staff and students thrive. Collectively, the team will ensure that IAA remains responsive to the evolving needs of Idaho's agricultural industry and the broader community it serves.

Executive Director / Principal

The Executive Director serves as the chief instructional and operational leader of the Academy. This individual will possess a strong background in educational leadership, preferably within Idaho's public charter system, and demonstrate a record of building high-performing teams and positive school culture. The Executive Director oversees all instructional programming, compliance, and day-to-day operations, ensuring that student outcomes, financial integrity, and community partnerships align with the mission and vision of IAA.

CTE & Ag Director

The CTE/Ag Director will lead all career-technical and agricultural pathways, ensuring program quality, industry relevance, and state compliance. This leader will hold CTE certifications in agriculture or related fields and maintain close relationships with Idaho industry partners, postsecondary institutions, and the Idaho Division of Career and Technical Education. The CTE/Ag Director will coordinate with program advisory committees, oversee extended-learning opportunities such as FFA and SAE, and ensure

that all programs meet state standards for added-cost funding and articulation agreements.

Postsecondary & Career Coordinator

This position bridges the connection between high school, college, and industry. The Postsecondary & Career Coordinator will develop and manage partnerships with institutions such as the College of Western Idaho and local employers, ensuring that students have access to dual-credit courses, internships, apprenticeships, and certification opportunities. This leader will also oversee student career portfolios, advising, and transition planning into postsecondary pathways or the workforce.

Special Education & Student Services Coordinator

The SPED/Student Services Coordinator ensures compliance with all state and federal requirements under IDEA, Section 504, and ADA. This individual will oversee individualized education plans (IEPs), accommodations, and intervention services, while supporting teachers through training and collaborative planning. They will promote inclusive practices and ensure equitable access to IAA's rigorous academic and technical programs.

Staffing Plan and Job Descriptions

IAA will be staffed to support a projected enrollment of up to 400 students by Year 2. The staffing plan ensures coverage of all core academic subjects, Career & Technical Education (CTE) pathways, student support services, and administrative functions.

Key Positions Year 1:

- Principal/Executive Director: Responsible for overall leadership, operations, and implementation of the charter.
- CTE/ AG Director: Leads development and management of agriculture, business, and technical pathways.
- Post-Secondary Counselor: Coordinates Individualized Career and Academic Plans (ICAPs) and internships, and guides students in college and career readiness.
- Special Education Teacher Lead: Oversees special education compliance, IEP/504 plans, and services.
- Certified Teachers: Deliver instruction in English, Mathematics, Science, Social Studies, Business, CTE pathways and electives. 19 teachers will be needed to cover all subject areas at full capacity.
- Support Staff: Includes 1 office manager, 1 front office, 1 paraprofessional, 1 Kitchen Manager, 1 part-time kitchen support, 1 maintenance/janitorial person. Contracted as needed school psych, other SPED support IE speech and occupational therapists, school nurse etc.

Year 2 positions added:

Additional teachers, 1 additional SPED teacher, 1 additional full-time kitchen support.

Year 3 positions added:

1 additional paraprofessional or SPED teacher as needed, 1 additional front office, 1 additional part-time kitchen support, 1 shop aide.

Organizational Chart

The school's organizational structure ensures clear lines of accountability and support:

- Board of Directors → Executive Director/ Principal→
- CTE/ AG Director (Manages CTE pathways, industry partnerships)
- Post-Secondary Counselor (Develops individualized student post-secondary plans)
- Special Education Teacher Lead (Coordinates IEP and 504 services)
- Support Staff and Teachers (Core and elective courses)

Teacher Qualifications and Certification

All teachers will meet Idaho charter school certification requirements, with preference given to those with:

- CTE certification in agriculture, business, or technical pathways.
- Prior experience in industry and/or FFA leadership.
- Advanced endorsements in dual-credit or concurrent enrollment courses.

Non-certified industry professionals may be hired under Idaho's CTE/occupational specialist routes, bringing real-world expertise into the classroom. In addition, IAA will use alternative authorization pathways to certify teachers as needed.

Recruitment and Hiring Strategies

Recruitment will emphasize attracting highly qualified teachers and staff who align with the school's mission. IAA recognizes that we are creating a demand for highly specialized staff with agricultural backgrounds. Strategies include:

- Partnering with Idaho colleges, universities, and teacher residency programs such as TVCC, CWI, U of I, BSU.
- Engaging with agriculture industry networks and professional associations such as Idaho Ag Teacher Association, Leadership Idaho Agriculture (LIA).
- Offering leadership roles in FFA and CTE program development.

Evaluation and Accountability Systems

Teacher and staff evaluations will be conducted annually, based on multiple measures of effectiveness, including:

- Classroom observations by school leadership.
- Student academic growth and progress monitoring.
- Contribution to school culture and student engagement.
- Professional growth and fulfillment of development goals.
- Charlotte Danielson Framework for Teaching

The Principal/Executive Director will be evaluated annually by the Board of Directors based on student achievement, school culture, fiscal responsibility, and stakeholder satisfaction.

Proposed School Leader

Susan (Sue) Lux – Founder and School Leader, Idaho AgriTech Academy

Susan Lux is an accomplished and mission-driven education leader with more than 20 years of experience in charter school leadership, alternative education, and innovative school design. She is the Founder and proposed School Leader of Idaho AgriTech Academy.

Mrs. Lux began her career in education as a classroom teacher and advanced into leadership, serving as a founding principal of an alternative charter school in Nampa, Idaho, where she successfully opened, filled to capacity within year 1, led, and expanded the school. She later served as Senior Director of Schools, overseeing multi-state operations across Idaho, Arizona, and Louisiana. In this role, she managed academic accountability, compliance, federal funds, budgets, and professional development for diverse school teams while fostering strong partnerships with state and local education agencies.

Mrs. Lux holds a Master's Degree in School Leadership from CSU Dominguez Hills, and a Bachelor of Science in Social Psychology from Park University. Her extensive background in school design, operations, and instructional leadership uniquely position her to lead IAA from concept to successful implementation.

As a current Bluum and J.A. & Kathryn Albertson Family Foundation Fellow and participant in the Leadership Idaho Agriculture (LIA) program, Ms. Lux is deepening her agricultural knowledge and expanding her statewide network of industry leaders to ensure the school's

programs align with Idaho’s agricultural economy and workforce needs. She has worked with educators, agricultural professionals, and business leaders to design a high-impact educational model that connects STEM learning, agribusiness, and hands-on career pathways. Her vision is to create a school that builds Idaho’s next generation of agricultural innovators, students who will feed the world, fuel the future, and strengthen their local communities.

Marketing and Recruitment Plan

Marketing Objectives:

1. Build Awareness: Establish IAA as a trusted, high-quality public-school option in Canyon County.
2. Engage Families: Clearly communicate IAA’s unique value, agriculture, STEM integration, business acumen, and hands-on learning.
3. Recruit Staff: Attract mission-driven, certified educators and industry professionals excited to pioneer a new model for agricultural education.
4. Foster Partnerships: Highlight collaboration with local industry, higher education, and CTE partners such as CWI.

Marketing & Recruitment Strategies

A. Community Engagement

- Host monthly information sessions at libraries, FFA chapters, community centers, and partner campuses.
- Participate in local fairs, expos, and ag events (e.g., Canyon County Fair, 4-H shows, CWI Ag Days).
- Create a Community Ambassador Program — parent and student volunteers who help distribute flyers and share social media posts.
- Partner local middle schools for student presentations.

B. Digital Marketing

- Launch a simple, high-impact website with interest forms, program highlights, and updates.
- Develop and maintain social media channels (Facebook, Instagram, LinkedIn) featuring staff spotlights, student projects, and event updates.
- Use targeted paid ads (Facebook, Google, local radio) to reach families within a 30-mile radius.
- Create video storytelling content featuring local ag leaders, students, and educators.

C. Print & Media

- Design branded brochures, yard signs, and posters for distribution across the community.
- Secure earned media coverage through local outlets
- Send press releases for key milestones

D. Partnership Development

- Collaborate with CWI, local Ag businesses, and FFA to co-host informational events and highlight joint opportunities.
- Work with career counselors at local middle schools and feeder charters, such as Mosaics Charter STEAM charter school, to identify interested students.

E. Staff Recruitment

- Post openings on various recruitment platforms and university career boards.
- Attend career fairs at Boise State, University of Idaho, and CWI.
- Attend Idaho Agricultural Teacher Association (IATA) Conference

F. Staffing Plan for Marketing and Recruitment

| Role | Responsibilities |
|---------------------------|--|
| Founder/School Leader | Lead overall strategy; community and media relations |
| Office Manager | Manage website, social media, events, and lead tracking |
| Administrative Assistant | Support family communication and application processing |
| CTE/AG Director | Represent IAA at partner events, support staff recruitment |
| Bluum / Marketing Partner | Support campaign design, branding, and collateral |

Timeline

| Phase | Focus | Key Actions |
|---------------|--------------------------|--|
| Petition Year | Awareness | Develop branding, launch social media sites, initiate community meetings |
| Post-Approval | Recruitment | Launch website, begin advertising and info sessions |
| Year 1 | Enrollment/ Retention | Continuing campaigns, open enrollment events |
| Year 2+ | Expansion | Refine digital marketing, alumni testimonials, staff pipelines |

The application states that the school will “work with career counselors at local middle schools and feeder charters, such as MOSAICS Charter STEAM charter school, to identify interested students” (page 91). The application provides a letter of support from MOSAICS. Please clarify and provide documentation evidencing cooperation with local school districts. If local school districts decline to participate, please clarify an alternate enrollment plan.

Should local districts elect not to formally participate in outreach coordination, Idaho AgriTech Academy will continue to implement a comprehensive, independent enrollment strategy that includes:

- Direct family outreach through community events, agricultural organizations, and industry networks
- Digital marketing and targeted social media campaigns within Canyon County and surrounding rural communities
- Information sessions hosted in accessible community locations

- Partnerships with agricultural industry leaders, FFA networks, and workforce organizations
- Distribution of materials to families through publicly available communication channels

Because Idaho AgriTech Academy serves a specialized agricultural and career-technical mission, recruitment efforts are designed to reach families directly rather than relying solely on district-based counseling pipelines.

The school remains committed to maintaining open lines of communication with local districts and welcomes collaboration where appropriate. However, enrollment viability is not dependent upon formal district participation.

Appendices

Appendix A

Appendix A: Budget

Idaho Agritech Academy

IDAHO PUBLIC CHARTER SCHOOL COMMISSION
APPENDIX A: BUDGET
♦ ♦ ♦ ♦ ♦

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

Appendix A1 - Financial Summary

Attachment A1: IPCSC-A1- Financial Summary

Idaho Agritech Academy

| Financial Summary | | | | | |
|---|------------------------|--------------------------|-------------------------------|-----------------------|-----------------------|
| Worksheet Instructions: This page will auto-populate as you complete the Pre-Operational and Operational Budget tabs. | | | | | |
| Revenue | | | | | |
| Anticipated Enrollment for Each Scenario: | | 271 | 300 | 400 | 400 |
| | Pre-Operational Budget | Break-Even Year 1 Budget | Full Enrollment Year 1 Budget | Year 2 Budget | Year 3 Budget |
| Cash on Hand/ Other Revenue Sources | - | NA | NA | NA | \$0.00 |
| Contributions/ Donations | - | \$0.00 | \$0.00 | \$0.00 | \$0.00 |
| Other Revenue | - | \$6,000.00 | \$6,000.00 | \$81,000.00 | \$107,500.00 |
| Loans | 15,000,000.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 |
| Grants | \$1,469,198.00 | \$404,098.20 | \$404,098.20 | \$260,937.50 | \$265,766.25 |
| Base Support | NA | \$890,034.00 | \$985,277.00 | \$1,259,829.00 | \$1,297,626.00 |
| Salary and Benefit Apportionment | NA | \$1,849,798.00 | \$2,047,747.00 | \$2,660,562.00 | \$2,870,416.00 |
| Transportation Allowance | NA | \$206,638.00 | \$228,750.00 | \$235,613.00 | \$242,681.00 |
| Food Reimbursements/Sales | NA | \$116,312.00 | \$128,758.60 | \$187,171.36 | \$245,575.02 |
| Federal Funds | NA | \$0.00 | \$0.00 | \$0.00 | \$0.00 |
| Special Distributions | NA | \$214,153.00 | \$237,069.00 | \$349,571.00 | \$352,514.00 |
| REVENUE TOTAL | 16,469,198.00 | \$3,687,033.20 | \$4,037,699.80 | \$5,034,683.86 | \$5,382,078.27 |
| Expenditures | | | | | |
| | Pre-Operational Budget | Break-Even Year 1 Budget | Full Enrollment Year 1 Budget | Year 2 Budget | Year 3 Budget |
| Staff and Benefit Totals | \$281,198.00 | \$1,747,741.72 | \$1,747,741.72 | \$2,293,037.01 | \$2,785,591.90 |
| Educational Program Totals | \$93,000.00 | \$267,148.00 | \$291,348.20 | \$317,530.00 | \$357,295.90 |
| Technology Totals | \$210,000.00 | \$149,563.00 | \$149,563.00 | \$168,884.00 | \$169,193.00 |
| Capital Outlay Totals | \$780,000.00 | \$0.00 | \$0.00 | \$10,000.00 | \$10,000.00 |
| Board of Directors Totals | \$0.00 | \$70,600.00 | \$70,600.00 | \$72,370.00 | \$74,193.10 |
| Facilities Totals | \$15,025,000.00 | \$1,082,017.48 | \$1,088,911.96 | \$1,179,776.41 | \$1,186,856.41 |
| Transportation Totals | \$60,000.00 | \$293,583.00 | \$325,000.00 | \$344,150.00 | \$363,574.50 |
| Nutrition Totals | \$0.00 | \$75,880.00 | \$84,000.00 | \$112,476.00 | \$150,605.36 |
| Other | \$20,000.00 | \$500.00 | \$500.00 | \$10,500.00 | \$10,500.00 |
| EXPENSE TOTAL | 16,469,198.00 | \$3,687,033.20 | \$3,757,664.88 | \$4,508,723.42 | \$5,107,810.18 |
| OPERATING INCOME (LOSS) | - | \$0.00 | \$280,034.92 | \$525,960.43 | \$274,268.09 |
| PREVIOUS YEAR CARRYOVER | | - | \$0.00 | \$280,034.92 | \$805,995.35 |
| NET INCOME (LOSS) | - | \$0.00 | \$280,034.92 | \$805,995.35 | \$1,080,263.44 |

Appendix A2- Pre-opening Budget

Attachment A2: IPCSC-A2-Pre-Operational Budget

Idaho Agritech Academy

| 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 | - | | |
| Loans | 15,000,000.00 | See Appending A5 - Facility | |
| Grants | 1,469,198.00 | CSP Funding if Charter is approved and CSP grant is awarded. | |
| Other Revenue | - | | |
| REVENUE TOTAL | \$16,469,198.00 | | |
| Additional Notes or Details Regarding Revenues: | | | |
| Pre-Operational Expenditures | | | |
| Section 1: Staffing | | | |
| 1a: CERTIFIED STAFF | Budget | | Assumptions / Details / Sources |
| | FTE | Amount | |
| Classroom Teachers | | | |
| Elementary Teachers | | | |
| Secondary Teachers | | | |
| Specialty Teachers | | | |
| Classroom Teacher Subtotals | 0.0 | - | |
| Special Education | | | |
| SPED Director | | | |
| Special Education Teacher | | | |
| Special Education Subtotals | 0.0 | - | Anticipated % Special Education Students: 10% |
| Other Certified Staff | | | |
| School Administrator(s) | 1.00 | 135,000.00 | Sue Lux school Executive Director Salary |
| School Administrator(s) | 1.00 | 100,000.00 | CTE/Agriculture Director Salary |
| Other Certified Staff Subtotals | 2.0 | 235,000.00 | |
| CERTIFIED STAFF TOTAL | 2.0 | 235,000.00 | |

| 1b: CLASSIFIED STAFF | Budget | | Assumptions / Details / Sources |
|-------------------------------|------------|----------|---------------------------------|
| | 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 |
|-------------------------------------|----------|------------------|--|
| | Rate | Amount | |
| Retirement - Certified | 5.00% | 11,750.00 | Staff will not be PERSI eligible until July 1, 2027. Staff will participate in a |
| Retirement - Classified | 13.53% | - | Staff will not be PERSI eligible until July 1, 2027. |
| FICA/ Medicare | 7.85% | 18,448.00 | 6.2% FICA, 1.45% Medicare, .2% Work Comp |
| Group Insurance (Medical/Dental) | \$ 8,000 | 16,000.00 | FY2026-2027 Expected cost of Medical, Dental & Vision |
| Paid time off (provide assumptions) | 0.00% | | |
| BENEFITS TOTAL | | 46,198.00 | |

| | | |
|---|-------------------|--|
| CERTIFIED & CLASSIFIED STAFF TOTAL | 235,000.00 | |
| TOTAL STAFF & BENEFITS TOTAL | 281,198.00 | |

| Section 2: Educational Program | | | |
|---|--------|-----------------|--|
| 2a: OVERALL EDUCATION PROGRAM COSTS | Budget | | Assumptions / Details / Sources |
| | | | |
| Professional Development | | 7,000.00 | Travel to visit other CTE schools and conference fees for Agriculture-related conferences. |
| SPED Contract Services | | | |
| Membership Dues | | | |
| Other Contract Services (i.e. accounting, HR, management) | | | |
| Staff Recruiting Costs | | | |
| Office Supplies | | | |
| OVERALL EDUCATION PROGRAM TOTAL | | 7,000.00 | |

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

| 2c: SECONDARY PROGRAM | Budget | Assumptions / Details / Sources |
|---|------------------|---|
| Secondary Curriculum | 81,000.00 | Estimated 300 student population year 1, budgeting \$270 per pupil for all curricular materials and software. |
| Secondary Instructional Supplies & Consumables | | |
| Secondary Special Education Curricular Materials | 5,000.00 | Preliminary purchase of testing and specialized curriculum for special education program. |
| Secondary Contract Services (provide assumptions) | | |
| SECONDARY PROGRAM TOTAL | 86,000.00 | |
| EDUCATIONAL PROGRAM TOTAL | 93,000.00 | |
| Additional Notes or Details Regarding Educational Program Expenditures: | | |

| Section 3: Technology | | |
|---|-------------------|---|
| Line Item / Account | Budget | Assumptions / Details / Sources |
| Internet Access | | |
| Contracted Services | | |
| Technology Software & Licenses | 40,000.00 | PowerSchool, LMS, class software. |
| Computers for Staff Use | | |
| Computers for Student Use | 150,000.00 | 300 Chromebooks at \$500 per unit, inclusive of charging carts, headphones. |
| Accounting Software | | |
| Other Technology Hardware (i.e. document cameras, projectors, etc.) | 20,000.00 | 10 Promethean boards @ \$2000 each for each classroom. |
| TECHNOLOGY TOTAL | 210,000.00 | |
| Additional Notes or Details Regarding Technology Expenditures: | | |

| Section 4: Non-Facilities Capital Outlay | | |
|---|-------------------|--|
| Line Item / Account | Budget | Assumptions / Details / Sources |
| Furniture (school-wide) | 430,000.00 | Standard classroom set up: tables, chairs, storage, teacher desk, and additional furniture for special education room, conference room, front office and administrative rooms/spaces. Estimated \$8K x 20 classrooms, and \$20K x 9 CTE lab. |
| Kitchen Equipment (warming oven, salad bar, etc.) | 50,000.00 | Freezers, refrigerators, cafeteria tables. |
| Other Capital Outlay (i.e. library, kitchen small wares, maintenance equipment, etc.) | 300,000.00 | CTE Equipment, \$60,000 for each pathway. |
| CAPITAL OUTLAY TOTAL | 780,000.00 | |

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

| Section 5: Board of Directors | | |
|--|----------|---------------------------------|
| Line Item / Account | Budget | Assumptions / Details / Sources |
| Board Training | | |
| Legal | | |
| Insurance (property, liability, E & O, etc.) | | |
| 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 / Remodeling (if applicable) | 15,000,000.00 | See Appendix A5 - Facility. |
| Janitorial Supplies | 25,000.00 | Initial acquisition of all janitorial supplies needed to open. |
| Facilities Maintenance Contracts (i.e. snow removal; trash; lawn care, custodial, security, etc.) | | |
| Utilities (i.e. gas, electric, water, etc.) | | |
| Phone | | |
| Repairs and Maintenance | | |
| Safe & Drug Free School Exp | | |
| FACILITIES TOTAL | 15,025,000.00 | |

Additional Notes or Details Regarding Facilities Expenditures:

| Section 7: Transportation | | |
|--|--------------------|--|
| Line Item / Account | Budget | Assumptions / Details / Sources |
| Daily Transportation | | |
| Special Transportation (i.e. SPED, field trips, etc.) | 60,000.00 | Non-CDL (12 passenger) passenger van for externships, and field trips. |
| Other Transportation Costs (specify) | | (Note - school intends to contract for daily bus transportation). |
| TRANSPORTATION TOTAL | \$60,000.00 | |
| Additional Notes or Details Regarding Transportation Expenditures: | | |

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

| Section 9: Other Expenditures | | |
|-------------------------------------|------------------|---|
| Line Item / Account | Budget | Assumptions / Details / Sources |
| Misc Reserve for Unplanned Expenses | | |
| Advertising / Web Design | 20,000.00 | Web design, recruiting and other costs. |
| Bank Service Charges | | |
| OTHER TOTAL | 20,000.00 | |

Revised Advertising Budget:

| Section 9: Other Expenditures | | |
|--|------------------|---|
| Line Item / Account | Budget | Assumptions / Details / Sources |
| Misc Reserve for Unplanned Expenses | | |
| Advertising / Web Design | 10,000.00 | Web design, recruiting and other costs. |
| Bank Service Charges | | |
| OTHER TOTAL | 10,000.00 | |
| Additional Notes or Details Regarding Transportation Expenditures: | | |

Appendix A3- Three-Year Operating Budget and Break Even

| Idaho Public Charter School Commission Charter Petition: Operational Budgets | | | | | |
|---|--------------------------|-------------------------------|-----------------------|-----------------------|---|
| Operational Revenue | | | | | |
| Anticipated Enrollment for Each Scenario: | 271 | 300 | 400 | 400 | |
| Line Item / Account | Break-Even Year 1 Budget | Full Enrollment Year 1 Budget | Year 2 Budget | Year 3 Budget | Assumptions / Details / Sources |
| Cash on Hand | 50.00 | 50.00 | 280,035 | 805,995 | |
| Donations and Contributions | | | | | |
| Leases | | | | | |
| Grants | 404,098.20 | 404,098.20 | 260,937.50 | 265,766.25 | CSP Funding if Charter is approved and CSP grant is awarded. |
| Other Revenue | 6,000.00 | 6,000.00 | 81,000.00 | 107,500.00 | Student Fees in first year / Fees + CTE Added Cost Revenue in year 2 and 3. |
| Entitlement | 890,034.00 | 985,277.00 | 1,259,829.00 | 1,297,826.00 | See attached M&O revenue template, all state revenues were computed based on 2025-2026 funding spreadsheets (with assumed inflation increases) and budgeting documents provided by the Idaho State Department of Education. |
| Salary and Benefit Apportionment | 1,849,798.00 | 2,047,747.00 | 2,660,562.00 | 2,870,416.00 | Same as above. |
| Transportation Allowance | 206,638.00 | 228,750.00 | 235,613.00 | 242,681.00 | Calculated as 75% of cost based on IACS 80%, HCCS is 86%. |
| Food Reimbursements/Sales | 116,312.00 | 128,758.60 | 187,171.36 | 245,575.00 | Based on per-pupil revenue and participation percentage experience |
| Federal Funds | | | | | |
| Title I | | - | - | - | |
| Title II | | - | - | - | School will apply for Federal funds but does not believe the amounts will be material; if funds received, school will budget related expenses. |
| Title IV | | - | - | - | |
| IDEA Special Education | | - | - | - | |
| Medicaid Reimbursements | | - | - | - | |
| Special Distributions | | | | | |
| Charter School Facilities | 100,512.00 | 111,600.00 | 148,800.00 | 148,800.00 | |
| Content and Curriculum | 2,899.00 | 3,209.00 | 3,573.00 | 3,573.00 | |
| Continuous Improvement Plans and Training | 5,962.00 | 6,600.00 | 6,600.00 | 6,600.00 | |
| IT Staffing | | - | - | - | |
| Math and Science Requirement | 12,285.00 | 13,660.00 | 66,800.00 | 66,800.00 | |
| Professional Development | 16,414.00 | 18,170.00 | 21,060.00 | 22,794.00 | Computed based on Idaho State Department of Education guidance document, "Special Distributions". |
| Safe and Drug-Free Schools | 1,807.00 | 2,000.00 | 5,627.00 | 6,836.00 | |
| College & Career Advisors & Student Mentors | 16,802.00 | 18,600.00 | 24,800.00 | 24,800.00 | |
| Technology (i.e. infrastructure) | 56,987.00 | 63,063.00 | 72,084.00 | 72,084.00 | |
| Literacy Proficiency | | - | - | - | |
| Limited English Proficient (LEP) | 205.00 | 227.00 | 227.00 | 227.00 | |
| REVENUE TOTAL | \$3,687,893.20 | \$4,037,499.80 | \$5,034,683.86 | \$5,382,078.27 | |

| Operational Expenditures | | | | | | | | | | | |
|--|-------------------|-----------------------|--------------|-----------------------|-------------------------------|-----------------------|---------------|-----------------------|---------------|-----------------------|--|
| Section 1: Staffing | | | | | | | | | | | |
| 1a: CERTIFIED STAFF | Break-Even Budget | | Year 1 | | Full Enrollment Year 1 Budget | | Year 2 Budget | | Year 3 Budget | | Assumptions / Details / Sources |
| | FTE | Amount | FTE | Amount | FTE | Amount | FTE | Amount | FTE | Amount | |
| Classroom Teachers | | | | | | | | | | | |
| Elementary Teachers | | | | | | | | | | | |
| Secondary Teachers | 13.00 | 746,034.00 | 13.00 | 746,034.00 | 17.00 | 1,040,018.00 | 20.00 | 1,291,440.00 | 20.00 | 1,291,440.00 | School intends to pay salaries commensurate with the career ladder, plus additional compensation for additional summer hours for Ag-related competitions and other student support and activities. |
| Counselors | 1.00 | 74,079.00 | 1.00 | 74,079.00 | 1.00 | 74,991.00 | 1.00 | 79,504.00 | 1.00 | 79,504.00 | |
| Classroom Teacher Subtotals | 14.00 | 820,113.00 | 14.00 | 820,113.00 | 18.00 | 1,115,009.00 | 21.00 | 1,371,044.00 | 21.00 | 1,371,044.00 | |
| Special Education | | | | | | | | | | | |
| SPED Director | | | | | | | | | | | |
| Special Education Teacher | 1.00 | 80,000.00 | 1.00 | 80,000.00 | 2.00 | 140,854.00 | 2.00 | 147,172.00 | 2.00 | 147,172.00 | |
| Special Education Subtotals | 1.00 | 80,000.00 | 1.00 | 80,000.00 | 2.00 | 140,854.00 | 2.00 | 147,172.00 | 2.00 | 147,172.00 | Anticipated % Special Education Students: 10% |
| Other Certified Staff | | | | | | | | | | | |
| School Administrator(s) | 2.00 | 210,000.00 | 2.00 | 210,000.00 | 2.00 | 216,300.00 | 2.00 | 222,790.00 | 2.00 | 222,790.00 | See Lax school Executive Director Salary and CTE/Agriculture Director Salary |
| School Administrator(s) | 2.00 | 210,000.00 | 2.00 | 210,000.00 | 2.00 | 216,300.00 | 2.00 | 222,790.00 | 2.00 | 222,790.00 | |
| Other Certified Staff Subtotals | 2.00 | 210,000.00 | 2.00 | 210,000.00 | 2.00 | 216,300.00 | 2.00 | 222,790.00 | 2.00 | 222,790.00 | |
| CERTIFIED STAFF TOTAL | 17.00 | 1,110,113.00 | 17.00 | \$1,110,113.00 | 22.00 | \$1,472,163.00 | 25.00 | \$1,741,006.00 | 25.00 | \$1,741,006.00 | |
| | | | | | | | | | | | |
| 1b: CLASSIFIED STAFF | | | | | | | | | | | |
| Break-Even Budget Year 1 Full Enrollment Year 1 Budget Year 2 Budget Year 3 Budget Assumptions / Details / Sources | | | | | | | | | | | |
| Position | FTE | Amount | FTE | Amount | FTE | Amount | FTE | Amount | FTE | Amount | |
| Paraprofessionals- General | 0.69 | 28,500.00 | 0.69 | 28,500.00 | 0.69 | 29,355.00 | 2.06 | 88,972.00 | | | |
| Paraprofessionals- SPED | | | | | | | | | | | |
| Paraprofessionals- Title | | | | | | | | | | | |
| Admin / Front Office Staff | 1.54 | 80,000.00 | 1.54 | 80,000.00 | 1.54 | 82,400.00 | 1.54 | 84,872.00 | | | |
| Bus Drivers | | | | | | | | | | | |
| Food Service Staff | 0.69 | 28,500.00 | 0.69 | 28,500.00 | 1.09 | 44,355.00 | 1.38 | 60,472.00 | | | |
| Janitorial/Maintenance Staff | | | | | | | | | | | |
| CLASSIFIED STAFF TOTAL | 2.91 | 137,000.00 | 2.91 | 137,000.00 | 3.31 | 156,110.00 | 4.57 | 234,316.00 | | | |
| | | | | | | | | | | | |
| 1c: BENEFITS | | | | | | | | | | | |
| Break-Even Budget Year 1 Full Enrollment Year 1 Budget Year 2 Budget Year 3 Budget Assumptions / Details / Sources | | | | | | | | | | | |
| Type | Rate | Amount | Rate | Amount | Rate | Amount | Rate | Amount | Rate | Amount | |
| Retirement - Certified | 15.82% | 175,619.88 | 15.82% | 175,619.88 | 15.82% | 230,997.79 | 15.82% | 275,427.15 | 15.82% | 275,427.15 | Rate effective 7/1/2025 per PERC guidance for School Employees |
| Retirement - Classified | 14.31% | 19,604.70 | 14.31% | 19,604.70 | 14.31% | 22,339.14 | 14.31% | 33,530.62 | 14.31% | 33,530.62 | Rate effective 7/1/2025 per PERC guidance for "General Members" (Classified Staff, except Resource Officers) |
| FICA/Medicare | 7.85% | 95,404.14 | 7.85% | 95,404.14 | 7.85% | 123,644.88 | 7.85% | 151,112.13 | 7.85% | 151,112.13 | 6.2% FICA, 1.45% Medicare, .2% Work Comp |
| Group Insurance (Medical/Dental) | 5.10,00% | 210,000.00 | 5.10,00% | 210,000.00 | 5.10,00% | 287,782.00 | 5.10,00% | 350,200.00 | 5.10,00% | 350,200.00 | Based on recent costs at other charter schools. |
| Paid time off (provide assumptions) | 0.00% | - | 0.00% | - | 0.00% | - | 0.00% | - | 0.00% | - | Suspended for multiple years by PERC! |
| BENEFITS TOTAL | | 500,628.72 | | 500,628.72 | | 644,764.01 | | 810,269.90 | | 810,269.90 | |
| CERTIFIED & CLASSIFIED STAFF TOTAL | 20 | \$1,247,113.00 | 20 | \$1,247,113.00 | 25 | \$1,628,273.00 | 30 | \$1,975,322.00 | | | |
| TOTAL STAFF & BENEFITS TOTAL | | \$1,747,741.72 | | \$1,747,741.72 | | \$2,293,037.01 | | \$2,785,591.90 | | | |

| Section 2: Educational Program | | | | | | | | | | | |
|--|-------------------|-------------------|--------|-------------------|-------------------------------|-------------------|---------------|-------------------|---------------|-------------------|---|
| 2a: OVERALL EDUCATION PROGRAM COSTS | Break-Even Budget | | Year 1 | | Full Enrollment Year 1 Budget | | Year 2 Budget | | Year 3 Budget | | Assumptions / Details / Sources |
| | Rate | Amount | Rate | Amount | Rate | Amount | Rate | Amount | Rate | Amount | |
| Professional Development Staff | | | | | | | | | | | |
| SPED Contract Services | | 72,267.00 | | 80,000.00 | | 80,000.00 | | 82,400.00 | | 84,872.00 | |
| Authorizer Fee | | 6,775.00 | | 7,500.00 | | 10,000.00 | | 10,000.00 | | 10,000.00 | Authorizer Fee @ \$25 per student, up to \$10K. |
| Other Contract Services (i.e. accounting, HR, management) | | | | | | | | | | | Back office sp-services provided by Bluum. |
| Staff Recruiting Costs | | | | | | | | | | | |
| Office Supplies | | 20,000.00 | | 20,000.00 | | 20,000.00 | | 20,000.00 | | 20,000.00 | Physical Supplies (e.g. ink, paper, etc.) |
| OVERALL EDUCATION PROGRAM TOTAL | | 99,042.00 | | 107,500.00 | | 107,500.00 | | 112,400.00 | | 114,872.00 | |
| | | | | | | | | | | | |
| 2b: ELEMENTARY PROGRAM | | | | | | | | | | | |
| Break-Even Budget Year 1 Full Enrollment Year 1 Budget Year 2 Budget Year 3 Budget Assumptions / Details / Sources | | | | | | | | | | | |
| Elementary Curriculum | | | | | | | | | | | No elementary program. |
| Elementary Instructional Supplies & Consumables | | | | | | | | | | | |
| Elementary Special Education Curricular Materials | | | | | | | | | | | |
| Elementary Contract Services (provide assumptions) | | | | | | | | | | | |
| ELEMENTARY PROGRAM TOTAL | | | | | | | | | | | |
| | | | | | | | | | | | |
| 2c: SECONDARY PROGRAM | | | | | | | | | | | |
| Break-Even Budget Year 1 Full Enrollment Year 1 Budget Year 2 Budget Year 3 Budget Assumptions / Details / Sources | | | | | | | | | | | |
| Secondary Curriculum | | 79,356.00 | | 87,848.20 | | 87,848.20 | | 92,000.00 | | 97,600.00 | Includes additional curriculum for CTE tracks. |
| Secondary Instructional Supplies & Consumables | | 67,750.00 | | 75,000.00 | | 75,000.00 | | 78,000.00 | | 81,458.50 | Annual curriculum purchases. |
| Secondary Special Education Curricular Materials | | 6,000.00 | | 6,000.00 | | 6,000.00 | | 6,180.00 | | 6,365.40 | SPED testing and curriculum supplies. |
| Secondary Contract Services (provide assumptions) | | 15,000.00 | | 15,000.00 | | 15,000.00 | | 15,000.00 | | 15,000.00 | |
| SECONDARY PROGRAM TOTAL | | 168,106.00 | | 183,848.20 | | 183,848.20 | | 195,180.00 | | 200,423.90 | |
| EDUCATIONAL PROGRAM TOTAL | | 267,148.00 | | 291,348.20 | | 291,348.20 | | 307,580.00 | | 315,295.90 | |
| Additional Notes or Details Regarding Educational Program Expenditures: | | | | | | | | | | | |

| Section 3: Technology | | | | | | |
|---|-------------------|--------|-------------------------------|-------------------|-------------------|--|
| Line Item / Account | Break-Even Budget | Year 1 | Full Enrollment Year 1 Budget | Year 2 Budget | Year 3 Budget | Assumptions / Details / Sources |
| Internet Access | 15,000.00 | | 15,000.00 | 15,000.00 | 15,000.00 | |
| Contracted Services | 60,000.00 | | 60,000.00 | 60,000.00 | 60,000.00 | Copier lease, and Admin Purchased Services |
| Technology Software & Licenses | 64,563.00 | | 64,563.00 | 73,584.00 | 73,584.00 | PowerSchool, LMS, and other software. |
| Computers for Staff Use | | | - | 10,000.00 | 10,000.00 | |
| Computers for Student Use | | | - | - | - | |
| Accounting Software | 10,000.00 | | 10,000.00 | 10,300.00 | 10,609.00 | 2M Subscription |
| Other Technology Hardware (i.e. document cameras, projectors, etc.) | | | - | - | - | |
| TECHNOLOGY TOTAL | 149,563.00 | | 149,563.00 | 168,884.00 | 169,193.00 | |

Additional Notes or Details Regarding Educational Program Expenditures:

| Section 4: Non-Facilities Capital Outlay | | | | | | |
|---|-------------------|--------|-------------------------------|------------------|------------------|--|
| Line Item / Account | Break-Even Budget | Year 1 | Full Enrollment Year 1 Budget | Year 2 Budget | Year 3 Budget | Assumptions / Details / Sources |
| Furniture (school-wide) | | | - | 10,000.00 | 10,000.00 | |
| Kitchen Equipment (warming oven, salad bar, etc.) | | | - | - | - | |
| Other Capital Outlay (i.e. library, kitchen small wares, maintenance equipment, etc.) | | | - | - | - | To be incorporated into facility build and financing budget. |
| CAPITAL OUTLAY TOTAL | - | | - | 10,000.00 | 10,000.00 | |

Additional Notes or Details Regarding Educational Program Expenditures:

| Section 5: Board of Directors | | | | | | |
|--|-------------------|--------|-------------------------------|------------------|------------------|---|
| Line Item / Account | Break-Even Budget | Year 1 | Full Enrollment Year 1 Budget | Year 2 Budget | Year 3 Budget | Assumptions / Details / Sources |
| Board Training | 6,600.00 | | 6,600.00 | 6,600.00 | 6,600.00 | Available free of cost through State Reimburse |
| Legal | 5,000.00 | | 5,000.00 | 5,000.00 | 5,000.00 | |
| Insurance (property, liability, E & O, etc.) | 35,000.00 | | 35,000.00 | 36,050.00 | 37,131.50 | Estimate based on other charter school costs this year. |
| Worker's Compensation Insurance | 15,000.00 | | 15,000.00 | 15,450.00 | 15,913.50 | Estimate based on other charter school costs this year. |
| Audit | 9,000.00 | | 9,000.00 | 9,270.00 | 9,548.10 | Quote from Quest CPAs. |
| BOARD OF DIRECTORS TOTALS | 70,600.00 | | 70,600.00 | 72,370.00 | 74,193.10 | |

Additional Notes or Details Regarding Educational Program Expenditures:

| Section 6: Facilities Details | | | | | | |
|---|---------------------|--------|-------------------------------|---------------------|---------------------|--|
| Line Item / Account | Break-Even Budget | Year 1 | Full Enrollment Year 1 Budget | Year 2 Budget | Year 3 Budget | Assumptions / Details / Sources |
| Mortgage or Lease | 896,911.96 | | 896,911.96 | 978,449.41 | 978,449.41 | See Appendix A5 - Facility |
| Construction / Remodeling (if applicable) | - | | - | - | - | |
| Janitorial Supplies | - | | - | - | - | |
| Facilities Maintenance Contracts (i.e. snow removal, trash, lawn care, custodial, security, etc.) | 40,000.00 | | 40,000.00 | 41,200.00 | 42,436.00 | |
| Utilities (i.e. gas, electric, water, etc.) | 50,000.00 | | 50,000.00 | 51,500.00 | 53,045.00 | |
| Phone | - | | - | - | - | |
| Repairs and Maintenance | 93,106.52 | | 100,000.00 | 103,000.00 | 106,090.00 | Estimated amount to reserve or spend annually. |
| Safe & Drug Free School Exp | 2,000.00 | | 2,000.00 | 5,627.00 | 6,836.00 | Equals budgeted revenue. |
| Other Facilities Related Costs (specify) | - | | - | - | - | |
| Grounds Maintenance | - | | - | - | - | |
| Grounds Maintenance - Other Supplies | - | | - | - | - | |
| FACILITIES TOTAL | 1,082,017.48 | | 1,088,911.96 | 1,179,776.41 | 1,186,856.41 | |

Additional Notes or Details Regarding Educational Program Expenditures:

| Section 7: Transportation | | | | | | |
|---|-------------------|---------------------|-------------------------------|---------------------|---------------------|-------------------------------------|
| Line Item / Account | Break-Even Budget | Year 1 Budget | Full Enrollment Year 1 Budget | Year 2 Budget | Year 3 Budget | Assumptions / Details / Sources |
| Daily Transportation | | 271,000.00 | 300,000.00 | 309,000.00 | 318,270.00 | Contracted Services |
| Special Transportation (i.e. SPED, field trips, etc.) | | 22,583.00 | 25,000.00 | 35,150.00 | 45,304.50 | Field Trips, including CTE specific |
| Other Transportation Costs (Special) | | | | | | |
| TRANSPORTATION TOTAL | | \$293,583.00 | \$325,000.00 | \$344,150.00 | \$363,574.50 | |

| Section 8: Nutrition Program | | | | | | |
|------------------------------|-------------------|------------------|-------------------------------|-------------------|-------------------|---|
| Line Item / Account | Break-Even Budget | Year 1 Budget | Full Enrollment Year 1 Budget | Year 2 Budget | Year 3 Budget | Assumptions / Details / Sources |
| Food Costs | | 75,880.00 | 84,000.00 | 112,476.00 | 150,605.36 | Food costs are estimated as 65% of revenues, which is similar to costs at MOSAICS public charter school, used as a comparative. |
| Non-Food Costs | | | | | | |
| NUTRITION TOTAL | | 75,880.00 | 84,000.00 | 112,476.00 | 150,605.36 | |

| Section 9: Other Expenditures | | | | | | |
|-------------------------------------|-------------------|---------------|-------------------------------|------------------|------------------|---------------------------------|
| Line Item / Account | Break-Even Budget | Year 1 Budget | Full Enrollment Year 1 Budget | Year 2 Budget | Year 3 Budget | Assumptions / Details / Sources |
| Misc Reserve for Unplanned Expenses | | | | | | |
| Advertising / Web Design | | | | 10,000.00 | 10,000.00 | |
| Bank Service Charges | | 500.00 | 500.00 | 500.00 | 500.00 | |
| OTHER TOTAL | | 500.00 | 500.00 | 10,500.00 | 10,500.00 | |

Revised Advertising Budget:

| Section 9: Other Expenditures | | | | | |
|-------------------------------------|-------------------|---------------|-------------------------------|------------------|------------------|
| Line Item / Account | Break-Even Budget | Year 1 Budget | Full Enrollment Year 1 Budget | Year 2 Budget | Year 3 Budget |
| Misc Reserve for Unplanned Expenses | | | | | |
| Advertising / Web Design | | | | 10,000.00 | 10,000.00 |
| Bank Service Charges | | 500.00 | 500.00 | 500.00 | 500.00 |
| OTHER TOTAL | | 500.00 | 10,500.00 | 10,500.00 | 10,500.00 |

Appendix A4- Cash Flow Projections for Year 1

| Idaho Public Charter School Commission Cash Flow Operational Year 1 | July 15 Fiscalization Period, July/August Contract Extension | | | | | | | | | | | | | | |
|--|---|---------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| | Year 1 Budget | AUG | SEPT | OCT | NOV | DEC | JAN | FEB | MAR | APR | MAY | JUNE | Total | REV | ASSET |
| Bank/Investment Earnings | | | | | | | | | | | | | | | |
| Revenue | | | | | | | | | | | | | | | |
| Donations and Contributions | | | | | | | | | | | | | | 50.00 | 50.00 |
| Grants | 403,000.00 | \$403,000.00 | | | | | | | | | | | | 50.00 | 50.00 |
| Interest | | | | | | | | | | | | | | 50.00 | 50.00 |
| State and Federal Appropriations | 1,047,719.70 | \$452,438.92 | \$297,054.40 | \$297,054.40 | \$489,149.40 | \$489,149.40 | \$177,149.84 | \$188,194.40 | \$45,750.00 | \$45,750.00 | \$78,822.00 | \$0.00 | \$2,042,884.92 | \$39,412.00 | \$39,412.00 |
| Transportation Allowance | 338,500.00 | \$114,171.00 | | | | | | | | | | | | \$18,300.00 | \$18,300.00 |
| Food Reimbursements/State | 328,750.00 | | \$14,906.51 | \$14,906.51 | \$14,906.51 | \$14,906.51 | \$14,906.51 | \$14,906.51 | \$14,906.51 | \$14,906.51 | \$14,906.51 | \$14,906.51 | \$128,738.01 | \$128,738.01 | \$128,738.01 |
| Student Funds | 237,000.00 | | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 |
| Interest Earnings | | | | | | | \$64,916.40 | | | | | | \$17,000.00 | \$17,000.00 | \$17,000.00 |
| Total Revenue | \$2,037,969.70 | \$469,599.92 | \$143,907.00 | \$143,907.00 | \$143,907.00 | \$143,907.00 | \$143,907.00 | \$143,907.00 | \$143,907.00 | \$143,907.00 | \$143,907.00 | \$143,907.00 | \$1,807,238.94 | \$1,807,238.94 | \$1,807,238.94 |
| Expenses | | | | | | | | | | | | | | | |
| Salaries and Benefits | \$,747,701.11 | \$0.00 | \$145,445.14 | \$145,445.14 | \$145,445.14 | \$145,445.14 | \$145,445.14 | \$145,445.14 | \$145,445.14 | \$145,445.14 | \$145,445.14 | \$145,445.14 | \$1,454,445.14 | \$145,445.14 | \$145,445.14 |
| Education Program | 293,148.23 | \$0.00 | \$28,134.82 | \$28,134.82 | \$28,134.82 | \$28,134.82 | \$28,134.82 | \$28,134.82 | \$28,134.82 | \$28,134.82 | \$28,134.82 | \$28,134.82 | \$281,348.23 | \$28,134.82 | \$28,134.82 |
| Technology/IT | \$49,963.00 | \$0.00 | \$14,956.30 | \$14,956.30 | \$14,956.30 | \$14,956.30 | \$14,956.30 | \$14,956.30 | \$14,956.30 | \$14,956.30 | \$14,956.30 | \$14,956.30 | \$149,963.00 | \$14,956.30 | \$14,956.30 |
| Capital Outlay/Transp | \$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 | \$0.00 | \$0.00 |
| Board of Directors | 70,800.00 | \$0.00 | \$7,080.00 | \$7,080.00 | \$7,080.00 | \$7,080.00 | \$7,080.00 | \$7,080.00 | \$7,080.00 | \$7,080.00 | \$7,080.00 | \$7,080.00 | \$70,800.00 | \$7,080.00 | \$7,080.00 |
| Facilities | \$,048,931.26 | \$26,742.46 | \$26,742.46 | \$26,742.46 | \$26,742.46 | \$26,742.46 | \$26,742.46 | \$26,742.46 | \$26,742.46 | \$26,742.46 | \$26,742.46 | \$26,742.46 | \$1,075,673.72 | \$26,742.46 | \$26,742.46 |
| Transportation | \$325,000.00 | \$0.00 | \$32,500.00 | \$32,500.00 | \$32,500.00 | \$32,500.00 | \$32,500.00 | \$32,500.00 | \$32,500.00 | \$32,500.00 | \$32,500.00 | \$32,500.00 | \$325,000.00 | \$32,500.00 | \$32,500.00 |
| Utilities | \$4,000.00 | \$0.00 | \$4,000.00 | \$4,000.00 | \$4,000.00 | \$4,000.00 | \$4,000.00 | \$4,000.00 | \$4,000.00 | \$4,000.00 | \$4,000.00 | \$4,000.00 | \$4,000.00 | \$4,000.00 | \$4,000.00 |
| Other | \$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 | \$0.00 | \$0.00 |
| Total Expenditures | \$1,717,685.61 | \$26,742.46 | \$26,742.46 | \$26,742.46 | \$26,742.46 | \$26,742.46 | \$26,742.46 | \$26,742.46 | \$26,742.46 | \$26,742.46 | \$26,742.46 | \$26,742.46 | \$1,744,328.14 | \$26,742.46 | \$26,742.46 |
| Cash Flow | | | | | | | | | | | | | | | |
| Operational Cash Flow | \$28,384.09 | \$1,462,857.46 | \$117,164.54 | \$117,164.54 | \$117,164.54 | \$117,164.54 | \$117,164.54 | \$117,164.54 | \$117,164.54 | \$117,164.54 | \$117,164.54 | \$117,164.54 | \$1,480,896.24 | \$117,164.54 | \$117,164.54 |
| Cash on Hand | \$0.00 | \$119,200.14 | \$1,859,489.87 | \$1,978,690.91 | \$2,125,855.41 | \$2,293,020.91 | \$2,480,185.41 | \$2,687,350.91 | \$2,914,515.41 | \$3,161,680.91 | \$3,428,845.41 | \$3,716,010.91 | \$4,023,175.41 | \$4,350,340.91 | \$4,707,505.41 |
| Cash End of Period | \$0.00 | \$119,200.14 | \$1,859,489.87 | \$1,978,690.91 | \$2,125,855.41 | \$2,293,020.91 | \$2,480,185.41 | \$2,687,350.91 | \$2,914,515.41 | \$3,161,680.91 | \$3,428,845.41 | \$3,716,010.91 | \$4,023,175.41 | \$4,350,340.91 | \$4,707,505.41 |

**2026-2027 BUDGET WORKSHEETS
ESTIMATING M & O STATE SUPPORT REVENUE**

District/Charter Name: **Idaho AgriTech Academy** District/Charter Number: **TBD**

1. Best 28 Weeks Support Units **20.67**

2. State Distribution Factor - Per Unit - 2026-2027 **\$ 47,667 ***

3. Discretionary (line 1 x line 2) **\$ 985,277**

4. Salary Apportionment: Midterm Support Units **20.67**
(From SBA Template)

| Administrative Index | Average Instructional Salary | Average Pupil Services Salary | Total SBA plus Allowances from SBA Template | Rev Code |
|----------------------|------------------------------|-------------------------------|---|----------|
| 1.86580 | \$55,541.00 | \$74,079.00 | \$1,748,735 | |

5. Estimated Base Support (line 3 + line 4) **\$2,734,012** 431100

6. Benefit Apportionment **\$299,012** 431800

7. Border Contracts **\$0** 431500

8. Exceptional Child Support (not common) **\$0** 431400

9. Tuition Equivalency **\$0** 431600

10. Transportation Allowance **\$ 228,750.00** 431200

11. Prior Year Adjustments (not common)

12. Total Estimated State Support (lines 5+6+7+8+9+10+11) **\$3,261,773**

Revenue in Lieu of Taxes:
(N/A for Charter Schools)

13. Agricultural Equipment Tax Replacement Money

14. Personal Property Tax Replacement Money

15. Other Tax Replacement Money

16. Total Revenue in Lieu of Taxes **\$0** 438000

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* Of this amount, \$20,150 per support unit is to be used to offset the cost of health, vision, and dental benefits or insurance offered to school employees and \$23,472 per support unit is to be used as discretionary (HB763, 2024 Legislative Session).

**2027-2028 BUDGET WORKSHEETS
ESTIMATING M & O STATE SUPPORT REVENUE**

District/Charter Name: **Idaho AgriTech Academy** District/Charter Number: **TBD**

- 1. Best 28 Weeks Support Units 25.66
- 2. State Distribution Factor - Per Unit - 2027-2028 \$ 49,097 *
- 3. Discretionary (line 1 x line 2) \$ 1,259,829

4. Salary Apportionment: Midterm Support Units 25.66
(From SBA Template)

| Administrative Index | Average Instructional Salary | Average Pupil Services Salary | Total SBA plus Allowances from SBA Template | Rev Code |
|----------------------|------------------------------|-------------------------------|---|----------|
| 1.61380 | \$58,354.00 | \$78,491.00 | \$2,276,122 | |

- 5. Estimated Base Support (line 3 + line 4) \$3,535,961 431100
- 6. Benefit Apportionment \$384,440 431800
- 7. Border Contracts \$0 431500
- 8. Exceptional Child Support (not common) \$0 431400
- 9. Tuition Equivalency \$0 431600
- 10. Transportation Allowance \$ 235,613.00 431200
- 11. Prior Year Adjustments (not common)
- 12. Total Estimated State Support (lines 5+6+7+8+9+10+11) \$4,156,005

Revenue in Lieu of Taxes:
(N/A for Charter Schools)

- 13. Agricultural Equipment Tax Replacement Money
- 14. Personal Property Tax Replacement Money
- 15. Other Tax Replacement Money
- 16. Total Revenue in Lieu of Taxes \$0 438000

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* Of this amount, \$20,150 per support unit is to be used to offset the cost of health, vision, and dental benefits or insurance offered to school employees and \$23,472 per support unit is to be used as discretionary (HB763, 2024 Legislative Session).

**2028-2029 BUDGET WORKSHEETS
ESTIMATING M & O STATE SUPPORT REVENUE**

District/Charter Name: **Idaho AgriTech Academy** District/Charter Number: **TBD**

- 1. Best 28 Weeks Support Units **25.66**
- 2. State Distribution Factor - Per Unit - 2028-2029 **\$ 50,570** *
- 3. Discretionary (line 1 x line 2) **\$ 1,297,626**

4. Salary Apportionment: Midterm Support Units **25.66**
(From SBA Template)

| Administrative Index | Average Instructional Salary | Average Pupil Services Salary | Total SBA plus Allowances from SBA Template | Rev Code |
|----------------------|------------------------------|-------------------------------|---|----------|
| 1.61380 | \$62,172.00 | \$83,104.00 | \$2,403,143 | |

- 5. Estimated Base Support (line 3 + line 4) **\$3,700,769** 431100
- 6. Benefit Apportionment **\$467,273** 431800
- 7. Border Contracts **\$0** 431500
- 8. Exceptional Child Support (not common) **\$0** 431400
- 9. Tuition Equivalency **\$0** 431600
- 10. Transportation Allowance **\$ 242,681.00** 431200
- 11. Prior Year Adjustments (not common)
- 12. Total Estimated State Support (lines 5+6+7+8+9+10+11) **\$4,410,723**

Revenue in Lieu of Taxes:
(N/A for Charter Schools)

- 13. Agricultural Equipment Tax Replacement Money
- 14. Personal Property Tax Replacement Money
- 15. Other Tax Replacement Money
- 16. Total Revenue in Lieu of Taxes **\$0** 438000

RETURN THIS PAGE TO PUBLIC SCHOOL FINANCE, IDAHO DEPARTMENT OF EDUCATION

* Of this amount, \$20,150 per support unit is to be used to offset the cost of health, vision, and dental benefits or insurance offered to school employees and \$23,472 per support unit is to be used as discretionary (HB763, 2024 Legislative Session).

Guideline II.3 – Financial Management and Monitoring Plan

• The pre-opening budget (page 95) shows 1.00 FTE for both the Executive Director and CTE/Agriculture Director positions, respectively. Please clarify where the funding for these positions is derived (e.g., Bluum Fellowship, etc.).

The pre-opening budget reflects 1.00 FTE for both the Executive Director and the CTE/Agriculture Director to accurately represent the scope of work required during the planning year (Year 0).

Funding for these positions during the pre-opening phase will be derived from external grant sources and fellowship support rather than public per-pupil revenue.

Specifically:

- The Executive Director will serve as a Bluum Fellow during the pre-opening year. Compensation and planning support are funded through the Bluum New School Fellowship program and associated startup grants.
- The CTE/Agriculture Director will also serve as a Bluum Fellow during the planning year, with salary support funded through startup grant allocations and fellowship resources designated for Year 0 leadership development and school design.

Upon school opening, both positions will transition to being funded through the school's operational budget supported by state per-pupil funding, consistent with projected enrollment and the approved staffing model.

This structure ensures that Idaho AgriTech Academy enters its opening year with a fully developed academic program, established industry partnerships, and operational readiness, without placing financial strain on Year 1 operating revenues.

• The pre-operational budget (page 94) shows an expected \$15,000,000 in loans. The facility option template (page 109) shows a CDFI loan of \$3,500,000 from Building Hope; a \$2,500,000 loan from the State Revolving Loan Fund; and a Application Evaluation Report 4 a 9,000,000 Senior loan. Please provide documentation of the expected loans (e.g., term sheet, interest letter, etc.).

Idaho AgriTech Academy is currently in the planning and pre-authorization phase. At this stage, it is common practice within the charter sector that lending institutions and financing partners do not issue formal term sheets, binding commitments, or finalized loan documents prior to charter authorization and verified enrollment projections.

The loan amounts reflected in the pre-operational budget and facility option template represent modeled financing scenarios based on past experience and preliminary conversations with charter-aligned lenders and facilities partners. These figures are included to demonstrate financial feasibility and to ensure conservative planning; however, they are not final commitments.

Specifically:

- The referenced CDFI financing (e.g., Building Hope), State Revolving Loan Fund participation, and senior loan structures reflect potential layered financing approaches typical for charter facility projects of this size.
- Final loan structures, amounts, and terms will be contingent upon charter authorization, confirmed enrollment, finalized facility selection, appraisal, and due diligence.

The school understands that responsible financing requires careful underwriting and will not execute debt agreements until authorization is secured and revenue projections are validated.

It is also important to note that facility discussions remain active, and additional options are emerging. Most notably, the school is engaged in preliminary discussions with the College of Idaho regarding a potential lease arrangement for the College's former library building. This

option may provide a more cost-effective and strategically aligned solution, reducing overall borrowing needs compared to the currently modeled scenario.

As planning progresses, Idaho AgriTech Academy will:

- Secure formal letters of interest or term sheets following authorization.
- Finalize financing structures only after confirming the selected facility.
- Ensure total debt service remains within board-approved sustainability thresholds.
- Adjust capital plans if financing terms are less favorable than anticipated.

The financial projections presented are intentionally conservative and represent a maximum modeled scenario rather than a finalized commitment. The Board remains committed to prudent financial stewardship and will proceed only with financing structures that ensure long-term sustainability.

• The application does not provide an advertising budget for Year One, which may affect enrollment for Year Two of operations. Please reconcile

The absence of a clearly delineated advertising budget in Year One was an oversight resulting from the way the pre-opening budget was structured. A substantial marketing and outreach allocation was included in the pre-opening year with the intention that a portion of those funds would carry forward into Year One to support continued enrollment growth into Year Two. However, that carryover was not explicitly reflected in the Year One budget line items.

The budget has now been revised to properly allocate marketing and advertising expenses within Year One operations, ensuring clarity and transparency. The updated budget includes a

defined Year One advertising allocation to support sustained enrollment efforts, including digital marketing, community outreach, and recruitment initiatives.

This adjustment does not impact the overall financial viability of the school but improves the accuracy and presentation of projected expenses across fiscal years.

• The budget provided in the application (page 100) presents a break-even enrollment that represents a narrow margin relative to full enrollment in Year 1. Please clarify the school's plan to address enrollment risk during the first year of operations.

Idaho AgriTech Academy recognizes that Year 1 enrollment is a critical variable in financial sustainability. While the projected break-even enrollment reflects a narrow margin relative to full enrollment capacity, the school has developed a proactive risk mitigation plan to address potential enrollment fluctuations during the first year of operations.

1. Conservative Staffing Model

Year 1 staffing is intentionally designed to be scalable. Teaching positions and support staff will be aligned to confirmed enrollment numbers prior to the start of the school year. Course sections and staffing allocations will be adjusted to maintain appropriate student-teacher ratios while protecting financial stability.

2. Phased Program Implementation

Certain program components, equipment purchases, and non-essential expenditures can be phased or delayed if enrollment comes in below projections. Capital-intensive CTE purchases are prioritized but sequenced to ensure expenditures align with confirmed revenue.

3. Pre-Opening Enrollment Strategy

The school is implementing a comprehensive enrollment plan that includes:

- Early and sustained community outreach
- Industry and partner advocacy
- Interest list cultivation and regular communication
- Targeted recruitment in aligned feeder communities
- Public information sessions and industry-supported events

Enrollment targets will be monitored monthly during the pre-opening year, allowing leadership to adjust staffing and expenditures well before the start of operations.

4. Grant and Startup Support

Pre-opening leadership salaries are funded through fellowship and startup grant sources, reducing operational burden in Year 1. Additional startup reserves and grant funding provide a financial cushion to support responsible program launch.

5. Reserve and Cash Flow Planning

The school's financial model includes contingency planning and conservative revenue assumptions. Leadership will maintain close oversight of monthly cash flow and make timely adjustments as needed to ensure fiscal health.

Idaho AgriTech Academy's leadership team understands the importance of conservative fiscal management during the first year of operations. The school is committed to aligning staffing, programming, and expenditures with actual enrollment to ensure both educational quality and financial sustainability.

• The application presents enrollment projections that assume the addition of grade 12 in Year 2 and sustained enrollment of 100 students per grade. Please clarify how the

school intends to monitor enrollment trends and respond if grade-level enrollment differs from expectations.

Idaho AgriTech Academy's enrollment projections assume the addition of grade 12 in Year 2 and a steady-state target of approximately 100 students per grade level. The school recognizes that grade-level enrollment may vary during the early years of implementation and has established a monitoring and response framework to manage this risk responsibly.

1. Ongoing Enrollment Monitoring

Enrollment trends will be monitored continuously during the pre-opening year and throughout each school year. Leadership will track:

- Applications by grade level
- Confirmed enrollments and attrition rates
- Waitlists and transfer patterns
- Monthly enrollment counts compared to projections

This data will be reviewed regularly by the Executive Director and Board to inform staffing and program decisions.

2. Flexible Staffing Model

Staffing allocations will be aligned to actual grade-level enrollment rather than projected maximums. Course sections will be adjusted based on confirmed student numbers, and staffing will scale proportionally to maintain appropriate student-teacher ratios while protecting financial sustainability.

If a grade level enrolls below projections:

- Sections may be consolidated.
- Elective offerings may be phased.
- Shared staffing across grade levels may be utilized.

If enrollment exceeds projections:

- Additional sections may be added as budget allows.
- Temporary or part-time staffing adjustments may be implemented.

3. Financial Contingency Planning

The school's financial model allows for adjustments to non-essential expenditures and phased program investments if enrollment varies from projections. Leadership will maintain conservative budget oversight to ensure operational stability regardless of minor fluctuations.

Idaho AgriTech Academy is committed to data-driven decision-making and responsible growth. Enrollment projections reflect intended capacity, but implementation will be responsive to actual enrollment patterns to ensure both academic quality and fiscal sustainability.

Appendix A5- Facility Options

Attachment A5: Facility Options

Submitted: 1/6/2026

Idaho AgriTech Academy

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

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

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

Alan Reed, Chairman
Rachel Burk, Director

UPDATED 7/25/18

| New Charter Petition Facility Option 1 | | | | | | |
|---|--|--|---------------|---------------------------|------------------|---------------------------------|
| Location Address | 16989 Madison Rd Nampa, ID | | | | | |
| Facility Information | Anticipate Move-In Date | Fall 2026 | Facility Type | Existing Building Remodel | Facility Status | Possible (research in progress) |
| Budget Location | This option is reflected in expenditures | | | | Year 1-3 Budgets | |
| Vendor / Developer / Contractor Information (if applicable) | Company Name: | Colliers | | | | |
| | Physical Address of Home Office: | 755 W. Front St. Suite 300 Boise ID 83702 | | | | |
| | Website Address: | Industrial For Lease – 16989 Madison Rd, Nampa, ID 83687, USA United States Colliers | | | | |
| | Company Contact: | Devin Ogden | | | | |
| | Company Contact Phone Number: | 208-472-1668 | | | | |

The identified property is currently listed as available for lease; however, communication with the property owner indicates a willingness to consider a purchase agreement with the school. The existing building is in good condition and would be remodeled to meet the school's specific programmatic needs, including the addition of a kitchen and the construction of interior walls to create shop and lab spaces. Much of the existing structure is functional and could be utilized immediately upon occupancy.

The site also includes approximately 10 acres of adjoining land available for purchase, providing significant opportunity for future expansion. This acreage would allow for the development of greenhouse facilities, crop demonstration areas, and a small barn, supporting the school's agricultural education and CTE programming as enrollment grows.

Strategically located just three miles from the College of Western Idaho (CWI) along the same major thoroughfare, the site offers excellent accessibility for students and staff. Its proximity to CWI enables convenient shuttle or dual-enrollment transportation between campuses, further strengthening planned post-secondary partnerships and shared learning opportunities.

| Facility Option 1 - Details | | | |
|---|--|---|--|
| Please describe the costs involved with this option and the structure of any arrangements the school has made (or intends to make) in order to secure and sustain this facility option. Adjust descriptions and add columns as necessary. | | | |
| Description of Start-Up Costs | Cost Estimate (Refer to appropriate documentation in Attachments) | Responsible Party (Board or Name of Contractor) | |
| EXISTING STRUCTURE | \$13,000,000 | Board | |
| Land development (include grading, utilities, etc.) | N/A | | |
| Parking, curb, lighting (if applicable) | N/A | | |
| Permits and applicable studies (as applicable) | | | |
| Delivery and set up of modular units (if applicable) | | | |
| Remodel estimate (if applicable) | 2,000,000 | | |
| Other | | | |
| | | | |
| | | | |
| Total One-Time Costs | 15,000,000 | | |
| Description of Lease/Rent/Purchase Plan | | | |
| Annual Lease Mortgage Payment | 896,911.96 | | |
| Loan Terms Assume: | CDFI Building Hope: | State RLF: | Bank, Senior Loan: |
| 1. \$3,500,000 CDFI Building Hope Loan: | A. 3% Rate | A. .5% | A: 5-year term |
| 2. \$2,500,000 State Revolving Loan Fund: | B. 5-year term | B. 5-year term | B: 25-year amortization for computation |
| 3. \$9,000,000 Senior Loan, terms parallel BH terms: | C. 25-year amortization for computation | C. Balloon payment at 5 years – no amortized payments | C: No principal or interest payments during construction, which means |
| | D. No principal or interest payments during construction, which means | D. Annual fee is rolled in to our interest rate computation | D: Capitalized interest during construction is added to the loan balance. Assumed a 5% |
| | E. Capitalized interest during construction is added to the loan balance | | |

| | | | |
|--|------------------|------|--------------------------------|
| | | | interest rate for conservatism |
| Interest rate | 3% | .5% | 5% |
| Rate escalator (if applicable, please describe) | None | None | None |
| In which operating year does the school intend to purchase (if option to purchase is applicable) | Operating Year 1 | | |
| Capitalization rate at purchase (if applicable) | 3% | None | 5% |
| Other | | | |
| Please include any additional narrative here. | | | |

| New Charter Petition Facility Option 2 | | | | | | |
|---|--|---|---------------|------------------|-----------------|---------------------------------|
| Location Address | Deer Flat Ranch Development 13751 Upper Embankment Rd. Nampa | | | | | |
| Facility Information | Anticipate Move-In Date | Fall 2026 | Facility Type | New Construction | Facility Status | Possible (research in progress) |
| Budget Location | This option is reflected in expenditures. | | | Year 1-3 Budgets | | |
| Vendor/ Developer/ Contractor Information (if applicable) | Company Name: | Deer Flat Ranch Development | | | | |
| | Physical Address of Home Office: | 43°32'13.0"N 116°35'44.6"W GCP3+QPC Nampa, Idaho | | | | |
| | Website Address: | www.Deerflatranch.com | | | | |

| | | |
|--|-------------------------------|----------------|
| | Company Contact: | Scott Kido |
| | Company Contact Phone Number: | (208) 880-2174 |

| Additional Information - Facility Option 2 | |
|--|--|
| <p>Deer Flat Development would involve a build-to-suit development within the Deer Flat Ranch area of Nampa. This location is approximately 13 miles from the College of Western Idaho (CWI), allowing for continued collaboration with CWI while acknowledging an extended travel time between campuses.</p> <p>This option aligns closely with the Kido Family's vision to establish an Ag-STEM school as part of the larger Deer Flat Ranch development plan. The surrounding area is intentionally designed to preserve farmland and promote agricultural education, making it an ideal setting for Idaho AgriTech Academy. The partnership opportunity within this development would enable the school to operate alongside an active working farm, providing students with hands-on experiences in agribusiness operations, sustainable farming practices, and agri-tourism enterprises such as a pumpkin patch, corn maze, and other seasonal activities.</p> <p>In addition, this location offers the potential for future collaboration with a YMCA facility that may be included in upcoming phases of the development. Such a partnership could provide valuable access to athletic, wellness, and community spaces, further supporting the Academy's commitment to whole-student development and community engagement.</p> <p>This setting provides a uniquely authentic learning environment that directly supports Idaho AgriTech Academy's mission to prepare students for leadership in agriculture, technology, and business—while strengthening the community's agricultural heritage and economic vitality.</p> | |
| Facility Option 2 - Details | |
| <p>Please describe the costs involved with this option and the structure of any arrangements the school has made (or intends to make) in order to secure and sustain this facility option. Adjust descriptions and add columns as necessary.</p> | |

| Description of Start-Up Costs | Cost Estimate (Refer to appropriate documentation in Attachments) | Responsible Party (Board or Name of Contractor) | |
|--|--|---|--|
| Land purchase (if applicable) | \$500,000 | Board | |
| Land development (include grading, utilities, etc.) | Included in land purchase | | |
| Parking, curb, lighting (if applicable) | | | |
| Permits and applicable studies (as applicable) | | | |
| Delivery and set up of modular units (if applicable) | | | |
| Build estimate (if applicable) | 14,500,000 | | |
| Other | | | |
| | | | |
| Total One-Time Costs | 15,000,000 | | |
| Description of Lease/Rent/Purchase Plan | Details (Refer to appropriate documentation in Attachments) | | |
| Annual Lease / Rent / Mortgage Payment | 896,911.96 | | |
| Loan Terms Assume: 1\$3,500,000 CDFI Building Hope Loan: 2\$2,500,000 State Revolving Loan Fund: 3\$9,000,000 Senior Loan, terms parallel BH terms: | CDFI Building Hope: A. 3% Rate B. 5-year term C. 25-year amortization for computation D. No principal or interest payments during construction, which means E. Capitalized interest during construction is added to the loan balance | State RLF: A: .5% B: 5-year term C: Balloon payment at 5 years – no amortized payments D: Annual fee is rolled in to our interest rate computation | Bank, Senior Loan: A: 5-year term B: 25-year amortization for computation C: No principal or interest payments during construction, which means D: Capitalized interest during construction is added to the loan balance. Assumed a 5% interest rate for conservatism |
| Interest rate | 3% | .5% | 5% |
| Rate escalator (if applicable, please describe) | none | none | none |

| In which operating year does the school intend to purchase (if option to purchase is applicable) | Operating Year 1 | | |
|--|------------------|------|----|
| Capitalization rate at purchase (if applicable) | 3% | None | 5% |
| Other | | | |
| Please include any additional narrative here. | | | |

Revised option 2:

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| New Charter Petition Facility Option 2 | | | | | | |
|---|---|---|---------------|---------------------------|-----------------|---------------------------------|
| Location Address | College of Idaho: 2112 Cleveland Blvd, Caldwell, ID 83605 | | | | | |
| Facility Information | Anticipate Move-In Date | Summer 2027 | Facility Type | Existing Building Remodel | Facility Status | Possible (research in progress) |
| Budget Location | Please indicate if this option is reflected in the Budget Template (Attachment A1-A4) | | | Year 1-3 Budgets | | |
| Vendor / Developer / Contractor Information (if applicable) | Company Name: | College of Idaho | | | | |
| | Physical Address of Home Office: | 2112 Cleveland Blvd, Caldwell, ID 83605 | | | | |
| | Website Address: | Collegeofidaho.edu | | | | |
| | Company Contact: | David Douglass - President | | | | |
| | Company Contact Phone Number: | 208-459-5011 | | | | |



| Additional Information - Facility Option 2 | |
|--|--|
| College of Idaho would position Idaho AgriTech Academy within the renovated Terteling Building, offering approximately 33,000 square feet of classroom and office space, a 1,600-square-foot welding lab, and a greenhouse on a beautiful and established collegiate campus. | |
| Facility Option 2 - Details | |
| Please describe the costs involved with this option and the structure of any arrangements the school has made (or intends to make) in order to secure and sustain this facility option. Adjust descriptions and add columns as necessary. | |

| Description of Start-Up Costs | Cost Estimate (Refer to appropriate documentation in Attachments) | Responsible Party (Board or Name of Contractor) | | | | | | | | | | |
|--|---|---|------------|--------------------|--------|----------------|----------------|---|---|---|---|---|
| Land purchase (if applicable) | 0 | | | | | | | | | | | |
| Land development (include grading, utilities, etc.) | | | | | | | | | | | | |
| Parking, curb, lighting (if applicable) | | | | | | | | | | | | |
| Permits and applicable studies (as applicable) | | | | | | | | | | | | |
| Delivery and set up of modular units (if applicable) | | | | | | | | | | | | |
| Remodel estimate (if applicable) | \$8-510 million (includes all permits, parking, etc.) | Board | | | | | | | | | | |
| Other | | | | | | | | | | | | |
| | | | | | | | | | | | | |
| | | | | | | | | | | | | |
| Total One-Time Costs | \$10,000,000 | | | | | | | | | | | |
| Description of Lease/Rent/Purchase Plan | Details (Refer to appropriate documentation in Attachments) | | | | | | | | | | | |
| Annual Lease / Rent / Mortgage Payment | | | | | | | | | | | | |
| Lease term | TBD | | | | | | | | | | | |
| Loan Term Assumptions: | CDFI Building Hope: A. 3% Rate B: 5-year term C: 25-year amortization for computation D: No principal or interest payments during construction, which means E: Capitalized interest during construction is added to the loan balance | <table border="1"> <tr> <td>State RLF:</td> <td>Bank, Senior Loan:</td> </tr> <tr> <td>A: .5%</td> <td>A: 5-year term</td> </tr> <tr> <td>B: 5-year term</td> <td>B: 25-year amortization for computation</td> </tr> <tr> <td>C: Balloon payment at 5 years – no amortized payments</td> <td>C: No principal or interest payments during construction, which means</td> </tr> <tr> <td>D: Annual fee is rolled in to our interest rate computation</td> <td>D: Capitalized interest during construction is added to the loan balance. Assumed</td> </tr> </table> | State RLF: | Bank, Senior Loan: | A: .5% | A: 5-year term | B: 5-year term | B: 25-year amortization for computation | C: Balloon payment at 5 years – no amortized payments | C: No principal or interest payments during construction, which means | D: Annual fee is rolled in to our interest rate computation | D: Capitalized interest during construction is added to the loan balance. Assumed |
| State RLF: | Bank, Senior Loan: | | | | | | | | | | | |
| A: .5% | A: 5-year term | | | | | | | | | | | |
| B: 5-year term | B: 25-year amortization for computation | | | | | | | | | | | |
| C: Balloon payment at 5 years – no amortized payments | C: No principal or interest payments during construction, which means | | | | | | | | | | | |
| D: Annual fee is rolled in to our interest rate computation | D: Capitalized interest during construction is added to the loan balance. Assumed | | | | | | | | | | | |
| <div style="border: 1px solid black; padding: 5px;"> <p>Loan Terms Assume: 1\$3,500,000 CDFI Building Hope Loan: 2\$2,500,000 State Revolving Loan Fund: 3\$9,000,000 Senior Loan, terms parallel BH terms</p> </div> | | | | | | | | | | | | |

| | | | |
|--|------------------|---------------|-------------------------------------|
| | | | a 5% interest rate for conservatism |
| | | Interest rate | 3% .5% 5% |
| Rate escalator (if applicable, please describe) | none | | |
| In which operating year does the school intend to purchase (if option to purchase is applicable) | Operating Year 2 | | |
| Capitalization rate at purchase (if applicable) | 3% | None | 5% |
| Other | | | |
| Please include any additional narrative here. | | | |

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• Facility costs in the application (pages 108-112) are supported through external financing, and final loan terms may differ from initial assumptions. Please clarify how the school plans to manage potential variability in facilities financing.

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Idaho AgriTech Academy acknowledges that final loan terms and financing structures for facilities may differ from the preliminary assumptions presented in the application. The facility cost projections included in pages 108–112 represent the maximum amount the school is willing to allocate toward debt service, not the anticipated final expenditure.

The financial model is intentionally conservative and structured to accommodate variability in interest rates, financing terms, and renovation costs. The school intends to pursue the most favorable financing terms available at the time of closing and expects final debt service obligations to be equal to or less than the maximum modeled amount.

To manage potential variability in facilities financing, the school will:

1. Maintain a Maximum Debt Threshold

2. Phase Renovation and Capital Improvements

Renovations will be prioritized to support essential instructional needs for opening. Non-essential improvements may be phased to preserve cash flow flexibility.

3. Engage Experienced Financial Advisors

The school will work with experienced facilities and charter finance partners to secure competitive loan terms and structure debt responsibly.

4. Adjust Operating Expenditures if Necessary

Should final financing terms differ modestly from projections, leadership will adjust non-essential operational expenditures to maintain balanced budgets.

IAA remains committed to ensuring that facilities financing decisions support, rather than strain, long-term academic and financial sustainability.

Guideline II.4 – Facilities Plan • Facility Option 2 is in a proposed development in Deer Flats (page 110). Please provide any relevant documentation that evidences the development is able to provide the necessary student demand and facility infrastructure required to operate the school.

After further evaluation and continued facilities discussions, the Board has elected to remove Facility Option 2 (Deer Flats) from consideration at this time. While the location presented long-term potential, the development remains in a planning phase and does not yet provide the level of infrastructure certainty or documented enrollment demand necessary to support a school opening within our projected timeline.

The revised facilities plan prioritizes locations that can support student demand at opening and provide predictable financing and construction timelines. Updated documentation reflecting the replacement option has been provided in the revised petition materials.

Appendix B

Appendix B1- Filed Articles of Incorporation



0006407967



STATE OF IDAHO
 Office of the secretary of state, Phil McGrane
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 #: 0006407967
 Date Filed: 8/20/2025 10:05:19 AM

B1041-5801 08/20/2025 10:06 AM Received by Office of the Idaho Secretary of State

| | |
|--|--|
| Articles of Incorporation (Nonprofit) | |
| Select one: Standard, Expedited or Same Day Service (see descriptions below) | Standard (filing fee \$30) |
| Article 1: Corporation Name | |
| Entity name | Idaho AgriTech Academy, 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 | has voting members. |
| Article 5: Asset Distribution on Dissolution | |
| Upon dissolution the assets shall be distributed: | other asset distribution: |
| In accordance with requirements of Idaho Code 33-5212. Assets acquired with federal funds shall be returned to the authorized chartering entity for redistribution among other public charter schools. | |
| Article 6: IRS Designation | |
| Does this nonprofit corporation intend to file as a 501(c)(3) with the IRS? | Yes |
| 501(c)3 purpose for which the corporation is organized: | Educational Purposes |
| Article 7: The mailing address of the corporation shall be: | |
| Mailing Address | IDAHO AGRITECH ACADEMY 702 W IDAHO ST STE 600 BOISE, ID 83702-6083 |
| Article 8: Registered Agent Name and Address | |
| Registered Agent | Registered Agent Susan Lux Physical Address: IDAHO AGRITECH ACADEMY 702 W IDAHO ST STE 600 BOISE, ID 83702-6083 Mailing Address: IDAHO AGRITECH ACADEMY 702 W IDAHO ST STE 600 BOISE, ID 83702-6083 |
| <input checked="" type="checkbox"/> I affirm that the registered agent appointed has consented to serve as registered agent for this entity. | |
| Article 9: Incorporator Name(s) and Address(es) | |
| Name | Incorporator Address |



| | |
|-----------|--|
| Susan Lux | IDAHO AGRITECH ACADEMY 702 W. IDAHO ST. STE 600 BOISE, ID 83702 |
|-----------|--|

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

| Name | Title | Director Address |
|------------------|----------------|--|
| Nanette Merrill | President | 1870 E. FIRESIDE DR MERIDIAN, ID 83642 |
| Brandi Elumbaugh | Vice President | 22479 AURA VISTA WAY CALDWELL, ID 83607 |
| Jonathan Gillen | Secretary | 1391 N. LOPEZ WAY EAGLE, ID 83616 |

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

Susan Lux 08/20/2025
Susan Lux Date

B1041-5802 08/20/2025 10:06 AM Received by Office of the Idaho Secretary of State

Appendix B2- Adopted Bylaws

BYLAWS OF IDAHO AGRITECH ACADEMY, INC.

Board Adopted 11/17/2025

1. Name and Offices

1.1 Name

The name of the corporation shall be Idaho AgriTech Academy, Inc.

1.2 Mission and Vision

Vision Statement:

- Idaho AgriTech Academy empowers the next generation of agricultural innovators to lead sustainable, tech-driven solutions that feed the world and fuel the future. We envision our students as global-minded, local rooted leaders- closing the generational gap in farming through curiosity, innovation, and a lifelong commitment to sustainability and community.

Mission Statement:

- Idaho AgriTech Academy equips students with the knowledge, skills, and entrepreneurial mindset to thrive in modern agriculture through hands-on learning, community partnerships, and a rigorous STEM-integrated curriculum.

Through focused tracks in agriculture, agribusiness, food science, animal science, land management, and agricultural technology, we prepare students to become confident and capable leaders. Students will leave the Academy ready to shape the future of food, farming, and sustainability- globally and locally.

1.3 Principal Office

The principal office of the corporation shall be located in Canyon County, Idaho. The Corporation may have other offices, within or outside Idaho, as designated by the Board of Directors.

1.4 Registered Office

The registered office of the corporation, required under the Idaho Business Corporation Act, may be—but need not be—identical to the principal office. The Board of Directors may change this office as needed.

1.5 Purpose

The corporation is organized and operated exclusively for educational purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code.

2. Board of Directors

2.1 General Powers

The business and affairs of the corporation shall be managed by its Board of Directors.

2.2 Number, Tenure, and Qualifications

The Board shall consist of no fewer than three (3) and no more than seven (7) members. The founding board shall be those listed in the Articles of Incorporation. Each director shall serve a term of (2) years and may be reappointed. Terms shall be staggered to ensure continuity. The number of directors serving on the Board of Directors may be increased from time to time by resolution adopted at a regular or special meeting of the Board of Directors. During the initial year of operation, the Board shall be composed of the Directors listed in the Articles of Incorporation and any other Directors elected by the then current Board or appointed in accordance with these bylaws. The Directors stated in the Articles shall hold office until the 2027 annual meeting of the Board of Directors, or until they have appointed successors, whichever shall first occur, or until their earlier, resignation, removal or death. The Directors stated in the Articles may, at any time prior to the 2027 annual meeting of the Board of Directors, appoint successors and/or additional directors up to the maximum number of directors allowed under these Bylaws and such directors shall serve until the 2027 annual meeting of the corporation.

Thereafter, all directors shall serve until replaced by a duly elected replacement or otherwise removed pursuant to these Bylaws. The term of service between elections shall be a term of 2 years except that for Directors serving from the date of the 2025 annual meeting of the Board of Directors, whose seats shall be staggered to ensure staggered transitions going forward. After the initial term of each seat, directors shall serve for a term of 2 years so that no more than 2 directors may be replaced each year at the annual meeting of the Corporation as set forth in these Bylaws.

2.3 Election of Directors

After the first year of operation, directors shall be elected by a majority vote of the current Board of Directors during the annual meeting or as otherwise required.

2.4 Vacancies

Any vacancy occurring in the Board of Directors may be filled by the affirmative vote of a majority of the remaining directors though less than a quorum of the Board of Directors. A Director elected to fill a vacancy shall be elected for the un-expired term of his/her predecessor in office. Any directorship to be filled by reason of an increase in the number of directors may be filled by election by the Board of Directors for a term of office continuing only until the next election of directors.

2.5 Compensation

Directors shall not receive compensation for their service, but may be reimbursed for reasonable expenses related to board duties.

2.6 Presumption of Assent

A director who is present at a meeting is presumed to have assented to actions taken unless a dissent is recorded in the minutes or submitted in writing.

2.7 Removal of Director

A director may be removed, with or without cause, by a majority vote at a meeting called for that purpose.

2.8 Meetings by Telephone/Internet

Board and committee meetings may be held via conference call or video platform, so long as all members and the public (if applicable) can hear each other. Such participation shall constitute presence in person at the meeting. As the public must be able to attend phone meetings, at least one Board member must be present at the posted meeting location.

2.9 Committees

The Board may establish committees as needed. Each committee shall be chaired by a board member and operate under board oversight. Members of the committees other than the chairperson need not be directors. Each committee may have two or more members,

who shall serve at the pleasure of the Board of Directors. The provisions of this Article which govern meetings, action without meetings, and quorum and voting requirements of the Board of Directors, shall apply to committees and their members as well.

3. Board Meetings

3.1 Annual Meeting

The annual meeting shall be held on a date designated by the Board, or the second Tuesday of November by default. The failure to hold the meeting at the time stated shall not affect the validity of any corporate action.

3.2 Regular Meetings

The Board of Directors may establish, by action at a meeting or unanimous written consent, the time and place for holding subsequent regular meetings of the Board of Directors and they shall be held without the need of further notice. Agenda's for regular meetings will be posted for the public to review a minimum of 24 hours before the scheduled board meeting.

3.3 Special Meetings

Special meetings may be called by the Chair or by any two (2) board members.

3.4 Public Meetings

All meetings shall comply with Idaho Open Meetings Law (Title 33, Chapter 52 and Title 67, Chapter 23, Idaho Code).

3.5 Notice and Agendas

Not less than 24 hours prior to any regular meeting, including the annual meeting of the Board of Directors, agenda notice shall be published. Agenda items may be added subsequent to notice provided a good faith effort was made to include all known agenda items in the published notice at the time of its publication. Notice of any special meeting shall be given at least 24 hours prior thereto by written notice, which could include text message, e-mail, fax or letter (either mailed or personally delivered) at his/her mailing address. If mailed, such notice shall be deemed to be delivered when deposited in the United States mail, so addressed, with postage thereon prepaid. Any e-mail is deemed to be delivered the day it was sent. Any director may waive notice of any meeting. The

attendance of a director at a meeting shall constitute a waiver of notice of such meeting, except where a director attends a meeting for the express purpose of objecting to the transaction of any business because the meeting is not lawfully called or convened. Neither the business to be transacted at, nor the purpose of, any regular or special meeting of the board of directors' need be specified in the notice or waiver of notice of such meeting.

3.6 Quorum

A majority of the directors then in office constitutes a quorum.

3.7 Action by the Board

The act of the majority of the directors present at a meeting at which a quorum is present shall be the act of the Board of Directors. Action required or permitted to be taken by the laws of the State of Idaho at a meeting of the Board of Directors may be taken without a meeting. If all the Directors consent to taking such action without a meeting, the affirmative vote of all of the Directors shall be the act of the Board. The action must be evidenced by one (1) or more written consents describing the action taken, signed by each Director in one (1) or more counterparts, indicating each signing Director's vote or abstention on the action, and included in the minutes or filed with the corporate records reflecting the action taken. Action taken under this section shall be effective when the last Director signs the consent, unless the consent specifies a different effective date. A consent signed under the section shall have the effect of a meeting vote and may be described as such in any document.

3.8 Meeting Minutes

Written minutes shall be maintained at all meetings of the Board of Directors. Neither a full transcript nor a recording of the meeting is required. Minutes shall be available to the public within a reasonable time after the meeting, including: (a) Members of the Directors present; (b) Motions, resolutions, orders, or ordinances proposed and their disposition; (c) Results of all votes. Minutes of any executive sessions held by the Directors of the Corporation under Title 67, Chapter 23 of the Idaho Code may be limited to material, the disclosure of which is not inconsistent with the provisions of section 67-2345, Idaho Code, but must contain sufficient detail to convey the general tenor of the meeting.

3.9 Executive Sessions

Executive sessions, closed to any persons for deliberation on specified matters, may be held by the Board of Directors for those reasons outlined and specified in Title 67, Chapter 23 of the Idaho Code. Unless otherwise allowed by law, no Director may disclose the content of an executive session to an outside source.

4. Officers

4.1 Officers

Officers shall include a Chair, Vice Chair, and Treasurer. Other roles may be added as needed. Such other officers and assistant officers as may be deemed necessary may be elected or appointed by the Board of Directors. Any two or more offices may be held by the same person, except the offices of Board Chair and Treasurer.

4.2 Election and Term

Officers are elected annually by the Board at the annual meeting and serve until a successor is elected or they resign or are removed.

4.3 Removal and Vacancies

Any officer or agent may be removed by the Board of Directors whenever, in its judgment, the best interests of the corporation will be served thereby, but such removal shall be without prejudice to the contract rights, if any, of the person so removed. Election or appointment of an officer or agent shall not of itself create contract rights.

4.4 Duties

- **Chair:** At its annual meeting, the Board of Directors shall elect from among its members a Board Chair who shall, when present, preside at all meetings of the Board of Directors and ensure the Board of Directors follows appropriate parliamentary procedures. The Chair shall be the principal executive officer of the corporation and, subject to the control of the Board of Directors, shall be responsible to establish the agenda for all meetings of the stakeholders of the Corporation and all meetings of the Board of Directors and ensure that all participants in such meetings have access to the materials necessary to their participation. The Chair shall serve as the chief liaison between the Board of Directors and the school administration and as the primary signing agent for all official board documents. The Chair shall also be responsible to ensure compliance

by the Board of Directors with the performance certificate, the board manual, if any, and these corporate Bylaws.

- **Vice Chair:** Assumes Chair duties in their absence and when so acting, shall have all the powers of and be subject to all the restrictions upon the Chair.
- **Treasurer:** Oversees financial records, coordinates with the school's business manager. The Treasurer shall: (a) serve as custodian of all financial records and inventory lists of the corporation; (b) track and record deposits from any source whatsoever in the name of the Corporation in such banks, trust companies or other depositories as shall be selected in accordance with the provisions of Article III of these bylaws; (c) serve as the chief liaison with the business manager for the school; and (d) in general perform all of the duties incident to the office of treasurer.

5. Contracts, Loans, Checks, and Deposits

5.1 Contracts

The Board may authorize officers or agents to execute contracts on behalf of the corporation.

5.2 Loans

Loans must be authorized by a resolution of the Board.

5.3 Checks and Drafts

Checks or orders for payment must be signed by authorized officers or agents designated by the Board.

5.4 Deposits

All funds shall be deposited to the corporation's accounts in financial institutions approved by the Board.

6. Fiscal Year

The fiscal year shall begin on July 1 and end on June 30.

7. No Private Inurement

No part of the corporation's net earnings shall inure to the benefit of private individuals. The corporation shall not participate in political campaigns or lobbying in violation of IRS 501(c)(3) rules.

8. Corporate Seal

The corporation shall not have a corporate seal.

9. Waiver of Notice

Whenever any notice is required to be given to any member of the Board of Directors of the corporation under the provisions of these Bylaws or under the provisions of the Act, a waiver thereof in writing signed by the person or persons entitled to such notice, whether before or after the time stated therein, shall be deemed equivalent to the giving of such notice.

10. Amendments

These bylaws may be amended by a majority vote of the Board of Directors and are subject to approval by the Idaho Public Charter School Commission.

11. Indemnification

The corporation shall indemnify its directors and officers to the fullest extent allowed by Idaho law (Idaho Code §30-3-88).

12. Dissolution

Upon dissolution, remaining assets shall be distributed to the Public School Income Fund or other qualified nonprofits. Federal assets shall revert to the Idaho Public Charter School Commission.

13. Severability

If any provision is found invalid, the remainder of the bylaws shall remain in effect.

The undersigned certifies that (s)he is the Board Chair of Idaho AgriTech Academy, Inc., an Idaho nonprofit corporation, and that (s)he is authorized to execute this certificate on behalf of the corporation, and further certifies that the foregoing bylaws constitute the bylaws of the corporation as of this date, duly adopted by the directors of the corporation.

- Date: 11/17/2025

- Idaho Agritech Academy, Inc.

- By: *Janette Merrill*

Its: Board Chair

Appendix C

Appendix C1 Resumes for all Currently Serving Board Members

Nanette Lehman- Merrill

Executive Director, Idaho Charter School Association
1870 E. Fireside Drive
Meridian, Idaho 83642
(208) 740-0102
nmerrill@idahocharters.org

EDUCATION:

Education Specialist; Ed.S in Teacher Leadership / Administration
Walden University, *Graduated with High Honors Cum Laude*

Master of Education; M.S., in Education; Math Emphasis
Walden University, *Graduated with High Honors Cum Laude*

Bachelor of Arts; B.A., Elementary Education K-8
Boise State University, *Graduated with High Honors Cum Laude*

EDUCATIONAL EXPERIENCE

IDAHO CHARTER SCHOOL ASSOCIATION - Executive Director July 2025

GEM PREP MERIDIAN NORTH - Founding Principal 2020 - Current

GEM PREP MERIDIAN - Founding Principal 2018-2020

BAKER SCHOOL DISTRICT 5J- Principal 2015-2018

BAKER SCHOOL DISTRICT 5J- Head Teacher 2013-2015

BAKER SCHOOL DISTRICT 5J- Classroom Teacher 2007-2015

COLLEGIATE EXPERIENCE / PROFESSIONAL EXPERIENCE

2013 OREGON STATE TEACHER OF THE YEAR

GOVERNOR'S COUNCIL FOR EDUCATOR ADVANCEMENT - State of Oregon Chief
Education Office 2016 - 2018

DEPUTY SUPERINTENDENT ADVISORY COUNCIL - Oregon Department of Education
2015-2018

BOISE STATE UNIVERSITY- Developing Mathematical Thinking Project 2006-07

SMARTER BALANCED DIGITAL LIBRARY- Evaluator / Writer 2013-2014

ARTICLES PUBLISHED / REFERENCED / FEATURED:

The Power of Expert Teaching - Shane N. Phillipson & Sivas
Phillipson December 2020

Oregonian – “Former teacher of year on the value of Common Core”
November 22, 2014

TOMT The Oregon Mathematics Teacher Magazine – May/June 2013 **Parent &
Child Magazine (National)** – “The Do’s and Don’ts of Homework Help” Back to

School Edition Fall 2014

The NEA Foundation (National) – “Teaching Global Awareness: It’s more than just exposure” March 5, 2015

Today’s OEA – “Assessment: The Ups, Dows and What’s Coming Next”
April 2014 Volume 88 Number 3

Conversations with America’s Best Teachers (National) – J. William Towne
November 2013

<http://americasbestteachers.org/teacher-of-the-year-nanette-lehman/>

AWARDS/RECOGNITION:

2013 Oregon State Teacher of the Year

2014 National Education Association Global Fellowship Award

2010 OCTM Area Recognition Award for Math Excellence

2010 Math Cadre Leadership Award

2006 Boise State University Elementary Education Research Award

PUBLIC SPEAKING:

National Panel of Educators, May 2022 New York City, New York “Impact of COVID on Teaching and Learning” *Zoom Link*

Oregon Association for Comprehensive Education Conference, Jan. 2014 Presenter
Seaside, Oregon Speaking Topic- “What Makes a Model School”

Oregon Math Leaders Conference, August 2013

Keynote Speaker McMinnville, Oregon Speaking Topic- “Closing Keynote”

Eastern Oregon University PLT Conference, March 2015

Co- Presenter La Grande, Oregon Speaking Topic- “Learning Walks as a Professional Development Tool”

Voices From the Field, OEIB Presentation December 2012

Presenter Salem, Oregon Speaking Topic- “40-40-20 Vision to Reality”

Grant Union School District, 2013

Keynote John Day, Oregon Speaking Topic- “State Teacher of the Year”

La Grande School District, 2013

Keynote La Grande, Oregon Speaking Topic- “State Teacher of the Year”

Powder Valley School District, 2013

Presenter North Powder, Oregon Speaking Topic- “State Teacher of the Year”

Eastern Oregon University, July 2013

Keynote La Grande, Oregon Speaking Topic- “Being the teacher students remember”

Oregon Senate Education Committee, 2013

Presenter Salem, Oregon Speaking Topic- “State Teacher of the Year”

Oregon House Education Committee, 2013
Presenter Salem, Oregon Speaking Topic- "State Teacher of the Year

PROFESSIONAL MEMBERSHIPS/ORGANIZATIONS:

Oregon State and Regional Teachers of the Year Network 2013- Present
National Network of State Teachers of the Year 2013-Present Council of Chief
State School Officers 2013-2018 Oregon Council of Teaching Mathematics
2008-2018 Oregon Council of Teaching Mathematics National Representative
2009-2010 National Council of Teaching Mathematics 2007-2010 Inquiry
Outside of the Cube Committee Member 2009-2018 Baker School District Math
Cadre 2009-2013 OEA & NEA Membership 2007-2018 Haines Elementary Site
Council 2009-2018 PTCO Co-Chairman 2010-2011 Math Curriculum Council
Baker School District 5J 2007-2009

PROFESSIONAL REFERENCES:

Dr. Laurie Wolfe
Gem Prep Schools
Chief Academic Officer
LaurieWolfe@geminnovation.org

Heather Parsons
Gem Prep Schools
Principal Supervisor
heatherparsons@gemprep.org

Jonathan E. Gillen, EdS, MBA, CPA

1391 North Lopez Way, Eagle, Idaho E-mail: jonathan_gillen@hotmail.com 208-695-1504

Professional Summary

- Selected as Accomplished under 40 in Idaho (2019)
- Nineteen years of experience in accounting, financial management, budgeting, and leadership
- CPA in the State of Oregon
- Ranked in the top ten percent in Masters in Business Administration program.
- Adjunct professor for accounting
- Progressed from staff auditor to Chief Operations Officer

Related Experience:

◆ Regional Director – Charter Impact

09/2024 – present

Charter Impact is a back-office service provider to non-profit charter schools, and school districts throughout the U.S. The organization serves over 120 schools in five states providing finance and operational support.

- Responsible for expanding markets within the Charter Impact model, essentially providing financial support to non-profit charter schools and districts in Idaho, Nevada, Iowa, Rhode Island, and Arizona
- Take ownership and train company staff on funding formulas and accounting rules and regulations operating in each of these states
- Responsible for the financial management and financial projections of non-profits throughout the US
- Implemented new on-boarding practices that increased customer satisfaction, ensured greater efficiency in on-boarding operations which lead to a faster and greater understanding of the schools financial position and how best to implement changes to ensure positive financial results for the non profit organization
- Providing Financial Services oversight for schools throughout the US including helping them maintain and or increase their fund balance
- Ensure compliance with multiple state rules and regulations associated with financial reporting and financial accounting practices
- Working with schools to design capital financing options for schools to increase facility assets and then design enrollment plans to increase school resources
- Review operations to ensure they are efficient in light of financial resources available. Assist schools with negotiating contracts to reduce operational cost as well leveraging procurement contracts to reduce cost exposure to schools.

- Designed creative options to assist schools meet the need of students, including designing a first-ever merger of Charter Schools in Idaho allowing both schools to maximize current enrollment and school resources

◆ **Chief Financial and Chief Operations Officer: West Ada School District** *7/2021 – 09/2024*

West Ada School District is the largest school district in Idaho with almost 40,000 students. It serves one of the largest areas, by square miles, in the state of Idaho as well as serving one of the fastest growing portions of Idaho. Total budget is over \$500 million annually.

- Responsible for the following divisions of the District: Student Activities, Transportation, Finance, Procurement, Facilities and Grounds, Information Technology, Activities, and School Nutrition Services. Oversight for over 725 FTE and a \$15 million district transportation contract.
- Responsible for the oversight of the complete accounting function including compliance with relevant OMB circulars and other federal requirements.
- Responsible for the financial management and financial projections of an approximately \$500 million budget
- Ensured compliance with complex federal requirements over ESSER funding, including no questioned costs or findings while receiving record federal funding cash receipts for the District
- Implemented changes in facility operations that has lead to increased building cleanliness as well increased overall coverage throughout the day
- Revised entire capital and facility budgeting process leading to greater transparency in capital budgeting and allocation processes
- Lead the District enrollment management process, including identification of current student generation rate by square mile across the district. Data is be used to identify future enrollment projections and the impact on future financial projections
- Identified new process for district-wide transportation, affecting approximately twelve thousand students, that will increase route efficiency and allow for increased on-time performance
- Creatively designed transportation contract to include an increase in drivers wages which directly affected driver recruitment, as well as shifting risk for performance to the contractor based on contractor incentives
- Worked with school nutrition to design a marketing plan to increase FRL applications and participation.
- In conjunction with the procurement department and legal, standardizing procurement process to include standard district contracts and RFP language leading to reduced RFP timelines consistent contract language

◆ **Chief Financial Officer: West Ada School District** *11/2017 – 07/2021*

West Ada School District is the largest school district in Idaho with almost 40,000 students. It serves one of the largest areas, by square miles, in the state of Idaho as well as serving one of the fastest growing portions of Idaho. Operating budget is over \$500 million annually.

- Responsible for the accounting and financial management of the largest school district in Idaho. My work includes oversight for accounts payable, accounts receivable, treasury management, grant accounting and compliance, and general accounting functions.
- Responsible for the oversight of District grant compliance, including adjustment of grant drawdown process to ensure grant management involvement. Responsible for working with auditors to ensure a successful single audit.
- Oversight for the complete budget function including responsibility for revenue projections of each of the different funding streams as well as ensuring the district maintains within its allotted expenditures
- Responsible for preparation and completion of the districts annual audit and preparation and issuance of the associated financial statements
- Review current internal controls and accounting processes and provide enhancements, including redesign of district grant accounting and reporting as well as redesign of district capital accounting processes
- Provide monthly updates to the board concerning the concerning financial position of the district as well as additional updates and presentations as requested by the Board of Trustees
- Design, train, and implement consistent accounting practices across all 55 of the district's school
- Participated on Legislative stakeholder committee to review adoption of new funding formula across the state
- Represented District Finance officials in statewide committee discussing re-opening options and the impact of the Coronavirus
- Reduced district budget by 12 percent across two fiscal years due to impact of lost revenues associated with coronavirus reductions
- Re-design budget process to ensure greater efficiency and timeliness of annual budget preparation. Working to align expenditure requests with organizational goals
- Provided testimony to legislators in numerous legislative sessions identifying the impact of different legislation on the financial sufficiency of education organizations

♦ **Director of School Finance: Athlos Academies**

07/2015 – 11/2017

Athlos Academies is a full service Education Service Provider for charter schools in Boise, Idaho. Athlos provides a complete package of services to charter schools from facility construction, curriculum design, professional development, human resources, accounting, and financial management.

- Responsible for the accounting and financial management functions for schools across the nation. This includes management of payroll, accounts payable, receivables, treasury management, and budget

- Responsible for the oversight and fiscal compliance, as well as accounting, for the federal grants received by the individual charter schools.
- Oversight of facility operations management, including the management of facility contracts, facility custodial and maintenance, and facility technology and IT operations.
- Ensure correct and complete financial reporting with all state agencies
- Responsible for budget research including funding streams and the intricacies therein for ten different states. Responsibilities include preparation of a complete school budget, including expert knowledge of the different revenues streams and school operating costs
- Implement a school level budget process that removed errors and reduced school budget formulation from two weeks two days
- Oversee complete HR process, including assisting with best practices associated with employee management, engagement, and discipline. Assist with new hire and employee dismissal procedures and process as well as designing and maintaining employee handbooks and manuals
- Design innovative processes around budget preparation and presentation that assisted with organizational understanding of school finance and operational impacts
- Report to the school board, state agencies, and other stakeholders concerning budget projections and actual spending on all federal and state programs
- Develop a school accounting policy and procedure document identifying school financial processes leading to greater school operational efficiency
- Provide education and training to school boards concerning financial and budget management best practices
- Assist with the development and negotiation of multi-state multi-school technology contracts for hardware and software product and services
- Design and implement a technology plan for our schools, including infrastructure and network design and implementation, as well as end user device selection and software implementation
- Develop personnel policies and human resources best practices that will be used in multiple states
- Design an insurance plan that aligned budget resources while maximizing employee benefits
- Implement warehousing operations for Athlos apparel line, increasing net income by 50% year over year

◆ **Chief Financial Officer: Treasure Valley CC**

3/07 – 07/2015

Treasure Valley Community College (TVCC) is located in Ontario, Oregon, and is one of seventeen Community Colleges in the State of Oregon. TVCC has a main campus in Ontario, and a branch campus in Caldwell Idaho. TVCC serves 3,000 students annually.

- Prepared the college annual budget (\$75 million) and maintained compliance with Oregon budget laws. Met with budget directors across campus to ensure they maintain within allotted resources as well as ensure compliance with college purchasing policies.
- Worked with legislators on fiscal impacts of impending legislation in addition to identifying current service level budget needs
- Responsible for reporting revenue predictions to President and College Board
- Responsible for providing budget reduction recommendations and for implementing those recommendations including substantial General Fund reductions and budgetary reorganization.
- Progressed from Comptroller to Chief Financial Officer
- Managed 10 direct reports and 10 additional indirect across three campuses
- Oversaw all Business Office operations, including Accounts Payable, Accounts Receivable, Payroll, Revenue Recognition, and General Ledger reporting
- Responsible for oversight, both operations and financial stability and profitability for all College Auxiliary Service Operations (Bookstore, Food Services, Housing, Printing, Caldwell Center)
- Developed new reporting tools that assist in the dissemination and understanding of financial data for both the campus and the Board of Education
- Performed, one, three, and five-year strategic planning for business operations. Participate in overall ten-year strategic planning for the institution as a whole
- Ensured fiscal compliance and prepare associated budgets federal and state grants and contracts.
- Prepared all financial reporting to federal and state grantors concerning federal and state funds expended
- Acted as sole contact for college annual audit. Unqualified opinion received in each of the last five years with no material adjustments for both TVCC and the TVCC Foundation
- Acted as financial manager for the TVCC Foundation including management of all accounting functions, fiscal compliance and reporting, including preparation of annual tax returns.
- Responsible for treasury function for both the college and the foundation including how cash is utilized as well as assisting college and foundation on debt issuances and obtaining necessary capital for operation and expansion.
- Restructured college debt saving the institution \$620,000
- Designed training for 45+ staff on FERPA rules, customer service standards, and implementation of federal compliance around federal funds and the usage thereof
- Oversight of and responsible for maintaining technology plan, which included IT infrastructure and network design, as well as end user device management

◆ **Interim Director of Human Resources: Treasure Valley CC**

11/11 – 06/13

- Responsible for oversight and implementation of all Human Resources policies and procedures
- Managed campus hiring committees and practices as well as both local and national employee recruitments

- Revised and updated current employee handbook
- Oversaw the development and designed an implementation plan for entity-wide compensation study
- Responsible for resolving both staff grievances and grievances filed by union employees
- Responsible for progressive discipline policies and practices and assisted in resolving employee disciplinary concerns
- Ensured college maintains compliance with applicable HR federal and state laws and regulations
- Assisted in the development of an insurance option that saved the college one-third of total medical insurance premiums
- Responsible for design and implementation of process and procedures to ensure compliance with the Affordable Care Act

◆ **Audit Senior: Isler CPA**

11/03 – 03/07

Isler CPA is a regional accounting firm with 10 partners and approximately 25-30 total staff. The firm provides both tax and audit services in Eugene, Oregon. Isler provides audit and tax services to governmental units across the state of Oregon, specifically cities, counties, non-profits, and tribal governments.

- Progressed from Staff Accountant to Senior Auditor
- Developed audit programs for public entities ensuring compliance with Sarbanes Oxley
- Facilitated the organization of an internal audit department for a publicly traded company, including education of the Internal Audit Director and internal audit staff on required testing and how to ensure compliance with Sarbanes Oxley standards
- Reviewed staff work on audit engagements and provided comments on potential improvements
- Prepared financial statements for audit clients in compliance with GASB and FASB standards
- Worked with County officials on evaluation of non-profit financials and board minutes for organizations that provided services throughout the County.
- Taught classes to co-workers concerning application of A-87 and A-133 principles

◆ **Teaching: Treasure Valley CC, University of Phoenix, and University of Idaho** 07/09 – present

- Provided adjunct services for TVCC and the University of Phoenix to 35+ students
- Facilitated on-line instruction to business students attending University of Phoenix including on-line instruction of 20+ students for six week periods
- Recognized by University of Phoenix for excellence in instruction
- Provide instruction in Education Policy for cohort of future principals at West Ada School District

- ◆ **Committee Membership: Treasure Valley Community College**
 - Chaired the College Planning and Budget Committee. Campus wide committee responsibility included budget oversight and dissemination along with application of accreditation standards associated with budget preparation
 - Member of the College Presidents Council responsible for providing advice and recommendations to the President on organizational issues and concerns
 - Professional Staff President (2010, 2013)

- ◆ **Other**
 - Member of the Human Resources Association of Treasure Valley (2017)
 - Member of Western Treasure Valley Rotary Club and Past President (2008-2015)
 - Treasurer for the Relief Nursery of the Western Treasure Valley (2011 – 2015)
 - Member of the Rotary Club of Meridian (2020 – current)
 - Chair the Supervisory Committee (Finance Committee) for Capital Educators Credit Union (2019 – current)
 - Member of West Ada Education Foundation (2018-present)
 - Presented at Idaho School Boards Association Annual Conference (2019)
 - IASBO (Idaho Association of School Business Officers) regional representative (2021 – current)
 - NWCCU evaluator performing evaluations throughout the West (2011 – 2015)

- ◆ **Education:**
 - Certified Public Accountant licensed in the State of Oregon (license # 11056)
 - Masters in Business Administration earned from Northwest Nazarene University in 2009 (GPA 3.82)
 - Educational Specialist with an emphasis in Education Leadership (Masters degree in Education) earned from Northwest Nazarene University 2019
 - BS in Business Administration earned in 2003, Southern Oregon University (GPA 3.72)
 - Concentration: Accounting / Minor in Psychology



BRANDI ELUMBAUGH

LMSW specialized in Child Welfare, Clinical Trauma-Informed Treatment, School Social Work, with experience in special populations and extensive training in DBT, Transgender & Non-Binary Treatment, Suicidology Assessment and Treatment, Restorative Practices, Yoga Trauma-Informed Treatment, Community Mental Health, Gerontology, Juvenile Sex Offender Training, Specialized Treatment for Eating Disorders, Social Learning Youth Issues, Sources of Strength, and Yin/Restorative Yoga Nidra RYT, Idaho, Oregon, Washington, Montana Contractor License- 40 hours CEU, Idaho Real Estate Agent License

Next attach

Contact

- 208-606-2570
- brandi@pnccontractors.com
- brandi.unbreakable
- 22479 Aura Vista Way
Caldwell, ID 83607

Education

- Bachelor of Social Work**
Northwest Nazarene University
2014-2015
Nampa, ID
- Master of Social Work**
Northwest Nazarene University
2015-2017
Nampa, ID

Skills

- Organized ●●●
- Communication ●●●
- Teamwork ●●●
- Meeting deadlines ●●●
- Critical thinking ●●●

Experience

- CEO**
Pacific North Contractors Jun 2018-Dec 2023
As CEO of Pacific North Contractors, I provide strategic leadership across all areas of the business, including financial management, employee benefits, marketing initiatives, and operational execution. I oversee the development and refinement of administrative systems, staffing coordination, and internal workflows to ensure efficiency, accountability, and project excellence.
In addition to overseeing day-to-day operations, I actively lead community engagement and outreach initiatives, working to build strong partnerships with local organizations, industry groups, and educational institutions. Through these efforts, I strive to connect our work to broader community needs—whether by supporting workforce development programs, mentoring emerging professionals in construction and trades, or volunteering time and resources to local nonprofits and school programs. These efforts reflect Pacific North Contractors' commitment to not only building quality infrastructure, but also investing in the people and communities we serve.

- School Counselor**
Pathways in Education Oct 2017-Jan 2021
Establishing a strong presence within the school community by remaining consistently accessible to students, staff, and parents, while effectively managing workload and staying current with emerging research and therapeutic practices. Played a key role in launching a new school from the ground up, including the creation and implementation of a comprehensive counseling department.
Built meaningful relationships across the school community and proactively engaged with external partners to bring valuable resources and opportunities to students. Applied conflict resolution strategies—including mediation and mitigation techniques—to address and de-escalate issues among students, families, and staff.
Provided crisis intervention services through the assessment and development of individualized treatment plans. Managed a robust caseload of students receiving 504 and IEP counseling services, and led both individual and group counseling sessions. Developed systems to enhance school-wide participation and maintained accurate, compliant data reporting for state accountability.

Reference Sue Lux Idaho AgriTech Academy 208-473-0320

LORI IDSINGA

Greenleaf, ID | 208.670.1427 | careersuccess.idahoffa@gmail.com |

Certified teacher with over 12 years of high school agriculture classroom experience and an additional 10 years of career technical education programing experience coordinating programs for Idaho FFA.

EXPERIENCE

SEP 2015 - PRESENT

PROGRAM COORDINATOR, IDAHO FFA

Coordinate with industry and local agriculture teachers to provide business and industry tours. Plan and coordinate State Star, Proficiency, and National Chapter award programming and recognition.

JUNE 2023 - MAY 2025

ACADEMIC CONSULTANT, BOISE STATE UNIVERSITY

Advised and wrote curriculum for the University's new CTE teacher preparation program. Taught 9 credits as an adjunct professor for the initial program rollout.

JUNE 2004 - SEPT 2014

AGRICULTURE TECHNOLOGY TEACHER, HOMEDALE HIGH SCHOOL

Taught three pathways in agriculture science and technology in grades 8-12 including science, speech, and economics credits, and advised the FFA chapter including career development events and supervised agriculture experiences.

EDUCATION

DEC 2024

MASTERS CURRICULUM & INSTRUCTION, BOISE STATE UNIVERSITY

Developed curriculum for 24 bachelor and master level credits for the CTE teacher preparation program.

MAY 2023

BACHELOR OF AGRICULTURE EDUCATION, UNIVERSITY OF IDAHO

Completed the agriculture science & technology education program with additional certifications in economics and biological sciences.

SKILLS

- Strong knowledge of agriculture, livestock management, and plant/soil science.
- Excellent communication skills, both verbal and written

ACTIVITIES

Active member of the Idaho Agriculture Teacher Association, Deer Flat Church, and Leadership Idaho Agriculture.

Guideline III.3 – Board Member Qualifications • There is a potential conflict of interest between the Board Chair’s current job and school finances based upon a potential relationship between the school and the Chair’s organization.

Idaho AgriTech Academy takes potential conflicts of interest seriously and is committed to maintaining strong governance practices consistent with Idaho law and best practices for public charter boards.

The concern appears to relate to the Board Chair’s professional role and a potential relationship between the school and the Chair’s organization. At this time, no financial agreement, contract, or formal arrangement exists between the school and the Chair’s organization.

Should the Board consider entering into any formal relationship, membership, or financial arrangement with the Chair’s organization (or any organization affiliated with a Board member), the following safeguards will apply:

- Full disclosure of the relationship in accordance with Idaho conflict-of-interest statutes.
- Recusal of the Board Chair from discussion, deliberation, and voting on the matter.
- Documentation of the recusal in meeting minutes.
- Independent Board review and vote by disinterested members.

The school has adopted a Conflict of Interest Policy requiring annual disclosures and ongoing reporting of potential conflicts. The Board is committed to transparency, proper recusal procedures, and independent decision-making to ensure that no individual Board member exercises undue influence over financial or contractual matters.

Idaho AgriTech Academy believes it is essential to recruit qualified, experienced leaders to serve on its Board. The presence of a Board member who also holds leadership experience in related organizations can strengthen governance, provided appropriate conflict management protocols are followed. The school and its legal counsel are confident that its policies and procedures adequately mitigate any potential conflict.

Board Member Bios

Nanette Merrill - Board Chairperson

Nanette Merrill is a lifelong educator with a deep commitment to student success and instructional excellence. Most recently, she serves as the Executive Director of the Idaho Charter School Association, where she advocates for high-quality public school choice and supports charter schools across the state.

Nanette grew up on a dairy and farming operation in Eastern Idaho. For nearly twenty years, she, her former husband, and their children operated their own dairy and farming business in the Treasure Valley, where she developed a strong work ethic and a deep appreciation for Idaho's agricultural heritage. Her children were active in FFA, and she is honored to be a recipient of the Honorary National FFA Officer Award, recognizing her daughter's service as a National FFA Secretary.

She was the Founding Principal of Gem Prep Meridian (2018) and later the Founding Principal of Gem Prep Meridian North, where she led school start-up, teacher development, and academic programming. She holds an Education Specialist degree in Teacher Leadership and Administration, a Master's in Education with a Math emphasis, and a Bachelor's degree in Elementary Education—all earned with high honors.

Her distinguished career has been recognized nationally. Nanette was named the 2013 Oregon State Teacher of the Year and received the 2014 National Education Association Global Fellowship Award, along with several honors for math excellence and leadership. She has contributed her expertise on the Governor's Council for Educator Advancement and the Deputy Superintendent Advisory Council for the Oregon Department of Education.

Nanette's influence also extends to professional learning. She has participated in Teach Like a Champion training, served as an evaluator and writer for the Smarter Balanced Digital Library, and been featured in Parent & Child Magazine and Conversations with

America's Best Teachers. She remains active in professional communities, including the Oregon State and Regional Teachers of the Year Network and the National Network of State Teachers of the Year, reflecting her ongoing dedication to improving teaching and learning nationwide.

Brandi Elumbaugh – Board Vice Chair

Brandi Elumbaugh was born in Idaho and raised in Utah and Alaska before returning to Idaho to raise her family and build her career. She is a Licensed Master Social Worker (LMSW) specializing in trauma-informed mental health and integrative medicine, a former high school counselor, and holds multiple professional licenses, including OSHA 30, Idaho Realtor, and contractor licenses in Idaho, Oregon, Washington, and Montana.

Brandi is the CEO of Pacific North Contractors and the owner of several Idaho-based businesses, including Impact Cleaning Solutions, Natural Elements, and S&J Property Investments. She also serves as a Realtor with Homes of Idaho Real Estate Group. Her leadership and entrepreneurial accomplishments have been recognized widely, including a feature in Totally Boise magazine and the Circle of Light Award (2018) for her commitment to service.

In addition to her business expertise, Brandi has served as a high school post-secondary counselor, guiding students in career planning, college preparation, and workforce readiness. She has been deeply involved in her community through service with the Caldwell Chamber of Commerce, Meridian Chamber, WPMA, CBOR, and as a former Professional Women in Building (PWB) President with SRVBCA. She has volunteered with the Canyon and Ada County Festival of Trees and the Boise Rescue Mission.

Brandi graduated Magna Cum Laude and top of her class from Northwest Nazarene University with a Master's in Social Work. She and her husband Kenny, to whom she has been happily married since 1996, live in Idaho and are the proud parents of Shaylann, a graduate of ISU, and Jace, a current student at BSU.

Jonathan Gillen- Board Treasurer

Jonathan Gillen is a seasoned financial professional with over twenty years of finance and accounting experience. His experience includes work as a CFO of a community College, a Director of Finance for a charter school network, as the CFO of the West Ada School District and now most recently as the Regional Director for Charter Impact, a national organization that provides finance, accounting, and data support to charter schools and school districts throughout the U.S. Jonathan is a licensed CPA, has a Masters in Business Administration, and a Masters in Education.

Lori Idsinga – Board Member

Lori Idsinga currently serves as a Special Program Coordinator for Idaho FFA, supporting an annual membership of more than 6,000 students statewide. In this role, she specializes in coordinating student and industry tours, building partnerships, and supporting Idaho FFA's awards programs.

As part of her master's program at Boise State University, Lori developed the university's CTE Teacher Certification Program and served as an adjunct professor during its rollout, teaching nine online credits. Prior to her current position, she taught agricultural education and served as an FFA advisor for 12 years in rural Idaho schools. In addition to her professional experience, Lori and her family operate a small cow/calf ranch west of Caldwell, where they market their top calves to 4-H and FFA members.

Appendix C2 Board Petitioning Group Chart

| Name | Title | Role |
|------------------|--|--------------------------------|
| Nanette Merrill | IAA Board Chair | Board of Directors |
| Brandi Elumbaugh | IAA Board Vice Chair | Board of Directors |
| Jonathan Gillen | IAA Board Treasurer | Board of Directors |
| Lori Idsinga | IAA Board Member | Board of Directors |
| Susan Lux | Executive Director | School Founder |
| Marc Carignan | Bluum CFO | Business Management Consulting |
| Annie Edwards | Bluum Finance and Operations Manager | Business Management Consulting |
| Janine Hodges | CTE Program Quality Manager Agriculture (AFNR) | General Advisor |
| | State FFA Advisor | |
| Keith Donahue | Bluum Director of school Strategy and Operations | General Advisor |
| Jennifer Ribordy | Bluum Special Education Development Director | SPED Advisor |
| Chris Yorgason | Lawyer | Legal Counsel |

Appendix C3- Founders Definition and Policy

Idaho AgriTech Academy

Founder Policy

Adopted by the Idaho AgriTech Academy Governing Board

Purpose

The purpose of this policy is to define the criteria, rights, and limitations associated with “Founder” status at Idaho AgriTech Academy (IAA) in accordance with Idaho Code §33-5205. The intent is to recognize individuals who make significant material contributions toward the successful establishment of the school while maintaining fairness, transparency, and compliance with state law governing enrollment preferences.

Definition of a Founder

A Founder is an individual who has made substantial and sustained contributions to the creation and development of Idaho AgriTech Academy prior to its opening. Founders play an essential role in the planning, organization, and authorization of the school and demonstrate commitment to its mission and long-term success. Founder status may be granted only at the discretion of the Governing Board.

Criteria for Founder Status

1. **Time Commitment:** Contribute a minimum of 100 verified volunteer hours toward school founding efforts prior to January 1, 2027.
2. **Material Contribution:** Demonstrate tangible impact through one or more of the following:
 - Serving on the Founding Board or authorized planning committee.
 - Leading or substantially assisting in fundraising, community engagement, or petition development.
 - Providing professional expertise that is essential to school startup (e.g., facilities, finance, curriculum, legal, or governance).
3. **Alignment with Mission:** Exhibit a strong commitment to IAA's mission, vision, and core values.
4. **Documentation:** Submit a written summary of contributions to the Governing Board for review and approval prior to December 31, 2026.

Approval and Limitations

- **Final Authority:** Founder status shall be granted only by a majority vote of the IAA Governing Board.
- **Deadline:** No new Founders will be designated after January, 2027.

- Enrollment Preference: Founders and their children may be granted an enrollment preference in accordance with Idaho law, limited to no more than 10% of total student seats or 10 students, whichever is less.
- Volunteerism Alone: Volunteer service alone does not automatically constitute Founder status; the Board will consider the overall significance and scope of contributions.

Conflict of Interest and Ethics

All Founders must complete a Conflict-of-Interest Disclosure Form prior to Board approval. Founders who also serve as Board members are subject to all applicable governance and ethics policies.

Recordkeeping

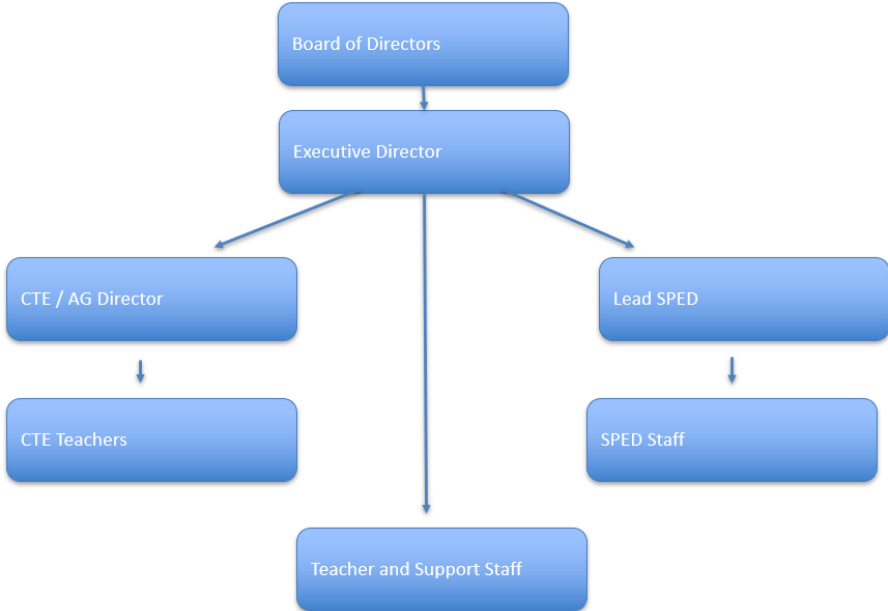
All Board actions related to Founder designations will be recorded in the meeting minutes and maintained as part of the school's permanent public record.

Policy Review

This policy shall be reviewed and, if necessary, updated by the Governing Board prior to the opening of Idaho AgriTech Academy or upon changes to [state charter](#) school law or rule.

Appendix D

Appendix D1-School Org Chart



Appendix D2 Resumes for Identified Administrators

Susan Lux

 slux@bluum.org |

PROFESSIONAL SUMMARY

Experienced and results-oriented education leader with over two decades of success in alternative education and charter school leadership. Currently designing and launching an innovative agribusiness-focused STEM high school in Idaho that integrates education, industry, and workforce development.

CORE COMPETENCIES

- Agricultural Education & Program Development
- Strategic Planning & Change Management
- Executive Coaching & Leadership Development
- Industry–Education Partnerships
- Cross-State Operations & Compliance Oversight
- Data-Driven Decision Making
- Organizational Effectiveness & Talent Development
- High-Impact Communication & Stakeholder Engagement

PROFESSIONAL **EXPERIENCE**

New School Fellow | Bluum – Agri-Business STEM High School, Idaho
July 2025 – Present

- Leading the design and development of a next-generation agribusiness-focused STEM high school in Idaho.

- Collaborating with agriculture industry partners, higher education institutions, and state agencies to shape curriculum, career pathways, and school operations.
- Driving innovation in CTE/STEM alignment, with a focus on sustainability, ag-tech, and workforce readiness.
- Overseeing charter development, strategic partnerships, and program design to launch a future-focused public school serving rural and underrepresented students.

Senior Director of Schools | Pathways In Education – ID, AZ, LA

July 2021 – June 2025

- Directed charter school operations across three states, ensuring compliance, fiscal responsibility, and academic performance.
- Provided executive coaching and leadership development to site leaders, promoting continuous improvement and accountability.
- Federal Funds Director for all states.

Founding Principal | Pathways In Education Nampa Charter School – Nampa, ID

February 2017 – June 2021

- Founded and led a successful alternative charter high school serving at-risk and non-traditional students.
- Managed daily operations, compliance, budgeting, staffing, and community relations.
- Led data-informed decision-making processes that improved student achievement and graduation rates.
- Fostered strong partnerships with community and regional organizations to enhance student support and post-secondary opportunities.

Assistant Principal | Options for Youth Charter School – Apple Valley, CA

September 2015 – January 2017

- Supported academic programs, operations, and staff development.
- Led teacher coaching, student support systems, and strategic planning.
- Completed a Principal Fellowship focused on charter school leadership and systemic improvement.

Teacher & Student Activities Lead | Options for Youth Charter School – Victorville, CA

January 2004 – September 2015

- Taught social science courses and developed student leadership and engagement programs.
- Served as a key liaison between administration, students, and families.
- Recognized as “Teacher of the Year” (2014) for instructional excellence and student impact.

EDUCATION & CERTIFICATIONS

California State University, Dominguez Hills

M.A., Education, School Leadership – Graduated with Distinction, 2018

Park University

B.S., Social Psychology – Graduated with Distinction, 2003

Victor Valley College

A.A., Liberal Arts – Graduated with Honors, 2001

Chapman University

Single Subject Credential – Social Science (CA)

Idaho Secondary Social Science Teaching Certificate – Current

Certifications:

- Idaho School Principal Certificate (K–12) – Current
 - Arizona School Principal (K-12) - Current
 - Idaho Social Studies Credential (6–12) – Current
-

Appendix E- Service Provider Letter



October 31, 2025

To: Idaho Public Charter School Commission
Chairman Alan Reed
Director Rachel Burk

Re: Support for Idaho AgriTech Academy

Dear Chairman Reed and Director Burk,

I am writing in support of the charter school application for the Idaho AgriTech Academy. School leader Sue Lux is an Idaho New School Fellow, and Bluum is working closely with her to launch the school. Sue is a veteran Idaho charter school administrator who has built strong momentum for this project. We are particularly excited about the prospect of locating the school on, or near, the College of Western Idaho campus. This presents an exceptional opportunity for a career and technical education-focused charter school to align its academic and programmatic offerings with those of one of our state's leading higher education institutions.

Bluum is committed to providing Idaho AgriTech Academy every opportunity to access startup grant support through our channels, including the federal Charter School Program grant and the J.A. and Kathryn Albertson Family Foundation. We are also committed to offering the school free back-office support for at least three years, along with complimentary assistance from our special education team. Additionally, Bluum will do all that it can to support facility financing and construction for Idaho AgriTech Academy through our financial and technical resources.

The Idaho AgriTech Academy represents an exciting and meaningful opportunity for Idaho's students and economy, and Bluum is dedicated to supporting Sue Lux and her team in bringing this vision to life.

Please don't hesitate to contact me if you have any questions or need additional information.

Sincerely,



Terry Ryan

Guideline II.1 – General Standards of Quality

• The application provides a letter of support from Bluum regarding a CSP grant (page 147). However, the letter does not guarantee support. Please provide additional documentation regarding the CSP grant.

Response Regarding CSP Grant Support

Idaho AgriTech Academy will apply for startup funding through the federal Charter Schools Program (CSP) grant process. The school's design strongly aligns with CSP priorities, including expanding high-quality public school options, serving rural and workforce-aligned communities, strengthening career and technical education pathways, and implementing innovative programming tied to measurable student outcomes.

While no grant award can be guaranteed prior to formal notification, the school has received guidance indicating that its program model, leadership capacity, and planning structure position it as a strong candidate for CSP funding. The grant application window in May aligns the school to apply for the grant after charter approval is completed.

However, Idaho AgriTech Academy acknowledges that CSP funding is competitive and not guaranteed. If the school does not secure the necessary startup funding through CSP or comparable grant sources, the Board of Directors understands that the school will need to delay its opening until adequate startup funds are secured. If sufficient funding cannot be obtained, the school will not proceed with opening. The Board is committed to ensuring that the school launches only with appropriate financial resources in place to support responsible implementation and long-term sustainability.

Appendix F- Additional Appendices

Appendix F1- Letter of support -CWI



Office of the Provost & VP Academic Affairs

November 3, 2025

Idaho State Charter Commission
514 W. Jefferson, Suite 303
Boise, ID 83702

RE: Idaho AgriTech Academy

Dear Commissioners:

On behalf of the College of Western Idaho (CWI), I am pleased to offer this letter of support for the proposed initiative to expand educational opportunities and strengthen partnerships that benefit local students, employers, and communities.

As Idaho's largest community college and a key partner in regional workforce and academic development, CWI is committed to collaborating with organizations that create seamless pathways from education to employment. Efforts that enhance access, align with industry needs, and foster innovation directly support our mission of empowering students to thrive in a rapidly changing economy.

CWI fully supports this proposal and values the shared goal of improving educational outcomes and strengthening Idaho's workforce through partnerships that connect learning and opportunity.

Thank you for including CWI in this important effort. We look forward to continued collaboration and shared success.

Respectfully,

A handwritten signature in black ink that reads 'Denise Aberle-Cannata'.

Denise Aberle-Cannata
Provost and VP of Academic Affairs

Appendix F2- Letter of support- Mosaics



December 30, 2025

Re: Letter of Support for Idaho AgriTech Academy

To Whom It May Concern:

I am pleased to offer my strong support for the establishment of Idaho AgriTech Academy. As a leader at MOSAICS Public School, I am deeply committed to high-quality STEM education that prepares students to think critically, solve real-world problems, and pursue meaningful futures.

STEM education is a critical vehicle for developing the skillsets our students need to be successful citizens. By preparing students with skills in science, technology, engineering, and mathematics, schools help develop a workforce equipped to meet the needs of Idaho's growing industries, including agriculture, technology, engineering, and advanced manufacturing. Early and sustained exposure to STEM learning ensures students are not only college- and career-ready, but also positioned to contribute meaningfully to innovation, economic growth, and workforce development within our state.

At MOSAICS Public School, the only STEM designated school in Canyon County, we have built a strong foundation in science, technology, engineering, and mathematics through hands-on, inquiry-based learning. Idaho AgriTech Academy's focus on STEM education through applied learning aligns well with the values and goals we prioritize at MOSAICS. Our students develop curiosity, perseverance, and a passion for innovation at an early age. I am excited about the potential for another STEM-focused school that could serve MOSAICS students as they continue into high school, allowing them to build on the rigorous academic and experiential foundation our K-8 program provides.

I commend the founders of Idaho AgriTech Academy for their vision and commitment to expanding high-quality STEM opportunities for Idaho students. I look forward to the positive impact this school will bring to the students and families of the Treasure Valley.

Sincerely,

A handwritten signature in black ink that reads "Anthony Haskett". The signature is written in a cursive, flowing style.

Anthony Haskett
Executive Director

Appendix F3- Letter of Support – Ag in the Classroom



Dear Commissioners,

On behalf of Idaho Agriculture in the Classroom Association, I am pleased to offer our strong support for the establishment of Idaho AgriTech Academy, the state's first Agribusiness charter high school.

Idaho Agriculture in the Classroom is dedicated to advancing agricultural literacy for students of all ages. We believe that equipping young people with both the knowledge and appreciation of agriculture is essential to sustaining Idaho's most vital industry. With agriculture and food processing generating more than \$26 billion annually and representing the 5th largest share of GDP among U.S. states, it is critical that Idaho's education system reflects the importance of this sector. Idaho AgriTech Academy's vision of blending STEM education, career and technical training, and agribusiness skills aligns directly with this mission.

By offering hands-on learning in areas such as animal science, horticulture, ag technology, and ag mechanics, the Academy will give students the tools they need to become thoughtful problem-solvers, future agricultural leaders, and engaged community members. Importantly, this school will help meet critical workforce needs by preparing students with the technical skills, business acumen, and real-world experiences that Idaho's agricultural industry is seeking. Graduates will be career-ready, equipped to fill high-demand roles, and prepared to innovate in areas vital to the state's economic growth.

We are excited about the potential for collaboration between Idaho Agriculture in the Classroom and Idaho AgriTech Academy to inspire students, support teachers, and strengthen Idaho's agricultural workforce pipeline.

For these reasons, we support Idaho AgriTech Academy and encourage the Commission to approve its charter. If you have any questions or require additional information, please feel free to contact me at cassidey@amgidaho.com. Thank you for your time and consideration.

Sincerely,

Cassidy Plum

State Director, Idaho Agriculture in the Classroom

Appendix F4- Letter of Support- Kido Family, Deer Flats Development

12/28/2025

Idaho Public Charter School Commission

Re: Letter of Support for Idaho AgriTech Academy

Dear Members of the Commission,

We are pleased to offer our support for the development of Idaho AgriTech Academy (IAA) and its mission to prepare Idaho students for future careers in agriculture, agribusiness, and related STEM fields.

Our family is currently leading a housing and community development project in Nampa that is intentionally designed to honor and preserve the region's deep agricultural heritage while thoughtfully planning for growth. This housing development is envisioned as a true community asset and includes plans for a potential school site, a potential YMCA, community gardens, and approximately 175 acres of active farmland that will remain in production.

In alignment with this vision, we have been in active discussions with the founders of Idaho AgriTech Academy about the opportunity to support the school's long-term success. As part of this collaboration, we are prepared to make approximately 10 acres of land available at a reduced price to support the establishment of the school. We believe this partnership represents a unique opportunity to create something special.

Beyond the school site itself, we are equally excited about the learning opportunities this partnership can provide. We can offer hands-on learning opportunities for students on the active farm, allowing them to engage directly with modern agricultural practices. Additionally, students would have access to the community nature preserve and lake, which could be used to support environmental science, conservation studies, and outdoor education.

We are proud to support Idaho AgriTech Academy and look forward to continued collaboration as this innovative school moves forward.

Sincerely,



Scott Kido

Appendix F5- Letter of Support – Idaho Future Farmers of America (FFA)

Lori Idsinga
Idaho FFA
19675 Top Rd.
Greenleaf, ID 83626
(208) 670-1427

To Whom it May Concern,

I am excited to write this letter in support of the Idaho AgriTech Academy! I have worked in and with agriculture my entire life as a cow/calf producer and as an agriculture teacher and FFA advisor. The past decade I have spent working for the Idaho FFA as a special program coordinator specializing in industry relations and awards programs for our 6000 Idaho FFA members. These experiences have given me a firsthand perspective on how beneficial agricultural education and FFA membership can be. Idaho AgriTech Academy will increase these opportunities and give more students a chance to participate in a proven student leadership program.

Idaho has a robust agriculture base, generating over \$3.5 billion towards Idaho's GPA each year. In addition to agriculture's direct financial inputs, food processing brings in an additional \$2.9 billion per year. This level of production requires a skilled population in both production and allied industries that understand the technology and challenges that come hand in hand with agriculture. The Idaho AgriTech Academy is prepared to educate their students to take on these challenges as well as provide an essential education and develop leadership skills for their students.

In addition to filling a need for Idaho's agriculture economy and future production needs, the Idaho AgriTech Academy will provide an FFA chapter for hundreds of students. Public Law 740 made FFA intracurricular in 1950, meaning that an FFA chapter cannot exist without a state approved Agriculture, Food, and Natural Resources (AFNR) program. Many local school districts only offer AFNR programs on one of their district campuses, meaning that students must give up multiple class periods and travel to participate in FFA. Smaller schools on campus programs also face the challenge of single advisor programs that have increased scheduling conflicts to provide students with an agriculture course or cannot teach a pathway in depth. The addition of this new charter school would allow students to have the FFA experience on their own home campus and develop a deeper knowledge in their chosen AFNR pathway.

I urge the board to approve the Idaho AgriTech Academy's application and help Idaho remain successful in both supporting our youth and providing them with the leadership skills and knowledge to be highly contributing members of society.

Respectfully,

Lori Idsinga
Idaho FFA Foundation

Appendix F6- Charter Start 101

Charter Start 101

This Certifies That:

Sue Lux

Has successfully completed the virtual course for Charter Start 101, offered by the Idaho Department of Education.



Rachel Burk
Parent Engagement & School Choice Coordinator

Date of issue: August 15, 2025



Appendix F7- Evidence of Introductory Board Training: Agenda



Inaugural Board Meeting Agenda

Date: Monday, November 17, 2025

Time: 1:00 – 3:00 PM

Location: Bluum – 702 W. Idaho Street, Suite 600, Main Conference Room
(This meeting is not being conducted in accordance with Idaho's Open Meeting Law because Idaho AgriTech Academy is not yet an authorized public entity. However, standard nonprofit board operating procedures will be followed.)

1. Call to Order

- Meeting called to order by: Sue Lux, Founder/School Leader
- Roll call and confirmation of quorum
- Welcome and introductions

2. Public Comment

3. Organizational Business

a. Review of Legal and Governance Requirements

- Summary of Idaho Open Meeting Law
- Introduction to *Robert's Rules of Order* (governing procedure)

- Review of Board member roles, terms

b. Completion of Required Forms

- Board Member Commitment Form (sign and submit)
 - Conflict of Interest Disclosure Form (sign and submit)
-

4. Election of Officers

(Facilitated by Sue Lux until Chair is elected)

- Chair: Nanette Merrill
- Vice Chair: Brandi Elumbaugh
- Treasurer: Jonathan Gillen
- Board Member: Lori Idsinga

Action Item: Motion to approve elected officers

5. Organizational Actions

- a. Adopt Mission & Vision Statement
 - b. Designate Principal Office Location
 - c. Authorize School Leader for administrative and petition-related filings
 - d. Adopt Resolution for EIN, bank account setup, and fiscal sponsorship
 - e. Confirm Board communication and recordkeeping system (Google Drive)
-

6. Governance Actions

- a. Approval of Bylaws
 - b. Approval of Founder Policy and Board Resolution
 - c. Approval of Meeting Schedule (frequency and format)
-

7. Charter Petition Review

- Presentation of draft petition by Sue Lux
- Review of assigned sections and expectations for feedback
- Discussion and next steps for final submission

Action Item: Motion to approve draft petition for continued refinement and submission readiness

8. Financial and Facilities Planning

(Informational)

- Update on preliminary budget and facilities options
 - Overview of partnership discussions (CWI, Deer Flat development)
-

9. Next Steps and Upcoming Deadlines

- Charter petition submission timeline
 - Capacity Hearing - Guidance Document
 - Board training to be scheduled upon approval (Open Meeting Law, finance, governance, etc.)
-

10. Adjournment

- Confirmation of next meeting date/time
 - Motion to adjourn
-

Appendix F8- CTE Additional Funding

CTE program additional funds available per pathways.

Welcome to Idaho Division of Career Technical Education

| Program Name | Pathway Code | Funding Levels | | | | | | | | | | | | | | | | |
|---|--------------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|--------------|
| | | 1,0000 1,0000 | 2,0000 2,0000 | 4,0000 4,0000 | 6,0000 6,0000 | 8,0000 8,0000 | 1,0000 1,0000 | 1,2000 1,2000 | 1,4000 1,4000 | 1,6000 1,6000 | 1,8000 1,8000 | 2,0000 2,0000 | 2,2000 2,2000 | 2,4000 2,4000 | 2,6000 2,6000 | 2,8000 2,8000 | 3,0000 3,0000 | |
| 1 Individualized Occupational Training | FL1 | \$ 2,470.00 | \$ 3,094.00 | \$ 4,841.00 | \$ 6,599.00 | \$ 8,357.00 | \$ 10,115.00 | \$ 11,873.00 | \$ 13,631.00 | \$ 15,389.00 | \$ 17,147.00 | \$ 18,905.00 | \$ 20,663.00 | \$ 22,421.00 | \$ 24,179.00 | \$ 25,937.00 | \$ 27,695.00 | \$ 29,453.00 |
| 2 Administrative Services | FL2 | \$ 4,418.13 | \$ 5,490.85 | \$ 8,236.77 | \$ 10,982.69 | \$ 13,728.59 | \$ 16,474.54 | \$ 19,220.46 | \$ 21,966.38 | \$ 24,712.30 | \$ 27,458.22 | \$ 30,204.14 | \$ 32,950.06 | \$ 35,695.98 | \$ 38,441.90 | \$ 41,187.82 | \$ 43,933.74 | \$ 46,679.66 |
| 3 Eminent Accounting | FL2 | \$ 4,418.13 | \$ 5,490.85 | \$ 8,236.77 | \$ 10,982.69 | \$ 13,728.59 | \$ 16,474.54 | \$ 19,220.46 | \$ 21,966.38 | \$ 24,712.30 | \$ 27,458.22 | \$ 30,204.14 | \$ 32,950.06 | \$ 35,695.98 | \$ 38,441.90 | \$ 41,187.82 | \$ 43,933.74 | \$ 46,679.66 |
| 4 IMC Cluster | FL2 | \$ 4,418.13 | \$ 5,490.85 | \$ 8,236.77 | \$ 10,982.69 | \$ 13,728.59 | \$ 16,474.54 | \$ 19,220.46 | \$ 21,966.38 | \$ 24,712.30 | \$ 27,458.22 | \$ 30,204.14 | \$ 32,950.06 | \$ 35,695.98 | \$ 38,441.90 | \$ 41,187.82 | \$ 43,933.74 | \$ 46,679.66 |
| 5 Business Management | FL2 | \$ 4,418.13 | \$ 5,490.85 | \$ 8,236.77 | \$ 10,982.69 | \$ 13,728.59 | \$ 16,474.54 | \$ 19,220.46 | \$ 21,966.38 | \$ 24,712.30 | \$ 27,458.22 | \$ 30,204.14 | \$ 32,950.06 | \$ 35,695.98 | \$ 38,441.90 | \$ 41,187.82 | \$ 43,933.74 | \$ 46,679.66 |
| 6 Digital Communications | FL2 | \$ 4,418.13 | \$ 5,490.85 | \$ 8,236.77 | \$ 10,982.69 | \$ 13,728.59 | \$ 16,474.54 | \$ 19,220.46 | \$ 21,966.38 | \$ 24,712.30 | \$ 27,458.22 | \$ 30,204.14 | \$ 32,950.06 | \$ 35,695.98 | \$ 38,441.90 | \$ 41,187.82 | \$ 43,933.74 | \$ 46,679.66 |
| 7 High School of Business | FL2 | \$ 4,418.13 | \$ 5,490.85 | \$ 8,236.77 | \$ 10,982.69 | \$ 13,728.59 | \$ 16,474.54 | \$ 19,220.46 | \$ 21,966.38 | \$ 24,712.30 | \$ 27,458.22 | \$ 30,204.14 | \$ 32,950.06 | \$ 35,695.98 | \$ 38,441.90 | \$ 41,187.82 | \$ 43,933.74 | \$ 46,679.66 |
| 8 Hospitality Management | FL2 | \$ 4,418.13 | \$ 5,490.85 | \$ 8,236.77 | \$ 10,982.69 | \$ 13,728.59 | \$ 16,474.54 | \$ 19,220.46 | \$ 21,966.38 | \$ 24,712.30 | \$ 27,458.22 | \$ 30,204.14 | \$ 32,950.06 | \$ 35,695.98 | \$ 38,441.90 | \$ 41,187.82 | \$ 43,933.74 | \$ 46,679.66 |
| 9 Marketing | FL2 | \$ 4,418.13 | \$ 5,490.85 | \$ 8,236.77 | \$ 10,982.69 | \$ 13,728.59 | \$ 16,474.54 | \$ 19,220.46 | \$ 21,966.38 | \$ 24,712.30 | \$ 27,458.22 | \$ 30,204.14 | \$ 32,950.06 | \$ 35,695.98 | \$ 38,441.90 | \$ 41,187.82 | \$ 43,933.74 | \$ 46,679.66 |
| 10 Commercial Photography | FL2 | \$ 4,418.13 | \$ 5,490.85 | \$ 8,236.77 | \$ 10,982.69 | \$ 13,728.59 | \$ 16,474.54 | \$ 19,220.46 | \$ 21,966.38 | \$ 24,712.30 | \$ 27,458.22 | \$ 30,204.14 | \$ 32,950.06 | \$ 35,695.98 | \$ 38,441.90 | \$ 41,187.82 | \$ 43,933.74 | \$ 46,679.66 |
| 11 Computer Support | FL2 | \$ 4,418.13 | \$ 5,490.85 | \$ 8,236.77 | \$ 10,982.69 | \$ 13,728.59 | \$ 16,474.54 | \$ 19,220.46 | \$ 21,966.38 | \$ 24,712.30 | \$ 27,458.22 | \$ 30,204.14 | \$ 32,950.06 | \$ 35,695.98 | \$ 38,441.90 | \$ 41,187.82 | \$ 43,933.74 | \$ 46,679.66 |
| 12 Cybersecurity | FL2 | \$ 4,418.13 | \$ 5,490.85 | \$ 8,236.77 | \$ 10,982.69 | \$ 13,728.59 | \$ 16,474.54 | \$ 19,220.46 | \$ 21,966.38 | \$ 24,712.30 | \$ 27,458.22 | \$ 30,204.14 | \$ 32,950.06 | \$ 35,695.98 | \$ 38,441.90 | \$ 41,187.82 | \$ 43,933.74 | \$ 46,679.66 |
| 13 Digital Media Production | FL2 | \$ 4,418.13 | \$ 5,490.85 | \$ 8,236.77 | \$ 10,982.69 | \$ 13,728.59 | \$ 16,474.54 | \$ 19,220.46 | \$ 21,966.38 | \$ 24,712.30 | \$ 27,458.22 | \$ 30,204.14 | \$ 32,950.06 | \$ 35,695.98 | \$ 38,441.90 | \$ 41,187.82 | \$ 43,933.74 | \$ 46,679.66 |
| 14 Drafting and Design | FL2 | \$ 4,418.13 | \$ 5,490.85 | \$ 8,236.77 | \$ 10,982.69 | \$ 13,728.59 | \$ 16,474.54 | \$ 19,220.46 | \$ 21,966.38 | \$ 24,712.30 | \$ 27,458.22 | \$ 30,204.14 | \$ 32,950.06 | \$ 35,695.98 | \$ 38,441.90 | \$ 41,187.82 | \$ 43,933.74 | \$ 46,679.66 |
| 15 EIT Cluster | FL2 | \$ 4,418.13 | \$ 5,490.85 | \$ 8,236.77 | \$ 10,982.69 | \$ 13,728.59 | \$ 16,474.54 | \$ 19,220.46 | \$ 21,966.38 | \$ 24,712.30 | \$ 27,458.22 | \$ 30,204.14 | \$ 32,950.06 | \$ 35,695.98 | \$ 38,441.90 | \$ 41,187.82 | \$ 43,933.74 | \$ 46,679.66 |
| 16 Journalism | FL2 | \$ 4,418.13 | \$ 5,490.85 | \$ 8,236.77 | \$ 10,982.69 | \$ 13,728.59 | \$ 16,474.54 | \$ 19,220.46 | \$ 21,966.38 | \$ 24,712.30 | \$ 27,458.22 | \$ 30,204.14 | \$ 32,950.06 | \$ 35,695.98 | \$ 38,441.90 | \$ 41,187.82 | \$ 43,933.74 | \$ 46,679.66 |
| 17 Network Support | FL2 | \$ 4,418.13 | \$ 5,490.85 | \$ 8,236.77 | \$ 10,982.69 | \$ 13,728.59 | \$ 16,474.54 | \$ 19,220.46 | \$ 21,966.38 | \$ 24,712.30 | \$ 27,458.22 | \$ 30,204.14 | \$ 32,950.06 | \$ 35,695.98 | \$ 38,441.90 | \$ 41,187.82 | \$ 43,933.74 | \$ 46,679.66 |
| 18 ITM Engineering | FL2 | \$ 4,418.13 | \$ 5,490.85 | \$ 8,236.77 | \$ 10,982.69 | \$ 13,728.59 | \$ 16,474.54 | \$ 19,220.46 | \$ 21,966.38 | \$ 24,712.30 | \$ 27,458.22 | \$ 30,204.14 | \$ 32,950.06 | \$ 35,695.98 | \$ 38,441.90 | \$ 41,187.82 | \$ 43,933.74 | \$ 46,679.66 |
| 19 ITM Engineering (ITM) | FL2 | \$ 4,418.13 | \$ 5,490.85 | \$ 8,236.77 | \$ 10,982.69 | \$ 13,728.59 | \$ 16,474.54 | \$ 19,220.46 | \$ 21,966.38 | \$ 24,712.30 | \$ 27,458.22 | \$ 30,204.14 | \$ 32,950.06 | \$ 35,695.98 | \$ 38,441.90 | \$ 41,187.82 | \$ 43,933.74 | \$ 46,679.66 |
| 20 Programming and Software Development | FL2 | \$ 4,418.13 | \$ 5,490.85 | \$ 8,236.77 | \$ 10,982.69 | \$ 13,728.59 | \$ 16,474.54 | \$ 19,220.46 | \$ 21,966.38 | \$ 24,712.30 | \$ 27,458.22 | \$ 30,204.14 | \$ 32,950.06 | \$ 35,695.98 | \$ 38,441.90 | \$ 41,187.82 | \$ 43,933.74 | \$ 46,679.66 |
| 21 Weld Design and Development | FL2 | \$ 4,418.13 | \$ 5,490.85 | \$ 8,236.77 | \$ 10,982.69 | \$ 13,728.59 | \$ 16,474.54 | \$ 19,220.46 | \$ 21,966.38 | \$ 24,712.30 | \$ 27,458.22 | \$ 30,204.14 | \$ 32,950.06 | \$ 35,695.98 | \$ 38,441.90 | \$ 41,187.82 | \$ 43,933.74 | \$ 46,679.66 |
| 22 Apparel and Textiles | FL2 | \$ 4,418.13 | \$ 5,490.85 | \$ 8,236.77 | \$ 10,982.69 | \$ 13,728.59 | \$ 16,474.54 | \$ 19,220.46 | \$ 21,966.38 | \$ 24,712.30 | \$ 27,458.22 | \$ 30,204.14 | \$ 32,950.06 | \$ 35,695.98 | \$ 38,441.90 | \$ 41,187.82 | \$ 43,933.74 | \$ 46,679.66 |
| 23 Cosmetology | FL2 | \$ 4,418.13 | \$ 5,490.85 | \$ 8,236.77 | \$ 10,982.69 | \$ 13,728.59 | \$ 16,474.54 | \$ 19,220.46 | \$ 21,966.38 | \$ 24,712.30 | \$ 27,458.22 | \$ 30,204.14 | \$ 32,950.06 | \$ 35,695.98 | \$ 38,441.90 | \$ 41,187.82 | \$ 43,933.74 | \$ 46,679.66 |
| 24 Culinary Arts | FL2 | \$ 4,418.13 | \$ 5,490.85 | \$ 8,236.77 | \$ 10,982.69 | \$ 13,728.59 | \$ 16,474.54 | \$ 19,220.46 | \$ 21,966.38 | \$ 24,712.30 | \$ 27,458.22 | \$ 30,204.14 | \$ 32,950.06 | \$ 35,695.98 | \$ 38,441.90 | \$ 41,187.82 | \$ 43,933.74 | \$ 46,679.66 |
| 25 Early Childhood Education | FL2 | \$ 4,418.13 | \$ 5,490.85 | \$ 8,236.77 | \$ 10,982.69 | \$ 13,728.59 | \$ 16,474.54 | \$ 19,220.46 | \$ 21,966.38 | \$ 24,712.30 | \$ 27,458.22 | \$ 30,204.14 | \$ 32,950.06 | \$ 35,695.98 | \$ 38,441.90 | \$ 41,187.82 | \$ 43,933.74 | \$ 46,679.66 |

Appendix F-9 Additional Letters of support from Potential Industry Partners

Formatted: Heading 1

Date: February 10, 2026

To Whom It May Concern,

On behalf of the **University of Idaho's Parma Research and Extension Center**, I am writing to express our support for the development of Idaho AgriTech Academy, a proposed public charter high school focused on agriculture, STEM, and career-connected learning.

We understand the vision for Idaho AgriTech Academy and its commitment to providing supervised agricultural experiences (SAEs for all students) as a core component of the educational model.

As the school moves through its planning and development phase, we are open to exploring ways we may support students through SAE-aligned opportunities such as internships, volunteer experiences, job shadows, site visits, workshops, guest lectures, or other work-based learning experiences, as appropriate and feasible. These experiences would support students' career pathways and may contribute to documented SAE hours and graduation project requirements.

This letter reflects our interest in continued dialogue and collaboration and is not intended to represent a formal or binding agreement. Specific opportunities and levels of involvement would be determined at a later date and aligned to student needs, program pathways, and organizational capacity.

We support efforts to expand high-quality, agriculture-focused educational opportunities for Idaho students and appreciate being considered as a potential community partner.

Sincerely,



Name: Armando Falcon-Brindis

Title: Assistant Professor – Research Faculty and Extension Specialist

Organization: University of Idaho

Signature:

Contact Information: 29603 U of I Ln Parma, ID 83660. Office phone: 208-722-6708;

email: afalconbrindis@uidaho.edu

To Whom It May Concern,

On behalf of Williamson Orchards Inc , I am writing to express our support for the development of Idaho AgriTech Academy, a proposed public charter high school focused on agriculture, STEM, and career-connected learning.

We understand the vision for Idaho AgriTech Academy and its commitment to providing supervised agricultural experiences (SAEs for all students) as a core component of the educational model.

As the school moves through its planning and development phase, we are open to exploring ways we may support students through SAE-aligned opportunities such as internships, volunteer experiences, job shadows, site visits, workshops, guest lectures, or other work-based learning experiences, as appropriate and feasible. These experiences would support students' career pathways and may contribute to documented SAE hours and graduation project requirements.

This letter reflects our interest in continued dialogue and collaboration and is not intended to represent a formal or binding agreement. Specific opportunities and levels of involvement would be determined at a later date and aligned to student needs, program pathways, and organizational capacity.

We support efforts to expand high-quality, agriculture-focused educational opportunities for Idaho students and appreciate being considered as a potential community partner.

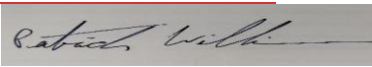
Sincerely,

Name: Patrick Williamson

Title: Manager and Co-owner

Organization: Williamson Orchards Inc

Signature:



Contact Information: patrick.williamson00@gmail.com



FRANZ WITTE LANDSCAPE CONTRACTING, INC.
20005 11th Ave N, Nampa, ID 83687 | 208-853-0808

February 12, 2026

To Whom It May Concern,

On behalf of Franz Witte Landscape Contracting Inc. I am writing to express our support for the development of Idaho AgriTech Academy, a proposed public charter high school focused on agriculture, STEM, and career-connected learning.

We understand the vision for Idaho AgriTech Academy and its commitment to providing supervised agricultural experiences (SAEs for all students) as a core component of the educational model.

As the school moves through its planning and development phase, we are open to exploring ways we may support students through SAE-aligned opportunities such as internships, volunteer experiences, job shadows, site visits, workshops, guest lectures, or other work-based learning experiences, as appropriate and feasible. These experiences would support students' career pathways and may contribute to documented SAE hours and graduation project requirements.

This letter reflects our interest in continued dialogue and collaboration and is not intended to represent a formal or binding agreement. Specific opportunities and levels of involvement would be determined at a later date and aligned to student needs, program pathways, and organizational capacity.

We support efforts to expand high-quality, agriculture-focused educational opportunities for Idaho students and appreciate being considered as a potential community partner.

Sincerely,

Jill Bell
HR Manager
Franz Witte Landscape Contracting, Inc.

208-853-0808 or jill.b@franzwitte.com

Signature: 

GARDEN CENTER | LANDSCAPE | MAINTENANCE

To Whom It May Concern,

On behalf of College of Eastern Idaho, I am writing to express our support for the development of Idaho AgriTech Academy, a proposed public charter high school focused on agriculture, STEM, and career-connected learning.

We understand the vision for Idaho AgriTech Academy and its commitment to providing supervised agricultural experiences (SAEs for all students) as a core component of the educational model.

As the school moves through its planning and development phase, we are open to exploring ways we may support students through SAE-aligned opportunities such as internships, volunteer experiences, job shadows, site visits, workshops, guest lectures, or other work-based learning experiences, as appropriate and feasible. These experiences would support students' career pathways and may contribute to documented SAE hours and graduation project requirements.

This letter reflects our interest in continued dialogue and collaboration and is not intended to represent a formal or binding agreement. Specific opportunities and levels of involvement would be determined at a later date and aligned to student needs, program pathways, and organizational capacity.

We support efforts to expand high-quality, agriculture-focused educational opportunities for Idaho students and appreciate being considered as a potential community partner.

Sincerely,

Name: Heidi Codling

Title: Agriculture Technology Instructor

Organization: College of Eastern Idaho

Signature: 

Contact Information: heidi.codling@cei.edu



20409 WEITZ RD, CALDWELL, ID 83607 : SHIPPING
PO BOX 158, CALDWELL, ID 83606 : MAILING

208 - 468 - 0400 : TEL

February 12th 2026

To Whom it May Concern,

On behalf of Gyle Manufacturing Company (GMC), I am writing to express our support for the development of Idaho AgriTech Academy, a proposed public charter high school focused on agriculture, STEM, and career-connected learning.

GMC has had very positive experience working with Lori Idsinga in the past and understands the vision for Idaho AgriTech Academy and its commitment to providing supervised agricultural experiences (SAEs for all students) as a core component of the educational model.

As the school moves through its planning and development phase, we are open to exploring ways we may support students through SAE-aligned opportunities such as site visits, workshops, guest lectures, or other work-based learning experiences, as appropriate and feasible. These experiences would support students' career pathways and may contribute to documented SAE hours and graduation project requirements.

Beyond supporting student development, GMC has a strong interest in recruiting students that are interested in careers in an industrial environment, once they are ready to enter the job market, and are at minimum age of 18 years old.

This letter reflects our interest in continued dialogue and collaboration and is not intended to represent a formal or binding agreement. Specific opportunities and levels of involvement would be determined later and aligned to student needs, program pathways, and organizational capacity.

We support efforts to expand high-quality, agriculture-focused educational opportunities for Idaho students and appreciate being considered as a potential community partner.

Sincerely,

A handwritten signature in blue ink that reads "Chris Mahler".

Chris Mahler
Vice President / Manager of Operations
Gayle Manufacturing Company (www.GayleMFG.com)
(530 681-1580 / chrism@gmcx.com)

Date: 2/11/2026

To Whom It May Concern,

On behalf of Aztec Welding Services LLC, I am writing to express our support for the development of Idaho AgriTech Academy, a proposed public charter high school focused on agriculture, STEM, and career-connected learning.

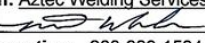
We understand the vision for Idaho AgriTech Academy and its commitment to providing supervised agricultural experiences (SAEs for all students) as a core component of the educational model.

As the school moves through its planning and development phase, we are open to exploring ways we may support students through SAE-aligned opportunities such as internships, volunteer experiences, job shadows, site visits, workshops, guest lectures, or other work-based learning experiences, as appropriate and feasible. These experiences would support students' career pathways and may contribute to documented SAE hours and graduation project requirements.

This letter reflects our interest in continued dialogue and collaboration and is not intended to represent a formal or binding agreement. Specific opportunities and levels of involvement would be determined at a later date and aligned to student needs, program pathways, and organizational capacity.

We support efforts to expand high-quality, agriculture-focused educational opportunities for Idaho students and appreciate being considered as a potential community partner.

Sincerely,

Name: Nestor Machuca
Title: President/CEO
Organization: Aztec Welding Services LLC
Signature: 
Contact Information: 208-989-1584

Date: February 19th, 2026

To Whom it May Concern,

On behalf of Helena Agri-Enterprises, LLC, Homedale, ID, I am writing to express our support for the development of Idaho AgriTech Academy, a proposed public charter high school focused on agriculture, STEM, and career-connected learning.

We understand the vision for Idaho AgriTech Academy and its commitment to providing supervised agricultural experiences (SAEs for all students) as a core component of the educational model.

As the school moves through its planning and development phase, we are open to exploring ways we may support students through SAE-aligned opportunities such as internships, volunteer experiences, job shadows, site visits, workshops, guest lectures, or other work-based learning experiences, as appropriate and feasible. These experiences would support students' career pathways and may contribute to documented SAE hours and graduation project requirements.

This letter reflects our interest in continued dialogue and collaboration and is not intended to represent a formal or binding agreement. Specific opportunities and levels of involvement would be determined at a later date and aligned to student needs, program pathways, and organizational capacity.

We support efforts to expand high-quality, agriculture-focused educational opportunities for Idaho students and appreciate being considered as a potential community partner.

Sincerely,

Name: Bill Haun
Title: Area Sales Manager
Organization: Helena Agri-Enterprises, LLC

Signature: 
Contact Information: Cell: (208) 250-0606



The College of Idaho
2112 Cleveland Blvd.
Caldwell, ID 83605

February 12, 2026

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

Re: Preliminary Discussions with Idaho AgriTech Academy

To Whom It May Concern:

On behalf of the College of Idaho, this letter confirms that we are currently engaged in preliminary discussions with Idaho AgriTech Academy regarding the potential co-location of the proposed charter high school on our campus.

Specifically, conversations have included the possible lease of the College's former library facility to Idaho AgriTech Academy. Under this potential arrangement, the building would be leased to the school, which would assume responsibility for any necessary renovations and improvements to support its academic programming. These discussions are exploratory in nature and remain subject to further review, negotiation, and formal approval by the appropriate governing bodies.

We are encouraged by Idaho AgriTech Academy's focus on agriculture, STEM, and career-connected learning and are interested in exploring the broader partnership opportunities that co-location could provide. In addition to a potential facilities agreement, discussions have included the possibility of providing access to college-level coursework for participating high school students, as appropriate and in alignment with institutional policies.

The College is also interested in continuing conversations regarding future scholarship pathways that may support rural students who choose to pursue postsecondary education at the College of Idaho.

This letter reflects our mutual interest in continued dialogue and exploration of partnership opportunities. It does not constitute a binding agreement or commitment by either party.

Sincerely,

A handwritten signature in blue ink, appearing to read "David Douglass".

David Douglass, Ph.D.
President
ddouglass@collegeofidaho.edu
208-459-5259

Appendix F-10 Additional Information and responses to questions as requested.

Guideline I.4 – Key Educational Design Elements, Curricula, Tools, and Instructional Methods • Please clarify the expectations for students when they are not in class on Fridays (e.g., structure of expectations surrounding activities noted on page 33).

Friday Student Expectations

Fridays are designated as a non-instructional day at Idaho AgriTech Academy and are intentionally built into the schedule to provide flexibility for students. This structure allows students to participate in supervised agricultural experiences (SAEs), including volunteering, internships, and other work-based learning opportunities aligned with their agricultural and career pathways.

Fridays also allow the school to host community and industry partners for workshops, guest lectures, and additional training opportunities throughout the school year. These experiences are structured, supervised, and purposeful, and they count toward students' graduation project requirements and documented SAE hours.

Guideline I.1 – General Standards of Quality • Please provide documentation of established relationships in the community that students will use for the internship portion of the program (page 40).

Established Community Relationships and Internship Pipeline

Idaho AgriTech Academy is intentionally designed around community-embedded learning and Supervised Agricultural Experiences (SAEs for all students). While student internships will scale as enrollment grows, the school has already begun the work of establishing relationships with regional agricultural organizations, postsecondary institutions, and industry partners that will support work-based learning, volunteering, and internship opportunities. Our board member

currently works with FFA assisting students all over the state of Idaho with SAEs and is able to guide this foundational work through a large and well established network of industry partners.

During the planning phase, the school has engaged partners through site visits, meetings, advisory conversations, and letters of support to ensure alignment between academic programming and workforce needs. These relationships form the foundation of a structured internship and SAE pipeline that will expand annually as student enrollment increases.

Student Matching Process

Internships and SAEs will be aligned to clearly defined agricultural and CTE pathways. Students will:

1. Identify areas of interest through advisory programming and pathway exploration.
2. Develop an SAE proposal in collaboration with an assigned advisor or CTE instructor.
3. Be matched to an existing partner placement or, following the "SAE for All" model, be guided in reaching out to propose and create their own supervised opportunity aligned to pathway standards.
4. Receive approval once learning objectives, supervision structure, and safety considerations are confirmed.

This approach ensures both structured partner placements and student-driven initiative, reinforcing career readiness and professional communication skills.

Supervision & Accountability

All internships and SAEs will be supervised and documented. Each experience will include:

- A designated site supervisor (industry partner or organization representative).

- A school-based advisor responsible for oversight and progress monitoring.
- Defined learning objectives.
- Scheduled check-ins between student and advisor during advisory period.
- Safety and workplace readiness expectations outlined in advance.

Advisors will monitor student progress and maintain communication with site supervisors to ensure quality and alignment.

Hour Tracking & Documentation

Student participation will be formally tracked using:

- Approved SAE plans outlining goals and competencies.
- Logged hours verified by site supervisors and recorded in The Agriculture Experience Tracker (AET)
- Reflection journals or progress reports.
- Advisor sign-off and evaluation.

Hours completed through internships, volunteering, workshops, and approved work-based learning experiences will count toward documented SAE requirements and will contribute to graduation project benchmarks.

Alignment to Graduation Projects & Pathways

SAEs are not standalone experiences; they are integrated components of the academic model.

Experiences will:

- Directly align to students' selected pathways.

- Support applied learning connected to coursework.
- Contribute to senior graduation projects, including research, applied problem-solving, or industry-based capstone presentations.
- Reinforce workforce readiness, communication skills, and technical competency.

By embedding structured supervision, documentation systems, and pathway alignment, IAA ensures that internships and SAEs are rigorous, purposeful, and scalable. This framework reflects a deliberate design aligned to Idaho CTE standards and the nationally recognized “SAE for All” model.



Also added to the appendices are letters or potential partnership.

Guideline II.1 – General Standards of Quality

• The application provides a letter of support from Bluum regarding a CSP grant (page 147). However, the letter does not guarantee support. Please provide additional documentation regarding the CSP grant.

Idaho AgriTech Academy will apply for startup funding through the federal Charter Schools Program (CSP) grant process. The school's design strongly aligns with CSP priorities, including expanding high-quality public school options, serving rural and workforce-aligned communities, strengthening career and technical education pathways, and implementing innovative programming tied to measurable student outcomes.

While no grant award can be guaranteed prior to formal notification, the school has received guidance indicating that its program model, leadership capacity, and planning structure position it as a strong candidate for CSP funding. The grant application window in May aligns the school to apply for the grant after charter approval is completed.

However, Idaho AgriTech Academy acknowledges that CSP funding is competitive and not guaranteed. If the school does not secure the necessary startup funding through CSP or comparable grant sources, the Board of Directors understands that the school will need to delay its opening until adequate startup funds are secured. If sufficient funding cannot be obtained, the school will not proceed with opening. The Board is committed to ensuring that the school launches only with appropriate financial resources in place to support responsible implementation and long-term sustainability.

Guideline II.3 – Financial Management and Monitoring Plan

• The pre-opening budget (page 95) shows 1.00 FTE for both the Executive Director and CTE/Agriculture Director positions, respectively. Please clarify where the funding for these positions is derived (e.g., Bluum Fellowship, etc.).

The pre-opening budget reflects 1.00 FTE for both the Executive Director and the CTE/Agriculture Director to accurately represent the scope of work required during the planning year (Year 0).

Funding for these positions during the pre-opening phase will be derived from external grant sources and fellowship support rather than public per-pupil revenue.

Specifically:

- The Executive Director will serve as a Bluum Fellow during the pre-opening year. Compensation and planning support are funded through the Bluum New School Fellowship program and associated startup grants.
- The CTE/Agriculture Director will also serve as a Bluum Fellow during the planning year, with salary support funded through startup grant allocations and fellowship resources designated for Year 0 leadership development and school design.

Upon school opening, both positions will transition to being funded through the school's operational budget supported by state per-pupil funding, consistent with projected enrollment and the approved staffing model.

This structure ensures that Idaho AgriTech Academy enters its opening year with a fully developed academic program, established industry partnerships, and operational readiness, without placing financial strain on Year 1 operating revenues.

• The pre-operational budget (page 94) shows an expected \$15,000,000 in loans. The facility option template (page 109) shows a CDFI loan of \$3,500,000 from Building Hope; a \$2,500,000 loan from the State Revolving Loan Fund; and a Application Evaluation Report 4 a 9,000,000 Senior loan. Please provide documentation of the expected loans (e.g., term sheet, interest letter, etc.).

Idaho AgriTech Academy is currently in the planning and pre-authorization phase. At this stage, it is common practice within the charter sector that lending institutions and financing partners do not issue formal term sheets, binding commitments, or finalized loan documents prior to charter authorization and verified enrollment projections.

The loan amounts reflected in the pre-operational budget and facility option template represent modeled financing scenarios based on past experience and preliminary conversations with charter-aligned lenders and facilities partners. These figures are included to demonstrate financial feasibility and to ensure conservative planning; however, they are not final commitments.

Specifically:

- The referenced CDFI financing (e.g., Building Hope), State Revolving Loan Fund participation, and senior loan structures reflect potential layered financing approaches typical for charter facility projects of this size.
- Final loan structures, amounts, and terms will be contingent upon charter authorization, confirmed enrollment, finalized facility selection, appraisal, and due diligence.

The school understands that responsible financing requires careful underwriting and will not execute debt agreements until authorization is secured and revenue projections are validated.

It is also important to note that facility discussions remain active, and additional options are emerging. Most notably, the school is engaged in preliminary discussions with the College of Idaho regarding a potential lease arrangement for the College's former library building. This option may provide a more cost-effective and strategically aligned solution, reducing overall borrowing needs compared to the currently modeled scenario.

As planning progresses, Idaho AgriTech Academy will:

- Secure formal letters of interest or term sheets following authorization.
- Finalize financing structures only after confirming the selected facility.
- Ensure total debt service remains within board-approved sustainability thresholds.
- Adjust capital plans if financing terms are less favorable than anticipated.

The financial projections presented are intentionally conservative and represent a maximum modeled scenario rather than a finalized commitment. The Board remains committed to prudent financial stewardship and will proceed only with financing structures that ensure long-term sustainability.

• The application does not provide an advertising budget for Year One, which may affect enrollment for Year Two of operations. Please reconcile

The absence of a clearly delineated advertising budget in Year One was an oversight resulting from the way the pre-opening budget was structured. A substantial marketing and outreach allocation was included in the pre-opening year with the intention that a portion of those funds would carry forward into Year One to support continued enrollment growth into Year Two. However, that carryover was not explicitly reflected in the Year One budget line items.

The budget has now been revised to properly allocate marketing and advertising expenses within Year One operations, ensuring clarity and transparency. The updated budget includes a defined Year One advertising allocation to support sustained enrollment efforts, including digital marketing, community outreach, and recruitment initiatives.

This adjustment does not impact the overall financial viability of the school but improves the accuracy and presentation of projected expenses across fiscal years.

• The budget provided in the application (page 100) presents a break-even enrollment that represents a narrow margin relative to full enrollment in Year 1. Please clarify the school's plan to address enrollment risk during the first year of operations.

Idaho AgriTech Academy recognizes that Year 1 enrollment is a critical variable in financial sustainability. While the projected break-even enrollment reflects a narrow margin relative to full enrollment capacity, the school has developed a proactive risk mitigation plan to address potential enrollment fluctuations during the first year of operations.

1. Conservative Staffing Model

Year 1 staffing is intentionally designed to be scalable. Teaching positions and support staff will be aligned to confirmed enrollment numbers prior to the start of the school year. Course sections and staffing allocations will be adjusted to maintain appropriate student-teacher ratios while protecting financial stability.

2. Phased Program Implementation

Certain program components, equipment purchases, and non-essential expenditures can be phased or delayed if enrollment comes in below projections. Capital-intensive CTE purchases are prioritized but sequenced to ensure expenditures align with confirmed revenue.

3. Pre-Opening Enrollment Strategy

The school is implementing a comprehensive enrollment plan that includes:

- Early and sustained community outreach

- Industry and partner advocacy
- Interest list cultivation and regular communication
- Targeted recruitment in aligned feeder communities
- Public information sessions and industry-supported events

Enrollment targets will be monitored monthly during the pre-opening year, allowing leadership to adjust staffing and expenditures well before the start of operations.

4. Grant and Startup Support

Pre-opening leadership salaries are funded through fellowship and startup grant sources, reducing operational burden in Year 1. Additional startup reserves and grant funding provide a financial cushion to support responsible program launch.

5. Reserve and Cash Flow Planning

The school's financial model includes contingency planning and conservative revenue assumptions. Leadership will maintain close oversight of monthly cash flow and make timely adjustments as needed to ensure fiscal health.

Idaho AgriTech Academy's leadership team understands the importance of conservative fiscal management during the first year of operations. The school is committed to aligning staffing, programming, and expenditures with actual enrollment to ensure both educational quality and financial sustainability.

• The application presents enrollment projections that assume the addition of grade 12 in Year 2 and sustained enrollment of 100 students per grade. Please clarify how the school intends to monitor enrollment trends and respond if grade-level enrollment differs from expectations.

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Idaho AgriTech Academy's enrollment projections assume the addition of grade 12 in Year 2 and a steady-state target of approximately 100 students per grade level. The school recognizes that grade-level enrollment may vary during the early years of implementation and has established a monitoring and response framework to manage this risk responsibly.

1. Ongoing Enrollment Monitoring

Enrollment trends will be monitored continuously during the pre-opening year and throughout each school year. Leadership will track:

- Applications by grade level
- Confirmed enrollments and attrition rates
- Waitlists and transfer patterns
- Monthly enrollment counts compared to projections

This data will be reviewed regularly by the Executive Director and Board to inform staffing and program decisions.

2. Flexible Staffing Model

Staffing allocations will be aligned to actual grade-level enrollment rather than projected maximums. Course sections will be adjusted based on confirmed student numbers, and staffing will scale proportionally to maintain appropriate student-teacher ratios while protecting financial sustainability.

If a grade level enrolls below projections:

- Sections may be consolidated.

- Elective offerings may be phased.
- Shared staffing across grade levels may be utilized.

If enrollment exceeds projections:

- Additional sections may be added as budget allows.
- Temporary or part-time staffing adjustments may be implemented.

3. Financial Contingency Planning

The school's financial model allows for adjustments to non-essential expenditures and phased program investments if enrollment varies from projections. Leadership will maintain conservative budget oversight to ensure operational stability regardless of minor fluctuations.

Idaho AgriTech Academy is committed to data-driven decision-making and responsible growth. Enrollment projections reflect intended capacity, but implementation will be responsive to actual enrollment patterns to ensure both academic quality and fiscal sustainability.

• Facility costs in the application (pages 108-112) are supported through external financing, and final loan terms may differ from initial assumptions. Please clarify how the school plans to manage potential variability in facilities financing.

Idaho AgriTech Academy acknowledges that final loan terms and financing structures for facilities may differ from the preliminary assumptions presented in the application. The facility cost projections included in pages 108–112 represent the maximum amount the school is willing to allocate toward debt service, not the anticipated final expenditure.

The financial model is intentionally conservative and structured to accommodate variability in interest rates, financing terms, and renovation costs. The school intends to pursue the most favorable financing terms available at the time of closing and expects final debt service obligations to be equal to or less than the maximum modeled amount.

To manage potential variability in facilities financing, the school will:

1. Maintain a Maximum Debt Threshold

2. Phase Renovation and Capital Improvements

Renovations will be prioritized to support essential instructional needs for opening. Non-essential improvements may be phased to preserve cash flow flexibility.

3. Engage Experienced Financial Advisors

The school will work with experienced facilities and charter finance partners to secure competitive loan terms and structure debt responsibly.

4. Adjust Operating Expenditures if Necessary

Should final financing terms differ modestly from projections, leadership will adjust non-essential operational expenditures to maintain balanced budgets.

IAA remains committed to ensuring that facilities financing decisions support, rather than strain, long-term academic and financial sustainability.

Guideline II.4 – Facilities Plan • Facility Option 2 is in a proposed development in Deer Flats (page 110). Please provide any relevant documentation that evidences the development is able to provide the necessary student demand and facility infrastructure required to operate the school.

After further evaluation and continued facilities discussions, the Board has elected to remove Facility Option 2 (Deer Flats) from consideration at this time. While the location presented long-

term potential, the development remains in a planning phase and does not yet provide the level of infrastructure certainty or documented enrollment demand necessary to support a school opening within our projected timeline.

The revised facilities plan prioritizes locations that can support student demand at opening and provide predictable financing and construction timelines. Updated documentation reflecting the replacement option has been provided in the revised petition materials.

Guideline III.3 – Board Member Qualifications • There is a potential conflict of interest between the Board Chair’s current job and school finances based upon a potential relationship between the school and the Chair’s organization.

Idaho AgriTech Academy takes potential conflicts of interest seriously and is committed to maintaining strong governance practices consistent with Idaho law and best practices for public charter boards.

The concern appears to relate to the Board Chair’s professional role and a potential relationship between the school and the Chair’s organization. At this time, no financial agreement, contract, or formal arrangement exists between the school and the Chair’s organization.

Should the Board consider entering into any formal relationship, membership, or financial arrangement with the Chair’s organization (or any organization affiliated with a Board member), the following safeguards will apply:

- Full disclosure of the relationship in accordance with Idaho conflict-of-interest statutes.
- Recusal of the Board Chair from discussion, deliberation, and voting on the matter.

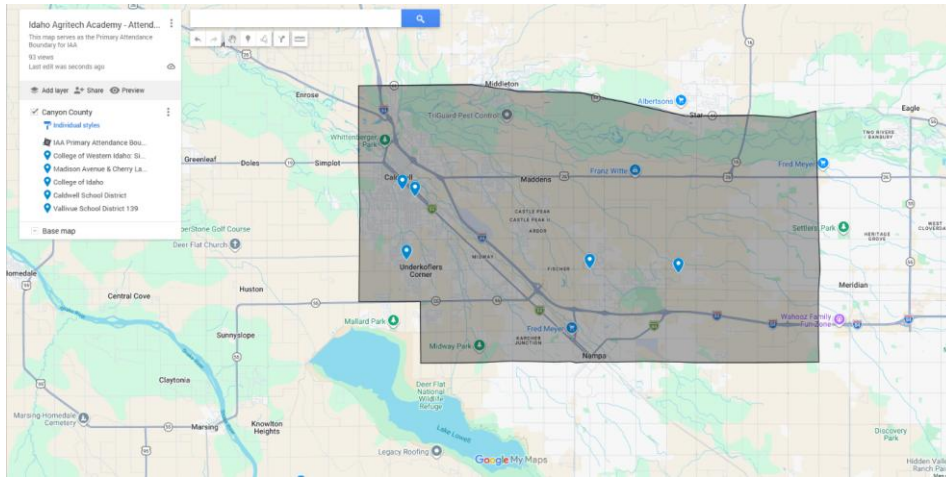
- Documentation of the recusal in meeting minutes.
- Independent Board review and vote by disinterested members.

The school has adopted a Conflict of Interest Policy requiring annual disclosures and ongoing reporting of potential conflicts. The Board is committed to transparency, proper recusal procedures, and independent decision-making to ensure that no individual Board member exercises undue influence over financial or contractual matters.

Idaho AgriTech Academy believes it is essential to recruit qualified, experienced leaders to serve on its Board. The presence of a Board member who also holds leadership experience in related organizations can strengthen governance, provided appropriate conflict management protocols are followed. The school and its legal counsel are confident that its policies and procedures adequately mitigate any potential conflict.

Guideline IV.2 – Primary Attendance Area and Community Support • The application includes a map of the primary attendance area (page 79). This area does not appear to coincide directly with Canyon County. Please provide a description of the primary attendance area (e.g., south of Franklin Ave. between Karcher Ave. and Eagle Rd., etc.). This is required as it will determine where transportation must be provided.

Updated Attendance Boundary



The proposed attendance boundary is defined by the following major roadways:

- North Boundary:
State Street / Highway 44

- West Boundary:
Linder Road, running south from Highway 44 to Victory Road

- South Boundary:
Victory Road, east to Indiana Avenue,
then north/south alignment along Indiana Avenue to Highway 55,
continuing south along Highway 55 to Farmway Road

- East Boundary:
Farmway Road, running north back to Highway 44

The proposed attendance boundary has been intentionally designed to respond to documented rapid population growth in eastern Canyon County. This corridor has experienced sustained residential development, increased housing density, and continued in-migration of families.

The Vallivue School District in particular has been significantly impacted by this growth. Rising enrollment pressures, facility constraints, and continued development approvals in the district underscore the need for additional high-quality public school options within this geographic area. The proposed boundary directly serves communities experiencing this growth and provides families with an additional free public school option designed to meet regional workforce and career-technical education needs.

The boundary extends into western Ada County due to the proximity of the proposed school location near the College of Western Idaho (CWI) campus. The Academy's intended location sits within close driving distance of neighborhoods that fall just across the Ada/Canyon county line. Excluding these families solely because of a county boundary would omit students residing less than five miles from the identified school site.

The inclusion of this portion of Ada County ensures equitable access for families in immediate proximity to the proposed campus, supports reasonable transportation logistics, and reflects natural community patterns of travel, commerce, and workforce participation that already cross county lines in this region.

This boundary configuration therefore reflects:

- Rapid residential growth patterns
- Demonstrated enrollment pressure within Vallivue School District
- Geographic proximity to the proposed campus near CWI
- Practical transportation and access considerations
- Alignment with regional workforce and higher education partnerships

The boundary is intentionally focused, contiguous, and aligned with major transportation corridors to ensure clarity, accessibility, and operational feasibility.

The application states “if facility option 2 is used then the attendance boundary will be modified to include the area around that facility” (page 77). Application Evaluation Report 7 Please provide a detailed description of the primary attendance area for Facility Option 2.

Since submission of the application, Idaho AgriTech Academy has reevaluated Facility Option 2 and has determined that we are no longer considering this location. As a result, Facility Option 2 has been removed from consideration and replaced with an alternative site currently under evaluation.

Because Facility Option 2 is no longer being pursued, the proposed modification to the attendance boundary referenced on page 77 is no longer applicable.

Guideline IV.1. – General Standards of Quality • While the number of potential enrollments in the proposed attendance area may allow the school to meet demand, the model is unique and not yet implemented in Idaho. Please provide any additional evidence the school will be able to meet the anticipated enrollment (e.g., redacted interest surveys, data from school and community meetings, etc.).

While Idaho AgriTech Academy represents a unique model within Idaho, early indicators of community interest are strong — even prior to formal marketing or outreach campaigns.

Evidence of Demonstrated Interest

1. Interest List Growth

Idaho AgriTech Academy officially launched its website on January 15. Within one month — and prior to launching any paid advertising or formal enrollment campaign — the school has collected 79 student interest submissions through its website. These submissions represent families proactively seeking information about enrollment before structured recruitment efforts have begun. Redacted copies of interest submissions can

be provided upon request.

2. Organic Digital Engagement

In the first month following launch, Idaho AgriTech Academy has organically grown to 250 followers across social media platforms, again without paid campaigns.

Engagement metrics indicate strong interest from families, agricultural professionals, and community stakeholders.

3. Industry & Postsecondary Alignment

The school is actively partnering with the College of Western Idaho Ag Science Center.

These partnerships provide credible postsecondary and workforce pathways that increase family confidence and support enrollment sustainability.

4. Market Context

Canyon County continues to experience sustained population growth. At the same time, agriculture remains one of Idaho's largest industries, yet there is no existing public high school in the region fully dedicated to agricultural science, ag mechanics, precision agriculture, and agribusiness entrepreneurship. The school fills a clearly defined gap in the secondary education landscape.

Planned Enrollment Strategy

Formal outreach efforts are scheduled to begin following charter approval and will include:

- Targeted digital advertising within the proposed attendance area
- Presentations to agricultural organizations and FFA networks
- Community information sessions
- Direct outreach to homeschool networks and rural communities
- Collaboration with middle schools where permitted

Given that 79 families joined the interest list within the first month of launch, without advertising, we are confident that structured recruitment efforts will generate sufficient enrollment to meet Year 1 targets.

While the model is innovative within Idaho, early organic demand, strong industry alignment, and a clearly defined niche within a major state economic sector support the school's enrollment projections.

The application states that the school will “work with career counselors at local middle schools and feeder charters, such as MOSAICS Charter STEAM charter school, to identify interested students” (page 91). The application provides a letter of support from MOSAICS. Please clarify and provide documentation evidencing cooperation with local school districts. If local school districts decline to participate, please clarify an alternate enrollment plan.

Should local districts elect not to formally participate in outreach coordination, Idaho AgriTech Academy will continue to implement a comprehensive, independent enrollment strategy that includes:

- Direct family outreach through community events, agricultural organizations, and industry networks
- Digital marketing and targeted social media campaigns within Canyon County and surrounding rural communities
- Information sessions hosted in accessible community locations
- Partnerships with agricultural industry leaders, FFA networks, and workforce organizations
- Distribution of materials to families through publicly available communication channels

Because Idaho AgriTech Academy serves a specialized agricultural and career-technical mission, recruitment efforts are designed to reach families directly rather than relying solely on district-based counseling pipelines.

The school remains committed to maintaining open lines of communication with local districts and welcomes collaboration where appropriate. However, enrollment viability is not dependent upon formal district participation.

Revised location option:

Idaho AgriTech Academy is currently engaged in active discussions with the College of Idaho regarding the potential lease and renovation of the College's former library building as the school's location. This option represents a strategically aligned and financially responsible facility pathway that supports both the academic vision and long-term sustainability of the school.

Location & Community Access

The College of Idaho campus is located in Caldwell, positioning the school to effectively serve both densely populated areas of Canyon County and surrounding rural communities. The central location provides strong regional accessibility while maintaining proximity to Idaho's agricultural industry partners and workforce hubs.

This location aligns with the school's desire to serve students from both urban and rural backgrounds and supports equitable access to high-quality, agriculture-focused education.

Building Overview

The former library building is approximately 33,000 square feet. The renovation estimates also include an additional 1,600 square feet dedicated welding shop and a greenhouse to support plant science, agronomy, and applied agricultural coursework

While this represents a relatively efficient footprint, the co-location model provides potential access to additional shared campus resources, including:

- Cafeteria and food service facilities
- Lecture halls and gathering spaces
- Science laboratories
- Green space and outdoor learning areas
- Additional campus facilities as available

This shared-use structure allows the school to operate within a smaller dedicated facility while benefiting from the broader college campus environment.

Academic & Postsecondary Alignment

The College of Idaho is recognized for its strong business and science programs, which closely align with Idaho AgriTech Academy's focus on agribusiness, STEM, and workforce-connected learning.

Through a co-location model, students would have direct access to advanced opportunities funding and the ability to enroll in college-level coursework on campus. This proximity to higher education provides several strategic advantages:

- Early exposure to postsecondary expectations
- Seamless access to dual-credit or advanced coursework
- Increased college readiness
- A sense of belonging within a higher education environment

The College has also expressed interest in exploring scholarship pathways for Idaho AgriTech Academy students, particularly those from rural communities, to continue their postsecondary education at the College of Idaho.

Renovation & Financial Considerations

Idaho AgriTech Academy is working with an architect to obtain preliminary renovation estimates for the former library building. Early indications suggest renovation costs between \$8,000,000 and \$10,000,000.

This projected cost represents a significant savings compared to other facility options and may substantially reduce overall borrowing requirements. The school continues to conduct due diligence regarding renovation scope, financing structure, and final cost estimates prior to any formal agreement.

The proposed co-location at The College of Idaho would position Idaho AgriTech Academy within the renovated Terteling Building, offering approximately 33,000 square feet of classroom and office space, a 1,600-square-foot welding lab, and a greenhouse on a beautiful and established collegiate campus. With renovations estimated at approximately \$10 million, this option represents a strong and viable investment within our facility framework. Colocation provides students with daily exposure to a respected private college environment, reinforcing a college-going culture and helping students see themselves belonging in higher education. In addition, students will have access to dual credit and potential scholarship pathways for continued education. This option offers an exciting opportunity to integrate secondary and postsecondary experiences while building Idaho AgriTech Academy in a setting that reflects academic excellence and long-term student aspiration.

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