AN AMERICAN CLASSICAL SCHOOLS OF IDAHO PETITION

Idaho Novus Classical Academy

K-12
Opening 2024

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EXECUTIVE SUMMARY

This Petition outlines the plan to open Idaho Novus Classical Academy (INCA) in the Avimor community in time for the 2024-2025 school year. INCA will serve students from the northeastern region of the Treasure Valley, including but not limited to Eagle, Horseshoe Bend, Sweet/Montour, and Emmett. INCA will open as a K-6 school in August 2024 and will add an additional grade each year, growing to serve up to 702 students in grades K-12 by the 2031/2032 school year.

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

The mission of INCA is to train the minds and improve the hearts of students through a classical, content-rich curriculum that emphasizes virtuous living, traditional learning, and civic responsibility. INCA will be governed by the board of American Classical Schools of Idaho (ACSI). ACSI is a 501c-3 organization and accompanying foundation (for philanthropic purposes). ACSI will also function as a Charter Support Organization (CSO). This CSO is being formed exclusively for the benefit of INCA and Treasure Valley Classical Academy, to create economies of scale for services such as business management, food service, transportation, and instructional support. Beginning with INCA, these efforts will enable the expansion of American classical education in Idaho.

INTRODUCTION

Idaho Novus Classical Academy (INCA) is proposed as a tuition-free, open enrollment, public charter school available to families who reside within Ada County, Boise County, and Gem County, Idaho. INCA will provide an American classical education which is based on a disciplined, classical curriculum grounded in the civic traditions and history of the United States.

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

The founding members of INCA live in Ada County and most have children or grandchildren who attend or have attended the area school districts. The founding members are seeking educational alternatives that would provide a more rigorous and traditional form of education. The founding group has diverse backgrounds, experiences, and training (outlined in Section III). Their efforts are supported by external entities that are recognized as leaders in their respective fields, including BLUUM and Hillsdale College. American Classical Schools of Idaho (ACSI) seeks to meet the demand for greater access to American classical education in the Treasure Valley by opening INCA for the first time at the beginning of the 2024-2025 school year.

INCA will collaborate with Hillsdale College's Office of K-12 Education in the design and execution of the educational program, as evidenced by the letter of intent included in Appendix Series H. There is no other school in the proposed attendance area that uses this model. Further, the school will grow to serve students from kindergarten through 12th grade. Such a model reinforces the school's mission by laying a solid foundation of classical learning in the elementary years, then building on that foundation with robust inquiry into both the human and natural world—with the arts—that exceeds what many colleges and universities accomplish in the liberal arts and sciences. Thus, INCA will provide the parents of Ada, Boise, and Gem Counties with an exceptional option among the educational opportunities available to their children. Hillsdale College has collaborated with dozens of other classical schools in multiple states to implement an American classical curriculum and their model has shown success across a wide variety of student and community backgrounds, regardless of geographic location. This includes the IPCSC-authorized Treasure Valley Classical Academy in Fruitland, Idaho. The curriculum is characterized by a strong emphasis on language, rich content in a core curriculum of traditional subjects, and a focus upon the American historical, literary, and civic inheritance.

MISSION STATEMENT

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

INCA will partner with families to shepherd their children through the development of character and knowledge. These efforts hinge on both curricular and extracurricular offerings, to nurture the child's humanity with constant consideration of who they may become. As detailed in Section I of this Petition, INCA will develop within its students the intellectual and personal habits and skills upon which responsible, independent, and flourishing lives are built, in the firm belief that such future citizens are the basis of a free and just society. The time-honored liberal arts and science curriculum and classical pedagogy direct students toward mastery of the fundamentals of literacy and numeracy, exploration of the arts and sciences, and understanding of the foundational tenets of the American heritage. The curriculum by purpose and design includes a survey of American intellectual and cultural traditions as they have been developed and refined over centuries.

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

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

VISION STATEMENT

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

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

CORE VIRTUES

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

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

Courage	Courtesy	Honesty
Perseverance	Self-government	Service

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

GROWTH PLAN

As detailed in Section IV of this Petition, INCA will open as a K-6 school and add one grade per year until the K-12 model is fully implemented. Each grade will enroll 54 students, resulting in an initial enrollment of 378 students and eventually arriving at a maximum capacity of 702 once the school is fully developed.

SECTION I: EDUCATIONAL PROGRAM

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

MEANS

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

CURRICULUM OVERVIEW

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

- An explicit phonics program developed by Access Literacy, deriving from the research of Orton-Gillingham;
- Curriculum informed by the Core Knowledge Sequence in grades K-8 for literature, history and geography, science, the fine arts, and an overarching cultural literacy;
- Singapore Mathematics (the Dimensions series) from Kindergarten through pre-algebra;
- Art of Problem Solving (for Algebra I/II) and Weeks & Adkins and Euclid (for Geometry);
- Upper-level mathematics courses featuring textbooks such as Precalculus by Michael Sullivan, Trigonometry by I.M. Gelfand and Mark Saul, Calculus: An Intuitive and Physical Approach by Morris Kline, and Calculus by James Stewart.
- Systematic grammar instruction using the Well-Ordered Language curriculum from Classic Academic Press;
- Latin, beginning in grade six, through grade nine;
- The upper school curriculum featured by the Hillsdale College charter school partnership and contained in the Hillsdale *K-12 Program Guide 3.0*: a comprehensive scope and

sequence;

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

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

SOURCES OF EDUCATIONAL PHILOSOPHY

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

- E. D. Hirsch, *Cultural Literacy*

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

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

DESCRIPTION OF EDUCATIONAL PHILOSOPHY

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

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

INCA will utilize the Hillsdale *K-12 Program Guide 3.0*, which makes use of aspects of the Core Knowledge Sequence, to meet or exceed all Idaho State Standards and benchmarks. The goal of Core Knowledge is to develop cultural literacy through a systematic curriculum that eliminates gaps and unnecessary repetition. This sequence was developed to provide a comprehensive order to K-8 education with the intention of training students in the art, literature, science, history, math, and language that form their cultural and intellectual inheritance. The Core Knowledge Sequence was first published in 1988 and has been successfully employed and tested in hundreds of schools throughout the United States.

PARTNERSHIP WITH HILLSDALE COLLEGE

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

1. The centrality of the Western tradition in the study of history, literature, philosophy, and fine arts.
2. A rich and recurring examination of the American literary, moral, philosophical, political, and historical traditions.
3. The use of explicit phonics instruction leading to reading fluency, and the use of explicit grammar instruction leading to English language mastery.
4. The teaching of Latin.
5. The acknowledgement of objective standards of correctness, logic, beauty, weightiness, and truth intrinsic to the liberal arts and sciences.
6. A school culture demanding moral virtue, decorum, respect, discipline, and studiousness among the students and faculty.
7. A curriculum that is content-rich, balanced and strong across the four core disciplines of math, science, literature, and history.
8. A faculty where well-educated and articulate teachers explicitly convey real knowledge to students using traditional teaching methods.
9. A school that uses technology effectively but without diminishing the faculty leadership that

is crucial to academic achievement.

10. A school with a plan to serve grades K through 12.

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

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

As an outside, independent institution of higher learning committed to the liberal arts at the college level, and to the flourishing of K-12 education, Hillsdale is uniquely qualified to assist the governing board with board training, the school leader with leadership training, and the faculty with teacher training. Such training draws upon the experiences of charter schools across the nation that now form a strong partnership, yet one that does not impede local self-government.

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

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

INSTRUCTIONAL PRACTICES AND CURRICULUM

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

In the elementary years, INCA will use three key programs in the curriculum: Literacy Essentials: The Journey from Spelling to Reading, Singapore Math Dimensions Series, and the Hillsdale *K-12 Program Guide 3.0*. These programs are designed to lay the foundations of knowledge in the elementary years, and thereby enable students to acquire greater knowledge and understanding of the world as they progress in age and advance in their studies. Learning the fundamentals is comparable to being taught to use a map and compass. Being able to "land-navigate," one can enter into the thickest forests, know where he or she is, appreciate the beauty and complexity of nature, and even reach a precise spot on the map—without fear or confusion but rather with joy and a sense of accomplishment.

In the earliest grades, the curriculum focuses primarily on teaching literacy and numeracy. Both subjects are foundational to a student's education, so the knowledge and habits of thought formed in each must become permanent. Over time, one may forget some of the details learned in history or science class or even parts of the happy songs sung in youth. Yet no one can afford to forget how to spell words or to marshal numbers or to speak correctly. To teach these foundational subjects, INCA will use the Literacy Essentials phonics program to teach literacy and the Singapore Math Dimensions sequence to teach numeracy.

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

The Singapore Math Dimensions series provides students with a strong conceptual foundation in basic mathematics. Singapore mathematics is a proven and internationally benchmarked curriculum that teaches students how to move from the concrete to the pictorial to the abstract. From the earliest grades, this program emphasizes concepts and mental math while employing both physical and graphical illustrations of underlying mathematical rules and phenomena. The program presents mathematical skill building and problem solving such that students have a better understanding of not simply when to use a particular equation, but why. In other words, the program is designed to build conceptual understanding as well as procedural fluency. INCA will use ability grouping for mathematics so students can learn without being overwhelmed and can progress with similarly placed peers. Hence, ability-level groups will be determined at the beginning of each academic year.

The central position of language in the curriculum continues throughout the elementary and middle-school grades. In grades four (4) and five (5), students will learn Latin and Greek roots of English words. In the sixth grade, students will begin to learn formal Latin and will continue with Latin through grade nine (6-9). Latin is introduced and taught alongside English so that students learn the structural underpinnings of their own language, expand their vocabulary, improve their reading comprehension, and build a bridge to modern foreign languages as well.

As students mature in their facility with language, the academic program transitions more of their time and intellectual energy into content-based (as opposed to skill-based) facets of the curriculum. The order and content of these subjects from kindergarten through grade eight (8) is derived from the Hillsdale *K-12 Program Guide 3.0* and influenced by the work of the Core Knowledge Foundation. INCA will employ the Hillsdale K-12 curriculum to meet or exceed all Idaho State Standards and benchmarks. The goal of the Hillsdale *K-12 Program Guide 3.0* is to build up knowledge and literacy of the American tradition through a systematic curriculum that eliminates gaps in learning and features “spiraling” wherein students re-encounter subjects they have learned as they reach higher levels of cognition. This sequence was developed to provide comprehensive order to K-8 education in the core subjects of literature, science, history, and the arts that constitute the American intellectual inheritance. The principles of the Hillsdale K-12 curriculum and the school’s philosophy embrace the idea of teachers becoming masters of their subject and thereby utilizing the scope and sequence to craft their own lessons rather than relying on prefab lesson plans. Treasure Valley Classical Academy (TVCA) uses the same Hillsdale K-12 curriculum in their school to great effect.

Although the rhetoric surrounding a classical school often emphasizes the humanities, the sciences are no less important and will not play a secondary role at INCA. The Hillsdale *K-12 Program Guide 3.0* focuses on thematically linked science topics and the biographies and discoveries of great scientists. The coherent order of the scope and sequence allows for regular repetition and mastery of the most important facts and concepts in the sciences, such that students are well versed in the fundamentals by the time they reach the demanding high-school science courses.

In the high school years, the students will attain higher levels of thought and inquiry. In high school, INCA will follow the Hillsdale College recommended course sequence, as currently laid out in the Hillsdale *K-12 Program Guide 3.0* (see Appendix Series H for K-8 curriculum maps). This comprehensive K-12 scope and sequence lays out the entire curriculum along with curricular maps, subject outlines, curricular components, and detailed supporting materials (e.g. cross-curricular references, pedagogical suggestions, and additional online and digital teacher resources). The high school component includes four (4) years of history, literature, mathematics, and science; three (3) years of foreign language; a semester of composition; a full year of American government; and a semester of economics and two years (2.0) of moral and political philosophy. In history, students begin with the Ancient Civilizations and Europe (500-1815) in grades nine and ten (9-10), study American government integrated with the Revolution and Founding period of American history (1607-Present) in grade eleven (11), and finish with a year of modern European history (1815-Present) in grade twelve (12). In literature, students read great works, usually in their entirety, with an emphasis on ancient and classical literature in grade nine (9), medieval and British literature in grade ten (10), American literature in grade eleven (11), and modern literature in grade twelve (12). The required track for science is biology in ninth (9), chemistry in tenth (10), followed by two additional science classes in grades eleven (usually physics) and twelve (usually astronomy). In mathematics, students will follow a sequence based on their ability levels, beginning with Algebra I (which many students will take in eighth grade). That sequence will be Algebra I, Geometry (including Euclidian proofs), Algebra II, Trigonometry/Pre-Calculus, Calculus I, and in some cases, Calculus II. Students who prefer to take another math course (such as Statistics) in their senior year rather than calculus may do so. In foreign languages, students will be expected to take at least one (1) year of Latin in high school and two (2) additional years of a foreign language, whether advanced Latin or a modern foreign language.

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

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

It is also important to mention that the Hillsdale *K-12 Program Guide 3.0* receives regular updates based on availability of resources and teacher feedback. INCA will review and update aspects of the educational program as appropriate when new curricular resources are made available.

EXPECTED STUDENT OUTCOMES

The board, school leaders, teachers, parents, and the students themselves will know INCA is achieving our mission when high standards of academic achievement and civic virtue provide optimal learning opportunities for all students, maintain a high consistent level of discipline, achieve high acceptance rates into post-secondary educational institutions, and when students demonstrate virtuous behavior through schoolwork as well as school and community behavior.

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

- **S**pecific
- **M**easurable
- **A**mbitious and attainable
- **R**eflective of the school's mission
- **T**ime-specific with target dates

Those goals are:

- By the end of INCA's fifth year of operation, 80% of continuously enrolled students assessed will score proficient or higher on the ISAT ELA and Math sections.
- In years 3-5 of operation, INCA's scores on the ISAT for continuously enrolled students will outperform the identified comparison group, including the Emmett Independent, Horseshoe Bend, and West Ada school districts.
- Once high school grades are established, INCA will have a 100% graduation rate by its 3rd graduation cohort.
- To measure successful training in character development, INCA will administer and review parent satisfaction surveys at the end of each academic year. Most survey questions will utilize a 5-point Likert-type scale. The measure for this character development goal is a question which asks parents to use the 5-point scale (from strongly disagree to strongly agree) to respond to the following prompt: "The school cultivates a sound culture that fosters the virtues and builds good character." INCA will achieve a 90% or higher positive rating on this prompt each year of operation.

TESTING

The following assessments will be used to monitor student progress:

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

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

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

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

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

Overall, the school will meet the state standards by teaching the curriculum in a classical way. Whereas the standards often call for general areas of mastery, such as being able to analyze literary texts in a certain way, the Hillsdale *K-12 Program Guide 3.0* requires mastery of specific subjects and texts that meets or exceeds state standards. For example, in history and literature from Kindergarten through second grade, students will have learned the basic symbols and songs of American history and culture, the ancient civilizations of Egypt and Greece, the stories of the early American settlers, the history of the American Revolution, the framing of the U.S. Constitution, numerous fables from Aesop, classic fairy tales, tall tales, the nursery rhymes of Mother Goose, and even the nature of schools in our history through the novels of Laura Ingalls Wilder. Nor does the classical approach simply look at a particular work for a moment, then set it aside, but rather insists upon mastery and often memorization of it so that students may carry that learning with them as a treasure throughout their lives and thereby compare what they learn in their early education to new things they learn in school and in their own experience. Thus, our students in these early grades will memorize traditional sayings, jingles, children's verses, poetry, songs, the opening lines of the Declaration of Independence, the Preamble to the Constitution, American and world geography, and so on. Further, many of these lessons will quite naturally take the form of building character through mastering virtues. For example, reading the tale of John Henry is not simply an exercise in cultural literacy but an invitation to acquire the virtues of self-reliance and perseverance.

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

UTILIZING STUDENT ASSESSMENT AND PERFORMANCE DATA

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

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

For students who are not at least proficient in reading, writing, mathematics, and/or science, the school, in consultation with the student's parent(s), will develop and implement progress monitoring to assist the student in meeting expectations for proficiency. Strategies may include, but are not limited to academic year tiered interventions, before and after-school tutoring, summer-time tutoring, reading instruction, and other extended services including intensive skills development programs.

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

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

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

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

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

The tiers are not a "set" series of interventions or activities that all students move through. Rather, they are fluid and flexible; students may move from a lower to a higher tier and back again, based on documented need. A student may be successful with Tier 1 supports for behavior and mathematics, require supplemental Tier 2 instruction for reading, and need intensive Tier 3 interventions for writing. As the student progresses and the performance gap with grade level and classroom peers closes, the student may no longer need anything beyond Tier 1 (universal instruction). The RTI framework is designed for all students, including general education students and those receiving special services. "All students" includes those who struggle, those who excel and demonstrate needs beyond the core, and those who are English language learners. If the school's student services support team determines that a student is not making adequate progress after the provision of effective Tier 1, Tier 2, and Tier 3 intervention and supports for an appropriate amount of time, or that the services are effective but may require substantial and sustained effort that may include special education and related services in order to maintain progress, the team will refer the student for evaluation for exceptional student education.

PLAN FOR SERVING ALL STUDENTS

A public charter school, as with any public school, by law, must offer a continuum of services for all students. Hillsdale College has a long, documented history of serving all segments of the population without reserve. INCA will continue to follow that tradition in the K-12 setting. INCA's aim is to develop the academic potential and personal character of each of its students regardless of socio-economic status, race, religion, color, national origin, sex, or disability and to graduate them fully prepared to participate as informed, responsible, and active members of their community. INCA's vision for its students is not limited solely to their academic achievement and scores on standardized tests. INCA will effectively serve all students.

Student Demographics in Planned Attendance Area

School District	Economically Disadvantaged Students	Students with Disabilities	Hispanic Students	English Language Learners
Idaho	47%	10%	18.3%	7%
Boise Independent School District	50%	12%	12.8%	10%
Emmett Independence School District	52%	11%	14.4.%	4%
West Ada School District	25%	10%	10.5%	4%
Horseshoe Bend School District	51%	13%	8%	<3%

Sections of Ada County, Boise County, and Gem County are within INCA's primary attendance area, which will minimally impact four school districts: Boise Independent School District, Emmett Independent School District, West Ada School District, and Horseshoe Bend School District. The school districts of Boise, Emmett, and Horseshoe Bend have 50% of their students qualified for the free and reduced lunch program compared to 47% statewide. The table above shows some of the demographics of students in the planned attendance area.

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

SPECIAL EDUCATION

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

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

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

Special Education/Student Services Coordinator/Director

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

General

The special education coordinator shall:

- Ensure the academic integrity of the school by overseeing the modifications and accommodations for students in specialized programming;

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

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

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

- Oversee school-wide practices to ensure they are aligned with the requirements of the Idaho Special Education Manual
- Remain faithful to the academic curriculum and character education in the school
- Understand the importance of the defined curriculum
- Ensure that modifications and accommodations are consistent with students' individualized needs relative to the school's mission and philosophy
- Stress the importance of continued student progress both academically and in character development
- Demonstrate mastery as a teacher to students
- Develop the intellect of each student to the utmost of his or her ability
- Develop the personal character of every student
- Participate in annual professional development

- Oversee mandated educational processes

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

- Special Education support and services
- RTI framework
- English learner program
- Section 504 Plans
- Assistance for general education teachers with implementing specialized programming

To ensure the proper services and support for students who need supplemental programming, the special education coordinator shall:

- Educate school faculty and staff regarding students with disabilities
- Disseminate information regarding IDEA and ADA (American with Disabilities Act), and any changes or updates to these laws
- Collaborate with teachers to maintain consistent communication regarding student needs
- Oversee the effectiveness of modifications and accommodations

Management of Student Services Department

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

- Direct supervision of student services staff
- Collaborative work with the school leader to recruit and hire the best paraprofessionals, special education teachers, and other personnel for positions that will meet the individual

needs of students

- Definition and coordination of contracts for wrap around services (e.g., psychologist, speech therapist, occupational therapist) with the school leader
- Oversight of the effectiveness of wrap around services
- Coordination of services and support to align with student needs
- Management and monitoring of progress-tracking
- Management and keeping appropriate confidentiality of all student records and school reports
- Close coordination with the enrollment coordinator regarding services for incoming students
- Protecting the confidentiality and professionalism of the faculty and staff with regards to students in supplemental programs
- Coordination of summer school programming.

Minimum Job Requirements

- Master's degree in a brain-based field (e.g., special education, occupational therapy, speech therapy, or school psychology) or an equivalent combination of education and experience.
- Bachelor's degree in a relevant and appropriate field as it pertains to student learning and development
- Familiarity with special education laws and regulations regarding IDEA
- A special education license approved by Idaho Department of Education or the willingness and ability to obtain licensure
- Experience with students who need additional supports and services

- Management/supervision experience
- Ability to speak and write clearly
- Ability to oversee specialized programming
- Experience in educational management or administration
- Previous K-12 education classroom experience
- Ability to adjust to the needs of the changing student population

Special Education Evaluation Process

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

Whether for students with existing or revised IEPs, or new students entering the school who are identified as needing support, individualized plans will be developed to maximize the students' time with peers in the least restrictive environment. Nonetheless, a variety of means of support may be made available according to the needs of each student and as outlined in the IEP.

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

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

Whenever students do not clearly meet SPED criteria, the team may refer students to other avenues of support, such as the 504 process.

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

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

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

Discipline and IEPs

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

ENGLISH LEARNERS

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

- Identification of the primary or home language other than English by administering the Home Language Survey when students are enrolled.
- If the Home Language Survey indicates a language other than English, administer the WIDA Access Placement Test (W-APT) to determine whether the student is proficient or non-

proficient in all language domains and will be placed in an appropriate program within 30 days.

- Student progress will be assessed annually until proficiency is attained.

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

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

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

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

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

GIFTED AND TALENTED

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

Obviously, certain students will excel more than others. Should a student wish to pursue a more demanding level of instruction, the teachers will work to provide such a challenge within the curriculum itself rather than creating an alternative curriculum or program. For example, when second-grade classes are memorizing the Preamble to the Constitution, a more talented or ambitious student could "keep going" and memorize as much of the Constitution as he or she can, or perhaps attempt the Bill of Rights. In the fourth grade, the students read an adapted version of *Robinson Crusoe*. A student wishing to excel further could read Daniel Defoe's original text, which is written in eighteenth-century prose. In the sixth grade, students encounter philosophy through their study of the Greeks and Romans, followed by the Enlightenment. Students wishing to go beyond the teacher's lectures introducing the philosophical concepts of "the Cave," the *vita activa* versus the *vita contemplative*, the "state of nature," the division of labor, and so on, could be given actual passages taken from Plato, Cicero, John Locke, Adam Smith, *et alia* to read and report on.

NEEDS IN MATHEMATICS

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

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

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

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

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

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

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

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

PROFESSIONAL DEVELOPMENT PLAN

Professional development in the classical model will be an essential feature of INCA's annual program. Though training and evaluation is continuous, most faculty training will come in the form of book ends to the academic year held in the last week or weeks of summer prior to the start of the school year and for two or more days in the early summer at an annual retreat involving similar schools.

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

Within this framework, the professional development will take several forms. There will be a significant amount of attention given to the mission and philosophy of INCA's American classical approach, to common features of classroom management and school decorum, and to school policies and practices, all discussed as a whole faculty. Further, teachers will participate in intensive pre-opening and follow-up training for individual subjects: phonics (Literacy Essentials), mathematics (Singapore Dimensions), grammar (Well Ordered Language), vocabulary (Wordly Wise), composition (Institute for Excellence in Writing), and comprehensive core curriculum (Hillsdale *K-12 Program Guide 3.0*: A comprehensive scope & sequence). Elementary teachers, who teach multiple subjects, should expect to participate in annual training for phonics, grammar, mathematics, literature, history, and science. While it might seem unnecessary for an experienced teacher to sit alongside a teacher new to the school and to the curriculum (and sometimes experienced teachers will not be required to participate in the introductory phases of training), all these subjects are both rich and complex enough to warrant repeated inquiry. In addition, both the insights and questions of more experienced teachers can be very helpful to newer teachers and to their veteran colleagues.

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

Teachers (and school leaders) should practice what they preach. To this end, the faculty and staff will, over time, "read through the curriculum" together to promote summer professional development and discussion during faculty training. Rather than just talking about what "The Great Conversation" should look like, the faculty should participate in or "model" it. Such engagement will give teacher insights into what is expected of them and what they should expect of their students. Here are some examples: Benjamin Franklin's *Autobiography*; Frederick Douglass's *Narrative*; Laura Ingalls Wilder's *Little Town on the Prairie*; Mark Twain, *The Adventures of Tom Sawyer* (not "the model boy" of the village, nor the model student, but like many a young boy who just might end up in your fifth-grade class).

The training detailed above will be provided and orchestrated by the following leaders and institutions:

The Hillsdale College Office of K-12 Education holds an intensive two-week curricular and pedagogical training for new member schools. This training addresses the mission and history of classical education, the teaching of various subjects, and the overarching expectations of a classical school. This initial training is followed up with three to four days of annual training on the

Hillsdale campus for teachers at the various grade levels and subjects taught (i.e. early elementary, upper elementary, upper-school by subject). Further, Hillsdale curricular experts and teaching staff visit each school at least once per year to provide guidance and follow-up training.

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

Over time, both in-house and in-state training will figure prominently in INCA's professional development opportunities. After a while, some teachers will no doubt have distinguished themselves as masters of their craft. Such teachers are often informally consulted by their colleagues for advice about what works in the classroom. A school with outstanding teachers does well to use their talents to help lead discussions and train other teachers, particularly those new to the school and new to teaching altogether. This is also a good way to train future school leaders, whether of this school or others. These teachers will be given opportunities to serve in two-year faculty chair terms in grade bands such as K-2, 3-4, 5-6, and upper school by subject.

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

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

- How does a teacher provide teacher-led instruction that nonetheless engages the students individually and enlivens the class as a whole?
- How does a teacher employ the Socratic method? What does Socratic inquiry look like in different subjects and at different grade levels?
- How does the teacher differentiate within the classroom to engage all students?
- How do more lecture-based classes (history and science) tell the story of the human or the natural world and keep students engaged while doing so?
- How do the arts (visual and musical) appeal to certain models of excellence, and can the modern student imitate or be inspired by these models?
- How does a teacher create study questions, quiz and test questions, and essay questions that engage and do justice to the subject as they inspire the students' minds?
- How does a teacher develop memorable assignments and tests, thus producing cultural literacy, a storehouse of knowledge, and genuine, life-long participation in "The Great Conversation"?
- To what extent can/should modern technology be used in a classical school?

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

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

In addition to training, the Hillsdale College K-12 Program and the Core Knowledge Foundation have ample resources that help teachers prepare lessons and follow the sequence for any given subject or grade level. Singapore Mathematics and Literacy Essentials likewise offer such resources. Time will be provided during training to show teachers how to use these materials.

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

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

FACULTY AND STAFF PERFORMANCE EVALUATION

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

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

This culture is best created—at least in the classical community—by what is called "The

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

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

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

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

ADDITIONAL INFORMATION REQUESTED BY CHARTER COMMISSION STAFF

The Charter Commission staff requested additional information about how INCA will find American classical educators during a nationwide staffing shortage.

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

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

While many of TVCA's elementary school faculty were recruited from within Idaho, all their upper school faculty are content area experts recruited from across the United States (from New York, Virginia, Texas, Arizona, and California) and 85% of them have either a master's degree, a doctorate, or both. INCA will pursue similar recruitment patterns, with most elementary school teacher recruitment occurring locally or regionally, combined with a national search for upper school teaching candidates. To support Idaho-based recruitment efforts, in-state pipelines will eventually be developed. However, there is ample evidence that talented educators from around the country desire to work in American classical schools and will relocate for the opportunity.

SECTION II: FINANCE AND FACILITIES PLAN

FISCAL PHILOSOPHY AND SPENDING PRIORITIES

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

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

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

INCA will operate in a transparent and accountable way in all financial matters. The school will continue to communicate with all persons, groups, or organizations that have an interest or concern related to our school. The INCA website and other media outlets will be utilized to ensure that our public financial information is easily accessible (per Idaho statute).

INCA will make every effort to pay fair and competitive wages to its employees. Compensation will be reviewed annually. This is an important tool in attracting and retaining a talented workforce.

INCA values its relationships with all vendors in our local community and throughout Idaho. INCA will routinely review fiduciary relationships to ensure the reasonableness of fees paid and that contractual requirements are being met. These relationships may include, but are not limited to attorneys, auditors, elementary or secondary special education service providers, and facility contractors.

FINANCIAL MANAGEMENT PLAN

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

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

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

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

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

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

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

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

FINANCIAL HEALTH AND SUSTAINABILITY

Prevention

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

Identification – using National Association of Charter School Authorizers Checklist

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

Management

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

- Additional controls

FRAUD AND MISFEASANCE

Prevention

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

Identification

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

Management

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

a crime has been committed

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

DESCRIPTION OF FACILITY NEEDS

As noted in Section I of this Petition, INCA is based on an orderly, traditional, classical education format utilizing the Hillsdale K-12 curriculum. The guiding principle for most K-12 instruction is that instruction be "teacher-centered." Most of the time teacher-centered instruction will take the form of a short lecture, story, read-aloud, or teacher-led discussion. Teacher-led discussion will help to model inquiry and analysis for students as a way of preparing them to engage in more open Socratic discussions in the upper school. This traditional instruction requires rooms with individual desks and the ability to deploy a layout that focuses attention on the teacher's instructional location, commonly the front of the class or circulating amongst student desks. This approach can be effectively accomplished with classrooms of approximately 700 square feet. However, slightly larger classrooms of around 860 square feet will be necessary for the art and music programs.

Once the school is fully developed, it will serve 702 students, which includes 54 students per grade level. INCA plans to have 3 classrooms in grades K-1 to accommodate 18 students per class and 27 students in each classroom in 2nd through 6th and beyond. Conceptual financial analysis conducted in partnership with BLUUM suggests school facility construction be split into two phases. The facility plan was developed based upon this parameter.

FACILITY PLAN

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

FACILITY LOCATION

In September 2021, the founding community group signed a letter of intent with Avimor Development, LLC and received a letter of support (available for review in Appendix Series H) from Dan Richter, the managing partner for the development, outlining their intent to donate land to be used for the school facility. The donated parcel is situated on the eastern side of Horseshoe Bend Road and north of W. Avimor Drive in Boise, Idaho. Current estimated valuation of this land is between $2,000,000-3,000,000; a formal appraisal will be conducted prior to facility construction. The donation agreement was finalized in September of 2022 (available for review in Appendix Series B). ACSI is committed to building INCA on the generously donated land in the Avimor community. When the time comes, the builders will use state-of-the-art technology and techniques to minimize impacts on the surrounding environment as INCA is constructed in Avimor.

FACILITY NEEDS, COST, AND FUNDING

Based on the proposed floorplan for a fully constructed, permanent facility, INCA anticipates a total cost slightly under $15,000,000 split between two phases of construction. Phase one is expected to cost approximately $8,498,000. Phase two is forecasted to cost an additional $6,104,000. These estimates are subject to adjustment based on economic conditions (labor and material costs) at the time of construction. Currently, INCA is planning around a cost of $280 per square foot. Specific financial details for phase one are included in Appendix Series B, along with site and floor plans and other relevant documents. The next several paragraphs provide details regarding what will be included within each phase of the facility project.

Phase one will provide enough space to open as a K-6 school and operate for four years, growing to a K-9 school, prior to additional construction. This phase includes 21 standard classrooms, 2 slightly larger rooms to accommodate music and art, 2 student services rooms, a resource center, a main office, a multi-purpose room, and a kitchen. The total square footage for the phase one facility is 30,350 square feet.

Phase two will expand the school to a K-12 facility and include the addition of 11 standard classrooms, 2 student services rooms, a second art room, a second music room, and an upper school science lab. It will also involve the construction of a dedicated gymnasium. The construction project will occur during year four and be completed prior to the fifth year of operation.

The table below provides a succinct outline of the facility needs in each phase of a two-phase construction project. As with phase one, the art and music rooms added in phase two will be slightly larger than standard classrooms. This is also true of the dedicated science lab that is intended to accommodate lab sciences as the upper school expands into grades 9-12. Please note that the phase one outline represents the minimum amount of space required for INCA to operate the American classical education model. The current phase two outline provides for one additional classroom beyond the minimum requirements as a contingency plan for unanticipated programmatic or student needs.

Two-Phase Construction Outline

Phase One		Phase Two	
Kindergarten	3	Ninth Grade	1
First Grade	3	Tenth Grade	3
Second Grade	2	Eleventh Grade	3
Third Grade	2	Twelfth Grade	3
Fourth Grade	2	Student Services	2
Fifth Grade	2	Art Room	1
Sixth Grade	2	Music Room	1
Seventh Grade	2	Science Lab	1
Eighth Grade	2	Gymnasium	1
Ninth Grade	1	Spare Classroom	1
Student Services	2		
Art Room	1		
Music Room	1		
Resource Center	1		
Multi-Purpose Room	1		
Main Office	1		
Kitchen	1		

Additionally, a note must be made about the outline to provide context for the introduction of one ninth grade classroom in phase one and a second ninth grade classroom in phase two. This is a necessary step to control costs and efficiently utilize space as the student population, academic program, and facility all undergo expansion. In year four, the art room will temporarily be used to teach ninth grade classes and the art teacher will go to the students in their other classrooms rather than the students coming to the art teacher. When phase two is complete and the fifth year of operation begins, ninth grade courses will occur in one of the newly added classrooms and the art room will be restored to its original purpose.

INCA is also prepared with a contingency plan for deployment if unanticipated factors prevent the construction of the proposed 30,350 square foot facility in advance of the opening year. The contingency plan is a hybrid facility option including a permanent structure of reduced size and an array of modular classrooms. In year one, this would involve the construction of a 12,900 square foot permanent facility with a main office, multi-purpose room, kitchen, resource center, two student services room, three standard classrooms, an art room, and a music room. Since smaller facilities tend to cost more per square foot due to fixed expenses, the contingency plan is built around an assumption of a $300 per square foot cost. This results in a permanent facility cost of $3,870,000 for the contingency plan. In addition to a permanent facility of reduced size, seven modular units with two classrooms per unit would be required to fulfill all space requirements in the opening year. Modular units are expected to have an all-inclusive cost of $296,700 each. One additional modular unit would be required per year during years 2-4 to keep pace with the school expansion plan. Additional information about the contingency plan, with supporting documentation, is provided in Appendix Series B.

FACILITY FINANCE PLAN

INCA will work with Building Hope to finance 35% of the phase one construction costs. Another lender will be utilized to secure the remaining funds. It is anticipated that phase one will cost approximately $8,498,000, resulting in an estimated annual debt service cost of $596,325. Please note that this is based on a conservative (high) interest rate estimate and that actual costs may be marginally lower.

In order to balance the budget during the initial years of operation and maintain a debt service coverage ratio of 1.2, INCA will utilize a generous grant from the J.A. and Kathryn Albertson Foundation. This grant funding will be gradually reduced throughout the early years of operation until financial sustainability is achieved. The INCA budget has been built out through the 2028-2029 school year, by which time the school will serve 576 students. Starting with that school year, INCA will possess the financial capacity to operate on state and federal funding alone and grant support will no longer be required.

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

ADDITIONAL INFORMATION REQUESTED BY CHARTER COMMISSION STAFF

<u>The Charter Commission staff requested evidence of the availability of JKAF grant funding and documentation to substantiate facility finance claims.</u>

<u>During the pre-operational phase and first several years of operation, INCA expects to benefit from a JKAF grant up to or exceeding $2,000,000.00. These funds will enable the school to operate all aspects of the educational program at full capacity beginning in year one, as reflected in the proposed budget. Support from JKAF will be gradually reduced in subsequent years until it is no longer necessary. Please note that JKAF has discontinued the practice of writing letters of support for inclusion in charter petitions because direct support is provided through Bluum. The letter of support from Bluum, which has recently been updated with an addendum (see Appendix Series H), serves as a proxy for JKAF support of this project. These grant funds are available (as documented in the addendum) but cannot be fully committed until INCA is authorized by the Charter Commission.</u>

<u>Additional evidence has also been provided to substantiate school financing options</u>

available to INCA. Appendix B now contains letters from Building Hope, Vectra (Zions Bank), Baird National Charter School Finance Group, and Piper Sandler & Co. that detail their interest in working with us to finance a facility. Preliminary information about terms and conditions are provided within those documents. Please note that as with the grant support that is available through JKAF, all these relationships are contingent upon successful navigation of the authorization process. Once the Charter Commission authorizes INCA, these school financing options can be discussed in greater depth and actualized.

INCA has already begun to develop the relationships necessary to carry out a thorough and fiscally responsible facility design/build process. Paradigm of Idaho, Inc. has been retained as an owner's representative. Ken Fisher and his team at Paradigm have already completed a site walk with the developers at Avimor and are beginning to carry out pre-development, entitlement, and due diligence work so the project can proceed on schedule once authorized. Currently, INCA plans to break ground on our facility in June of 2023.

SECTION III: BOARD CAPACITY AND GOVERNANCE STRUCTURE

DESCRIPTION OF GOVERNANCE STRUCTURE

INCA will be a legally and operationally independent entity (operating as a 501c-3 LLC with ACSI as the sole member), established by the nonprofit corporation's governing board. The governing board will be legally accountable for the operation of the charter school. There will be no less than 3 and no more than 11 members on the governing board. Board officers will include a president, vice president, secretary, and treasurer. Each will be elected at the annual meeting and serve for one year. See Article 6 of the ACSI Bylaws in Appendix Series C for a complete description of the officers' roles, but in general:

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

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

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

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

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

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

See Article 2 of the ACSI Bylaws in Appendix Series C for additional details on the membership, authority, and powers of the governing board.

See Article 4 of the ACSI Bylaws in Appendix Series C for details on the governing board meetings and open meeting laws.

THE GOVERNING BOARD

INCA shall be governed by the American Classical Schools of Idaho (ACSI) Board of Directors and managed by a school leader pursuant to the school's charter and duly adopted bylaws. The ACSI organization chart is available for review in Appendix Series E. ACSI is a nonprofit corporation and associated board of directors. In addition, there will be a separate ACSI Foundation (501c-3) and eventually an ACSI Charter Support Organization (a nonprofit external services provider created solely for the benefit of schools governed by the ACSI board). INCA (and subsequent schools) will be set up as separate LLCs with their own charters and will maintain financial independence. There will be absolutely no cross-collateralization between schools; all funding will flow directly to the schools (as outlined in the flow of funds diagram in Appendix Series E). This constitutes a wall of financial separation between the schools, each with its own revenue, financial obligations, and audit processes.

The main purpose of the governing board is to ensure that the school accomplishes the outcome for which the school was chartered within all the pertinent parameters. The governing board will be responsible for adopting policy, overseeing the management of the school, and ensuring financial compliance and responsibility. In addition, the governing board will ensure that the mission and goals of the charter are carried out by engaging in strategic planning. Governing board members will participate in fundraising activities as deemed necessary and appropriate by the board. Governing board members will put the interests of the school first and will refrain from using the position for personal or partisan gain.

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

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

Recommendations of new board candidates and elections of the governing board will be held in accordance with the bylaws. As new governing board members are added, each will be provided an information packet, which contains information about the responsibilities of a board member. The packet will include, but is not limited to, governing board member roles, state statute for charter schools, ethical standards, open meeting laws, policies, financial reports, budgets, and other responsibilities. Each governing board member will have on record a signed copy of the Charter School Board Members Code of Conduct. Throughout the year, as decided by the board, there may be a training schedule including, but not limited to, the roles/responsibilities of a governing board, review of the school's charter, review of Idaho school funding and financial audits, the governing board's ethical standards, and state statutes. As appropriate, the governing board will include other training such as the charter school board training seminars conducted at Hillsdale College. The governing board will attend the Charter School Boot Camp training offered by the Idaho State Department of Education as necessary.

THE SCHOOL LEADER

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

BUSINESS MANAGEMENT

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

BOARD OF DIRECTORS

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

MARVIN LASNICK

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

TERRY RYAN

The CEO of the Boise-based education nonprofit BLUUM and Board Chair of the Idaho Charter School Network. Ryan is responsible for leading Idaho's effort to double the number of students in Idaho high-performing public charter schools. Ryan leads Idaho's federal Charter School Program (CSP) grant of $22 million. Ryan was Vice-President for Ohio Programs and Policy at the Thomas B. Fordham Institute/Foundation from 2001 to 2013. He began his career in education as a teacher in Poland and worked with the Polish Ministry of Education and the Foundation for Education for Democracy on education policy and civic education. In the 1990s, he served as research director for the UK-based 21st Century Learning Initiative.

Ryan also served on Idaho Governor Brad Little's "Our Kids, Idaho's Future" education task force. He is a member of the National Alliance for Public Charter Schools Policy Advisory Council. He served as a Commissioner for the CAEP Commission on Standards and Performance. Ryan was a research fellow at the Hoover Institution and was a 2008 Aspen Institute/Pahara Fellow. He has co-authored two books on education. Ohio's Education Reform Challenges: Lessons from the Frontlines with Chester E. Finn, Jr. and Michael Lafferty of (Palgrave Macmillan, 2010), and The Unfinished Revolution with John Abbott (ASCD Press, 2000).

RUTH DAVID

The parent who originally conceptualized the INCA project, brokered the land donation, and led the founding community group. Previously, she served on the board of directors for Compass Public Charter School in Meridian, where she worked extensively with parents and staff to promote school spirit and culture, to boost staff morale, and to cultivate relationships within the Compass community. She is a registered nurse by trade and spent around seven years working for St. Luke's. Mrs. David completed a B.S.N. at Boise State University and a B.A. in industrial and organizational psychology at San Jose State University. She lives in Meridian with her husband Raymon and three children.

STACY SAYLOR

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

JOHN BASSETTI

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

BOARD ADVISORS

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

MAJOR GENERAL MARK DILLON

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

DR. JON FENNELL

Dr. Fennell is a retired professor of education, dean of social sciences, director of teacher education, and chairman of the education department at Hillsdale College. He is an expert on the philosophy of education and a prominent voice in the classical education movement. Prior to his work at Hillsdale College, Dr. Fennell served as a consultant for management information at the Idaho Department of Education for four years then spent two decades in corporate leadership positions, eventually becoming a vice president of operations. Dr. Fennell holds a bachelor of arts in political science and a master of arts in social foundations of education from the University of California: Davis, and a doctor of philosophy in philosophy of education from the University of Illinois: Urbana.

BOARD TRAINING

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

TRANSITION PLAN: FOUNDING COMMUNITY GROUP TO GOVERNING BOARD

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

- Ruth David, a trained registered nurse and parent with previous experience in supporting the development of charter schools in the Treasure Valley.
- John Bassetti, an informational technology professional whose own children have benefitted from an American classical education.
- Raymon David, a sales and marketing operations professional with a background in information technology who currently works for LG. He is the architect of the INCA and ACSI websites and led INCA's early digital marketing efforts.
- Alan Hodge, a local real estate agent specializing in waterfront and view properties, acreage, corporate relocation, new construction, and development property, with a career

that has spanned decades in the Eagle area.

- Liz Williams Itterly, a real estate agent with more than two decades of experience who has recently chosen Eagle as her home and looks forward to enrolling her children at INCA.

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

Although not directly relevant to this Petition, it should be noted that ACSI will also eventually govern Treasure Valley Classical Academy in Fruitland. Other school development projects throughout the state will be forthcoming.

ADDITIONAL INFORMATION REQUESTED BY CHARTER COMMISSION STAFF

<u>The Charter Commission staff requested information about the governing board's legal counsel.</u>

<u>The governing board will work with Chris Yorgason when legal advice is needed. Mr. Yorgason is the premiere independent attorney in Idaho on matters pertaining to charter school</u>

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

SECTION IV: STUDENT DEMAND AND PRIMARY ATTENDANCE AREA

ENROLLMENT CAPACITY

INCA plans to open in the Fall of 2024 with grades K-6. One grade will be added each subsequent year as students advance. Full enrollment is forecasted as 702 students if each grade level were filled according to the selected model. Planning and budgeting were conducted based on the assumption that all seats will be filled in grades K-7, and that a minimal amount of student attrition will occur in grades 8-12, as reflected in the table below. Please note that these figures are cautious estimates, and we believe that the likelihood of consistently achieving full enrollment is high.

INCA Enrollment Expectations by Year

Grade	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10
K	54	54	54	54	54	54	54	54	54	54
1	54	54	54	54	54	54	54	54	54	54
2	54	54	54	54	54	54	54	54	54	54
3	54	54	54	54	54	54	54	54	54	54
4	54	54	54	54	54	54	54	54	54	54
5	54	54	54	54	54	54	54	54	54	54
6	54	54	54	54	54	54	54	54	54	54
7		54	54	54	54	54	54	54	54	54
8			51	51	51	51	51	51	51	51
9				48	48	48	48	48	48	48
10					45	45	45	45	45	45
11						43	43	43	43	43
12							40	40	40	40
Total	378	432	483	531	576	619	659	659	659	659

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

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

These predictions are based on the experiences of TVCA, which utilizes the same model in Fruitland, Idaho. Based on the track record at TVCA, which is in a significantly less populated region of the Treasure Valley, INCA may not experience significant attrition. Student attrition has remained remarkably low at TVCA and at the same time, their waitlist has gradually increased year after year. Going into the 2022-2023 school year, TVCA had a 96.9% student retention rate. One grade level transition where attrition frequently happens in charter schools is promotion from eighth grade to ninth, which is in other models the shift from middle school to high school. TVCA introduced ninth grade (the third year of upper school in our model) for the first time this year and

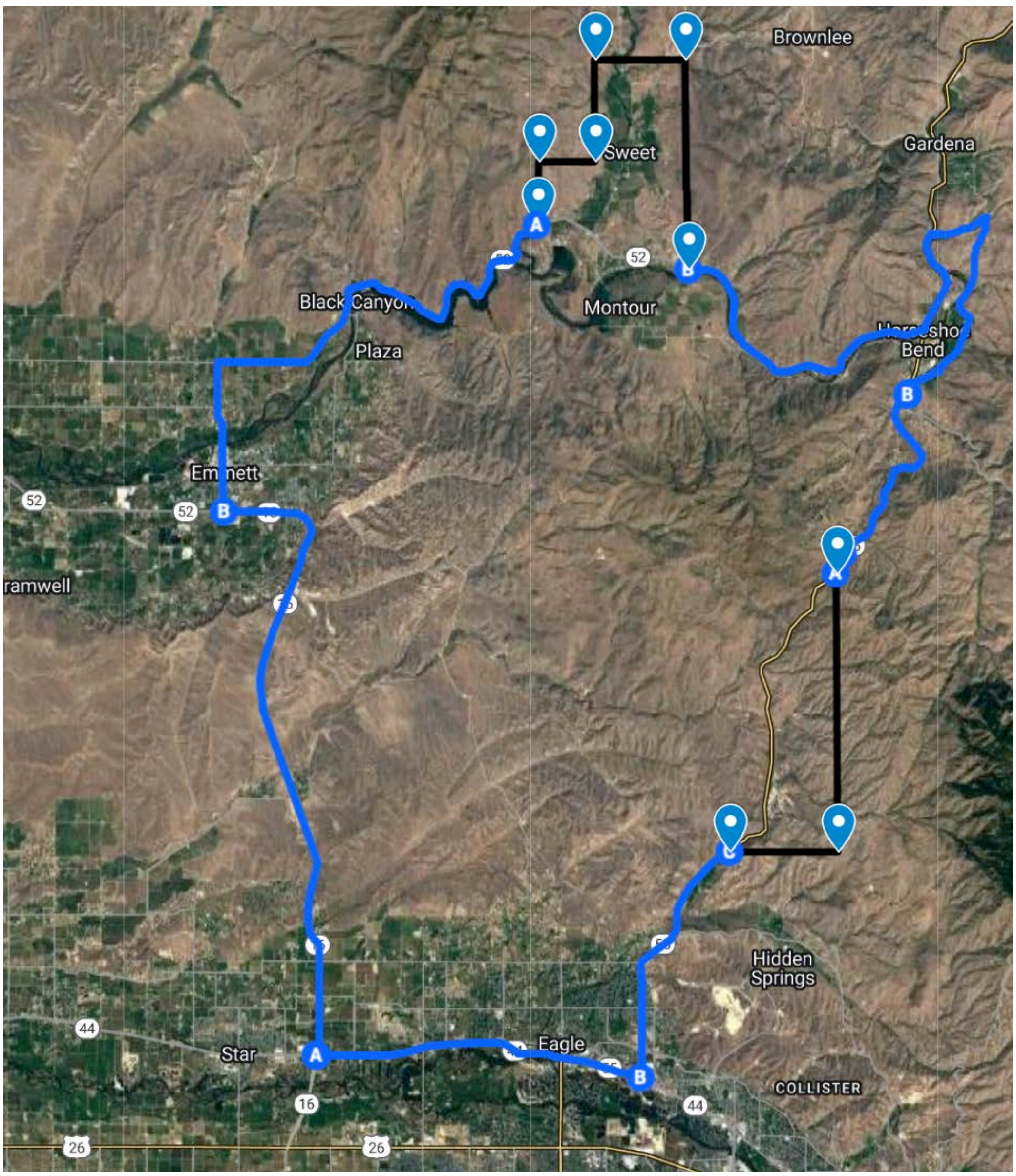
96.3% of their eighth-grade students remained enrolled through the transition. From its inception, student attrition has remained remarkably low at TVCA. Due to their extensive waitlist, TVCA has been able to easily fill the limited number of seats that have come open since they began operating. Currently, around 260 students remain on their waitlist.

PRIMARY ATTENDANCE AREAS

The primary attendance zone for INCA is in the northeastern region of the Treasure Valley, including the communities of Eagle, Horseshoe Bend, Sweet/Montour, and Emmett. This primary service area crosses into the boundaries of the Horseshoe Bend, Emmett Independent, Boise, and West Ada School Districts. North Star Charter School is also located within the primary attendance zone. However, the primary attendance zones for the two charter schools will only overlap in Eagle. The potential impact of the initial target enrollment of 378 children at INCA on these school districts will be minimal due to the large geographic area included in the primary attendance zone. This assertion of minimal impact is also supported by the rapid population growth within some sections of the primary attendance zone. Letters and copies of the Petition were sent to the appropriate leaders on August 10th by email. Copies of the letters are provided in Appendix Series G.

The primary attendance zone is represented in the image below, created using Google Maps. It should be noted that a high level of intentionality was applied to the selection of communities within the primary attendance zone and ultimate designation of boundaries. The designers invested substantial time in learning about educational needs in the region, identifying population centers on Google Earth, and crafting a boundary that will provide an adequate student population to achieve full enrollment while simultaneously creating new educational opportunities in Avimor, Eagle, and rural Idaho. ACSI is fully committed to serving all students and visited each community multiple times to craft boundaries that enable most residents of Horseshoe Bend, Sweet/Montour, and eastern Emmett to also receive the benefits of residency within the zone. This primary attendance zone provides expanded educational options in Eagle and Emmett, while creating school choice in Horseshoe Bend and Sweet/Montour.

Primary Attendance Zone



The boundary follows major roadways where practical, but also includes imaginary lines created using coordinates in locations where roadways are absent or impractical for boundary formation. The blue location markers on the map identify coordinates that define imaginary lines in the boundary. The definition of INCA's primary attendance zone is as follows:

- INCA will be constructed in the Avimor community development off Highway 55. The intent is for the entire Avimor community to be included in the primary attendance area. The boundaries of the primary attendance area at Avimor are defined by an imaginary line beginning at 43.7552/-116.2816 along Highway 55 and extending east to 43.7551/-116.2346, then north until 43.8421/-116.2354, where it reconnects with Highway 55.
- From Avimor, the primary attendance area continues north along Highway 55 to Horseshoe Bend.
- Properties up to one mile east of Highway 55 between Avimor and Horseshoe Bend are also within the primary attendance area.
- At Horseshoe Bend, the boundary continues northeast onto Canyon Street/Pioneer Road. After 4.55 miles the boundary shifts west onto Porter Creek Road for 1.33 miles, then south onto Highway 55, headed out of Horseshoe Bend.
- The primary attendance area in Horseshoe Bend also includes all properties with primary access to the roads that make up the boundary line.
- From Horseshoe Bend, the primary attendance area continues west on Highway 52 toward Sweet/Montour.
- Properties located up to one mile north of Highway 52 between Horseshoe Bend and Sweet/Montour are also within the primary attendance area.

- After approximately 7 miles, the primary attendance zone extends along an imaginary line to encompass the community of Sweet. The line heads north beginning at 43.9365/-116.2994, west at 44.0017/-116.3006, south at 44.0016/-116.3396, west at 43.9701/-116.3399, south at 43.9701/-116.3640, and reconnects with Highway 52 at 43.9502/-116.3641. Properties on the interior of the boundary line are included in the primary attendance zone.
- The communities of Montour and Sweet are both encompassed by the primary attendance boundary.
- The boundary continues west along Highway 52 toward Emmett.
- Properties up to one mile north of Highway 52 between Sweet/Montour and Emmett are also within the primary attendance area.
- The boundary turns south and follows Highway 52 through Emmett until the junction with Highway 16. It turns east then south at Highway 16. Properties in Emmett that are on the eastern side of the border created by Highways 52 and 16 are in the primary attendance area.
- The border of the primary attendance area continues along Highway 16 until it meets the junction of Highway 44 in Eagle. It then continues east along Highway 44 until the intersection of Highways 44 and 55. The primary attendance boundary then proceeds north along Highway 55 all the way back to Avimor. Properties east of Highway 16, north of Highway 44, and west of Highway 55 are within the primary attendance area.

ADMISSIONS

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

INCA founder status will be granted at the sole discretion of the board in consideration of individual material contributions toward the establishment of the school. The minimum threshold to be considered for founder status is 100 volunteer hours dedicated toward school founding efforts. However, volunteerism alone may not constitute designation as a founder. No additional founders will be designated after January 1st, 2024.

DEMOGRAPHICS

The following information is a summary of the most recent (2020) population ethnic and financial demographics of the communities that fall within the primary attendance zone.

Demographics of Communities in Primary Attendance Zone

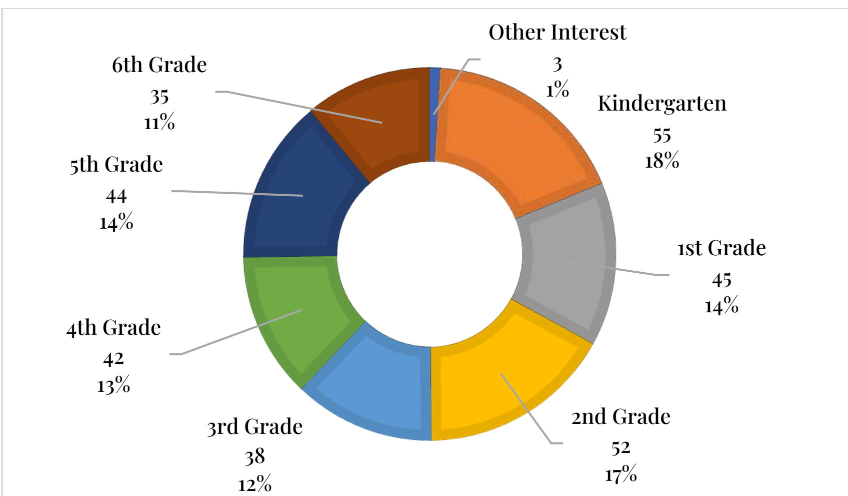
City/Town	Population	White	Hispanic	Native American	Other	Average Income Per Resident
Sweet	620	99.3%	0%	0%	0.7%	$19,375
Emmett	7,269	82.4%	14.3%	0%	3.3%	$15,544
Horseshoe Bend	822	85.1%	6.3%	4.7%	3.9%	$16,470
Eagle	31,699	91.4%	4.9%	0.2%	4.79%	$39,930

www.bestplaces.net (2020)

COMMUNITY NEEDS AND MARKET INTEREST

INCA's first targeted digital interest survey within the planned attendance area received a high response rate. Eighty-six (86) families responded in September 2021, without the benefit of an in-person presentation to learn about the school model or curriculum. The number of participants who indicated interest in the school accounted for 112 children. This was the first sign that families in the area desire an American classical education for their children. After the first in-person presentation at the Avimor Community Center, an additional 52 children were added to the intent to enroll list by their parents. The founding community group has facilitated several additional information sessions since then and has established a presence at several community events. Additionally, Facebook has been utilized for targeted marketing efforts in communities included in the primary attendance zone. These early efforts have contributed to significant interest in INCA, as displayed in the chart below.

Current Intent to Enroll Data



INCA has received intent to enroll documentation for a total of 314 potential students, which is 83% of the way toward the 378 seats that will be available at opening. Since INCA is still two school years away from opening, ACSI is confident that the intent to enroll figure will vastly exceed the initial enrollment capacity of the school. In the coming months, as we continue to reach major milestones, marketing and recruitment efforts will increase significantly to generate additional interest in American classical education throughout the primary attendance zone.

The American classical education model selected for INCA utilizes primary source documents to provide a comprehensive K-12 civics education. Section I of the Petition provides a detailed description of the educational program. This is a compelling aspect of American classical education for many families, and we are unaware of any other model utilized within the primary attendance zone that offers a civics education of comparable scope. Since there is no other school in the proposed attendance area that follows this model, the establishment of INCA will provide families within Ada, Gem, and Boise Counties expanded school choice options.

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

TRANSPORTATION PLAN

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

SCHOOL LUNCH PROGRAM

Nutrition is an essential part of successful learning. No one can focus on learning on an empty stomach. INCA will offer a federally compliant school lunch program. ACSI is currently exploring options to establish and develop a food service system that would be shared between TVCA, INCA, and subsequent schools. This program will be based on the successful model currently in place at TVCA. See Appendix Series H for a letter from the food services provider utilized by TVCA regarding their intent to expand the program to INCA.

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

STRATEGIES FOR ENROLLING UNDERSERVED FAMILIES

INCA intends to reach out to underserved families through information booths at community and local events, targeted advertising on Facebook, community and household presentations, posting at local businesses, preschools, grocers, and banks, as well as radio and/or television advertisements. Many of these marketing methods are already underway through the efforts of the founding community group. Ongoing promotional efforts will emphasize that INCA offers a free public education that is open to all, with bussing and a nutrition program.

INCA is seeking the volunteer services of Spanish speakers who will assist with translation of social media posts, flyers, and advertising literature into Spanish. We will solicit volunteers to participate in outreach events that will be conducted by the school leader for the local Hispanic communities as well as assisting in filling out any necessary forms or applications as the school moves towards opening.

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

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

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

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

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

One of the primary reasons that INCA has chosen the proven model developed by Hillsdale College is the rich, classically informed, traditional curriculum and methodology. American classical education has the potential to provide a superb education to any child regardless of their socioeconomic or cultural background. It is an education built on a classical understanding of human nature and therefore timeless and universally applicable. There are some private schools that provide variants of classical education in the Treasure Valley, and broadly, the State of Idaho, but they are not universally accessible. Through the growing opportunity for school choice in Idaho and American classical charter schools specifically, every child who is enrolled at INCA will participate in a model of education that has in recent decades been largely reserved only for those who can afford it. American classical charter schools change that dynamic and ensure that cost is not a barrier to accessing an education built on the tripart foundation of virtuous living, traditional learning, and civic responsibility. We look forward to working alongside our partners to actualize the plans for INCA and increase the availability of an excellent, tuition-free, American form of classical education in the Treasure Valley.

ADDITIONAL INFORMATION REQUESTED BY CHARTER COMMISSION STAFF

The Charter Commission staff requested that the digital interest survey referenced in this section be provided as an appendix.

The most recent version of the survey results (with all personally identifying information redacted) is now available in Appendix Series H. Please note that the results constitute a running record of all our intent-to-enroll data up to this point. The current number of students on our intent-to-enroll list is 335 as of November 4th, 2022. There is a significant marketing campaign underway in Emmett, Horseshoe Bend, Montour, and Sweet, so we expect that this list will continue to grow prior to the petition hearing on December 8th, 2022. Additional marketing activities will occur throughout the primary attendance area during the next calendar year.

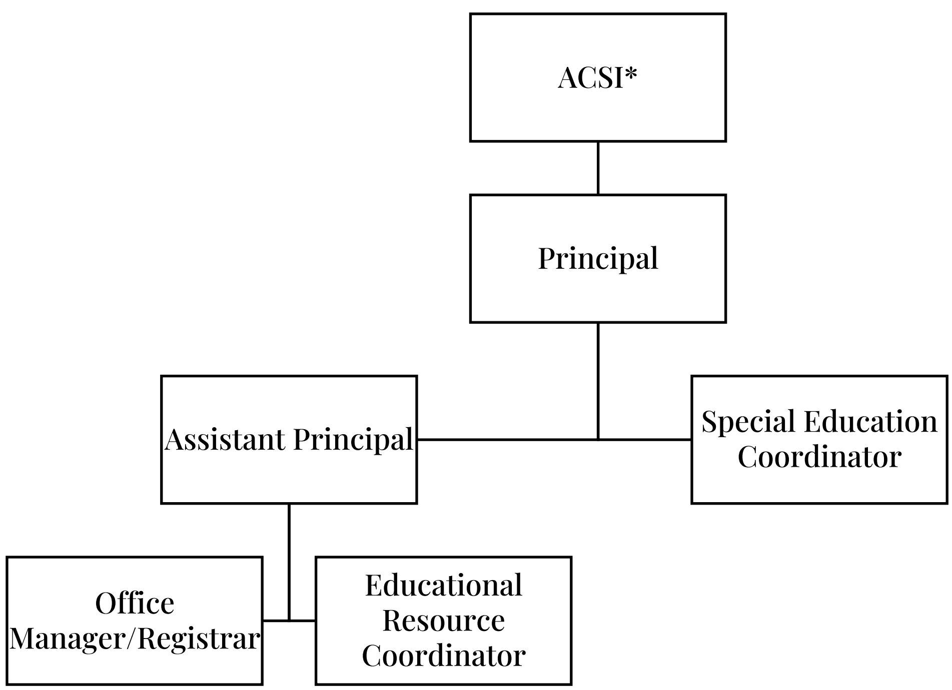
SECTION V: SCHOOL LEADERSHIP AND MANAGEMENT

LEADERSHIP TEAM

The subsections that follow provide an outline of the administrative structure upon opening as a K-6 school in addition to the anticipated structure once the school is fully developed as a K-12 school. The final administrative structure once all grades are served is subject to change, but the framework provided is a clear representation of the direction that INCA will work toward through the early years of operation.

Please note that business management will initially be provided through the partnership with BLUUM and eventually transition to a permanent support framework whereby ACSI will provide financial, accounting, and payroll services to INCA and other American classical schools.

INITIAL LEADERSHIP FRAMEWORK (K-6)



*ACSI was added to this diagram in response to feedback from the Charter Commission staff.

PRINCIPAL

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

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

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

Please note that the founding principal for INCA was already selected. Dr. Vincent Kane is present in Idaho on a two-year, fully funded fellowship from BLUUM. The fellowship is designed to provide him with the time and capacity to launch INCA with fidelity to the model and to receive robust training on all aspects of charter school leadership in Idaho. Part of Dr. Kane's fellowship includes observation and collaboration at TVCA for additional training regarding how American classical education has been implemented in Idaho. Dr. Kane's resume is available for review in Appendix Series E.

ASSISTANT PRINCIPAL

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

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

In the classical tradition, administrators at INCA are expected to preserve a direct connection to the instructional program. After the first year of operation, the assistant principal will maintain an annual course load of one full-year course or two semester courses indefinitely.

Please note that the founding assistant principal for INCA was already selected. Major Bruce Sims is present in Idaho on a two-year, fully funded fellowship from BLUUM. He is currently teaching mathematics and studying classical school operations at TVCA while assisting the founding principal with the launch of INCA. Major Sims' resume is available for review in Appendix Series E.

SPECIAL EDUCATION COORDINATOR

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

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

In the classical tradition, administrators at INCA are expected to preserve a direct connection to the instructional program. The coordinator of special education will initially spend

75% of their time supporting students in the classroom setting. This may be reduced to 50% in subsequent years as more special education staff are added and the scope of the special education program necessitates additional leadership (prior to the introduction of a full-time director of student services in the target leadership model).

EDUCATIONAL RESOURCE COORDINATOR

The educational resource coordinator reports to the assistant principal. This role is designed to be the materials acquisition and distribution engine of the school. The Hillsdale K-12 curriculum requires an enormous amount of print materials. The educational resource coordinator will identify, order, inventory, store, and distribute all curricular materials at INCA. Additionally, this individual will manage the resource center, where all materials, school supplies, and instructional equipment are stored. Other duties associated with this position include light clerical work in support of teachers, management of the copy center, and routine maintenance of copy machines.

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

OFFICE MANAGER/REGISTRAR

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

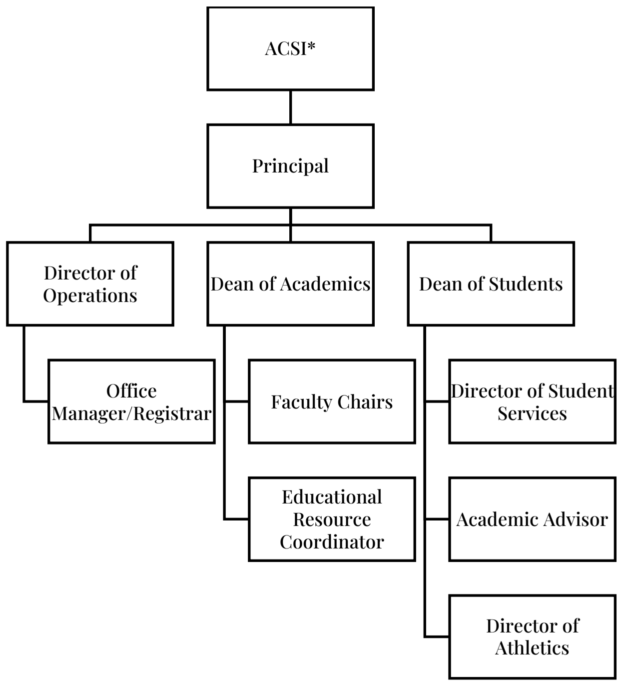
The office manager/registrar is a classified position with no instructional responsibilities.

TARGET LEADERSHIP FRAMEWORK (K-12)

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

- Liquidation of the assistant principal role and the establishment of two separate positions: (a) dean of students, and (b) director of operations.
- The formal transition from a special education coordinator to a director of student services. The key differences that define the director of student services role include: (a) it is a full-time administrative position, (b) it will include a larger scope of support than the special education program, and (c) the role will acquire responsibility for evaluation of special education teachers from the principal.
- Creation of a dean of academics position to support the principal with the growth of the academic program, curricular integrity, onboarding of new staff, professional development, standardized test coordination, oversight of student retention/management, supervision of faculty chairs, and other duties as assigned.
- Addition of an academic advisor to assist students with secondary planning and transition beyond graduation.
- Identification of an athletics director to facilitate growing extracurricular programs.

- Introduction of faculty chairs to provide day-to-day support to colleagues and advise the dean of academics on curricular matters.



*ACSI was added to this diagram in response to feedback from the Charter Commission staff.

The subsections that follow describe the new positions included in the target leadership framework. Detailed job descriptions will be developed as positions are gradually introduced over the first seven years of operation.

DIRECTOR OF OPERATIONS

This position will report to the principal. In a sense, the director of operations is responsible for ensuring that everything occurs on time and as planned. In addition to managing the parameters and pace of day-to-day operations, the director of operations will be responsible for supervision of non-academic programs, facilities management, event planning, communications, financial compliance, human resources, and facilitation of ancillary services. The director of operations will also be responsible for maintenance of relationships and management of contracts with external service providers (such as food service and transportation) and managing the school security and emergency response plans. Personnel under the immediate supervision of the director of operations include the office manager/registrar, custodians, and all ancillary services staff.

DEAN OF ACADEMICS

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

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

DEAN OF STUDENTS

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

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

DIRECTOR OF STUDENT SERVICES

This position will report to the dean of students. The director of student services is responsible for all duties and parameters associated with the special education coordinator role, in addition to oversight of the RTI process. Once this position is created, responsibility for evaluation of special education teachers will transfer from the principal to the director of student services.

This is envisioned as a full-time administrative position. In the classical tradition, the director of student services will maintain an annual course load of one full-year course or two semester courses indefinitely (or equivalent case management responsibilities).

ACADEMIC ADVISOR

This position will report to the dean of students. The academic advisor will ensure that every upper school student in grades 10-12 and their family receives support planning for and pursuing their post-secondary transition goals.

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

FACULTY CHAIRS

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

DIRECTOR OF ATHLETICS

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

NOTE ABOUT JOB DESCRIPTIONS

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

BOARD OF DIRECTORS' EVALUATION OF THE SCHOOL LEADER

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

In order to evaluate the school leader with the mission of the school chiefly in mind, the following questions will be considered. The school leader will be required to answer these questions in a self-evaluation and given some opportunity to explain answers in a short narrative, rather than just a survey format. The Board should realize that the school leader's evaluation of teachers and staff takes the form of a conversation very much in keeping with the philosophy of the school and, further, that the start-up year is a very demanding and eventful effort wherein not everything will run smoothly.

KEY EVALUATION QUESTIONS

- Over the past year, did the school accomplish its mission?
- Are the teachers overall competent (preferably masters) in their disciplines, capable in their teaching and leading of children, committed to the mission of the school, eager to improve, and friendly?
- Did the school leader provide adequate training of and direction to the faculty?
- Did the school leader visibly act as the academic and intellectual leader of the school, both for teachers and for students?
- Have the students made substantial academic progress over the past year?
- Have they improved in character?

- Have they participated in and enjoyed school activities outside the school day?
- Did the school leader visibly act as a leader in promoting the school's virtues and cultivating good character in the students?
- Did the school leader lead the way in shaping school culture and discipline? Is that culture and discipline evident in a simple "walk through the halls"?
- Did the school leader communicate with parents, to include supervising weekly notices of events, holding occasional talks on the mission and nature of the school, act as a presence during carpool, meetings, etc.?
- Is the school's office staff helpful, competent, and friendly? (This responsibility may be given directly to the assistant school leader, though the school leader is always accountable.)
- Does the school leader clearly support the learning of all students? (Including those with disabilities and from disadvantaged backgrounds.)
- Were various "issues" handled with an appropriate amount of prudence and care?
- Is the overall morale of the school high? That is, do students enjoy going to school and the faculty enjoy teaching?
- Is the overall parent satisfaction with the school high? Are parents largely happy with the school, re-enrolling their children for the next year, and telling others about the school?
- Has the school stayed within budget in its operations and met financial goals?
- What is the enrollment projection for the coming year?
- What is the attrition rate of students? If rather high, why?
- What is the attrition rate of faculty and staff? If higher than expected, why?

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

ADDITIONAL INFORMATION REQUESTED BY CHARTER COMMISSION STAFF

The Charter Commission staff requested that ACSI be included in all leadership diagrams provided within the petition.

The school leadership diagrams on pages 100 and 106 have been updated to reflect the role of ACSI in the organizational structure of INCA.

APPENDIX SERIES A: FINANCIAL PLAN

IDAHO PUBLIC CHARTER SCHOOL COMMISSION

APPENDIX A: BUDGET TEMPLATE

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

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

Alan Reed, Chairman
Jenn Thompson, Director

UPDATED 2/5/20

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:		359	378	432	483
	Pre-Operational Budget	**Break-Even Year 1 Budget**	**Full Enrollment Year 1 Budget**	**Year 2 Budget**	**Year 3 Budget**
Cash on Hand/ Other Revenue Sources	**$0.00**	**$0.00**	**NA**	**NA**	**$0.00**
Contributions/ Donations	**$0.00**	**$0.00**	**$0.00**	**$0.00**	**$0.00**
Loans	**8,498,000.00**	**$0.00**	**$0.00**	**$0.00**	**$0.00**
Grants	**355,606.00**	**$853,182.00**	**$853,182.00**	**$527,687.00**	**$337,964.00**
Base Support	**NA**	**$623,131.00**	**$658,575.00**	**$847,908.00**	**$1,062,579.00**
Salary and Benefit Apportionment	**NA**	**$1,270,933.00**	**$1,343,224.00**	**$1,744,437.00**	**$2,249,709.00**
Transportation Allowance	**NA**	**$166,612.00**	**$166,612.00**	**$170,393.00**	**$174,290.00**
Food Reimbursements/Sales	**$0.00**	**$206,000.00**	**$206,000.00**	**$253,157.00**	**$291,535.00**
Federal Funds	**$0.00**	**$238,521.00**	**$238,521.00**	**$270,088.00**	**$288,719.00**
Special Distributions	**NA**	**$293,256.00**	**$301,490.00**	**$391,571.00**	**$441,050.00**
REVENUE TOTAL	**8,853,606.00**	**$3,651,635.00**	**$3,767,604.00**	**$4,205,241.00**	**$4,845,846.00**

Expenditures

	Pre-Operational Budget	**Break-Even Year 1 Budget**	**Full Enrollment Year 1 Budget**	**Year 2 Budget**	**Year 3 Budget**
Staff and Benefit Totals	**$149,956.00**	**$2,274,231.00**	**$2,274,231.00**	**$2,630,014.00**	**$3,226,312.80**
Educational Program Totals	**$141,050.00**	**$258,250.00**	**$258,250.00**	**$260,943.00**	**$263,336.00**
Technology Totals	**$64,600.00**	**$60,050.00**	**$60,050.00**	**$87,750.00**	**$86,850.00**
Capital Outlay Totals	**$0.00**	**$0.00**	**$0.00**	**$0.00**	**$0.00**
Board of Directors Totals	**$0.00**	**$44,500.00**	**$44,500.00**	**$44,950.00**	**$45,414.00**
Facilities Totals	**$8,498,000.00**	**$681,408.00**	**$681,408.00**	**$683,732.00**	**$686,126.00**
Transportation Totals	**$0.00**	**$105,000.00**	**$105,000.00**	**$106,530.00**	**$108,107.00**
Nutrition Totals	**$0.00**	**$206,000.00**	**$206,000.00**	**$253,157.00**	**$291,535.00**
Other	**$0.00**	**$22,196.00**	**$18,900.00**	**$18,900.00**	**$18,900.00**
EXPENSE TOTAL	**8,853,606.00**	**$3,651,635.00**	**$3,648,339.00**	**$4,085,976.00**	**$4,726,580.80**
OPERATING INCOME (LOSS)	**-**	**$0.00**	**$119,265.00**	**$119,265.00**	**$119,265.20**
PREVIOUS YEAR CARRYOVER		**-**	**$0.00**	**$119,265.00**	**$238,530.00**
NET INCOME (LOSS)	**-**	**$0.00**	**$119,265.00**	**$238,530.00**	**$357,795.20**

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			Only include secured funds. Sum all donations/contributions here. Provide documentation for each donation/contribution as appendices.
Loans		8,498,000.00	Include documentation that provides the lender, term, rate, and total principal.
Grants		355,606.00	Only include secured grants. Provide documentation of grantor, total amount, and any applicable restrictions or requirements.
Other Revenue			Include details and documentation as necessary.
REVENUE TOTAL		**$8,853,606.00**	

Additional Notes or Details Regarding Revenues:

Pre-Operational Expenditures

Section 1: Staffing

1a: CERTIFIED STAFF	Budget		Assumptions / Details / Sources
Classroom Teachers	**FTE**	**Amount**	
Elementary Teachers	-	-	
Secondary Teachers	-	-	
Specialty Teachers	-	-	
Classroom Teacher Subtotals	0.0	-	
Special Education	**FTE**	**Amount**	
SPED Director / Coordinator	-	-	
Special Education Teacher	-	-	
Special Education Subtotals	0.0	-	
Other Certified Staff	**FTE**	**Amount**	
Lead Administrator	1.00	93,800.00	
Assistant Administrator	1.00	45,500.00	
Other Certified Staff Subtotals	2.0	139,300.00	
CERTIFIED STAFF TOTAL	**2.0**	**139,300.00**	

1b: CLASSIFIED STAFF	Budget		Assumptions / Details / Sources
Position	**FTE**	**Amount**	
Paraprofessionals- General	-	-	
Paraprofessionals- SPED	-	-	
Admin / Front Office Staff	-	-	
CLASSIFIED STAFF TOTAL	**0.0**	**-**	

1c: BENEFITS	Budget		Assumptions / Details / Sources
Type	**Rate**	**Amount**	
Retirement	11.94%	-	
FICA/ Medicare	7.85%	10,656.00	
Group Insurance (Medical/Dental)	$ 6,300	-	
Paid time off (provide assumptions)	0.00%		

BENEFITS TOTAL		**10,656.00**	

CERTIFIED & CLASSIFIED STAFF TOTAL		**139,300.00**	
TOTAL STAFF & BENEFITS TOTAL		**149,956.00**	

Section 2: Educational Program

2a: OVERALL EDUCATION PROGRAM COSTS		**Budget**	**Assumptions / Details / Sources**
Professional Development		-	
SPED Contract Services		-	
Other Contract Services (i.e. accounting, HR, management)		-	
Office Supplies		-	
Membership Dues (if applicable)		-	
OVERALL EDUCATION PROGRAM TOTAL		**-**	

2b: ELEMENTARY PROGRAM		**Budget**	**Assumptions / Details / Sources**
Elementary Curriculum		73,150.00	Based on costs at TVCA
Elementary Instructional Supplies & Consumables		-	
Elementary Special Education Curricular Materials		-	
Elementary Contract Services (provide assumptions)		-	
ELEMENTARY PROGRAM TOTAL		**73,150.00**	

2c: SECONDARY PROGRAM		**Budget**	**Assumptions / Details / Sources**
Secondary Curriculum		28,800.00	Based on costs at TVCA
Secondary Instructional Supplies & Consumables		39,100.00	Based on costs at TVCA
Secondary Special Education Curricular Materials		-	
Secondary Contract Services (provide assumptions)		-	
SECONDARY PROGRAM TOTAL		**67,900.00**	
EDUCATIONAL PROGRAM TOTAL		**141,050.00**	

Additional Notes or Details Regarding Educational Program Expenditures:

Section 3: Technology			
Line Item / Account		**Budget**	**Assumptions / Details / Sources**
Internet Access		-	
Contract Services		-	
Technology Software & Licenses		-	
Computers for Staff Use		39,000.00	MacBook Airs for staff use
Computers for Student Use		25,600.00	Chromebooks and carts for student use
Other Technology Hardware (i.e. document cameras, projectors, etc.)		-	
TECHNOLOGY TOTAL		**64,600.00**	
Additional Notes or Details Regarding Technology Expenditures:			

Section 4: Non-Facilities Capital Outlay			
Line Item / Account		**Budget**	**Assumptions / Details / Sources**
Furniture (school-wide)		-	Include only items not covered via FFE, if applicable.
Kitchen Equipment (warming oven, salad bar, etc.)		-	
Other Capital Outlay (i.e. library, kitchen small wares, maintenance equipment, etc.)		-	
CAPITAL OUTLAY TOTAL		**-**	
Additional Notes or Details Regarding Non-Facilities Capital Outlay Expenditures:			

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

Section 6: Facilities Details (consistent with facilities template)			
Line Item / Account	Budget		Assumptions / Details / Sources
Mortgage or Lease		-	
Construction / Remodeling (if applicable)		8,498,000.00	30,350 square foot permanent facility (phase one) at $280 per square foot
Repairs and Maintenance		-	
Facilities Maintenance Contracts (i.e. snow removal, lawn care, custodial, security, etc.)		-	
Utilities (i.e. gas, electric, water, etc.)		-	
Phone		-	
Other Facilities Related Costs (specify)		-	
FACILITIES TOTAL	8,498,000.00		
Additional Notes or Details Regarding Facilities Expenditures:			

Section 7: Transportation			
Line Item / Account	Budget		Assumptions / Details / Sources
Daily Transportation		-	
Special Transportation (i.e. SPED, field trips, etc.)		-	
Other Transportation Costs (specify)		-	
TRANSPORTATION TOTAL	$0.00		
Additional Notes or Details Regarding Transportation Expenditures:			

Section 8: Nutrition			
Line Item / Account	Budget		Assumptions / Details / Sources
Food Costs		-	
Non-Food Costs		-	
OTHER TOTAL	-		
Additional Notes or Details Regarding Transportation Expenditures:			

Section 9: Other Expenditures			
Line Item / Account	Budget		Assumptions / Details / Sources
		-	
		-	
OTHER TOTAL	-		
Additional Notes or Details Regarding Transportation Expenditures:			

Idaho Public Charter School Commission
Charter Petition: Operational Budgets

Operational Revenue

Anticipated Enrollment for Each Scenario:	359	378	432	483	
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	$0.00	$0.00	NA	NA	
Donations and Contributions	-	-	-	-	
Loans	-	-	-	-	
Grants	853,182.00	853,182.00	527,687.00	337,964.00	JKAFF Support Grant
Entitlement	623,131.00	658,575.00	847,908.00	1,062,579.00	See attached M&O revenue template, all state revenues were computed based on 2022-2023 funding spreadsheets and budgeting documents provided by the Idaho State Department of Education.
Salary and Benefit Apportionment	1,270,933.00	1,343,224.00	1,744,437.00	2,249,709.00	Same as above.
Transportation Allowance	166,612.00	166,612.00	170,393.00	174,290.00	Calculated as 75% of cost based on IACS 80%, HCCS is 86%.
Food Reimbursements/Sales	206,000.00	206,000.00	253,157.00	291,535.00	Based on TVCA per-pupil revenue.
Federal Funds					
Title I	30,000.00	30,000.00	36,867.00	42,456.00	Based on TVCA per-pupil funding levels.
Title II	7,700.00	7,700.00	9,463.00	10,898.00	Based on TVCA per-pupil funding levels.
Title IV	-	-	10,000.00	10,000.00	Based on TVCA per-pupil funding levels.
IDEA Special Education	34,750.00	34,750.00	42,705.00	49,179.00	Based on TVCA per-pupil funding levels.
Medicaid Reimbursements	166,071.00	166,071.00	171,053.00	176,186.00	Estimated based on TVCA's experience.
Special Distributions					
Charter School Facilities	132,830.00	139,860.00	159,840.00	178,710.00	Computed based on Idaho State Department of Education guidance document, "Special Distributions".
Content and Curriculum	-	-	-	-	
Continuous Improvement Plans and Training	6,600.00	6,600.00	6,600.00	6,600.00	
Gifted Talented	-	-	-	-	
Leadership Premiums	-	-	-	-	
IT Staffing	7,500.00	7,500.00	7,500.00	7,500.00	
Math and Science Requirement	-	-	-	-	
Professional Development	17,660.00	17,660.00	19,960.00	22,398.00	
Safe and Drug-Free Schools	-	-	5,992.00	6,562.00	
College & Career Advisors & Student Mentors	-	-	-	9,000.00	
Technology (i.e. infrastructure)	48,746.00	49,950.00	53,372.00	56,603.00	
Literacy Proficiency	79,920.00	79,920.00	114,720.00	126,720.00	
Limited English Proficient (LEP)	-	-	-	-	
School Facilities (Lottery)	-	-	23,587.00	26,957.00	
REVENUE TOTAL	**$3,651,635.00**	**$3,767,604.00**	**$4,205,241.00**	**$4,845,846.00**	
	$ -	$ -	$ -	$ -	

Operational Expenditures

Section 1: Staffing

1a: CERTIFIED STAFF	Break-Even Year 1 Budget		Full Enrollment Year 1 Budget		Year 2 Budget		Year 3 Budget		Assumptions / Details / Sources
Classroom Teachers	**FTE**	**Amount**	**FTE**	**Amount**	**FTE**	**Amount**	**FTE**	**Amount**	
Elementary Teachers	16.00	703,000.00	16.00	703,000.00	17.00	766,000.00	17.00	811,125.00	Average classroom size: 18 students per class in grades K and 1 followed by 27 students per class in all subsequent grades.
Secondary Teachers	-	-	-	-	3.00	127,500.00	8.00	373,440.00	
Specialty Teachers	6.00	253,000.00	6.00	253,000.00	6.00	261,275.00	6.00	275,551.00	
Classroom Teacher Subtotals	22.00	956,000.00	22.00	956,000.00	26.00	1,154,775.00	31.00	1,460,116.00	
Special Education	**FTE**	**Amount**	**FTE**	**Amount**	**FTE**	**Amount**	**FTE**	**Amount**	
SPED Director	1.00	65,000.00	1.00	65,000.00	1.00	66,950.00	1.00	68,959.00	
Special Education Teacher	-	-	-	-	1.00	42,500.00	1.30	59,805.00	
Special Education Subtotals	1.00	65,000.00	1.00	65,000.00	1.00	109,450.00	2.30	128,764.00	Anticipated % Special Education Students: 10%
Other Certified Staff	**FTE**	**Amount**	**FTE**	**Amount**	**FTE**	**Amount**	**FTE**	**Amount**	
Lead Administrator	1.00	120,000.00	1.00	120,000.00	1.00	123,600.00	1.00	127,308.00	
Assistant Administrator	1.00	91,000.00	1.00	91,000.00	1.00	93,730.00	1.00	96,542.00	
Other Certified Staff Subtotals	2.00	211,000.00	2.00	211,000.00	2.00	217,330.00	2.00	223,850.00	
CERTIFIED STAFF TOTAL	**25.00**	**1,232,000.00**	**25.00**	**$1,232,000.00**	**29.00**	**$1,481,555.00**	**35.30**	**$1,812,730.00**	

1b: CLASSIFIED STAFF	Break-Even Year 1 Budget		Full Enrollment Year 1 Budget		Year 2 Budget		Year 3 Budget		Assumptions / Details / Sources
Position	**FTE**	**Amount**	**FTE**	**Amount**	**FTE**	**Amount**	**FTE**	**Amount**	
Paraprofessionals- General	6.00	88,540.00	6.00	88,540.00	6.00	91,198.00	9.00	141,813.00	
Paraprofessionals- SPED	7.00	136,952.00	7.00	136,952.00	7.00	141,061.00	7.00	145,294.00	
Admin / Front Office Staff	4.00	113,438.00	4.00	113,438.00	4.00	116,841.00	5.00	164,910.00	
Custodial	1.00	45,000.00	1.00	45,000.00	1.00	46,350.00	1.00	47,741.00	
Bus Drivers	5.00	70,794.00	5.00	70,794.00	5.00	72,916.00	5.00	75,103.00	
CLASSIFIED STAFF TOTAL	**23.00**	**454,724.00**	**23.00**	**454,724.00**	**23.00**	**468,366.00**	**27.00**	**574,861.00**	

1c: BENEFITS	Break-Even Year 1 Budget		Full Enrollment Year 1 Budget		Year 2 Budget		Year 3 Budget		Assumptions / Details / Sources
Type	**Rate**	**Amount**	**Rate**	**Amount**	**Rate**	**Amount**	**Rate**	**Amount**	
Retirement	11.94%	203,442.00	11.94%	203,442.00	11.94%	234,814.00	11.94%	286,985.00	PERSI Rate
FICA/ Medicare	7.85%	130,565.00	7.85%	130,565.00	7.85%	150,699.00	7.85%	184,180.00	6.2% FICA, 1.45% Medicare, .2% Work Comp
Group Insurance (Medical/Dental)	#####	253,500.00	$ -	253,500.00	#####	294,580.00	$ -	367,556.80	$6500 per FTE based on Current TVCA plan +10%, 3%
Paid time off (provide assumptions)	0.00%								Suspended for multiple years by PERSI
BENEFITS TOTAL		**587,507.00**		**587,507.00**		**680,093.00**		**838,721.80**	
CERTIFIED & CLASSIFIED STAFF TOTAL	**48**	**$1,686,724.00**	**48**	**$1,686,724.00**	**52**	**$1,949,921.00**	**62**	**$2,387,591.00**	
TOTAL STAFF & BENEFITS TOTAL		**$2,274,231.00**		**$2,274,231.00**		**$2,630,014.00**		**$3,226,312.80**	

Section 2: Educational Program

2a: OVERALL EDUCATION PROGRAM COSTS	Break-Even Year 1 Budget	Full Enrollment Year 1 Budget	Year 2 Budget	Year 3 Budget	Assumptions / Details / Sources
Professional Development Exp	47,700.00	47,700.00	50,063.00	52,116.00	Local training and conference travel costs
SPED Contract Services	-	-	-	-	
Membership Dues	2,000.00	2,000.00	2,000.00	2,000.00	ISBA, Chamber of Commerce, etc.
Authorizer Fee	11,000.00	11,000.00	11,000.00	11,000.00	
Other Contract Services (i.e. accounting, HR, management)	-	-	-	-	
Staff Recruiting Costs	1,500.00	1,500.00	1,500.00	1,500.00	Advertising and outreach tools
Office Supplies	20,000.00	20,000.00	20,000.00	20,000.00	Hardware, software, materials (e.g. ink, paper, etc.)
OVERALL EDUCATION PROGRAM TOTAL	**82,200.00**	**82,200.00**	**84,563.00**	**86,616.00**	

2b: ELEMENTARY PROGRAM	Break-Even Year 1 Budget	Full Enrollment Year 1 Budget	Year 2 Budget	Year 3 Budget	Assumptions / Details / Sources
Elementary Curriculum	28,350.00	28,350.00	28,350.00	28,350.00	Based on costs at TVCA
Elementary Instructional Supplies & Consumables	91,600.00	91,600.00	91,600.00	91,600.00	Based on costs at TVCA
Elementary Special Education Curricular Materials	-	-	-	-	
Elementary Contract Services (provide assumptions)	5,000.00	5,000.00	5,090.00	5,183.00	
ELEMENTARY PROGRAM TOTAL	**124,950.00**	**124,950.00**	**125,040.00**	**125,133.00**	

2c: SECONDARY PROGRAM	Break-Even Year 1 Budget	Full Enrollment Year 1 Budget	Year 2 Budget	Year 3 Budget	Assumptions / Details / Sources
Secondary Curriculum	39,100.00	39,100.00	39,100.00	39,100.00	Based on costs at TVCA
Secondary Instructional Supplies & Consumables	12,000.00	12,000.00	12,240.00	12,487.00	Based on costs at TVCA
Secondary Special Education Curricular Materials	-	-	-	-	
Secondary Contract Services (provide assumptions)	-	-	-	-	
SECONDARY PROGRAM TOTAL	**51,100.00**	**51,100.00**	**51,340.00**	**51,587.00**	
EDUCATIONAL PROGRAM TOTAL	**258,250.00**	**258,250.00**	**260,943.00**	**263,336.00**	

Additional Notes or Details Regarding Educational Program Expenditures:

Section 3: Technology

Line Item / Account	Break-Even Year 1 Budget	Full Enrollment Year 1 Budget	Year 2 Budget	Year 3 Budget	Assumptions / Details / Sources
Internet Access	18,500.00	18,500.00	18,500.00	18,500.00	Based on costs at TVCA
Contracted Services	12,180.00	12,180.00	12,180.00	12,180.00	Support services, etc.
Technology Software & Licenses	23,320.00	23,320.00	23,320.00	23,320.00	PowerSchool, et cetera
Computers for Staff Use	-	-	11,500.00	11,500.00	MacBook Airs for staff use
Computers for Student Use	-	-	16,200.00	15,300.00	Chromebooks and carts for student use
Accounting Software	2,000.00	2,000.00	2,000.00	2,000.00	2M Subscription
Other Technology Hardware (i.e. document cameras, projectors, etc.)	4,050.00	4,050.00	4,050.00	4,050.00	Apple TVs for wireless projection
TECHNOLOGY TOTAL	**60,050.00**	**60,050.00**	**87,750.00**	**86,850.00**	
Additional Notes or Details Regarding Technology Expenditures:					

Section 4: Non-Facilities Capital Outlay

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

Section 5: Board of Directors

Line Item / Account	Break-Even Year 1 Budget	Full Enrollment Year 1 Budget	Year 2 Budget	Year 3 Budget	Assumptions / Details / Sources
Board Training	-	-	-	-	Available free of cost through partnerships
Legal	2,500.00	2,500.00	2,500.00	2,500.00	Based on costs at TVCA
Insurance (property, liability, E & 0, etc.)	15,000.00	15,000.00	15,450.00	15,914.00	Based on costs at TVCA
Worker's Compensation Insurance	20,000.00	20,000.00	20,000.00	20,000.00	Based on costs at TVCA
Audit	7,000.00	7,000.00	7,000.00	7,000.00	Based on costs at TVCA
BOARD OF DIRECTORS TOTALS	**44,500.00**	**44,500.00**	**44,950.00**	**45,414.00**	

Additional Notes or Details Regarding Board of Directors Expenditures:

Section 6: Facilities Details

Line Item / Account	Break-Even Year 1 Budget	Full Enrollment Year 1 Budget	Year 2 Budget	Year 3 Budget	Assumptions / Details / Sources
Mortgage or Lease	596,325.00	596,325.00	596,325.00	596,325.00	Debt service on phase one (30,350 sq. ft. x $280/sq. ft.)
Janitorial Supplies	10,000.00	10,000.00	10,300.00	10,609.00	Based on costs at TVCA
Safe & Drug Free School Exp	7,609.00	7,609.00	7,609.00	7,609.00	Visitor screening and access control hardware/software
Facilities Maintenance Contracts (i.e. snow removal; trash; lawn care, custodial, security, etc.)	13,200.00	13,200.00	13,596.00	14,003.00	Based on costs at TVCA
Utilities (i.e. gas, electric, water, etc.)	44,774.00	44,774.00	46,117.00	47,501.00	Based on costs at TVCA
Grounds Maintenance	8,500.00	8,500.00	8,755.00	9,018.00	Based on costs at TVCA
Grounds Maintenance - Other Supplies	1,000.00	1,000.00	1,030.00	1,061.00	Based on costs at TVCA
FACILITIES TOTAL	**681,408.00**	**681,408.00**	**683,732.00**	**686,126.00**	

Additional Notes or Details Regarding Facilities Expenditures:

Section 7: Transportation

Line Item / Account	Break-Even Year 1 Budget	Full Enrollment Year 1 Budget	Year 2 Budget	Year 3 Budget	Assumptions / Details / Sources
Daily Transportation	105,000.00	105,000.00	106,530.00	108,107.00	All maintenance, operations, and administrative costs associated with providing transportation via four school buses
Special Transportation (i.e. SPED, field trips, etc.)	-	-	-	-	
Other Transportation Costs (specify)	-	-	-	-	
TRANSPORTATION TOTAL	**$105,000.00**	**$105,000.00**	**$106,530.00**	**$108,107.00**	
Additional Notes or Details Regarding Transportation Expenditures:					

Section 8: Nutrition Program

Line Item / Account	Break-Even Year 1 Budget	Full Enrollment Year 1 Budget	Year 2 Budget	Year 3 Budget	Assumptions / Details / Sources
Food Costs	206,000.00	206,000.00	253,157.00	291,535.00	Based on costs at TVCA
Non-Food Costs	-	-	-	-	
NUTRITION TOTAL	**206,000.00**	**206,000.00**	**253,157.00**	**291,535.00**	
Additional Notes or Details Regarding Other Expenditures:					

Section 9: Other Expenditures

Line Item / Account	Break-Even Year 1 Budget	Full Enrollment Year 1 Budget	Year 2 Budget	Year 3 Budget	Assumptions / Details / Sources
Misc Reserve for unplanned Expenses	18,296.00	15,000.00	15,000.00	15,000.00	
Advertising / Web Design	3,000.00	3,000.00	3,000.00	3,000.00	Based on costs at TVCA
Bank Service Charges	900.00	900.00	900.00	900.00	Based on costs at TVCA
OTHER TOTAL	**22,196.00**	**18,900.00**	**18,900.00**	**18,900.00**	
Additional Notes or Details Regarding Other Expenditures:					

Idaho Public Charter School Commission

Cash Flow Operational Year 1

	Year 1 Budgeted	JUL	AUG	SEPT	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUNE	Total	July 15 Foundation Pmt, July/August Contract Payments JULY	AUGUST
Student Enrollment Capacity	378															
Revenue																
Donations and Contributions	0												$0.00	*$0.00*		
Loans	0												$0.00	*$0.00*		
Grants	853,182	$853,182.00											$0.00	*$853,182.00*		
Entitlement	658,575		$329,287.50			$131,715.00			$118,543.50			$52,686.00	$0.00	*$632,232.00*	$26,343.00	
Salary and Benefit Apportionment	1,343,224		$671,612.00			$268,644.80			$241,780.32			$107,457.92	$0.00	*$1,289,495.04*	$53,728.96	
Transportation Allowance	166,612		$83,306.00			$33,322.40			$29,990.16			$13,328.96	$0.00	*$159,947.52*	$6,664.48	
Food Reimbursements/Sales	206,000				$22,888.89	$22,888.89	$22,888.89	$22,888.89	$22,888.89	$22,888.89	$22,888.89	$22,888.89	$22,888.89	*$206,000.00*		
Federal Funds	238,521				$26,502.33	$26,502.33	$26,502.33	$26,502.33	$26,502.33	$26,502.33	$26,502.33	$26,502.33	$26,502.33	*$238,521.00*		
Special Distributions	301,490					79,920.00			$60,088.00			$161,482.00		*$301,490.00*		
Total Revenue	$3,767,604.00	$853,182.00	$1,084,205.50	$0.00	$49,391.22	$562,993.42	$49,391.22	$49,391.22	$499,793.20	$49,391.22	$49,391.22	$384,346.10	$49,391.22	$3,680,867.56	$86,736.44	$0.00
Expenditures																
Salaries and Benefits	2,274,231.00	$0.00	$0.00	$189,519.25	$189,519.25	$189,519.25	$189,519.25	$189,519.25	$189,519.25	$189,519.25	$189,519.25	$189,519.25	$189,519.25	*$1,895,192.50*	$189,519.25	$189,519.25
Education Program	258,250.00	$0.00	$0.00	$25,825.00	$25,825.00	$25,825.00	$25,825.00	$25,825.00	$25,825.00	$25,825.00	$25,825.00	$25,825.00	$25,825.00	*$258,250.00*		
Technology Totals	60,050.00	$0.00	$50,000.00	$1,005.00	$1,005.00	$1,005.00	$1,005.00	$1,005.00	$1,005.00	$1,005.00	$1,005.00	$1,005.00	$1,005.00	*$60,050.00*		
Capital Outlay Totals	-	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	*$0.00*		
Board of Directors	44,500.00	$0.00	$25,000.00	$1,950.00	$1,950.00	$1,950.00	$1,950.00	$1,950.00	$1,950.00	$1,950.00	$1,950.00	$1,950.00	$1,950.00	*$44,500.00*		
Facilities	681,408.00	$7,090.25	$ 305,252.75	$7,090.25	$7,090.25	$ 126,355.25	$7,090.25	$7,090.25	$ 126,355.25	$7,090.25	$7,090.25	$ 66,722.75	$7,090.25	*$681,408.00*		
Transportation	$105,000.00	$0.00	$0.00	$10,500.00	$10,500.00	$10,500.00	$10,500.00	$10,500.00	$10,500.00	$10,500.00	$10,500.00	$10,500.00	$10,500.00	*$105,000.00*		
Nutrition	206,000.00	$0.00	$0.00	$20,600.00	$20,600.00	$20,600.00	$20,600.00	$20,600.00	$20,600.00	$20,600.00	$20,600.00	$20,600.00	$20,600.00	*$206,000.00*		
Other	18,900.00	$0.00	$0.00	$1,890.00	$1,890.00	$1,890.00	$1,890.00	$1,890.00	$1,890.00	$1,890.00	$1,890.00	$1,890.00	$1,890.00	*$18,900.00*		
Total Expenditures	$3,648,339.00	$7,090.25	$380,252.75	$258,379.50	$258,379.50	$377,644.50	$258,379.50	$258,379.50	$377,644.50	$258,379.50	$258,379.50	$318,012.00	$258,379.50	$3,269,300.50	$189,519.25	$189,519.25
Cash Flow																
Operational Cash Flow		$846,091.75	$703,952.75	($258,379.50)	($208,988.28)	$185,348.92	($208,988.28)	($208,988.28)	$122,148.70	($208,988.28)	($208,988.28)	$66,334.10	($208,988.28)	$411,567.06	($102,782.81)	($189,519.25)
Cash on Hand	$0.00	-	$846,091.75	$1,550,044.50	$1,291,665.00	$1,082,676.72	$1,268,025.64	$1,059,037.37	$850,049.09	$972,197.79	$763,209.51	$554,221.24	$620,555.34		$411,567.06	$308,784.25
Cash End of Period		$846,091.75	$1,550,044.50	$1,291,665.00	$1,082,676.72	$1,268,025.64	$1,059,037.37	$850,049.09	$972,197.79	$763,209.51	$554,221.24	$620,555.34	$411,567.06	$411,567.06	$308,784.25	$119,265.00

2024 - 2025 BUDGET WORKSHEETS
ESTIMATING M & O STATE SUPPORT REVENUE

District/Charter Name: Idaho Novus Classical Academy **District/Charter Number:** n/a

1.	Best 28 Weeks Support Units - 2024-2025	16.35	
2.	State Distribution Factor - Per Unit - 2024-2025	$ 38,112 *	
3.	Discretionary (line 1 x line 2)	**$ 623,131**	

4. Salary Apportionment: Midterm Support Units **16.35**
(From SBA Template)

Administrative Index	Average Instructional Salary	Average Pupil Services Salary	Total SBA plus Allowances from SBA Template	Rev Code
1.50220	**$45,428.57**	**$45,428.57**	**$1,062,742**	

			Rev Code
5.	Estimated Base Support (line 3 + line 4)	**$1,685,873**	431100
6.	Benefit Apportionment	**$208,191**	431800
7.	Border Contracts	**$0**	431500
8.	Exceptional Child Support (not common)	**$0**	431400
9.	Tuition Equivalency	**$0**	431600
10.	Transportation Allowance	**$ 166,612.00**	431200
11.	Prior Year Adjustments (not common)	**$0**	
12.	**Total Estimated State Support** (lines 5+6+7+8+9+10+11)	**$2,060,676**	

Revenue in Lieu of Taxes:
(n/a for Charter Schools)

13.	Agricultural Equipment Tax Replacement Money from State Tax Commission			
14.	Personal Property Tax Replacement Money from State Tax Commission			
15.	**Total Revenue in Lieu of Taxes**		**$0**	438000

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

* Of this amount, $19,698 per support unit is to be used to offset the cost of health, vision, and dental benefits or insurance offered to school employees and $16,226 per support unit is to be used as discretionary (HB797, 2022 Legislative Session).

2024 - 2025 BUDGET WORKSHEETS
ESTIMATING M & O STATE SUPPORT REVENUE

District/Charter Name: Idaho Novus Classical Academy **District/Charter Number:** n/a

1.	Best 28 Weeks Support Units - 2024-2025	17.28	
2.	State Distribution Factor - Per Unit - 2024-2025	$ 38,112 *	
3.	Discretionary (line 1 x line 2)	**$ 658,575**	

4. Salary Apportionment: Midterm Support Units **17.28**
(From SBA Template)

Administrative Index	Average Instructional Salary	Average Pupil Services Salary	Total SBA plus Allowances from SBA Template	Rev Code
1.50220	**$45,428.57**	**$45,428.57**	**$1,123,191**	

			Rev Code
5.	Estimated Base Support (line 3 + line 4)	**$1,781,766**	431100
6.	Benefit Apportionment	**$220,033**	431800
7.	Border Contracts	**$0**	431500
8.	Exceptional Child Support (not common)	**$0**	431400
9.	Tuition Equivalency	**$0**	431600
10.	Transportation Allowance	**$ 166,612.00**	431200
11.	Prior Year Adjustments (not common)	**$0**	
12.	**Total Estimated State Support** (lines 5+6+7+8+9+10+11)	**$2,168,411**	

Revenue in Lieu of Taxes:
(n/a for Charter Schools)

13.	Agricultural Equipment Tax Replacement Money from State Tax Commission			
14.	Personal Property Tax Replacement Money from State Tax Commission			
15.	**Total Revenue in Lieu of Taxes**		**$0**	438000

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* Of this amount, $19,698 per support unit is to be used to offset the cost of health, vision, and dental benefits or insurance offered to school employees and $16,226 per support unit is to be used as discretionary (HB797, 2022 Legislative Session).

2025 - 2026 BUDGET WORKSHEETS
ESTIMATING M & O STATE SUPPORT REVENUE

District/Charter Name: **Idaho Novus Classical Academy** **District/Charter Number:** **n/a**

1.	Best 28 Weeks Support Units - 2025-2026	21.60	
2.	State Distribution Factor - Per Unit - 2025-2026	$ 39,255	*
3.	Discretionary (line 1 x line 2)	**$ 847,908**	

4. Salary Apportionment: Midterm Support Units **21.60**
(From SBA Template)

Administrative Index	Average Instructional Salary	Average Pupil Services Salary	Total SBA plus Allowances from SBA Template	Rev Code
1.55855	**$47,320.38**	**$47,320.38**	**$1,458,681**	

5.	Estimated Base Support (line 3 + line 4)	**$2,306,589**	431100
6.	Benefit Apportionment	**$285,756**	431800
7.	Border Contracts	**$0**	431500
8.	Exceptional Child Support (not common)	**$0**	431400
9.	Tuition Equivalency	**$0**	431600
10.	Transportation Allowance	**$ 170,393.00**	431200
11.	Prior Year Adjustments (not common)	**$0**	
12.	**Total Estimated State Support** (lines 5+6+7+8+9+10+11)	**$2,762,738**	

Revenue in Lieu of Taxes:
(n/a for Charter Schools)

13.	Agricultural Equipment Tax Replacement Money from State Tax Commission			
14.	Personal Property Tax Replacement Money from State Tax Commission			
15.	**Total Revenue in Lieu of Taxes**		**$0**	438000

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* Of this amount, $19,698 per support unit is to be used to offset the cost of health, vision, and dental benefits or insurance offered to school employees and $16,226 per support unit is to be used as discretionary (HB797, 2022 Legislative Session).

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

District/Charter Name: **Idaho Novus Classical Academy** **District/Charter Number:** **n/a**

1.	Best 28 Weeks Support Units - 2026-2027			26.28	
2.	State Distribution Factor - Per Unit - 2026-2027			$ 40,433 *	
3.	Discretionary	(line 1 x line 2)		**$ 1,062,579**	
4.	Salary Apportionment: Midterm Support Units *(From SBA Template)*		**26.28**		

Administrative Index	Average Instructional Salary	Average Pupil Services Salary	Total SBA plus Allowances from SBA Template	Rev Code
1.61700	**$49,451.26**	**$62,589.67**	**$1,881,185**	

5.	Estimated Base Support (line 3 + line 4)	**$2,943,764**	431100
6.	Benefit Apportionment	**$368,524**	431800
7.	Border Contracts	**$0**	431500
8.	Exceptional Child Support (not common)	**$0**	431400
9.	Tuition Equivalency	**$0**	431600
10.	Transportation Allowance	**$ 174,290.00**	431200
11.	Prior Year Adjustments (not common)	**$0**	
12.	**Total Estimated State Support** (lines 5+6+7+8+9+10+11)	**$3,486,578**	

Revenue in Lieu of Taxes:
(n/a for Charter Schools)

13.	Agricultural Equipment Tax Replacement Money from State Tax Commission			
14.	Personal Property Tax Replacement Money from State Tax Commission			
15.	**Total Revenue in Lieu of Taxes**		**$0**	438000

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* Of this amount, $19,698 per support unit is to be used to offset the cost of health, vision, and dental benefits or insurance offered to school employees and $16,226 per support unit is to be used as discretionary (HB797, 2022 Legislative Session).

APPENDIX SERIES B: FACILITY PLANS

IDAHO PUBLIC CHARTER SCHOOL COMMISSION

PETITION FACILITY OPTIONS TEMPLATE

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

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

Alan Reed, Chairman
Jenn Thompson, Director

UPDATED 7/25/18

New Charter Petition Facility Option 1

Location Address	Avimor Community Development Highway 55 north of Eagle, Idaho					
Facility Information	Anticipate Move-In Date	6/1/2024	Facility Type	New Construction	Facility Status	Confirmed (documentation in Appendix B)
Budget Location	Please indicate if this option is reflected as an expenditure in the budget template. Note: A facility option may be true for only your first year with a different option in subsequent years, or a scaled-down option may be presented in the break-even budget only. Sometimes a facility option is presented as evidence that the petitioners have explored multiple facilities, but only one plan is reflected in the budget.				Year 1-3 Budgets	
Vendor/ Developer/ Contractor Information (if applicable)	Company Name:	Bouma USA				
	Physical Address of Home Office:	3033 Orchard Vista Drive SE Grand Rapids, MI 49546				
	Website Address:	https://boumausa.com				
	Company Contact:	Doug Bouma				
	Company Contact Phone Number:	(616) 481-3307				

Additional Information – Facility Option 1

Land was donated to INCA by the developer of the Avimor community north of Eagle. The facility will be built on that parcel of land. This facility plan reflects the initial costs associated with a two-phase construction project. Phase one involves construction of a school large enough to accommodate grades K-9. Phase two will occur during year four of operation and culminate in expansion to a K-12 facility on the donated parcel of land.

Phase one, which is the subject of this facility plan, includes 21 standard classrooms, 2 slightly larger rooms to accommodate music and art, 2 student services rooms, a resource center, a main office, a multi-purpose room (to serve as a temporary gym, cafeteria, and auditorium), and a kitchen. The total size of the phase one facility is 30,350 sq. ft. Cost estimates are based on $300/sq. ft.

Facility Option 1 - Details

Description of Start-Up Costs	Cost Estimate (Refer to appropriate documentation in Attachments)	Responsible Party (Board or Name of Contractor)
Facility Needs	30,350 sq. ft. @ $280.00/sq. ft.	Bouma USA
Classrooms (21 x 700 sq. ft.)		
Classrooms (2 x 860 sq. ft.)		
Classrooms (2 x 350 sq. ft.)		
Resource Center (1 x 700 sq. ft.)		
Multi-Purpose Room (1 x 2,720 sq. ft.)		
Kitchen (1 x 500 sq. ft.)		
Halls, Restrooms, Utility Rooms, and Storage (7,810 sq. ft.)		
Main Office (1,500 sq. ft.)		
Total One-Time Costs	$8,498,000 (all inclusive)	
Description of Lease/Rent/Purchase Plan	Details (Refer to appropriate documentation in Attachments)	
Annual Lease / Rent / Mortgage Payment	$596,325	
Loan term	5 years, payments based on 35-year amortization (35% of anticipated facility cost)	5 years, payments based on 35-year amortization (65% of anticipated facility cost)
Interest rate	3.0%	6.0% (conservative)
Rate escalator (if applicable, please describe)	None	None
In which operating year does the school intend to purchase (if option to purchase is applicable)	Operating Year 0	Operating Year 0
Capitalization rate at purchase (if applicable)	None	None
Other	N/A	N/A

New Charter Petition Facility Option 2

Location Address	Avimor Community Development Highway 55 north of Eagle, Idaho					
Facility Information	Anticipate Move-In Date	6/1/2024	Facility Type	New Construction	Facility Status	Confirmed (documentation in Appendix Series B)
Budget Location	Please indicate if this option is reflected as an expenditure in the budget template. Note: A facility option may be true for only your first year with a different option in subsequent years, or a scaled-down option may be presented in the break-even budget only. Sometimes a facility option is presented as evidence that the petitioners have explored multiple facilities, but only one plan is reflected in the budget.				Not Reflected in Budget	
Vendor/ Developer/ Contractor Information (if applicable)	Company Name:	Bouma USA				
	Physical Address of Home Office:	3033 Orchard Vista Drive SE Grand Rapids, MI 49546				
	Website Address:	https://boumausa.com				
	Company Contact:	Doug Bouma				
	Company Contact Phone Number:	(616) 481-3307				

Additional Information – Facility Option 2

Land was donated to INCA by the developer of the Avimor community north of Eagle. The facility will be built on that parcel of land. This is a contingency plan for use if unanticipated factors prevent the construction of a complete first phase in advance of the 2024-2025 school year.

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

Facility Option 2 - Details

Based on the analysis below, each year after year 1, we would add one two-classroom modular. The seven modulars cost approximately $296,700 each to fully deliver and install, including all professional services (design, site work, utilities, permits, fees). This is estimated to be the annual incremental cost of adding one modular per year until there are sufficient classrooms for the K-9 program.

The cost of the modulars is based on a quote from Mobile Modular combined with the recently incurred ancillary expenses associated with TVCA's modular expansion in Fruitland. Their costs for design, site work, and utilities were scaled up to account for additional modular units, greater project complexity, and a larger land area that is further away from utility hookups. A breakdown of these costs and how they were scaled for INCA's contingency plan is provided on page 5 of this document.

Description of Start-Up Costs	Cost Estimate (Refer to appropriate documentation in Attachments)	Responsible Party (Board or Name of Contractor)
Facility Needs	12,900 sq. ft. @$300.00/sq. ft. = $3,870,000	Bouma USA
Classrooms (3 x 700 sq. ft.)		
Classrooms (2 x 860 sq. ft.)		
Classrooms (2 x 350 sq. ft.)		
Resource Center (1 x 700 sq. ft.)		
Main Office (1 x 1,500 sq. ft.)		
Multi-Purpose Room (1 x 2,720 sq. ft.)		
Kitchen (1 x 500 sq. ft.)		
Halls, Restrooms, Utility Rooms, and Storage (3,320 sq. ft.)		
Modular Classroom Units (7 @ $240,000 ea.)	$1,680,000	Mobile Modular
Modular Classroom Setup Fees (7 @ $16,600 ea.)	$116,200	
Modular Utility Hookups, site work, professional services	$280,122	
[Additional Modulars in Years 2-4 = $296,700/yr.]		
Total One-Time Costs	$5,946,322	
Description of Lease/Rent/Purchase Plan	Details (Refer to appropriate documentation in Attachments)	
Annual Lease / Rent / Mortgage Payment	$360,864	
Loan term	5 years, payments based on 35-year amortization (35% of anticipated facility cost)	5 years, payments based on 35-year amortization (65% of anticipated facility cost)
Interest rate	3.0%	6.0% (conservative)
Rate escalator (if applicable, please describe)	None	None

In which operating year does the school intend to purchase (if option to purchase is applicable)	Operating Year 0	Operating Year 0
Capitalization rate at purchase (if applicable)	None	None
Other	N/A	N/A

INCA- Modulars Project	Contractor	Notes	INCA		TVCA as comparison
Professional Services Budget					
Design Architect & Structural (Henrickson)	Henrickson Architecture		$ 11,400.00	More complex - 2x	$ 5,700.00
Civil Engineer & Landscape Design (Paradigm)	Paradigm Design		$ 5,800.00	More complex - 2x	$ 2,900.00
Predevelopement Services	Bouma USA		$ 13,400.00	More complex - 2x	$ 6,700.00
Testing and Surveying			$ 5,000.00		$ 5,000.00
Misc. Constr Permits			$ 1,500.00		$ 1,500.00
			$ 37,100.00		$ 21,800.00
Site Work Budget					
Fencing	Meridian Fence	Chain link fencing	$ 20,026.00	7 modulars vs 5	$ 14,304.00
Site Utilities	DeBest Plumbing	Water and Sewer Hook-ups	$ 14,000.00	7 modulars vs 5	$ 10,000.00
Site work	Lurre Construction		$ 14,000.00	7 modulars vs 5	$ 10,000.00
Site Electrical	Anderson & Wood	Onsite Power to Modulars/Make safe	$ 48,693.00	7 modulars vs 5	$ 34,781.00
Idaho Power Fees Allowance	Idaho Power		$ 20,000.00		$ 20,000.00
			$ 116,719.00		$ 89,085.00
Stucture & GC's Budget					
General Conditions	Bouma USA	36%	$ 55,375.00	36%	$ 39,537.50
Fire Alarm	Anderson & Wood		$ 13,125.00	7 modulars vs 4	$ 7,500.00
			$ 68,500.00		$ 47,037.50
Subtotal - Construction Cost Budget			**$ 222,319.00**		**$ 157,922.50**
Bouma Preconstruction Fee 1%			$ 2,223.00		$ 1,686.23
Bouma Construction Fee 5.0%			$ 11,116.00		$ 8,431.13
Contingency 20%			$ 44,464.00		$ 33,724.50
Total - Construction Costs and Fees			**$ 280,122.00**		**$ 201,764.36**

DONATION AGREEMENT

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

1. **BASIC AGREEMENT TERMS**

1.1	**Effective Date:**	September 7th, 2022
1.2	**Developer:**	Idaho Novus Classical Academy, Inc., an Idaho nonprofit corporation
1.3	**Donor:**	Spring Valley Livestock Company, Inc., an Idaho corporation ("**Spring Valley**").
1.4	**Property:**	Lot 23 in Block 12 of Avimor Subdivision No. 5, according to the official plat thereof recorded in the real property records of Ada County, Idaho, also known as Tax Parcel No. R0623600020.
1.5	**Exercise of Option:**	If Developer elects to acquire the Property, then Developer may exercise the option by delivering the following to Donor and Escrow Agent on or before the Option Deadline: (a) an unqualified notice to Donor that Developer is exercising the Option (the "**Exercise Notice**"); (b) reasonable evidence that Developer has received entitlements to construct a public charter school building (the "**School**") on the Property, or that no entitlements are necessary to construct the School on the Property (the "**School Entitlements Approval**"); (c) a copy of the then current performance certificate for the operation of the School; (d) reasonable evidence that Developer has entered into contracts for the construction of the School; and (e) reasonable evidence that Developer has sufficient financing available to construct the School on the Property. If Developer fails to give the Exercise Notice, together with the documents and other information set forth in (b) – (e) above, on or before the Option Deadline for any reason, then Developer's rights under this Agreement will terminate, and no party will have any further rights, duties or liability hereunder except for those obligations that expressly survive the termination of this Agreement. See Section 6 for Donor's review of the Exercise Notice.
1.6	**Option Deadline:**	May 1st, 2023
1.7	**Closing Deadline:**	June 30th, 2023
1.8	**Post-Closing Obligations:**	See the School Use Covenant in Section 7.5
1.9	**Escrow Agent:**	First American Title & Escrow 800 W. Main Street, Suite 910, Boise, Idaho 83702 Escrow Officer: Patty Chupp Telephone: (208) 501-7671 Email: pchupp@firstam.com

1.10 **Developer's Address:** Idaho Novus Classical Academy, Inc.
18815 N. Streams Edge Way, Boise, Idaho 83714
Attn: Vincent Kane
Telephone: (208) 391-9867
Email: vkane@idahonovus.org

With a copy to:

Christopher E. Yorgason
Yorgason Law Offices, PLLC
6200 N. Meeker Place
Boise, ID 83713
Telephone: (208) 861-3332
Email: chris@yorgasonlaw.com

1.11 **Donor's Address:** Spring Valley Livestock Company, Inc.
18454 N. McLeod Way, Boise, Idaho 83714
Attn: Dan Richter
Telephone: (208) 917-8445
Email: danr@avimor.com

1.12 **Brokerage:** None

2. **PROPERTY.** The Property includes all of Donor's right, title and interest in the Property, in law and in equity, including all improvements thereon and appurtenances thereto, including (as applicable) minerals and mineral rights, easements, streets, alleys and rights of way adjacent thereto, reversions, water and water rights (whether classified as real or personal property), ditch rights, and ditch or irrigation company shares (if any).

3. **TITLE MATTERS.** Developer will cause Escrow Agent to provide Developer and Donor with an ALTA commitment for title insurance (the "**Title Commitment**"). Donor agrees to cure any of the following matters identified in the Title Commitment on or before closing(collectively, the "**Mandatory Cure Items**"): (a) any delinquent real property taxes or assessments related to the Property; (b) any mortgage, deed of trust or similar financial encumbrance (i.e., securing any debt of Donor) affecting the Property; (c) any mechanic's lien or similar lien affecting the Property caused by Donor (but not caused by the Developer or others); (d) any exception that Donor expressly agrees to remove in writing; and (e) any encumbrance on the Property created by Donor (but not others) after the Effective Date; provided, however, Mandatory Cure Items exclude any matters contemplated by this Agreement and any matters caused by Developer. If Developer desires to have Donor or Escrow Agent agree to remove any exception that is not a Mandatory Cure Item, then Developer must notify Donor and Escrow Agent thereof as soon as practical, and Developer and Donor agree to work together in good faith (with Escrow Agent) to endeavor to resolve Developer's objections to the exceptions prior to the Option Deadline; provided, however, Donor will not be obligated to cure any exceptions (other than Mandatory Cure Items) unless Donor agrees to do so in writing, at which time the exception will be a Mandatory Cure Item as set forth in the written agreement. Any matters set forth in the Title Commitment that are not Mandatory Cure Items will be a "**Permitted Exceptions.**"

4. **DUE DILIGENCE**

4.1 **Donor Documents and Information.** Within ten (10) business days following a request from Developer, Donor will provide to Developer other information concerning the condition of the Property that Developer may reasonably request from time to time prior to closing, if the information is in Donor's possession or control ("**Donor Documents**"). Donor agrees to cooperate as reasonably requested by Developer to cause third parties (other than Donor's attorneys) to deliver relevant information to Developer (at no cost to Donor). Donor Documents will be provided to Developer "as-is" without representation or warranty of any kind by Donor. Developer acknowledges that Donor Documents may contain historic information that is no longer accurate, and will contain information, observations, conclusions and opinions of others. Except for representations and warranties that are expressly set forth in this Agreement, Donor makes no representation or warranty to Developer regarding any Donor Documents or any information provided by Donor or others respect to the Property, and Developer agrees that Developer will not rely on any documents or information provided by or on behalf of Donor except, and only to the extent, of any express representation or warranty given by Donor to Developer under this Agreement.

4.2 **Property Inspection.** Commencing on the Effective Date through the Closing Date, Donor will provide Developer and Developer's agents with reasonable access to the Property for surveys, inspections, inquiries, testing and investigations regarding the physical condition of the Property. Reasonable access will be subject to the rights of any of Donor's tenants, and Developer and Developer's agents must not unreasonably interfere with Donor's tenants. Developer must coordinate all access with any tenants or occupants of the Property to be accessed. Developer will not engage in destructive inspections without Donor's prior written consent (which will not be unreasonably withheld). Developer will, at its sole cost and expense, promptly restore any physical damage or alteration of the physical condition of the Property that results from any inspections conducted by or on behalf of Developer. All inspections will be conducted at Developer's sole cost and expense and in accordance with applicable law. Developer will keep the entire Property free from any liens arising out of any work performed, materials furnished or obligations incurred by or on behalf of Developer with respect to any inspection or testing of the Property. If any lien is filed, Developer will cause the lien to be discharged of record in accordance with applicable law. Developer agrees to indemnify, defend and save Donor harmless from any claims, damages, liability and expenses (including reasonable attorneys' fees) arising out of Developer's entry onto the Property.

4.3 **Developer's Representations and Warranties.** Developer represent and warrants to Donor that the following statements are true and correct in all material respects as of the date of this Agreement, and will be as of the Closing Date. The term "Developer's knowledge" or other similar words mean only Developer's actual knowledge without any constructive knowledge or any duty to inspect of investigate.

4.3.1 **Entity Authority.** If any Developer is an entity, then (a) the entity is validly existing and otherwise in good standing under the applicable laws of its state of origin; (b) the entity, and the person signing on behalf of the entity, has full power and authority to execute this Agreement and perform the entity's obligations hereunder; (c) any action necessary to authorize the entity to enter into and perform this Agreement has been taken; and (d) the entity's organizational documents and applicable laws do not in any way prohibit, limit or otherwise affect the right or power of the entity to enter into this Agreement and perform all of its obligations under this Agreement.

4.3.2 **Non-profit status.** Developer is and will remain a nonprofit entity that has obtained Internal Revenue Code § 501(c)(3) status.

4.3.3 **No Insolvency.** No proceedings under any bankruptcy or insolvency laws have been commenced by or, to Developer's knowledge, against Developer that have not been terminated. Developer has not made any general assignment for the benefit of creditors. No trustee or receiver has been appointed for Developer.

4.3.4 **Legal Proceedings**. To Developer's knowledge, there are no claims, legal actions or other proceedings pending or threatened against Developer that could affect the right, power or ability of Developer to perform all of Developer's obligations under this Agreement.

4.3.5 **No Reliance**. Developer will not, and has not, relied on any statement, document or information from Donor or on behalf of Donor except, and only to the extent of, the express representations and warranties of Donor to Developer under the Agreement.

4.3.6 **Executive Order.** Developer is not any of the following: (a) a person or entity that is listed in the annex to, or is otherwise subject to the provisions of, Executive Order No. 13224 on Terrorist Financing (effective September 24, 2001) (herein called the "**Executive Order**"); (b) a person or entity owned or controlled by, or acting for or on behalf of any person or entity that is listed in the Annex to, or is otherwise subject to the provisions of, the Executive Order; (c) a person or entity that is named as a "specifically designated national" or "blocked person" on the most current list published by the U.S. Treasury Department's Office of Foreign Assets Control (herein called "OFAC") at its official website, http://www.treas.gov/offices/enforcement/ofac; (d) a person or entity that is otherwise the target of any economic sanctions program currently administered by OFAC; or (e) a person or entity that is affiliated with any person or entity identified in the foregoing clauses (a), (b), (c) or (d).

4.4 **Donor's Representations and Warranties**. Donor represents and warrants to Developer that the following statements are true and correct in all material respects as of the date of this Agreement, and will be as of the Closing Date. The terms "Donor's knowledge" or other similar words mean only Donor's actual knowledge without any constructive knowledge or any duty to inspect or investigation.

4.4.1 **Authority.** Donor has power and authority to execute this Agreement and perform Donor's obligations hereunder.

4.4.2 **No Insolvency.** No proceedings under any bankruptcy or insolvency laws have been commenced by or, to Donor's knowledge, against Donor that have not been terminated. Donor has not made any general assignment for the benefit of creditors. No trustee or receiver has been appointed for Donor.

4.4.3 **Legal Proceedings**. Except as disclosed in the Title Report or in Donor Documents, to Donor's knowledge, there are no claims, legal actions or other proceedings pending or threatened against Donor that could affect the Property or that could affect the right, power or ability of Donor to perform all of Donor's obligations under this Agreement.

4.4.4 **Executive Order.** Donor is not any of the following: (a) a person or entity that is listed in the annex to, or is otherwise subject to the provisions of, Executive Order No. 13224 on Terrorist Financing (effective September 24, 2001) (herein called the "**Executive Order**");

(b) a person or entity owned or controlled by, or acting for or on **behalf** of any person or entity that is listed in the Annex to, or is otherwise subject to the provisions of, the Executive Order; (c) a person or entity that is named as a "specifically designated national" or "blocked person" on the most current list published by the U.S. Treasury Department's Office of Foreign Assets Control (herein called "OFAC") at its official website, http://www.treas.gov/offices/enforcement/ofac; (d) a person or entity that is otherwise the target of any economic sanctions program currently administered by OFAC; or (e) a person or entity that is affiliated with any person or entity identified in the foregoing clauses (a), (b), (c) or (d).

4.5 **Opportunity to Inspect**. Developer acknowledges and agrees, for Developer and Developer's successors and assigns, that (a) Developer is being given a reasonable opportunity to inspect and investigate the Property and all aspects relating thereto, either independently or through agents, contractors, engineers or consultants of Developer's choosing; (b) Developer will inspect and investigate the Property and engage the qualified agents, contractors, engineers or consultants as Developer deems necessary to make all appropriate inquiry regarding the condition of the Property and adjacent properties; and (c) if Developer does not terminate this Agreement as permitted herein, then Developer will acquire and accept the Property in existing condition on an "AS IS, WHERE IS, AND WITH ALL FAULTS" basis (except with respect to Donor's representations and warranties contained in this Agreement or in any document provided by Donor to Developer at closing for the applicable survival period).

4.6 **No Other Representations or Warranties**. Developer acknowledges and agrees that, subject only to Donor's representations and warranties contained in this Agreement or in any document provided by Donor to Developer at closing for the applicable survival period), neither Donor nor any agent, employee or representative of Donor has made, and Developer will not rely upon, any representations or warranties of any kind or nature whatsoever, whether express or implied, oral or written, past, present or future, of, as to, concerning or with respect to the Property, including, without limitation: (a) the nature, quality or condition of the Property; (b) the value of the Property, the future income or profits that may be derived from any operation, development or use of the Property; (c) any costs, expenses, risks or liabilities arising from or attributable to the past or any future ownership of the Property; (d) the costs of owning, operating, repairing or maintaining the Property; (e) the marketability of the Property; (f) the habitability, merchantability or fitness of the Property for a particular purpose; (g) the suitability of soils and soil conditions affecting the Property for purposes of any future construction or development; or (h) the compliance of or by the property or its operation with any laws, rules, ordinances or regulations of any applicable governmental authority, including, without limitation, any environmental law.

5. **ENTITLEMENT.** Developer will, at Developer's expense, seek the School Entitlement Approval. Donor will cooperate with Developer's efforts and promptly sign any applications, consents, affidavits or other documents reasonably requested by Developer for the entitlements. Developer will keep Donor reasonably informed of Developer's efforts, and will notify Donor of any public hearings on Developer's applications for entitlement approvals. Developer agrees that Developer will not cause any entitlement approvals to be finalized or binding on Donor or the Property until the closing of Developer's acquisition of the Property, without Donor's prior written approval (which approval will not be unreasonably withheld).

6. **DONOR REVIEW OF EXERCISE NOTICE.** Donor will have five (5) business days after receipt of the Exercise Notice to review the documents and reasonable evidence provided by Developer therewith (including without limitation as requested by items (b) – (e) in Section 1.5 above) and to notify Developer of any objections to Developer's documents and reasonable

evidence. If Developer does not object within five (5) days for any reason, then the Exercise Notice will be deemed to be approved. If Donor delivers an objection to Developer, then Donor and Developer will promptly meet and confer in an attempt to resolve Developer's objections. If Donor's objections are not reasonably satisfied prior to the Closing Deadline, then Donor may terminate this Agreement by notice to Developer.

7. CLOSING AND RELATED MATTERS

7.1 **Closing**. The closing for the Property will take place on a mutually convenient date (the "**Closing Date**") that is not later than the Closing Deadline.

7.2 **Escrow Closing**. The closing will take place at Escrow Agent's office. On or before the Closing Deadline, Developer and Donor will deposit with Escrow Agent all instruments, documents and monies (payable in cash, by wire funds or bank check), as necessary to complete the transaction in accordance with this Agreement. Donor will execute an affidavit of non-foreign status and any affidavits that may be customarily required by Escrow Agent for issuance of the Title Policy and any extended coverage or endorsements reasonably requested by Developer (provided that the affidavits are consistent with Donor's obligations under this Agreement). Developer will pay (a) Escrow Agent's escrow/closing fees, (b) the premium for the Title Policy, and (c) the recording fees for the deed. Rents and real property taxes and assessments for current calendar year will be prorated as of the Closing Date. All other expenses not specifically referenced in this Agreement and incurred by Donor or Developer with respect to this transaction will be borne and paid exclusively by the party incurring the same without reimbursement. Donor will deliver to Escrow Agent any documents required by the Title Commitment or otherwise by Escrow Agent to demonstrate (x) Donor's power and authority to enter into and perform the transactions contemplated by this Agreement; and (y) the authority of any individual who has executed or will execute documents on behalf of Donor in connection with the transactions.

7.3 **Developer's Closing Conditions**. Developer will not be obligated to close if ("**Developer's Closing Conditions**"): (a) Donor is in material default of its obligations under this Agreement as of the Closing Date; (b) any of Donor's representations or warranties to Developer under this Agreement are not accurate as of Closing Date; or (c) Escrow Agent does not provide Donor and Developer with Escrow Agent's irrevocable commitment to issue the Title Policy at closing (through no fault of Developer). If Developer's Closing Conditions are not satisfied or waived by the Closing Deadline, then Donor will be in default of this Agreement and Developer will have the rights set forth in Section 11 (subject to notice to Donor and opportunity to cure as provided therein).

7.4 **Donor's Closing Conditions**. Donor will not be obligated to close if ("**Donor's Closing Conditions**"): (a) Developer is in material default of its obligations under this Agreement as of the Closing Date; (b) any of Developer's representations or warranties to Donor under this Agreement are not accurate as of Closing Date; or (c) Donor does not receive the School Use Covenant from Developer at closing. If Donor's Closing Conditions are not satisfied or waived by the Closing Deadline, then Developer will be in default of this Agreement and Donor will have the rights set forth in Section 11 (subject to notice to Developer and opportunity to cure as provided therein).

7.5 **School Use Covenant**. At closing, Developer will execute and deliver to Donor a covenant stating that (a) Developer commits to Donor that Developer will construct the School on the Property; and (b) Developer will not convey the Property (or any part thereof) to any party prior to completing the construction of the School on the Property without Donor's prior written approval, which approval will not be unreasonably withheld. Such School Use Covenant must be in a form and content reasonable acceptable to Donor, but will not be recorded against the Property.

7.6 **Conveyance of Title**. At closing, Donor will execute and deliver to Developer a special warranty deed conveying all of Donor's right, title and interest in the Property free of any encumbrances made, done or suffered by Donor except (a) taxes and assessments that are not then due and payable; (b) matters of record; (c) matters appearing from a careful inspection and survey of the Property; (d) the Permitted Exceptions; and (e) matters made, done or suffered by Developer.

7.7 **Title Insurance**. At closing, Developer will cause Escrow Agent to provide Developer with an ALTA standard coverage title insurance policy pursuant to the applicable Title Commitment dated as of the closing and insuring Developer against loss or damage by reason of any defect in Developer's title to the Property subject only to the printed exclusions and general exceptions shown on the Title Commitment or appearing in the policy form (the "**Title Policy**"). Developer may purchase extended coverage and/or endorsements as desired by Developer, and at Developer's expense, and Donor will reasonably cooperate with Developer's efforts. Donor will execute any affidavit or certificate reasonably requested by Donor or Escrow Agent to facilitate the additional insurance coverage, provided that the affidavit or certificate is consistent with Donor's obligations under this Agreement.

7.8 **Possession**. At closing, Developer will be entitled to possession of the Property.

8. **CONDEMNATION.** Donor agrees to notify Developer of condemnation proceedings related to the Property within twenty (20) days after Donor learns thereof. If the Property is or becomes the subject of a condemnation proceeding prior to the closing, then Developer may, at its option, either (a) elect to terminate this Agreement by giving notice of the termination to Donor and Escrow Agent on or before closing; or (b) elects to acquire the Property despite the condemnation proceeding, and Donor will assign to Developer all rights to any condemnation proceeding or awards at after closing.

9. **CHARITABLE CONTRIBUTION DEDUCTION**. Donor believes that the market value of the Property exceeds any and all consideration provided by Developer to Donor, and the difference is intended by Donor to be a charitable contribution to Developer, and Donor may be entitled to claim a charitable contribution deduction under Code § 170 for the difference. It is further agreed and understood that, other than as set forth herein, Developer has not provided, and will not be required to provide, any goods, services or other thing of value to Donor in connection with this transaction. This Agreement and the related documents will be deemed a contemporaneous written acknowledgment for purposes of the substantiation requirements of Code § 170 and Treas. Reg. § 1.170A-13(f). Developer agrees to provide further information or documentation as Donor may reasonably request from time to time in order to claim a charitable deduction under Internal Revenue Code § 170, and to IRA Form 8283, Noncash Charitable Contribution Form, to acknowledge receipt of the Property. The parties acknowledge and agree that Donor shall receive any and all tax deductions, credits and other tax benefits arising from the transactions contemplated by this Agreement.

10. **BROKERAGE.** Except as set forth in Section 1.12, each party represents and warrants to the other party that no broker is involved in the transaction on behalf of that party. Each party is solely responsible for any commissions incurred by that party. Each party will indemnify the other party from any claim for brokerage commission in connection with this transaction and arising out of the indemnifying party's conduct.

11. **PRE-CLOSING DEFAULT; REMEDIES**. Neither party will be deemed to be in default under this Agreement unless the non-defaulting party first provides the defaulting party with a written notice of default (which notice will describe the alleged default with particularity) and a period of ten (10) days to cure the default, except the cure period will not serve to extend the Closing Deadline. In the event of a pre-closing default by Donor hereunder, Developer may, as its sole remedy, either (a) terminate this Agreement by notice to Donor, in which event Developer will have the right to receive a return of the consideration, and the parties will have no further obligations under the Agreement except for those obligations that expressly survive the termination of this Agreement; or (b) seek specific performance of this Agreement; provided, however if Developer fails to file an action for specific performance within sixty (60) days after the default, then Developer's remedies will be limited to subpart (a) above. In the event of a pre-closing default by Developer hereunder, Donor may terminate this Agreement by notice to Developer and the consideration will be forfeited to Donor as liquidated damages, as Donor's sole remedy. ***[TBD]*** Developer and Donor agree that the remedies set forth in this Section are reasonable and appropriate considering all of the circumstances existing on the date hereof, including the relationship of the remedies to the range of harm that reasonably could be anticipated, and the anticipation that proving actual damages would be costly, impractical and extremely difficult

12. **INDEMNIFICATION.** Developer hereby releases and waives, and shall defend, indemnify and hold Donor harmless for and against any and all suits, damages, liabilities and claims arising from or related to (i) Donor's breach of this Agreement post-closing, and (ii) the ownership, occupation, use or activities upon the Property after the Closing Date.

13. **NOTICES.** All notices required or permitted to be given pursuant to this Agreement must be in writing and may be delivered by hand delivery, electronic mail or any other reasonable delivery method to the other party at the applicable addresses set forth in the Basic Agreement Terms. Any notice delivered by other than hand delivery or electronic mail must also be concurrently sent to each receiving party by electronic mail (if an electronic mail address is provided for the recipient party). The addresses may be changed from time to time by written notice. Notices will be deemed received upon the earlier of actual receipt (regardless of the method of delivery) or the first attempted delivery if receipt is refused. If Developer or Donor is represented by a broker, then notices given to or received from the broker will be notices given to and received from the represented party. When authorized by a party, notices may be given or received by legal counsel to that party.

14. **MISCELLANEOUS**

14.1 **Binding Effect; Assignment**. This Agreement will be binding upon and inure to the benefit of the parties and their successors and permitted assigns. Developer may not assign this agreement to any person or entity without Donor's prior consent, and any assignment without Donor's consent will be void.

14.2 **Time**. Time is of the essence in every provision of this Agreement. When used in this Agreement, the term "business day" means any day which is not a Saturday, Sunday or legal holiday in Idaho (i.e., Idaho Code § 73-108). If this Agreement specifies that a time period expires or that an action must be taken on a date which is not a business day, the date will be deemed extended to the next succeeding day which is a business day, and any successive time periods will be deemed extended accordingly.

14.3 **Incorporation by Reference**. All of the exhibits attached to this Agreement and all documents in the nature of exhibits, when executed, are by this reference incorporated in and made a part of this Agreement.

14.4 **Attorneys' Fees**. If either party hereto fails to perform any of its obligations under this Agreement or if any dispute arises between the parties hereto concerning the meaning or interpretation of any provision of this Agreement, then the defaulting party or the party not prevailing in the dispute, as the case may be, will pay any and all costs and expenses incurred by the other party on account of the default and/or in enforcing or establishing its rights hereunder, including court costs and reasonable attorneys' fees and disbursements.

14.5 **Entire Agreement; Exhibits**. This Agreement supersedes and replaces all written and oral agreements previously made or existing between the parties with respect to the subject matter hereof. All exhibits attached to this Agreement and all documents in the nature of exhibits, when executed, are incorporated into this Agreement by this reference.

14.6 **No Merger; Survival**. The terms of this Agreement will not merge into closing or with the conveyance deed(s) for the Property, but will instead survive closing or termination (except as may be otherwise provided in this Agreement).

14.7 **Governing Law**. This Agreement will be construed and interpreted in accordance with, and will be governed by, the laws of the State of Idaho.

14.8 **Execution; Counterparts**. This Agreement may be executed electronically (e.g., DocuSign or equivalent) or in counterparty, which counterparts may also be delivered by .pdf. All counterparts will constitute one contract, binding on all parties, even though all parties are not signatory to the same counterpart, or the signatures are not original signatures to the same agreement.

14.9 **Modifications**. This Agreement cannot be changed orally, and no agreement will be effective to waive, change, modify or discharge it in whole or in part unless the agreement is in writing and is signed by the parties against whom enforcement of any change is sought.[end of text; signature page follows]

COUNTERPART SIGNATURE PAGE

DATED effective as of the Effective Date.

"Developer" IDAHO NOVUS CLASSICAL ACADEMY, INC., an Idaho nonprofit corporation

By: ____________________
Name: Marvin Lasnick
Title: Board Chair

Date: 11/06/2022

"Donor" SPRING VALLEY LIVESTOCK COMPANY, INC., an Idaho corporation

By: ____________________
Name: Teresa McLeod
Title: President

Date: 9/8/2022

Bouma USA®

Idaho Novus Classical Academy
Project Summary

August 25, 2022

Idaho Novus Classical Academy and Bouma USA have begun initial efforts to Design and Build a new facility for Idaho Novus Classical Academy. Phase one of this facility includes the development of a 30,350 SF two story building and the associated sitework including drives, parking, play areas, etc. Future phases would provide for additional classrooms and support space as well as a full-size high school gymnasium.

Bouma USA has worked through programming with Idaho Novus Classical Academy and provided a conceptual design of the new facility. Phase 1 would accommodate classrooms consisting of three kindergarten, three grade 1, two grade 2, two grade 3, two grade 4, two grade 5, two grade 6, two grade 7 two grade 8 and one grade 9. In addition to these classrooms a music room, an art room, a cafeteria/multi-purpose room with attached kitchen and special education rooms will be provided for students. Idaho Novus Classical Academy teachers and staff will also appreciate the teachers' lounge, resource room and ample office space. There is also plenty of room on site for outdoor gathering space which can accommodate a wide array of program activities and functions.

Our Team Goal is to create & deliver an affordable facilities solution for the Idaho Novus Classical Academy project that will accommodate the Idaho Novus Classical Academy program, schedule, design goals, and budget.

Grand Rapids, MI

SITE PLAN

Bouma USA

HENRICKSON
ARCHITECTURE + PLANNING

08.25.2022

Idaho Novus Classical Academy

AVIMOR, IDAHO

FIRST FLOOR PLAN

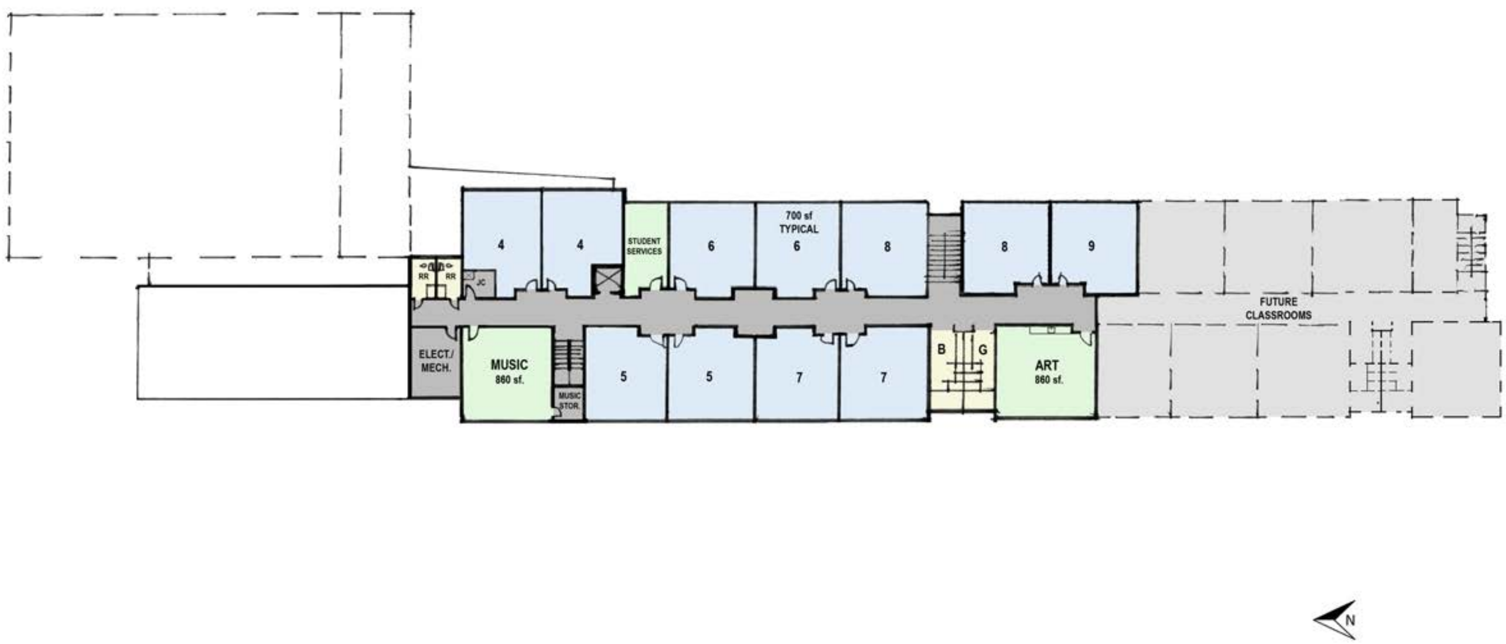
Bouma USA

HENRICKSON
ARCHITECTURE + PLANNING

08.25.2022

Idaho Novus Classical Academy

AVIMOR, IDAHO



SECOND FLOOR PLAN

Bouma USA

HENRICKSON
ARCHITECTURE + PLANNING

08.25.2022

Idaho Novus Classical Academy

AVIMOR, IDAHO

SITE PLAN

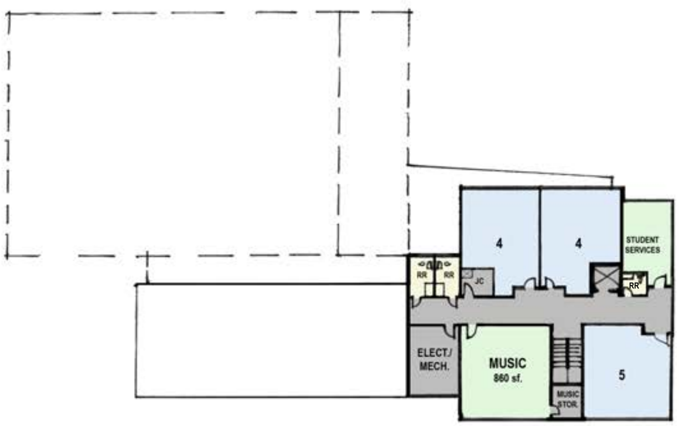
Bouma USA

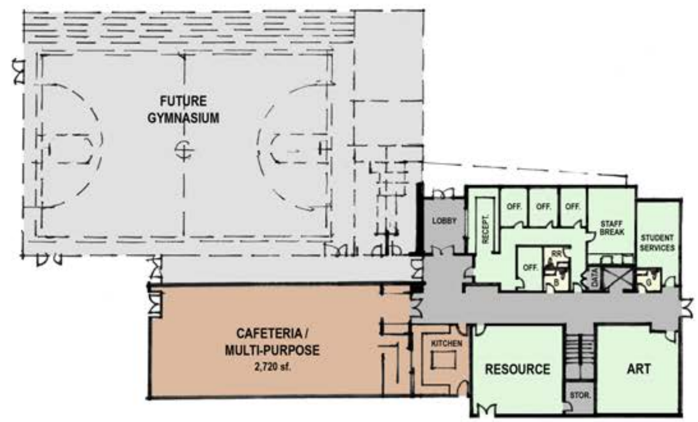
HENRICKSON
ARCHITECTURE + PLANNING

08.29.2022

Idaho Novus Classical Academy

AVIMOR, IDAHO





N

FIRST FLOOR = 7,900 sf.
SECOND FLOOR = 5,000 sf.
TOTAL = 12,900 sf.

SECOND FLOOR PLAN

FIRST FLOOR PLAN

Bouma USA

HENRICKSON
ARCHITECTURE + PLANNING

08.29.2022

Idaho Novus Classical Academy

AVIMOR, IDAHO

Mobile Modular Management Corporation
4055 South Eagleson Road
Boise, ID 83705
Phone: (208) 362-7587
Fax:
www.mobilemodular.com

Lease Quotation and Agreement

Quotation Number: 487644
Customer PO/Ref:
Date of Quote: 08/23/2022
Term: 36 Months

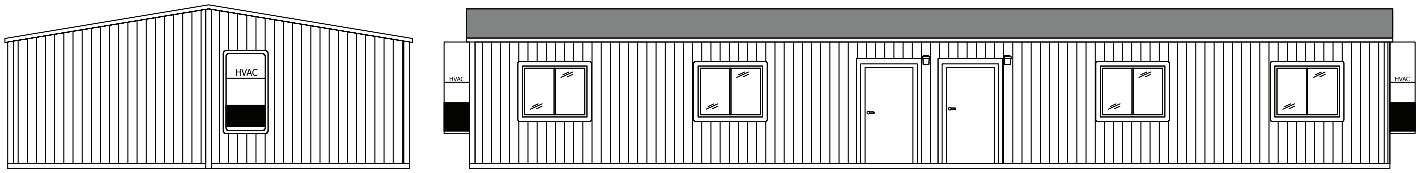
Sign up for the Easy Lease Option (see end of document for details)

Customer Information	Site Information	Mobile Modular Contact
Idaho Novus Classical Academy Eagle, ID Vincent Kane principal@idahonovus.org Phone: (xxx) xxx-xxxx	Idaho Novus Classical Academy Eagle, ID	**Questions?** Contact: Steve Haynie Steve.Haynie@MobileModular.com Direct Phone: (208) 841-2850 Fax:

Product Information	Qty	Monthly Rent	Extended Monthly Rent	Taxable
Classroom, 28x64 WMS (Item2103) *Size excludes towbar.* *A new 28x64 with a ramp is about $240K to buy*	1	$3,200.00	$3,200.00	N
Ramp, Custom Plan	1	$450.00	$450.00	N

Charges Upon Delivery	Qty	Charge Each	Total One Time	Taxable
Classroom, 28x64 WMS (Item2103)				
Block and Level Building (A9)	1	$5,000.00	$5,000.00	N
Delivery Haulage 14 wide	2	$400.00	$800.00	N
Delivery Haulage Fuel 14 Wide	2	$100.00	$200.00	N
Delivery Haulage Pilot 14 wide	2	$300.00	$600.00	N
Install Foundation, Tiedown (Blvl)	1	$3,000.00	$3,000.00	N
Installation, Ramp Custom Plan	1	$2,000.00	$2,000.00	N
Installation, Skirting, Wood	1	$5,000.00	$5,000.00	N
			$16,600.00	
		Total	$ 16,600.00	

Charges Upon Return	Qty	Charge Each	Total One Time	Taxable
Classroom, 28x64 WMS (Item2103)				
Cleaning Fee	2	$450.00	$900.00	N
Prepare Equipment For Removal (A9)	1	$5,000.00	$5,000.00	N
Removal, Ramp Custom Plan	1	$2,000.00	$2,000.00	N
Removal, Skirting, Wood (Dispose)	1	$1,600.00	$1,600.00	N
Removal, Tiedown	1	$100.00	$100.00	N
Return Haulage 14 wide	2	$400.00	$800.00	N
Return Haulage Fuel 14 Wide	2	$100.00	$200.00	N
Return Haulage Pilot 14 wide	2	$300.00	$600.00	N
			$11,200.00	
		Total	$11,200.00	



• Two 924 square foot classrooms with restroom.

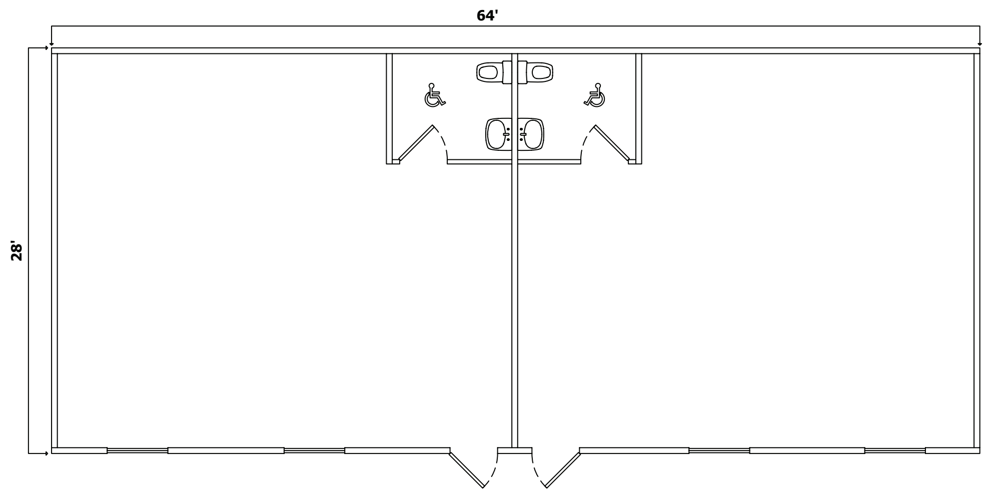
• Upgraded vinyl covered wall panels.

• Energy efficient fluorescent lighting.

• Acoustical T-bar ceiling decreases noise from room to room.

• Decorative exterior siding for a modern appearance.

• Our buildings are completely insulated and come with a heating and air conditioning system to provide a comfortable learning environment.



Note: Dimensions, and door & window locations shown are nominal. Actual dimensions, layout, and roof slope may vary depending on model or model year selected.

Your Local
Sales Professional

Steve Haynie
208.362.7587

28’ x 64’ Modular Classroom

with Restroom

Classroom, 28x64 WMS (NonStd)(Item2104)

mobile modular
SM

Your Project – Our Commitment

www.mobilemodular.com

Building Hope
creating space for charters

November 2, 2022

Marv Lasnick
Board Chairman
Idaho Novus Classical Academy

Dear Mr. Lasnick:

Building Hope Finance ("Building Hope" or the "Lender") is pleased to present this nonbinding preliminary term sheet for a subordinate term loan of up to $2,974,300 (the "Loan") for the development of a 30,350 SF school facility in Avimor, ID (the "Property").

Please understand that this term sheet does not constitute an offer or commitment by Building Hope, or any of its lending partners, for the proposed new financing, nor does it define all of the terms and conditions of a loan commitment. Rather, it serves as a framework upon which your loan request may be submitted for approval. Issuance of a commitment by Building Hope, and any of its lending partners, is subject to further underwriting and the approval of your loan request under each Lender's approval process. If Building Hope issues a financing commitment for this transaction, it will supersede this letter in all respects.

SUMMARY OF PRELIMINARY TERMS

Lender:	Building Hope Finance
Borrower:	A to be formed Special Purpose entity Controlled by Idaho Novus Classical Academy("INCA")
School/Tenant:	Newly Chartered School managed and controlled by INCA
Project:	INCA Avimor
Purpose:	To provide Subordinate debt financing for the development of a 30,350 SF facility in Avimor, ID. The project represents first Phase of Development of the Campus.
Senior Lender Requirement:	Borrower shall secure a senior loan commitment for up to $5,523,700 or 65% of Project's total project cost prior to closing. No advances under the Loan shall be made by Building Hope until Borrower has closed on the senior loan.
Equity Requirement:	No specific requirement
Loan Amount:	Maximum of $2,974,300
Loan Term:	Five (5) years
Interest Rate:	Fixed at 3.0%
Amortization/Payments:	Capitalized Interest during construction, Interest only in year one of Occupancy, and Principal and Interest based on a 25-year level amortization commencing on the first anniversary of occupancy.
Primary Collateral:	The loan will be secured by a second priority position behind the senior lender on the following: (i) a Deed of Trust on the acquired property, (ii) assignment of Revenue Intercept and (iii) assignment of all other leases between Borrower and non-charter school Lessees or Sub Leases between the Charter School and any sub

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	lessee, (iv) UCC filing on all Furniture Fixtures and Equipment within the school, (v) other security interest as reasonably required by the Lender.
Prepayment Fee:	None
Loan Origination Fee:	None
Loan Expenses, Third-Party Reports, and Good Faith Deposit:	Notwithstanding anything to the contrary contained herein, Borrower shall pay all reasonable costs and expenses of processing, underwriting, servicing and closing the Loan (including reasonable legal fees and costs and expenses of third-party reports, underwriting and insurance review and reasonable legal fees and expenses of outside counsel), irrespective of whether the Loan closes. All third-party reports (including but not limited to appraisals, environmental reviews, and property condition assessments) will be made available to the Lender with reliance letters if necessary and appropriate. Upon acceptance of this term sheet, Borrower is required to provide a non-refundable $2,000 deposit, which shall be applied toward payment of these Loan Expenses. This assumes reliance on all third-party reports. Borrower shall be required to deposit with Lender any additional amounts estimated to be incurred by Lender if unable to rely on said reports.
Appraisal:	Lender requires and may rely on a new appraisal commissioned by the Senior Lender of the fair market value of the real property and proposed facility. Appraisal fees are the responsibility of the Borrower regardless of whether the Loan closes.
Environmental Review:	Building Hope will be provided with all documentation related to environmental assessments and remediation, including any third-party review of these documents that may be required by Building Hope or by the Senior Lender, the cost of which will be borne by the Borrower. Borrower shall provide a customary environmental indemnity acceptable to Lender.
Construction Consultant:	Building Hope will be copied on all relevant communication with any independent construction consultants engaged by Building Hope or the Senior Lender and paid for by the Borrower to include preconstruction reviews of contracts, plans, and budgets; monthly progress reports detailing construction progress, cost, change order activity, and any potential concerns; and milestone completion confirmations.
Financial Covenants:	The following covenants will be tested annually based on year-end audited financial statements: • Debt Service Coverage of not less than 1.1x (calculated using the actual interest rates of Senior and Subordinate Loans finalized at closing) until the earlier of year 4 of the Loan term or the year that the School is projected to reach stabilized enrollment and 1.2x thereafter; • Liquid Assets equal to at least thirty (30) days' operating expenses; • Other covenants to be determined in the course of underwriting.
Additional Debt:	No additional debt may be incurred without the consent of Building Hope or its lending partners.

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Reporting:	Borrower will provide periodic reporting of the following information: • Annual audited financial statements and enrollment statistics; • Annual operating budget and enrollment projections; • A compliance certificate confirming satisfaction of the Financial Covenants in form acceptable to Lender; • Quarterly management-prepared financial statements; • All reports given to and received from the Charter Authorizer (including but not limited to annual reports and site visit reports); • Borrower's annual academic performance results, as provided to the Charter Authorizer or any other state agency (broken out by grade, subject and demographic subgroup); • Enrollment, by grade, headcount, membership, attendance or any other similar report that is required to be submitted to the State; • Re-enrollment statistics on April 30th and on the date that is one (I) month prior to the start of school; and • Such other information Lender may request.
Insurance	• Closing of the Loan is contingent on Building Hope's satisfactory review of insurance obtained for the Project, Building Hope and any other parties required by Building Hope being named as an additional insured party, and liability coverage for all parties to the transaction in amounts and with terms acceptable to the Lender. • Title insurance policy insuring good and clear title to the land and improvements comprising the mortgaged property containing no survey exception by a title company selected by Lender in amounts satisfactory to Lender.
Construction Contract	• AJA guaranteed maximum price("GMP") construction contract for the construction. Construction contract to include a satisfactory liquidated damage provision and provision for payment and performance bonds in amounts and form satisfactory to Lender.

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After reviewing the above terms and conditions, please feel free to call with any questions or comments. If you find the above terms and conditions to be acceptable, please indicate so by signing below and returning a faxed or emailed copy to my attention along with a deposit of $2,000.

Upon receipt of the executed term sheet and deposit, Building Hope will proceed with the final loan underwriting and approval process. Please note that the deposit is nonrefundable but will be credited towards closings costs should the Loan be approved and funded. I look forward to hearing from you and continuing to work with you on this important project.

Sincerely

Robin Odland
President
Office: (202) 457-1989
Fax: (202) 457-1980
rodland@bhope.org

Accepted and Agreed **Idaho Novus Classical Academy:**

Name:____________________

Title:____________________

Date:____________________

VECTRABANK COLORADO
A division of Zions Bancorporation, N.A. Member FDIC

October 28th, 2022

Stephen Lambert
Executive Director
Treasure Valley Classical Academy
500 SW 3rd St.
Fruitland, ID 83619

Dear Mr Lambert:

Congratulations on the imminent closing of your charter school revenue bonds as well as the plans for the next school in the American Classical Schools of Idaho (ACSI) network, Idaho Novus Classical Academy (INCA), in Ada County, ID. Zions Bancorporation, dba Vectra Bank Colorado has received a preliminary outline of the project and future credit needs for the new campus from your Financial Advisor Jim Ford. Please accept this letter as an indication of our interest in participating in the new project.

The second campus as we understand it, is to be constructed on land that is being donated to the school by the developer at Avimor. The new school will open with grades K-6 in the Fall of 2024 and grow into a K-12 school serving 702 students at full enrollment. INCA is following in the footsteps of its network sister school, Treasure Valley Classical Academy, in Fruitland, ID. The INCA campus will be developed in two phases. The initial phase will require approximately $8.5mm of senior charter school construction financings. The new school will benefit from the same curriculum, association with Hillsdale College, and the pathway struck by Treasure Valley Classical Academy.

Required Approvals and Closing Conditions. The approval and subsequent closing of the Transaction will be subject to the completion of the following: (i) Lender's underwriting and corresponding due diligence of Borrower and the Transaction, (ii) satisfaction by Borrower of Lender's conditions to the closing of the Transaction, and (iii) the execution and delivery of loan documentation satisfactory to Lender, in its sole and absolute discretion. Specific due diligence requirements, closing conditions, and/or loan documentation requirements will be further set forth in a term sheet or commitment letter from Lender to Borrower.

This Letter is not a term sheet, commitment to lend, either expressed or implied, and does not impose any obligation on Lender. Borrower acknowledges that Lender has not approved the Credit Request and acknowledges that such approval may not be obtained, or, if obtained, may be conditioned on additional terms or conditions. Please be advised that a commitment to lend on the part of the Lender will arise only upon the issuance of a written commitment and the execution of written loan documents by the Lender.

Sincerely Yours,

Conrad Freeman
Senior Vice President
Zions Bancorporation, dba Vectra Bank Colorado.

Robert W. Baird & Co.
National Charter School Finance Group
210 University Blvd., 8th Floor
Denver, CO 80206
303.270.6330
303.270.6339 fax

November 5, 2022

Mr. Steve Lambert
Executive Director
Treasure Valley Classical Academy
500 SW 3rd Street
Fruitland, ID 83619

Re: Idaho Novus Classical Academy

Dear Mr. Lambert:

We are pleased to submit the following Term Sheet (the "Term Sheet") to Idaho Novus Classical Academy ("INCA" or "Borrower) for consideration. Outlined below are the general terms and conditions pursuant to which Robert W. Baird & Co. Incorporated ("Baird") is prepared to consider underwriting two offerings totaling approximately $15.5 million of Nonprofit Facility Revenue Bonds (the "Securities"). The offerings will be made by the Idaho Housing and Finance Association (the "Issuer"), acting as conduit for the benefit of INCA.

Our willingness to move forward with INCA is based upon our in-depth knowledge of INCA's sister school, Treasure Valley Classical Academy, including TVCA's competitive position in a growing market, history of producing strong academic results, its strong governance structure and its ability to successfully expand the scope of its operations.

As the #1 underwriter of charter school bonds in the country and our track record of securing over $7.3 billion of financings for a variety of single-site charter schools and multi-campus systems, including the completion of 20 financings for charter schools in Idaho totaling in excess of $125 million, we are confident in our ability to successfully complete a financing for INCA.

Please let me know if you have any questions.

Very Truly Yours,

Jim Blandford
Managing Director

TERM SHEET

Summary of Indicative Non-Binding Terms and Conditions (the "Term Sheet")
Interim Early-Stage Financing or Long-Term Fixed Rate Financing

This Term Sheet is provided for discussion purposes only and is not a commitment to underwrite Securities on the part of Baird or any affiliate thereof. Any such commitment would be based upon satisfactory due diligence, satisfactory documentation, and satisfaction of relevant conditions precedent and subject to the receipt of required internal approvals by Baird. The terms and conditions contained below are merely an indication of the terms and conditions which Baird believes would be applicable to such a Securities offering and are not intended to be exhaustive. This Term Sheet is intended as an outline only and does not purport to summarize or contain all the conditions, covenants, representations, warranties and other provisions which would be contained in the definitive Securities documentation. It is Baird's intention to use the terms and conditions below as the basis for definitive Securities documentation; provided that such terms and conditions are subject to change as a result of further diligence to be conducted by Baird.

I. Parties:

Borrower:	Idaho Novus Classical Academy, an Idaho nonprofit corporation
Charter Authorizer:	Idaho Public Charter School Commission
Issuer:	Idaho Housing and Finance Association
Trustee:	Zions Bancorporation, NA
Bond Counsel:	Skinner Fawcett LLP
Borrower Counsel:	Yorgason Law Firm
Underwriter//Placement Agent:	Robert W. Baird & Co. Incorporated
Underwriter/Placement Agemt Counsel:	Quarles & Brady
Project Consultant:	Ford Research & Solutions, Inc.

II. Basic Loan Terms

Type of Loan:	A tax-exempt bond issue. The bond issue can be structured as an interim early-stage financing ("Alternative A") or a fixed rate long-term financing ("Alternative B"). For purposes of the Term Sheet and based on the preliminary proforma analysis, the issuance of the Bonds is assumed to occur in early 2023.
Use of Proceeds:	The proceeds from the sale of the Bonds will be used to fund 1) 100% of the construction costs of the proposed charter school facility on 15.5 acres of donated land, 2) fund capitalized interest for approximately one year, 3) fund a debt service reserve account, and 4) pay the costs of issuance.
Loan-to-Value Requirement:	None
Appraisal Requirement:	None
Term:	Alternative A: The bonds will mature on May 1, 2031, assuming bond issuance in 2023. Alternative B: The bonds will mature on May 1, 2058, assuming bond issuance in 2023.

Amortization:	Alternative A: Amortization is flexible but is expected to begin three years from issuance based on a 35-year amortization period Alternative B: Amortization is flexible but is expected to begin in three years from issuance and is fully amortizing over the term of the bonds.
Interest Rate:	Each alternative will have an interest rate fixed to maturity and will be based upon an estimated spread to the Thomson Reuters Municipal Market Data (MMD) AAA Curve Index Alternative A: The eight-year MMD +325 Alternative B: The thirty-year MMD +325 As of November 4, 2022, the eight-year MMD is 3.29 and the thirty-year MMD is 4.08.
Calculation of Interest Rate:	Based on an Actual/360-day year
Prepayment:	Alternative A: The Bonds will be subject to redemption at the option of the Issuer (which option shall be exercised upon the written direction of an Authorized Representative of the Borrower) in whole or in part on any Business Day on or after May 1, 2026, at a redemption price of 100% of the principal amount to be redeemed, together with accrued interest to the date fixed for redemption. Alternative B: The Bonds will be subject to redemption at the option of the Issuer (which option shall be exercised upon the written direction of an Authorized Representative of the Borrower) in whole or in part on any Business Day on or after May 1, 2031, at a redemption price of 100% of the principal amount to be redeemed, together with accrued interest to the date fixed for redemption.
Underwriting Fee:	1.00%
Security for the Bonds:	Pledged Revenues and all rights and interests of the Issuer in the Pledged Revenues. "Pledged Revenues" means, State Payments and the Charter School Facility Payments allocable to the Borrower plus all revenues, rentals, fees, third-party payments, receipts, donations, contributions or other income of the Borrower, to the extent permitted thereby and by law, including accounts receivables or other rights to receive such revenues, including, without limitation, proceeds derived from insurance, condemnation proceeds, accounts, contract rights and other rights and assets, whether now or hereafter owned, held or possessed by the Borrower; and all gifts, grants, bequests and contributions (including income and profits therefrom) to the extent permitted by the terms thereof and by law; provided, however, "Pledged Revenues" shall not include the Special Disbursements. The Borrower will covenant in the Loan Agreement to direct the State to make all State Payments, Charter School Facility Payments, and Special Disbursements directly to the Trustee, and the Borrower shall not modify or revoke such direction so long as any obligation of the Borrower remains outstanding. A Deed of Trust securing a first priority lien on the donated land and the improvements being financed.

III. Loan Covenants

Coverage Ratio Covenant:	The Borrower will covenant to deliver annually, upon completion of the Borrower's annual audit, to the Issuer, the Trustee and the Underwriter a certificate stating the Coverage Ratio for the Fiscal Year then ended, and evidencing the calculation therefor, commencing with the Fiscal Year ending June 30, 2025. The Coverage Ratio

shall be at or above 1.10 for any Fiscal Year based on the results of the annual audit of the Borrower for such Fiscal Year upon the release of such audit. In the event that such Coverage Ratio is below 1.10, but above 1.00, then the Beneficial Owners of a majority of the Outstanding Bonds have the right, to direct the Trustee to require the Borrower to engage, at the Borrower's expense, a Management Consultant acceptable to the Beneficial Owners of the Outstanding Bonds, which shall deliver a written report within 60 days of engagement to the Trustee, the Beneficial Owners, and the Borrower containing recommendations concerning the Borrower's:

(a) operations;

(b) financing practices and activities, including Short-Term Debt, lease financing, and investment activities;

(c) management practices, including the use of consultants, budgeting practices, and ongoing financial systems and monitoring of the Borrower's financial condition;

(d) governance and administration practices; and

(e) other factors relevant to maintaining such compliance.

Upon submission of the Management Consultant's report, the Borrower is required to arrange for payment of the amount owed to the Management Consultant and issue a written certificate to the Trustee indicating its acceptance or rejection of all or any material portion of the recommendations of the consultant within 30 days of receiving the report of the Management Consultant. The Beneficial Owners of 2/3rds of the Outstanding Bonds shall have the right to require the Borrower to comply with any reasonable recommendation of the Management Consultant with respect to items (a) through (e) above. The Borrower will work with the Beneficial Owners to follow the recommendations.

If the Coverage Ratio falls below 1.00 an Event of Default shall be deemed to have occurred under the Loan Agreement.

Liquidity Covenant: The Borrower will covenant and will agree to maintain cumulative unrestricted cash in an amount sufficient to pay at least 20 days of its Operating Expenses for the first full fiscal year following the estimated date of completion of the facility, 30 days of its Operating Expenses for the following fiscal year, and 45 days of its Operating Expenses for each fiscal year thereafter, as calculated by multiplying the total Operating Expenses of the Borrower for the prior fiscal year pursuant to its most recent audited financial statements for such fiscal year (or unaudited financial statements, if the financial statements are not yet available) by the quotient of 20, 30 or 45, as applicable, divided by 365 commencing with the fiscal year ending June 30, 2025. In the event that the Borrower is unable to maintain at least 45 days of its Operating Expenses for the following fiscal year as set forth above, the Registered Owners of at least a majority in principal amount of the Outstanding Bonds shall have the right to direct the Trustee to require the Borrower to retain, at its expense, subject to annual appropriation therefor, a Management Consultant acceptable to the Registered Owners of the Outstanding Bonds to submit a written report and make recommendations within 60 days of being retained (a copy of such report and recommendations shall be filed with the Underwriter, the Issuer and the Trustee) with respect to increasing income of the Borrower, decreasing Operating Expenses or other financial matters of the Borrower which are relevant to increasing the Borrower's unrestricted cash to at least the required level. The Borrower agrees that promptly upon the receipt of such recommendations, subject to applicable requirements or restrictions imposed by law, it shall revise its methods of operation and take such other

actions to comply with any reasonable recommendation of the Management Consultant identified in the report of the Management Consultant.
Failure to meet the covenant made in the paragraph above shall not be an Event of Default under the Loan Agreement.

Limitations on the Incurrence of Additional Indebtedness:

The Borrower shall not incur, assume, guarantee, or otherwise become liable for any Long-Term Indebtedness other than:

(a) Satisfaction of Coverage. Upon satisfaction of the following:

(i) No Default: Delivery of a certificate signed by an Authorized Representative of the Borrower stating that no Event of Default is then existing under the Indenture or any debt outstanding or any agreement entered into by the Borrower in conjunction with such debt;

(ii) Coverage. The conditions contained in subsections (A) and (B) or the conditions in subsection (C) below are satisfied:

(A) Historical Coverage on Outstanding Debt- Delivery of a certificate signed by an Authorized Representative of the Borrower stating that, for either the Borrower's most recently completed Fiscal Year or for any consecutive 12 months out of the most recent 18 months immediately preceding the issuance of the Long-Term Indebtedness, Net Income Available for Debt Service is equal to at least 1.20 times Annual Debt Service on all Indebtedness then outstanding for the recently completed fiscal year; and

(B) Projected Coverage for Additional Debt- An Independent Management Consultant selected by the Borrower provides a written report setting forth projections which indicate that the estimated Net Income Available for Debt Service for each of the three consecutive Fiscal Years beginning in the earlier of the first full Fiscal Year following the estimated date of completion and initial use of all revenue-producing facilities to be financed with such Indebtedness, based upon a certified written estimated completion date by the consulting engineer for such facility or facilities, is equal to at least 1.20 times Maximum Annual Debt Service on all Indebtedness then outstanding during each such respective Fiscal Year plus the additional Annual Debt Service Requirements for the Long-Term Indebtedness to be issued; or

(C) Alternate Coverage for Additional Debt- The Borrower shall deliver a certificate signed by an Authorized Representative of the Borrower stating that, based on the audited results of the operations for the most recently completed Fiscal Year, Net Income Available for Debt Service is equal to at least 1.10 times Maximum Annual Debt Service on all Indebtedness then outstanding as well as the Long-Term Indebtedness proposed to be issued.

(b) Refunding Debt. If Long-Term Indebtedness is being issued for the purpose of refunding any outstanding Indebtedness, such Indebtedness may be issued upon the delivery of a certificate signed by an Authorized Representative of the Borrower referenced in subsection (a)(i) above and stating that the Annual Debt Service Requirement of the Borrower will be reduced after the refunding of such Indebtedness.

(c) Completion Debt. In the event such Indebtedness is being issued or incurred for the purpose of completing any related project, such Indebtedness may be issued in amounts not to exceed 10% of the principal amount of the Indebtedness originally issued for such related project upon delivery of a certificate signed by an Authorized

Representative of the Borrower that such Long-Term Indebtedness is required to fund the costs of completion.

The satisfaction of the conditions set forth in subsections (a)(i), (a)(ii), (c) and (d) above shall be evidenced to the Trustee by delivery of a certificate signed by an Authorized Representative of the Borrower.

Indebtedness subordinate to the obligations of the Borrower under the Loan Agreement and liens on the Project, Pledged Revenues or other assets of the Borrower securing such subordinate indebtedness, so long as same are subordinate to the Deed of Trust and obligations under the Loan Agreement, are permitted.

Repair and Replacement Fund Deposits: Under the Loan Agreement and subject to the limitations set forth therein, the Borrower covenants to deposit sufficient funds to the Repair and Replacement Fund on an annual basis to meet the Repair and Replacement Fund Requirement. The "Repair and Replacement Fund Requirement" means annual deposits to the Repair and Replacement Fund equal to the amount required by Idaho Code, Section 33-1019.

IV. Events of Default

Failure by the Borrower to pay the Loan Payments required to be paid.

Failure by the Borrower to cure a deficiency within the Debt Service Reserve Fund.

Failure by the Borrower to observe and perform any covenant, condition or agreement on its part to be observed or performed as provided in the Loan Agreement for a period of thirty (30) days after written notice, specifying such failure and requesting that it be remedied, shall have been given to the Borrower by the Issuer or the Trustee; provided, with respect to any such failure no Event of Default shall be deemed to have occurred so long as a course of action adequate in the judgment of the Trustee to remedy such failure shall have been commenced within such 30-day period and shall thereafter be diligently prosecuted to completion and the failure shall be remedied thereby within ninety (90) days of such occurrence, or so long as the covenant is expressly excluded as an Event of Default.

The dissolution or liquidation of the Borrower, or failure by the Borrower promptly to contest and have lifted any execution, garnishment, or attachment of such consequence as will impair its ability to meet its obligations with respect to the Facilities or to make any payments under the Loan Agreement. The phrase "dissolution or liquidation of the Borrower" shall not be construed to include the cessation of the corporate existence of the Borrower resulting either from a merger or consolidation of the Borrower into or with another domestic corporation or a dissolution or liquidation of the Borrower following a transfer of all or substantially all of its assets under the conditions permitting such actions.

The entry of a decree or order for relief by a court having jurisdiction in the premises in respect of the Borrower in an involuntary case under the federal bankruptcy laws, as now or hereafter constituted, or any other applicable federal or state bankruptcy, insolvency or other similar law, or appointing a receiver, liquidator, assignee, custodian, trustee, sequestrator (or other similar official) of the Borrower or for any substantial part of its property, or ordering the winding-up or liquidation of its affairs and the continuance of any such decree or order unstayed and in effect for a period of 60 consecutive days.

The commencement by the Borrower of a voluntary case under the federal bankruptcy laws, as now or hereafter constituted, or any other applicable federal or state bankruptcy, insolvency or other similar law, or the consent by it to the appointment of or taking possession by a receiver, liquidator, assignee, trustee, custodian, sequestrator (or other similar official) of the Borrower or for any substantial part of its property, or the making by it of any assignment for the benefit of creditors, or the failure of the Borrower generally to pay its debts as such debts become due, or the taking of corporate action by the Borrower in furtherance of any of the foregoing.

Failure of the Borrower to comply with any covenants contained in the Tax Certificate.

The occurrence of an Event of Default under the Indenture, the Deed of Trust or any of the Borrower Documents.

Any representation or warranty made by the Borrower in the Loan Agreement or made by the Borrower in any statement or certificate furnished by the Borrower either required hereby or in connection with the execution and delivery of the Loan Agreement and the sale and the issuance of the Bonds, shall prove to have been untrue in any material respect as of the date of the issuance or making thereof.

A writ or warrant of attachment or any similar process shall be issued by any court against the Facilities of the Borrower, and such writ or warrant of attachment or any similar process is not released or bonded within 60 days after its entry.

Any of Borrower's representations and warranties in the Loan Agreement or in any of the other Borrower Documents with respect to environmental matters are false in any material respect.

The occurrence and continuation of any event of default under any other parity Indebtedness of the Borrower or any agreement in connection with or securing such parity Indebtedness if as a result of such event of default the holder of such parity Indebtedness would have the right to declare the principal thereof to be immediately due and payable.

A termination of the Borrower's charter by the chartering entity pursuant the Charter Schools Act.

V. Other Provisions

Phase One:	The completion and acceptance of an Environmental Phase One on the subject property.
Other Costs:	The Borrower will be required to pay the fees of the Issuer, Bond Counsel, Underwriter's Counsel, Borrower's Counsel, the Trustee, the Project Consultant and the out-of-pocket expenses of the Underwriter at closing from the proceeds of the Bonds.
Continuing Disclosure:	The Borrower will enter into and deliver a Continuing Disclosure Agreement (the "Continuing Disclosure Agreement") with respect to the Bonds. The Continuing Disclosure Agreement is made for the benefit of the registered and Beneficial Owners of the Bonds and in order to assist the Underwriter in complying with its obligations pursuant to Rule 15c2-12 adopted by the Securities and Exchange Commission under the Securities Exchange Act of 1934, as amended.
Legal Opinions:	Satisfactory legal opinions from Borrower's Counsel and Bond Counsel.
Governing Law:	State of Idaho

VI. Term Sheet Acceptance

By signing below, we accept the Terms and Conditions outlined in this Term sheet subject to normal adjustments agreed upon by all Parties.

Accepted and agreed to this _____ day of ______________, 202_.

IDAHO NOVUS CLASSICAL ACADEMY

By: ________________________________

Name:
Title:

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800 NICOLLET MALL, SUITE 900
MINNEAPOLIS, MN 55402
P 612 303-6618
Piper Sandler & Co.
Since 1895. Member SIPC and NYSE.

October 31, 2022

Preliminary Financial Commitment

Board of Directors
Idaho Novus Classical Academy, Inc.

Piper Sandler & Co. ("Piper Sandler") is pleased to present this preliminary financial commitment sheet, which outlines proposed financing structures for the development, design, and construction of a school facility for Idaho Novus Classical Academy, Inc. (the "Borrower"). Our rationale for support is also described.

Senior Debt Structure*	Tax-Exempt Bonds	Bank Loan
Borrower	Idaho Novus Classical Academy, Inc.	Idaho Novus Classical Academy, Inc.
Issuer	Idaho Housing and Finance Authority	TBD
Senior Debt Purchaser	Qualified Institutional Buyers or Accredited Investors	Banking Institution
Estimated Amount	Approximately $10,000,000 senior + subordinate financing.	
Use of Proceeds	Acquisition, construction, equipping, construction interest, costs of financing, reserve funds.	
Fixed Interest Rate	Senior debt between 5% and 8%, Subordinate debt 3%	
Maturity	35-40 years	5-10 years
Call Provisions	3-7 year option	1-3 year option
Capitalized Interest	Construction period (12 months)	
Issue Date	Mid-2023	
Interest Payment Dates	Semi-annual	Quarterly or monthly
Debt Service Reserve	Required	N/A
Security Provisions	• Revenue Pledge from the Borrower • First mortgage lien on property • Intercept of State Funds	
Additional Debt / Additional Bonds	If historic and projected debt service coverage ratios exceed 1.2x	TBD
Financial Covenants	• 30 Days Cash on Hand, increasing to 45 over time • 1.1x -1.2x Debt Service Coverage Ratio	• 30-45 DCOH • 1.1x – 1.2x Debt Service Coverage Ratio
Underwriter / Placement Agent	Piper Sandler & Co.	Piper Sandler & Co.
Trustee	Zions	N/A

**Potential solutions may combine aspects of both Bonds and Bank structures.*

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Prior to Funding

Once the Borrower has an approved charter without conditions, Piper Sandler can execute on a financing for the charter school, subject to standard due diligence and market conditions. Piper Sandler is currently contemplating both (1) a private placement with banks, and (2) a bond transaction.

Evidence of Student Demand/Pre-Opening Support

While Idaho Novus Classical Academy is a new charter school opening in the fall of 2024, evidence of student demand already exists with 331 students on an "intent-to-enroll" list. It is reasonable to expect this number to grow as marketing continues and when construction commences. This early indication of demand mitigates fill risk for a start-up charter school financing.

In addition, the Borrower has already hired a school leader, Vincent Kane, through a Bluum fellowship program. Investors and banks are aware of the benefits provided by this program for new charter schools in Idaho.

Success of Related Charter School, Treasure Valley Classical

Steven Lambert, Executive Director of Treasure Valley Classical Academy, will lead the newly formed American Classical Schools of Idaho (ACSI). ACSI will contract with Idaho Novus Classical Academy to provide administrative services. Steve Lambert has a demonstrated track record of successfully opening a classical charter school in Idaho with financial, operational, and academic results, with the same curriculum and program as the Borrower. This affiliation provides investors and banks with the confidence needed to finance the Idaho Novus Classical Academy campus. Below is a quick summary of Treasure Valley Classical Academy's enrollment trends, and financial/academic performance.

Historic Enrollment- Treasure Valley Classical

	2019-20	2020-21	2021-22	2022-23
K	54	54	56	55
1	50	54	54	57
2	50	54	55	53
3	43	55	55	56
4	52	53	54	55
5	27	54	55	55
6	27	39	56	55
7		53	48	53
8			55	51
9				53
Total	**303**	**416**	**488**	**543**
Waitlist		**104**	**239**	**255**

Relevant Financial Metrics - Treasure Valley Classical

	2019-20	2020-21	2021-22
Days Cash on Hand	55	46	71
Lease Adjusted Debt Service Coverage*	2.67	1.70	2.09

*Accounting rules on leases changed in FY22, due to GASB No. 87

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Historic Academics – Treasure Valley Classical		
	2022 ISAT Proficient + Advanced %	
	ELA	Math
Treasure Valley Classical Academy	51%	46%
Fruitland SD	50%	34%
Payette SD	37%	28%
State of Idaho	55%	42%

In addition, Treasure Valley's leading class has shown differentiable academic results, as detailed below;

- TVCA's 7th grade students outperformed the state average by 14% in mathematics and by 18% in ELA on the ISAT for AY20-21 (first year with 7th grade).
- TVCA's 8th grade students outperformed the state average by 8% in mathematics and by 20% in ELA on the ISAT for AY21-22 (first year with 8th grade).

Non-Binding Term Sheet

This non-binding summary of indicative terms and conditions constitutes a preliminary commitment subject to market trends, charter approval and restrictions, and other factors which may be out of the control of Piper Sandler. This preliminary commitment does not represent an obligation of any kind on the part of Piper Sandler.

Thank you for the opportunity to work with Novus Classical Academy. Should you have any questions, please do not hesitate to contact me at (612) 505-9668 or wesley.olson@psc.com

Sincerely,

Wes Olson

Wes Olson
Senior Vice President
Piper Sandler & Co.

Accepted by

Idaho Novus Classical Academy

By ______________________

Name ____________________

Its ______________________

APPENDIX SERIES C: GOVERNANCE DOCUMENTS

0004869739

STATE OF IDAHO
Office of the secretary of state, Lawerence Denney
ARTICLES OF INCORPORATION (NONPROFIT)
Idaho Secretary of State
PO Box 83720
Boise, ID 83720-0080
(208) 334-2301
Filing Fee: $30.00

For Office Use Only
-FILED-
File #: 0004869739
Date Filed: 8/25/2022 12:17:36 PM

B0735-2463 08/25/2022 12:18 PM Received by ID Secretary of State Lawerence Denney

Articles of Incorporation (Nonprofit)

Select one: Standard, Expedited or Same Day Service (see descriptions below)	Expedited (+$40; filing fee $70)

Article 1: Corporation Name

Entity name	American Classical Schools of Idaho, Inc.

Article 2: Effective Date

The corporation shall be effective	when filed with the Secretary of State.

Article 3: Purpose

The purpose for which the corporation is organized is:	Educational

Article 4: Voting Members:

The corporation	does not have voting members.

Article 5: Asset Distribution on Dissolution

Upon dissolution the assets shall be distributed:	other asset distribution:

In the event of dissolution or cessation of all activities of the corporation, all assets remaining after return of grant funds to the respective grantor and payment of any outstanding liabilities shall be distributed for one or more exempt purposes within the meaning of section 501(c)(3) of the Internal Revenue Code, or corresponding section of any future purpose.

Article 6: IRS Designation

Is this nonprofit a 501(c)3?	Yes
501(c)3 purpose for which the corporation is organized:	This corporation is designed to support, sustain and grow the Treasure Valley Classical Academy and other public charter schools through charter application and management support, fundraising efforts and management of grants issued for the benefit of the respective schools.

Article 7: The mailing address of the corporation shall be:

Mailing Address	STEPHEN P LAMBERT 500 SW 3RD ST FRUITLAND, ID 83619-2506

Article 8: Registered Agent Name and Address

Registered Agent	Registered Agent Chris Yorgason Physical Address: 6200 N MEEKER PLACE SUITE 200 BOISE, ID 83713 Mailing Address: 6200 N MEEKER PL STE 200 BOISE, ID 83713-1891

☒ 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

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

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

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

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

Chris Yorgason — *08/25/2022*

Chris Yorgason — Date

B0735-2464 08/25/2022 12:18 PM Received by ID Secretary of State Lawerence Denney

Page 2 of 2

BYLAWS OF

AMERICAN CLASSICAL SCHOOLS OF IDAHO, INC.

The following BYLAWS are for the regulation and internal operations, except as otherwise provided by the statute and by its Articles of Incorporation, of AMERICAN CLASSICAL SCHOOLS OF IDAHO, INC., an Idaho Nonprofit Corporation.

I. MEMBERSHIP

The corporation has no members. The rights which would otherwise vest in the members vest in the directors of the corporation (hereinafter "Directors") of AMERICAN CLASSICAL SCHOOLS OF IDAHO, INC. (hereinafter "ACSI"). Actions which would otherwise require approval by a majority of all members or approval by the members require only approval of a majority of all Directors.

II. BOARD OF DIRECTORS

A. Powers

The Board of Directors of ACSI shall serve and be known as the Board of Directors of American Classical Schools of Idaho (the "Board"). The Board shall conduct or direct the affairs of ACSI and exercise its powers, in accordance with and subject to the limitations of the Chapter 52, Title 33, Idaho Code, and Idaho Nonprofit Corporation Act, Chapter 30, Title 30, Idaho Code. The Board may delegate the management of the activities of ACSI to others, so long as the affairs of ACSI are managed, and its powers are exercised, under the Board's ultimate jurisdiction. Without limiting the generality of the powers here granted to the Board, but subject to the same limitations, the Board shall have all the powers enumerated in these Bylaws, and the following specific powers:

- to appoint and remove Directors.
- to select and remove officers, agents and employees of ACSI; to prescribe powers and duties for them; and to fix their compensation.
- to conduct, manage and control the affairs and activities of ACSI, and to make rules, regulations and policies.
- to enter into contracts, leases and other agreements which are, in the Board's judgment, necessary or desirable in obtaining the purposes of promoting the interests of ACSI.
- to act as trustee under any trust incidental to ACSI's purposes, and to receive, hold, administer, exchange and expend funds and property subject to such a trust.
- to acquire real or personal property, in the name of ACSI, by purchase, exchange, lease, gift, devise, bequest, or otherwise, and to hold, improve, lease, sublease, mortgage, transfer in trust, encumber, convey or otherwise dispose of such property.
- to borrow money, incur debt, and to execute and deliver promissory notes, bonds, debentures, deeds of trust, mortgages, pledges, hypothecations and other evidences of debt and securities.

- to indemnify and maintain insurance on behalf of any of its Directors, officers, employees or agents for liability asserted against or incurred by such person in such capacity or arising out of such person's status as such, subject to the provisions of the Chapter 52, Title 33, Idaho Code and limitations noted in these Bylaws.
- to hire employees either on an at-will basis or via a written contract whose duties shall be specified by the Board.

B. Number of Directors

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

C. Appointment of Directors

1. The Board shall appoint the Directors by a vote of a majority of the voting Directors then in office, whether or not the number of directors in office is sufficient to constitute a quorum, or by the sole remaining director. The Board shall consist of individuals who will serve the interests of ACSI faithfully and effectively.
2. Terms of Office
   a. The term of office of all members of the initial Board of Directors shall be staggered, by designating approximately one-third of the Directors to one-, two- and three-year terms. Following the expiration of those designated terms, the term of each Director shall continue for three years.
   b. The term of office of a Director appointed to fill a vacancy in these Bylaws begins on the date of the Director's appointment and continues for the balance of the un-expired term.

D. Removal of Directors

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

E. Resignation by Director

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

F. Vacancies

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

G. Compensation of Directors
Directors shall serve without compensation. However, the Board may approve reimbursement of a Director's actual and necessary expenses while conducting ACSI business.

III. PRINCIPAL OFFICE

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

IV. MEETINGS OF THE BOARD

A. Place of Meetings

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

B. Annual Meetings

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

C. Regular Meetings

Regular Meetings shall be held on the second Wednesday of the month, or at such other date as determined by the Board, at the principal office and shall be open to the public. With proper notice, the Chair may schedule regular meeting(s) for an alternate date to avoid holding meetings on holidays, to ensure the availability of a quorum of Directors, or for other valid cause.

D. Special Meetings

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

E. Adjournment

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

F. Notices

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

G. Waiver of Notice

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

H. Meeting Agendas.

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

V. ACTIONS BY THE BOARD

A. Quorum

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

B. Action by the Board

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

meetings conducted by telephone conference call shall fully comply with the Idaho Open Meeting Law.

C. Committees

1. Appointment of Committees. The Board may appoint one or more Board Committees by vote of the majority of Directors. A Board Standing Committee will consist of at least one Director, who shall serve at the pleasure of the Board.

2. Authority of Board Committees. The Board may delegate to a Board committee any of the authority of the Board, except with respect to:

   a. the filling of vacancies on the Board or any committee which has the authority of the Board.

   b. the amendment or repeal of any Board resolution.

   c. the amendment or repeal of Bylaws or the adoption of new Bylaws.

   d. the appointment of other committees of the Board, or the members of the committees.

   e. the expenditure of corporate funds to support a nominee for Directors.

   f. the approval of any self-dealing transaction, as defined by Chapter 52, Title 33, Idaho Code.

3. Procedures of Committees. The Board may prescribe the manner in which the proceedings of any Board Committee are to be conducted. In the absence of such prescription, a Board Committee may prescribe the manner in which the proceedings of its committee are conducted, except that the regular and special meetings of the Committee are governed by the provisions of these Bylaws with respect to the calling of meetings.

D. Standard of Care

1. Performance of Duties. Each Director shall perform all duties of a Director, including duties on any Board Committee, in good faith, in a manner the Director believes to be in ACSI's best interest and with such care, including reasonable inquiry, as an ordinary prudent person in a like position would use under similar circumstances.

2. Reliance on Others. In performing the duties of a Director, a Director shall be entitled to rely on information, opinions, reports or statements, including financial statements and other financial data, presented or prepared by:

   a. one or more officers or employees of the corporation whom the Directors believes to be reliable and competent in the matters presented;

   b. legal counsel, independent accountants or other persons as to matters that the Director believes are within that person's professional or expert competence; or

   c. a Board Committee on which the Director does not serve, as to matters within its designated authority, provided the Director believes the Committee merits confidence and the Director acts in good faith, after reasonable inquiry when the need is indicated by the circumstances, and without knowledge that would cause such reliance to be unwarranted.

3. Investments. In investing and dealing with all assets held by ACSI for investment, the Board shall exercise the standard of care described above and avoid speculation, looking instead to the permanent disposition of the funds, considering the probable income, as well as the probable safety of ACSI's capital. The Board may delegate its investment powers to others, provided that those powers are exercised within the ultimate direction of the Board. No investment violates this section where it conforms to provisions authorizing such investment contained in an instrument or agreement pursuant to which the assets were contributed to ACSI.

E. Participation in Voting

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

F. Executive Sessions

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

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

VI. OFFICERS

A. The Officers of ACSI consist of a President (hereinafter "Chair"), Vice President (hereinafter "Vice Chair"), a Secretary and a Treasurer. The Secretary position may be filled by the Board clerk. ACSI also may have such other officers as the Board deems advisable.

1. Chair. Subject to Board control, the Chair has general supervision, direction and control of the affairs of ACSI, and such other powers and duties as the Board may prescribe. If present, the Chair shall preside at Board meetings. The Chair shall be a voting director.
2. Vice Chair. If the Chair is absent or disabled, the Vice Chair shall perform all the Chair' s duties and, when so acting, shall have all the Chair' s powers and be subject to the same restrictions. The Vice Chair shall have other such powers and perform other such duties as the Board may prescribe. The Vice Chair shall be a voting director.

3. Secretary. The Secretary shall:
   a. keep or cause to be kept, at ACSI's principal office, or such other place as the Board may direct, a book of minutes of all meetings of the Board and Board Committees, noting the time and place of the meeting, whether it was regular or special (and if special, how authorized), the notice given, the names of those present, and the proceedings. The book of minutes may be kept electronically;
   b. keep or cause to be kept a copy of ACSI's Articles of Incorporation and Bylaws, with amendments;
   c. give or cause to be given notice of the Board and Committee meetings as required by the Bylaws; and
   d. have such other powers and perform such other duties as the Board may prescribe.
4. Treasurer. The Treasurer shall:
   a. keep or cause to be kept adequate and correct accounts of ACSI's properties, receipts and disbursements;
   b. make the books of account available at all times for inspection by any Director;
   c. deposit or cause to be deposited ACSI's monies and other valuables in ACSI's name and to its credit, with the depositories the Board designates;
   d. disburse or cause to be disbursed ACSI's funds as the Board directs;
   e. render to the Chair and the Board, as requested but no less frequently than at the beginning of each quarter, an account of ACSI's financial transactions and financial condition;
   f. prepare annual financial report and budget;
   g. to cause to be made a full and complete audit of the financial statements of the school as required in section 67-450B, Idaho Code. The auditor shall be employed on a written contract. One (1) copy of the audit report shall be filed with the state department of education, after its acceptance by the board of Directors, but not later than the timelines established by Idaho law or rule;
   h. prepare any reports on financial issues required by an agreement on loans; and
   i. have such other powers and perform such other duties as the Board may prescribe.

B. Election, Eligibility and Term of Office

1. Election. The Board shall elect the officers annually at the Annual Meeting or a Regular Meeting designated for that purpose or at a Special Meeting called for that purpose, except that officers elected to fill vacancies shall be elected as vacancies occur.
2. Eligibility. A Director may hold any number of offices, except that neither the Secretary nor Treasurer may serve concurrently as the Chair.

3. Term of Office. Each officer serves at the pleasure of the Board, holding office until resignation, removal or disqualification from service, or until his or her successor is elected.

C. Removal and Resignation

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

VII. ADVISERS TO THE BOARD

A. Appointment of Advisers

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

B. Duties

Advisers serve at the will and pleasure of the Board and perform such duties as directed by the Board. They may seek general advice from an adviser or direct the adviser to research and provide certain information. An adviser has no independent authority but performs only those roles and duties specifically assigned by the Board.

C. Attendance at Board Meetings

Advisers will attend Board meetings as assigned by the Board. Advisers should attend at least one regular Board meeting each quarter to report on the roles and duties assigned, but may attend additional meetings as requested. At the discretion of the Board, written reports may substitute for physical attendance at Board meetings.

D. Removal and Resignation

The Board may remove any adviser, either with or without cause, at any time by majority vote of the Board. Any adviser may resign at any time by giving written notice to the Board, the resignation taking effect on receipt of the notice or at a later date specified in the notice.

VIII. NON-LIABILITY OF DIRECTORS

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

IX. INDEMNIFICATION OF CORPORATE AGENTS

ACSI may, in accordance with Idaho Code §30-30-623t, indemnify any Director, officer, or employee of ACSI against expenses actually and reasonably incurred in connection with the defense of any action, suit or proceeding, whether civil, criminal, administrative or investigative, in which such person is made a party, or is threatened to be made a party, by reason of being or having been an officer, except in relation to matters as to which such person is judged to be liable for willful misconduct in the performance of such person' s duties to ACSI.

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

X. INSURANCE FOR CORPORATE AGENTS

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

XI. SELF-DEALING TRANSACTIONS

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

XII. OTHER PROVISIONS

A. Fiscal Year

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

B. Execution of Instruments

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

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

C. Checks and Notes

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

D. Construction and Definitions

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

E. Conflict of Interest

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

a. regular annual statements from Directors, officers, key employees to disclose existing and potential conflict of interest; and

b. corrective and disciplinary actions with respect to transgressions of such policies.

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

F. Interpretation of Charter

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

XIII. AMENDMENT

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

The foregoing Bylaws were regularly adopted by the Board of Directors of AMERICAN CLASSICAL SCHOOLS OF IDAHO, INC. at the meeting of the Board of Directors held on the seventh day of September 2022.

Chairman of the Board

CERTIFICATE OF SECRETARY

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

Secretary of the Board

APPENDIX SERIES D: BOARD OF DIRECTORS AND PETITIONING GROUP

John Bassetti johnbassetti@gmail.com

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

Associations

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

Employment

Stratagroup, IT Auditor, 2020-Present

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

Pankow Builders, IT Director, 2009-2020

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

Pankow Builders, IT Manager, 2006-2009

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

Pankow Builders, IT Systems Engineer, 2001-2004

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

Environmental Resources Management, Geologist, 1997-2001

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

Education

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

RUTH DAVID

[redacted] | rdavid@idahonovus.org | [redacted]

LANGUAGES Mandarin, English

EDUCATION

1996 - BOISE STATE UNIVERSITY
Bachelor of Science in Nursing

1991 – SAN JOSE STATE UNIVERSITY
Bachelor of Arts in Industrial and Organizational Psychology

EXPERIENCE

2020 - Current: Founding Board Chair – Idaho Novus Classical Academy, Boise ID

- Leading the founding team and partnering with entities to open a Hillsdale K-12 school in 2024 at Avimor community
- Received the 501 C (3) status from the IRS

2017 - 2020: Board of Directors– Compass Public Charter, Boise ID *

- Advocate for students, staff and leadership to maintain educational integrity and school culture/vision
- Supported fiscally responsible expenditure of funds
- Bridged communication gap between stakeholders, students, staff and leadership team
- Solicited local business support
- Worked with parents to promote school spirit/culture
- Initiated Annual Compass Hero Award to recognize outstanding individual at Compass

2004 - Current: School and church volunteer, Boise ID

- Teacher's assistant in math and language arts
- Fundraising, school spirit and culture promotion activities, boosting staff morale through personalized celebration and recognition
- Led women's bible study. AWANA and nursery assistant

1996 – 2002: Registered Nurse – ST Luke's Regional Medical Center, Boise ID

- Registered Nurse at Mother/Baby Unit.

1995 - 1996: Administrative Secretary – Applied Materials, Santa Clara CA

- Supported the Director of Intellectual Properties

1994: Bookkeeper – United Cerebral Palsy of Idaho, Boise ID

- Responsible for all accounting process; assisted in client service and fund raising.

1991 - 1993: Sr Quality Systems Data Admin – Xicor Inc, Milpitas CA

- Assistant to the Quality Systems Manager

[redacted]

Marv Lasnick

[redacted]

[redacted] mlasnick@kapextechnology.com

Owner/CEO Kapex Technology LLC, Fruitland, ID, Feb. 2022 to Present

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

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

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

Project Management Office Manager Micron Technology, Inc. Boise, ID, 2007 to 2017

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

IT Central Team Manager Micron Technology, Inc. Boise, ID, 2003–2007

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

Department Manager - Corporate Products and Tools Micron Technology, Inc. Boise, ID, 1999–2003

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

EDUCATION & TRAINING

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

COMMUNITY INVOLVEMENT

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

TERENCE R. RYAN

Boise, ID 83702 | [redacted] | tryan@bluum.org & tryan@idahocsn.org

PROFESSIONAL EXPERIENCE

CEO
BLUUM | BOISE, IDAHO 2013 – Present

- Lead Idaho's '20 in 10' Initiative to double the number of students in Idaho's high- performing charter schools.
- Lead Idaho's federal CSP grant of $22 million.
- Coordinate Idaho's CSP consortium of Idaho State Board of Education, Idaho Public Charter School Commission, Building Hope and the J.A. and Kathryn Albertson Family Foundation.
- Set and coordinate with Bluum Board of Trustees the organizational strategy and markers for success of the 501c3 statewide charter support organization.
- Oversee day-to-day operations ($1.9 million operating budget) and ensure the fiscal health of organization.
- Coordinates closely all activities with funders including J.A. & Kathryn Albertson Family Foundation (JKAF), Charter School Growth Fund, New Schools Venture Fund and Louis Calder Family Foundation.
- Invest new school grant dollars ($6 million annually) in those models and partners that offer the greatest likelihood of success (e.g. student achievement gains and sustainability).
- Create the conditions for the successful expansion of high-performing schools in Idaho.
- Lead, support and develop staff, consultants and key stakeholders.
- Coordinate closely with partners like Building Hope, National Alliance for Public Charter Schools, Idaho State Board of Education, Idaho Public Charter School Commission and others to build and expand Idaho's new school sector.
- Build brand recognition (in Idaho and beyond) for BLUUM.
- Coordinate and negotiate all research efforts with partners like Public Impact, Bellwether, FDR Group, and EcoNorthwest.
- Share Idaho's, and rural education more generally, stories and challenges with national education organizations and media. This includes writing op-eds and being quoted widely in newspapers and new media in Idaho and nationally.
- Represent Idaho's new school sector at state and national debates, forums and conferences.

VICE-PRESIDENT FOR OHIO PROGRAMS AND POLICY
THOMAS B. FORDHAM FOUNDATION AND INSTITUTE | WASHINGTON, DC & DAYTON, OHIO 2001 – 2013

- Served as Fordham's senior staff person in Ohio, including recruiting, hiring, and managing all staff.
- Worked with Fordham's board of trustees, the Fordham Ohio Committee and senior leadership to develop, plan, and lead Fordham's Ohio policy and research agenda.
- Engaged the governor's office, legislative leadership, state board of education members, and Ohio Department of Education officials to craft public policies and legislation that better served Buckeye State PK-12 education and would lead to increased student achievement.

- Collaborated with philanthropy, business, education, higher education and other influential leaders across Ohio on issues ranging from school choice policies, to teacher quality issues, to standards and accountability, to school funding.
- Launched and led Fordham's efforts as a charter school authorizer responsible for eight schools educating over 2,000 students.
- Identified, recruited and managed national experts to assist Ohio research, projects and events.
- Raised external grant dollars from national and state funders for research projects, public events and other policy-oriented activities. Raised over $3 million dollars for Ohio efforts.
- Created and managed coalitions of statewide partners for specific school improvement efforts.
- Communicated with, and influenced, editorial boards, journalists, education bloggers and other news media.
- Testified to the Ohio Senate and House on pressing education issues.
- Presented to education groups, students, and reform groups in Ohio and across the country.
- Partnered with district school superintendents, county education officials and others to improve Ohio's charter school quality and human capital pipelines.
- Allied with like-minded reform organizations in other states (PIE-Net and CEE-Trust).
- Co-authored Ohio's *Education Reform Challenges: lessons from the frontlines* (Palgrave- MacMillan, July 2010) with Chester E. Finn, Jr. and Michael B. Lafferty.

PROGRAM DIRECTOR AND SENIOR RESEARCHER
21ST CENTURY LEARNING INITIATIVE | RESTON, VA & BATH, ENGLAND 1996 – 2001

- Led Initiative research and training efforts.
- Worked closely with a group of international education researchers, scientists, policy makers, academics, and business leaders to generate a synthesis on human learning that became the basis of two books, numerous articles, and public presentations.
- Briefed lawmakers, policy leaders and education reformers on the findings of the Initiative in the United States, Canada, the United Kingdom, and other countries.
- Testified to the Educational Policy Unit at 10 Downing Street in London.
- Developed and maintained the Initiative's web site and external communications.
- Organized and managed the organization's finances.
- Co-authored *The Unfinished Revolution: Learning, Human Behavior, Community and Political Paradox*; this book was published in the United States by ASCD Press, and in the United Kingdom by Network Educational Press Ltd. (2001).

PATERSON FELLOW/AMERICAN FEDERATION OF TEACHERS INTERNATIONAL FELLOW
THE FOUNDATION FOR EDUCATION FOR DEMOCRACY | WARSAW, POLAND 1994 – 1995

- Worked with Foundation Leadership, the Polish Ministry of Education, and the US Embassy to organize and convene an international conference on "Education and the Transition to Democracy."
- Developed the organizational capacities of the Foundation by raising external grant dollars, helping set-up accounting systems and processes for tracking and reporting grant dollars from Western foundations and governments.
- Represented the Foundation at public events hosted by foreign funding agencies and attended events sponsored by the US Ambassador to Poland; the German Embassy and other Western governments and agencies.
- Led fundraising training workshops for educators in Poland, Lithuania and Romania.

- Taught High School English at the Goethe School in Warsaw.

EDUCATION

MASTER OF ARTS DEGREE, POLITICAL ECONOMY
Graduate School of International Studies | Denver, CO 1994

BACHELOR OF ARTS DEGREE IN HISTORY & ASSOCIATES DEGREE IN JOURNALISM
Eastern Illinois University | Charleston, IL 1990

AWARDS, RECOGNITIONS AND BOARDS/COMMISSIONS

- Commissioner | Council for Accreditation of Educator Preparation
- Task Force Member | Rural Opportunities Consortium of Idaho (ROCI)
- Board Member | Gem Innovation Schools, Idaho
- Member | National Alliance for Public Charter Schools State Leaders Council
- Research Fellow | The Hoover Institution
- Fellow | New Schools/Aspen Institute Fellowship, 2008
- Board Member (former) | School Choice Ohio
- Fellow | University of Denver's Paterson International Fellowship
- Board Member | Pathways in Education, Idaho
- Board Member (founding) | Education for All

Stacy Saylor

ssaylor@tvcacademy.org
[redacted]

Education

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

Hipereon Banking School
Certificate in Commercial Credit and Lending – 2005

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

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

Key Skills

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

Other Activities

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

Treasure Valley Classical Academy
Finance Committee Volunteer 2021

How to Save Money by Refinancing Your Loan
Webinar with
Mark Medema of the Charter School Facility Center, 2021

Glenoaks Elementary School Foundation (Board Member)
President: 2013-2015
Treasurer: 2006-2008

Profile

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

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

Background

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

Experience

TVCA Board Member/Treasurer:
Finance Committee Chair and Capital Campaign Committee Member, 06/2022 to Present

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

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

The Saylor Corp, 2009-2018
I formed a C-Corp to purchase, renovate and sell homes. I obtained my real estate license, taught myself QuickBooks, Corporate Income Tax Preparation, Excel and took financial planning courses. In addition, I managed rental properties and vacation rentals.

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

Mark C. Dillon
Major General, USAF (Retired)
[redacted]
Email: mark79dillon@gmail.com; [redacted]

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

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

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

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

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

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

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

Jon M. Fennell
Professor Emeritus
[redacted]
jfennell@hillsdale.edu

EDUCATION

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

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

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

Boise State University, Advanced Secondary Teacher's Certificate

ACADEMIC POSITIONS (HILLSDALE COLLEGE)

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

IDAHO STATE DEPARTMENT OF EDUCATION

Consultant for Management Information	1976-1980

CORPORATE EMPLOYMENT

RADIUS SOLUTIONS, Chicago, Illinois 2003-2005
Vice President of Operations

IONA TECHNOLOGIES, Naperville, Illinois 2001-2002
District Manager, Global Services

J.D. EDWARDS, Lombard, Illinois

Director of Client Services	1999-2000
Client Services Manager	1997-1999
Client Manager	1995-1997

JBA INTERNATIONAL, Livonia, Michigan 1991-1993
Senior Consultant and Project Manager

UNISYS CORPORATION, Blue Bell, Pennsylvania 1984 -1991
Product Marketing Manager
Director, Unisys Business Television Network
Manager, Product Launch
Marketing Support Consultant

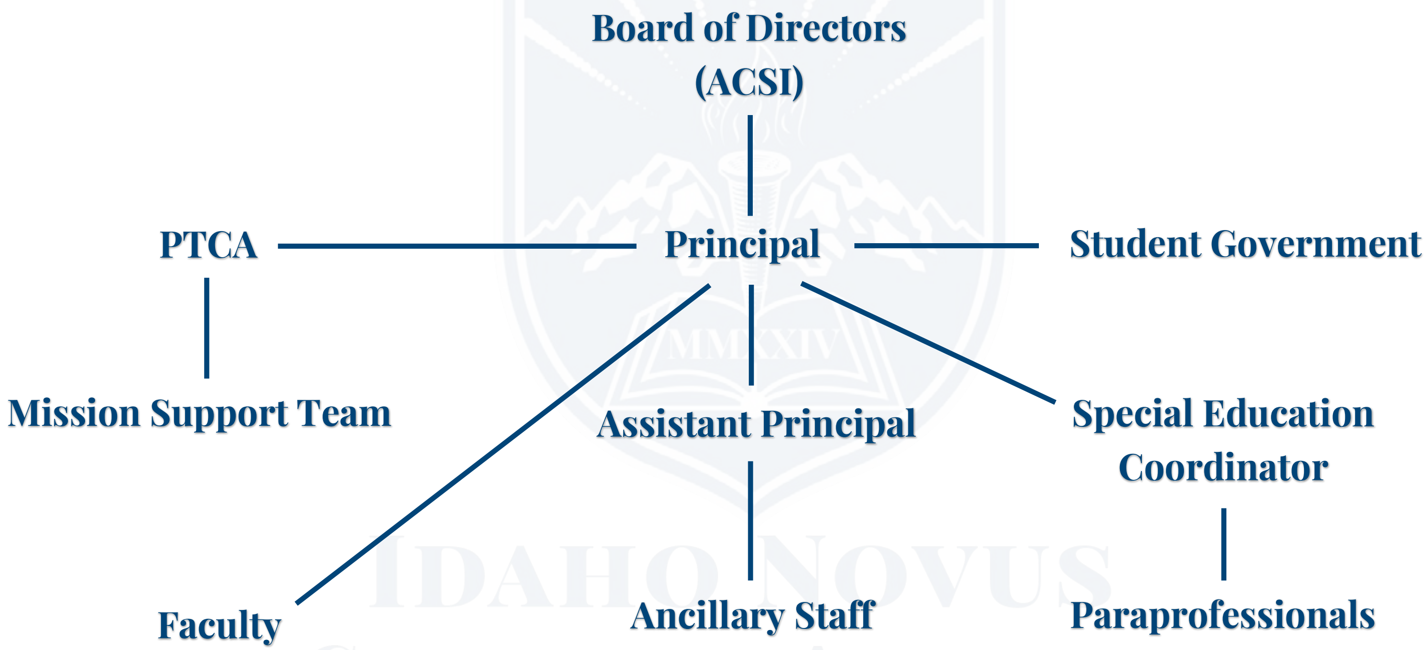
ASSOCIATED FOOD STORES, Boise, Idaho 1980-1984
Information Technology Manager
Systems Analyst

APPENDIX D2: PETITIONING GROUP

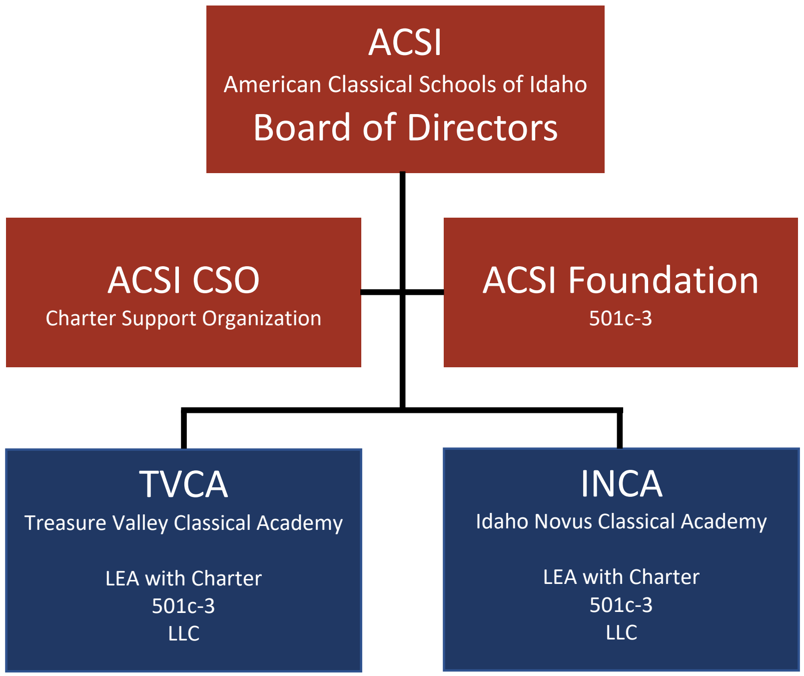
Name	Title	Role
Mr. John Bassetti	ACSI Board Member	Board of Directors/Founder
Mrs. Ruth David	ACSI Board Member	Board of Directors/Founder
Mr. Marvin Lasnick	ACSI Board Member	Board of Directors
Mr. Terry Ryan	ACSI Board Member	Board of Directors
Mrs. Stacy Saylor	ACSI Board Member	Board of Directors
Dr. Vincent Kane	INCA Founding Principal	General Advisor
Major Bruce Sims	INCA Founding Assistant Principal	Operations Advisor
Mr. Stephen Lambert	TVCA Executive Director & ACSI CEO	Mission Advisor
Marc Carignan	Bluum Chief Financial Officer	Business Management Consulting

APPENDIX SERIES E: ADMINISTRATION AND ORGANIZATION

INITIAL ORGANIZATIONAL STRUCTURE
2024-2025 SY



AMERICAN Classical Schools of Idaho

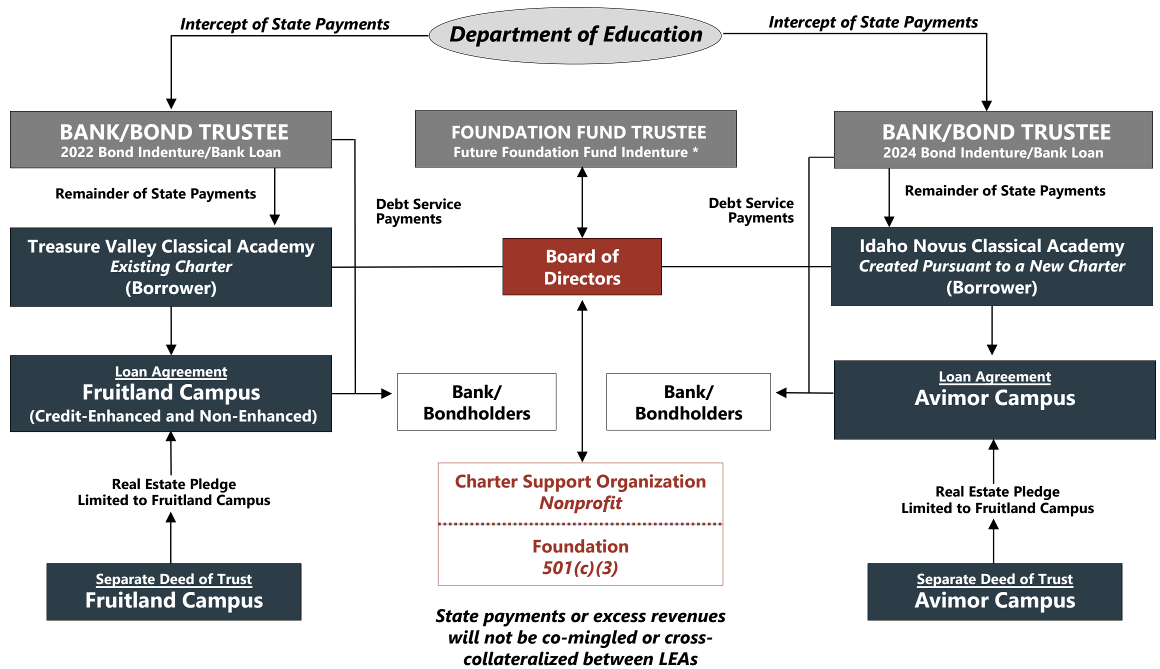


TREASURE VALLEY CLASSICAL ACADEMY

IDAHO NOVUS CLASSICAL ACADEMY
VIRTUES • KNOWLEDGE • LIBERTY

SECURITY AND FLOW OF FUNDS – Two Separate Charters

AMERICAN Classical Schools of Idaho



**** Amounts deposited, if any, under the foundation fund indenture may be used by member schools as additional security for Avimor bondholders and any future bondholders. The deposits may only be derived from sources unrelated to a specific campus (solely from philanthropy to support ACSI schools). <u>Excludes</u> money related to state payments or excess revenues generated from the operation of a specific school.***

Dr. Vincent Kane, Founding Principal

Following an extensive career in K-12 education in New Hampshire and Alaska, Dr. Vincent Kane joins us in Idaho as the founding principal of Idaho Novus Classical Academy (INCA). INCA is under development in the Avimor community north of Eagle and is a Candidate Member School in the Hillsdale College Barney Charter School Initiative (BCSI). Upon opening, INCA will be the second BCSI school in the Treasure Valley.

Dr. Kane brings a wealth of experiences to his new role. Before entering school leadership, he taught high school courses in government, economics, history, and world religions as well as sixth grade. He worked in urban, small town, and rural settings, including a remote village school on an island in the Bering Sea. His leadership experience encompasses all grade levels and includes assignments as an assistant principal, principal, and assistant superintendent.

After completing undergraduate studies in political science and philosophy in the honors program at Franklin Pierce University, Dr. Kane pursued three graduate degrees. He holds a master's degree in social studies education from Boston University, a certificate of advanced graduate studies in educational leadership from Plymouth State University, and a doctorate in entrepreneurial leadership in education from Johns Hopkins University.

Major Bruce Sims, Founding Assistant Principal

After serving 21 years and subsequently retiring from the United States Marine Corps, Bruce Sims joins us in Idaho as the founding assistant principal of Idaho Novus Classical Academy (INCA). In that capacity, he will serve as director of operations and dean of students. INCA is under development in the Avimor community north of Eagle and is a Candidate Member School in the Hillsdale College Barney Charter School Initiative (BCSI). Upon opening, INCA will be the second BCSI school in the Treasure Valley.

Mr. Sims brings an abundance of experience in operations and leadership to his new role; across his military career, he filled key positions in aviation, logistics, and ground operations. He has leadership experience leading smaller units as an enlisted Marine, and as an officer he led squadron detachments in addition to being a company commander. His operations experience includes preparing and deploying units for missions, both in the U.S. and overseas. Most recently, he served as the operations officer responsible for evaluating the efficacy of future Marine Corps concepts, equipment, and technology.

Originally from Alabama, Mr. Sims holds an undergraduate degree in Business Administration and Supply Chain Management from Auburn University, where he graduated Summa Cum Laude. Subsequently, when serving as an instructor pilot for an unmanned aerial vehicle squadron, Mr. Sims discovered his passion for educating others. He invested in that passion as his calling, and while still on active duty, he began his master's degree in education for teaching mathematics through Western Governor's University.

APPENDIX SERIES G: LEA NOTIFICATION LETTERS

IDAHO NOVUS
CLASSICAL ACADEMY
VIRTUES · KNOWLEDGE · LIBERTY

Dr. Vincent J. Kane
Idaho Novus Classical Academy
Avimor Community Office
18815 N. Streams Edge Way
Boise, Idaho 83714

August 10th, 2022

Superintendent Coby Dennis
Boise School District
8169 W. Victory Rd.
Boise, ID 83709

Dear Superintendent Dennis,

I am writing to inform you of a planned charter school in the Avimor community development north of Eagle. Idaho Novus Classical Academy (INCA) will open in August of 2024 and initially serve 378 students in grades K-6. One grade will be added in each subsequent year until INCA is a K-12 school serving 702 students. The school will operate as an American Classical School utilizing the curriculum developed by the Hillsdale College Office of K-12 Education. The mission of Idaho Novus Classical Academy is to train the minds and improve the hearts of students through a classical, content-rich curriculum that emphasizes virtuous living, traditional learning, and civic responsibility.

Following a thorough review of attendance boundaries, we determined that our primary attendance zone intersects with your school district. A copy of the petition is included alongside this letter for your review. Our intent is to submit a petition to the Idaho Public Charter School Commission exactly four weeks following the date of this letter. I will gladly discuss the petition with you and answer any questions you might have. You can reach me directly at vkane@idahonovus.org. I would be grateful for an expedited response, if possible.

Respectfully,

Dr. Vincent J. Kane
Founding Principal

IDAHO NOVUS
CLASSICAL ACADEMY
VIRTUES · KNOWLEDGE · LIBERTY

Dr. Vincent J. Kane
Idaho Novus Classical Academy
Avimor Community Office
18815 N. Streams Edge Way
Boise, Idaho 83714

August 10th, 2022

Superintendent Craig Woods
Emmett Independent School District
119 North Wardwell Ave.
Emmett, ID 83617

Dear Superintendent Woods,

I am writing to inform you of a planned charter school in the Avimor community development north of Eagle. Idaho Novus Classical Academy (INCA) will open in August of 2024 and initially serve 378 students in grades K-6. One grade will be added in each subsequent year until INCA is a K-12 school serving 702 students. The school will operate as an American Classical School utilizing the curriculum developed by the Hillsdale College Office of K-12 Education. The mission of Idaho Novus Classical Academy is to train the minds and improve the hearts of students through a classical, content-rich curriculum that emphasizes virtuous living, traditional learning, and civic responsibility.

Following a thorough review of attendance boundaries, we determined that our primary attendance zone intersects with your school district. A copy of the petition is included alongside this letter for your review. Our intent is to submit a petition to the Idaho Public Charter School Commission exactly four weeks following the date of this letter. I will gladly discuss the petition with you and answer any questions you might have. You can reach me directly at vkane@idahonovus.org. I would be grateful for an expedited response, if possible.

Respectfully,

Dr. Vincent J. Kane
Founding Principal

Dr. Vincent J. Kane
Idaho Novus Classical Academy
Avimor Community Office
18815 N. Streams Edge Way
Boise, Idaho 83714

August 10th, 2022

Superintendent Dennis Chesnut
Horseshoe Bend School District
398 School Drive
Horseshoe Bend, ID 83629

Dear Superintendent Chesnut,

I am writing to inform you of a planned charter school in the Avimor community development north of Eagle. Idaho Novus Classical Academy (INCA) will open in August of 2024 and initially serve 378 students in grades K-6. One grade will be added in each subsequent year until INCA is a K-12 school serving 702 students. The school will operate as an American Classical School utilizing the curriculum developed by the Hillsdale College Office of K-12 Education. The mission of Idaho Novus Classical Academy is to train the minds and improve the hearts of students through a classical, content-rich curriculum that emphasizes virtuous living, traditional learning, and civic responsibility.

Following a thorough review of attendance boundaries, we determined that our primary attendance zone intersects with your school district. A copy of the petition is included alongside this letter for your review. Our intent is to submit a petition to the Idaho Public Charter School Commission exactly four weeks following the date of this letter. I will gladly discuss the petition with you and answer any questions you might have. You can reach me directly at vkane@idahonovus.org. I would be grateful for an expedited response, if possible.

Respectfully,

Dr. Vincent J. Kane
Founding Principal

Dr. Vincent J. Kane
Idaho Novus Classical Academy
Avimor Community Office
18815 N. Streams Edge Way
Boise, Idaho 83714

August 10th, 2022

Superintendent Derek Bub
West Ada School District
1303 East Central Drive
Meridian, ID 83642

Dear Dr. Bub,

I am writing to inform you of a planned charter school in the Avimor community development north of Eagle. Idaho Novus Classical Academy (INCA) will open in August of 2024 and initially serve 378 students in grades K-6. One grade will be added in each subsequent year until INCA is a K-12 school serving 702 students. The school will operate as an American Classical School utilizing the curriculum developed by the Hillsdale College Office of K-12 Education. The mission of Idaho Novus Classical Academy is to train the minds and improve the hearts of students through a classical, content-rich curriculum that emphasizes virtuous living, traditional learning, and civic responsibility.

Following a thorough review of attendance boundaries, we determined that our primary attendance zone intersects with your school district. A copy of the petition is included alongside this letter for your review. Our intent is to submit a petition to the Idaho Public Charter School Commission exactly four weeks following the date of this letter. I will gladly discuss the petition with you and answer any questions you might have. You can reach me directly at vkane@idahonovus.org. I would be grateful for an expedited response, if possible.

Respectfully,

Dr. Vincent J. Kane
Founding Principal

Dr. Vincent J. Kane
Idaho Novus Classical Academy
Avimor Community Office
18815 N. Streams Edge Way
Boise, Idaho 83714

August 10th, 2022

Head of School Andy Horning
North Star Charter School
839 N. Linder Road
Eagle, ID 83616

Dear Mr. Horning,

I am writing to inform you of a planned charter school in the Avimor community development north of Eagle. Idaho Novus Classical Academy (INCA) will open in August of 2024 and initially serve 378 students in grades K-6. One grade will be added in each subsequent year until INCA is a K-12 school serving 702 students. The school will operate as an American Classical School utilizing the curriculum developed by the Hillsdale College Office of K-12 Education. The mission of Idaho Novus Classical Academy is to train the minds and improve the hearts of students through a classical, content-rich curriculum that emphasizes virtuous living, traditional learning, and civic responsibility.

Following a thorough review of attendance boundaries, we determined that our primary attendance zone intersects with your charter school. A copy of the petition is included alongside this letter for your records. Our intent is to submit a petition to the Idaho Public Charter School Commission exactly four weeks following the date of this letter. I will gladly discuss the petition with you and answer any questions you might have. You can reach me directly at vkane@idahonovus.org. The intent of this letter is to ensure that you are aware of our school development process.

Respectfully,

Dr. Vincent J. Kane
Founding Principal

APPENDIX SERIES H: ADDITIONAL DOCUMENTS

AVIMOR™
Avimor Partners, LLC

August 29, 2021

To whom it may concern,

I wanted to express how excited we at Avimor are to be considered for an Idaho Novus Classical Academy. For years I have been a faithful follower of the Hillsdale College Imprimis and when I learned about the charter schools planned for Idaho with the connection to Hillsdale College I knew they would be a great fit for Avimor.

Avimor is a community that will be built out over the next 3 decades. We are located on 23,000 acres in a rural area with land in 3 counties, Ada, Boise and Gem County. I was raised in a small town and received an education much like what INCA will be bringing to Avimor. The classical education and the values which are important to INCA are shared values with us at Avimor. Our offer of the land for the school would not be one we would offer to any charter school. We believe the education provided by INCA to be a significant benefit to our community and as such are proud to contribute the land for this school.

As I studied the mission of INCA it became apparent we shared the same vision for educating our kids. Since the Treasure Valley Classical Academy at Fruitland was opened I have had several residents ask if such a school could be built at Avimor. Hopefully INCA is successful in their application process so I can report to our residents that soon we will have a school similar to the Fruitland School.

Sincerely,

Dan Richter – Managing Partner
Avimor Planned Community

18454 No. McLeod Way, Boise ID 83714 AVIMOR Tel: 208.939.0343 • Fax: 208.939.9972

Hillsdale College

K-12 Curriculum Overview

An American Classical Education

	Grammar School (K–6)							Upper School (7–12)					
	Elementary School | K–6						**Middle School | 6th–8th Grade**			**High School | 9th–12th Grade**			
	Kindergarten	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**11**	**12**
Math	Singapore Math *Dimensions*								Algebra I	Geometry	Algebra II	Trigonometry/ Pre-Calculus	Calculus
Science	Life, Physical, & Earth Science							Intro to Life & Chemical Sciences	Conceptual Physics	Biology	Chemistry	Physics or Other Advanced Science	Astronomy or Other Advanced Science
Literature	Classic Children's Literature, Sayings & Phrases, Poetry							Classic Literature & Poetry		Ancient Literature	Medieval & British Literature	American Literature	Modern Literature
History & Civics	American History & Geography, Memorization & Recitation of American Documents							America to 1877	America 1877–Present	Ancient World to 500	Europe 500–1815	America 1607–Present	Modern World 1815–Present
	World History & Geography										Economics Intro to Moral & Political Philosophy	Moral & Political Philosophy	American Government
Reading, Writing, & Speaking	Writing, Spelling, & Reading *Literacy Essentials: Phonics*			Grammar & Composition						Logic & Rhetoric	Elective		Senior Thesis
Foreign Languages	French, Spanish, or German				Greek & Latin Roots		Latin IA	Latin IB *Wheelock's Latin*	Latin II	Latin III	Advanced Latin or Other Foreign Language Elective		
Fine Arts	Fine Arts (Art & Music History, Art & Music Appreciation, Studio Art, Music Theory)									Physical Education, Fine Arts, or Other Electives			
Physical Education	Physical Education												

** Newer schools may choose to offer composition instead of formal logic*
*** Recommended course of study*

Updated 3-22

Kindergarten

Year at a Glance

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

Grade 1

Year at a Glance

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

Grade 2

Year at a Glance

	AUGUST & SEPTEMBER	OCTOBER	NOVEMBER	DECEMBER	JANUARY	FEBRUARY	MARCH	APRIL	MAY
LITERACY Literacy Essentials	Weeks 1-2 Review McCall Crabb List 2A Begin Uncontrolled Readers	Lists 2B & 2C	Lists 2D & 2E	Lists 2F & 2G	List 2H	Lists 2I & 2J	Lists 2K & 2L	Lists 2M & 2N	List 2O
LITERATURE Include 2-3 poems each month	Charlotte's Web	Magic Paintbrush Fisherman and His Wife Beauty and the Beast	Greek Mythology	Tongue-Cut Sparrow Christmas Carol How the Camel Got His Hump	Peter Pan	Iktomi Stories Tall Tales Talk	Sign of the Beaver	Emperor's New Clothes	El Pajaro Cu Tiger, Brahman, & Jackal
HISTORY & GEOGRAPHY	Basic Geography and Maps Ancient India	Ancient China Modern Japan	Ancient Greece	Ancient Greece	Constitution War of 1812	Geography of the Americas Westward Expansion	Civil War	Civil War	Immigration and Citizenship
MATH Dimensions 2A & 2B	Chapters 1-2 Begin 2A	Chapters 3-4	Chapters 5-6	Chapter 7	Chapter 8 Begin 2B	Chapters 9-10	Chapters 11-12	Chapters 13-14	Chapter 15
SCIENCE	Geology: Earth Features	Geology: Earth Formation Marie Tharp	Matter: Classifying Matter	Matter: Combining Matter Dmitri Mendeleev	Electricity	Magnetism Magnetism and Electricity	Habitats and Plant Review Jean-Henri Fabre John James Audubon	Human Systems: Cells Digestive and Excretory Systems Anton can Leewenhoek	Human Systems: Taking Care of Your Body Florence Nightingale Daniel Hale Williams
ART	Lines	Architecture	Architecture	Sculpture	Landscapes	Landscapes	Abstract Art	Abstract Art	
MUSIC Include 2 songs each month	Basic Notation	Basic Elements	String Instruments Carnival of the Animals	Vivaldi	Percussion Instruments Toccata for Percussion	Keyboard Instruments Sonata K. 331	Beethoven Spring Song	Bach	Review notation, elements

Grade 3

Year at a Glance

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

Grade 4

Year at a Glance

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

Grade 5

Year at a Glance

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

Grade 6

Year at a Glance

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

Grade 7

Year at a Glance

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

Grade 8

Year at a Glance

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

March 15, 2021

Idaho Novus Classical Academy
Ruth David
[redacted]

Re: Letter of Intent Regarding Idaho Novus Classical Academy and Hillsdale

Dear Mrs. Ruth David,

This Letter of Intent (the "Letter") summarizes the principal terms and conditions that shall govern the relationship between Hillsdale College and its K-12 Education department (collectively, "Hillsdale") and Idaho Novus Classical Academy ("Institution"), in connection with Hillsdale's evaluation of Institution's school for a potential affiliation between the two parties (the "Application Evaluation Process"). Both Institution and Hillsdale are referenced herein individually, as a "party" and collectively, as the "parties."

In consideration of Institution having submitted an Application to Commence a Relationship with Hillsdale (the "Application") to Hillsdale and Hillsdale's review of the Application in connection with the Application Evaluation Process, the parties intending to be legally bound agree as follows:

1. Term. The Term of this Letter shall commence on the date of this Letter (the "Effective Date") and shall continue until the earlier of: (a) eighteen (18) months after the Effective Date, or (b) the date on which Institution officially employs a headmaster, principal, or a similar position having responsibility for managing daily operations at the school ("Head of School"); provided however, that upon request by Institution, Hillsdale shall have the option, in its sole and absolute discretion, to extend the Term of this Letter, in writing, and for such additional periods of time as Hillsdale deems appropriate (the "Term").

2. Requirements of Institution.

a. *Phase I Gateways* – By the end of the first six (6) months after the Effective Date or fifteen (15) months prior to the anticipated commencement of the Institution's school's first academic year, whichever comes sooner, and as a condition of receiving Hillsdale's ongoing support as outlined in Section 3, Institution, including those involved in its founding and creation of the school (the "Group"), shall complete all of the Phase I tasks in Exhibit A to this Letter, which is attached hereto and incorporated herein.

b. *Phase II Gateways* – By no later than the end of the first twelve (12) months after the Effective Date or twelve (12) months prior to the anticipated commencement of the

Institution's school's first academic year, whichever comes sooner, and as a condition of receiving Hillsdale's consideration for acceptance into Hillsdale's certification program, Institution and Group, as applicable shall complete all the Phase II tasks in Exhibit A to this Letter.

c. *Cooperation with Hillsdale* – In connection with the Application Evaluation Process and during the Term of this Letter, Institution shall make the appropriate persons available, upon request by Hillsdale, to address any questions, participate in any interviews, and to meet during any Hillsdale site visits to Institution's site for the school, as may be reasonably requested by Hillsdale representatives. Institution acknowledges and agrees that all information and statements provided to Hillsdale in accordance with this Letter shall be current, complete, and accurate and that Institution will promptly inform Hillsdale of any material changes to any information provided or statements as part of the Application Evaluation Process.

d. *Diligence Concerning Authorizer Requests* – During the Term of this Letter, Institution shall act diligently to ensure timely responses to questions and requests for information from the applicable state authorizer for the school to ensure the best chance towards the school opening under the time frames contemplated under this Letter.

e. *Hillsdale's Right to Delay and Require a Remediation Plan* – Under circumstances where, in Hillsdale's sole discretion, Institution is not reasonably accomplishing the tasks within the time limits set forth in Sections 2(a) or (b), Hillsdale shall have the option to (i) recommend that Institution delay their opening and operation of the school for an additional year, or (ii) require Institution to create and submit a remediation plan to Hillsdale regarding how Institution proposes to accomplish the delinquent tasks. Where the Institution agrees to delay the opening, the terms and conditions of any subsequent agreement or renewal regarding the terms of support will be addressed by a separate document or letter of understanding. In the event that Institution repeatedly fails to accomplish the tasks within the time limits set forth in Sections 2(a) or 2(b), or a remediation plan, Hillsdale shall have the right to call Institution in material breach and to terminate this Letter without any additional obligation to Institution and School.

3. Hillsdale's Support Services. During the Term of this Letter, Hillsdale shall provide Institution with the following assistance services as it relates to the school (collectively, the "Services"):

a. *Access to Licensed Training Materials* – Hillsdale shall provide Institution with a limited License, as set forth in Section 5 of this Letter, for temporary access to certain materials and curricula for classical charter school education grades K-12, including, without limitation, a Scope and sequence guide, exemplar materials, a program guide for each grade of K-12 and associated bill of materials, and other materials which Hillsdale, at its sole discretion, may provide (collectively, the "Licensed Training Materials") for use at the school especially in its initial start-up efforts and charter authorization application, if applicable. For the avoidance of doubt, the Licensed Training Materials under this Letter does not include access to or copies of any auxiliary materials or resources and other copyrighted material or trade secrets that might be referenced in or that may accompany either the program guide or bill of materials otherwise reserved for fully licensed users under the terms and conditions of a separate Curriculum Support Agreement.

b. *Information and Guidance Concerning Certain School Documents* – Hillsdale shall provide Institution with assistance, including information and guidance, concerning the creation of Institution's bylaws, completing and filing IRS Form 1023 to obtain 501(c)(3) status for school, and in connection with Institution's application to the applicable state authorizer for the school.

c. *Vetting Head of School Candidates* – Hillsdale shall provide its assistance to Institution as part of the hiring process for the Head of School, which shall include interviewing candidates being considered for hire by Institution and providing the school's governing board (if different from Institution) with a recommendation regarding the hire of the position. Institution's decision on a Head of School has a direct impact on Hillsdale's future relationship and affiliation with Institution and the school.

d. INSTITUTION ACKNOWLEDGES AND AGREES THAT THE LICENSED TRAINING MATERIALS AND SERVICES PROVIDED HEREUNDER ARE PROVIDED "AS IS", WITH NO REPRESENTATION OR WARRANTY OF ANY KIND, EXPRESS OR IMPLIED, INCLUDING WITHOUT LIMITATION, ANY IMPLIED WARRANTIES OF MERCHANTABILITY, FITNESS FOR A PARTICULAR PURPOSE, OR NONINFRINGEMENT OF INTELLECTUAL PROPERTY RIGHTS OR ANY IMPLIED WARRANTY ARISING FROM STATUTE, COURSE OF DEALING, COURSE OF PERFORMANCE, OR USAGE OF TRADE. HILLSDALE HAS NO DUTY TO INDEMNIFY INSTITUTION AND/OR SCHOOL HEREUNDER.

4. Publicity. For the duration of this Agreement, Institution may represent to third parties, in connection with the completion of the Institution's charter for the school and in communications with the applicable state authorizer, that Institution has executed a Letter of Intent to explore an affiliation with Hillsdale College's K-12 Education initiatives. Institution shall not have any other right to use the names or logos of Hillsdale College. Upon expiration or termination of this Letter, Institution's rights under this Section 4 shall also immediately terminate and Institution shall not use Hillsdale College's name in any manner, except as may be mutually agreed upon by the parties in writing.

5. License to Access Licensed Works; Ownership. Subject to the terms and conditions of this Letter, Hillsdale hereby grants to Institution for limited use at the one school contemplated herein, a non-exclusive, nontransferable, revocable license and right to use, access, and reproduce the Licensed Training Materials on the approved mediums for strictly educational and non-commercial purposes and strictly within the Institution contemplated by this Letter for the purposes of its completion of the Application Evaluation Process. The Licensed Training Materials and all related content created, purchased or otherwise belonging to or provided by Hillsdale are the sole and exclusive property of Hillsdale, and are protected by this Letter, as well as various state, federal and foreign intellectual property rights, including copyright laws and international copyright treaties and trademark laws. Institution may not download, transmit, copy, store, publish or distribute the Licensed Training Materials in any form or by any means, to any other entity, organization or school. By agreeing to the terms and conditions of this Letter, Institution shall not become the owner of the Licensed Training Materials but is entitled to use the Licensed Training Materials for educational and non-commercial means as specifically permitted according to the terms of this Letter. Institution may not alter or attempt to alter or modify any part of the Licensed

Training Materials or the information contained therein. Institution agrees that they may not remove any Hillsdale credit or attribution, including attribution to any Hillsdale or other authors. Institution may not provide supplemental materials to the Licensed Training Materials without language making clear that such material is not part of the original Licensed Training Materials supplied by Hillsdale.

6. Confidentiality.

a. *Licensed Training Materials* – Institution acknowledges that the Licensed Training Materials and their contents are confidential and proprietary to Hillsdale, that the information contained therein is of significant value, and that its unlawful copying and/or disclosure to others may cause irreparable harm to Hillsdale. Hillsdale designates and protects its Licensed Training Materials, curricula and other trade secrets as confidential and proprietary. Institution shall not disseminate these confidential and proprietary materials to any individual or entity without the express written permission of Hillsdale. Hillsdale has and will continue to take appropriate measures and actions to prevent these confidential and proprietary materials from becoming available to persons other than those approved by Hillsdale to have access to such materials. Except as specifically provided herein, Institution hereby agrees and covenants that, during and after the Term, Institution will maintain confidentiality of such materials and will not, directly or indirectly, in one or a series of transactions, disclose to any individual, sole proprietorship, partnership, corporation, limited liability company, unincorporated society, trust or other entity (each a "Person") outside of Institution organization for the school, or use or otherwise exploit the Licensed Training Materials for Institution's own benefit or for the benefit of any Person other than members of Institution's organization for the school.

b. *Letter and Other Hillsdale Confidential Information* – During the Term of this Letter, Institution acknowledges that Hillsdale may disclose or otherwise provide Institution with access to confidential information, including, without limitation, (i) the terms and conditions of this Letter, any exhibits or attachments thereto, (ii) any document Hillsdale marks as "Confidential" at the time of disclosure whether orally or in writing, (iii) Hillsdale certification criteria, and (iii) any other nonpublic, sensitive information that Hillsdale discloses to Institution (each and collectively, "Confidential Information"). Confidential Information shall not include information that (i) is in Institution's possession at the time of disclosure, (ii) is independently developed by Institution without use of or reference to Confidential Information, (iii) becomes known publicly, before or after disclosure, other than as a result of an act, omission or breach by Institution, or (iv) is approved in writing by Hillsdale for Institution to disclose. For the avoidance of doubt, Institution may disclose the terms and conditions of this Letter to its state authorizer without being in violation of this confidentiality provision. In each case in which Institution argues that one of the foregoing exceptions to Confidential Information applies, Institution shall have the burden of proof to establish such exception. For the duration of this Letter, Institution shall not disclose any Confidential Information to any board member, Group member, employee, agent, or representative of Institution or the school unless such person has a need to know such information in connection with a party's obligation under this Letter and it advises the party that such information is confidential, and Institution shall not disclose any Confidential Information to any other party without Hillsdale's prior written consent. Institution shall protect Confidential Information utilizing the same degree of care it uses to protect is own information of a confidential nature, but no less than a reasonable amount of care. Institution shall immediately notify Hillsdale in the event of any misuse or misappropriation of Confidential Information. Notwithstanding the foregoing, Institution may disclose Confidential Information as required by law, provided however, to the extent not prohibited by applicable law, it shall provide Hillsdale with prompt notice of the legal demand for disclosure and cooperate with Hillsdale in any effort by Hillsdale to obtain a protective order or to otherwise contest such disclosure, at Hillsdale's expense. At the conclusion of this Letter, Institution shall return or destroy, at Hillsdale's option, all Confidential Information and the Licensed Training Materials, and provide certification of the same.

7. Governing Law. This Letter shall be governed by and construed in accordance with the laws of the State of Michigan, without giving effect to any choice or conflict of law provision or rule.

8. Miscellaneous. This Letter may be executed in counterparts, each of which shall be deemed to be an original, but all of which shall constitute one agreement. The headings of the various sections of the Letter have been inserted for reference only and shall not be deemed to be part of this Letter.

9. No Additional Obligations. Each party hereto acknowledges that it is a separate entity and that nothing contained in this Letter shall be deemed to create a joint venture, partnership or any other relationship or require any party to enter into a subsequent transaction.

10. Assignment. The parties may not assign or transfer their obligations under this Letter.

11. Severability. If any provision of this Letter is found to be unenforceable, the remainder shall be enforced as fully as possible and the unenforceable provision shall be modified to the limited extent required to permit its enforcement in a manner most closely approximating the intention of the parties as expressed herein.

IN WITNESS WHEREOF, the parties hereto accept and agree to be legally bound by the terms and conditions set forth above and have caused their respective duly authorized representatives to execute this Letter as of the Effective Date.

HILLSDALE COLLEGE	**INSTITUTION**
By:	By: Ruth David
Print Name: Richard P. Pewe Jr.	Print Name: Ruth David
Title: VP/CAO	Title: INCA Board Chair

Exhibit A
Timeline for Phases and Gateways

The Phase I tasks listed below include some tasks which Institution is expected to have already completed prior to the Effective Date. To the extent this is not the case; an Institution is expected to work more efficiently and diligently during Phase I to catch-up with other schools under consideration by Hillsdale for acceptance into the certification program.

Phase	Task	Date of Completion
Phase I	Establish and hold regular Group meetings during each month of this Agreement to address matters related to the school, including the creation of temporary committees and the assignment of responsibilities.	
Phase I	Complete a draft of the bylaws for the school, which shall reflect consideration of the Hillsdale model	
Phase I	Complete and file IRS Form 1023 to establish federal nonprofit status as a 501(c)(3)	
Phase I	As part of its charter application, prepare an education plan, which shall include: • a research base for curriculum and performance of similar schools, • a basic explanation of curriculum and instruction, • elementary and middle school schedules, • high school course plan and graduation requirements, • measureable goals and testing, • support for special student populations, and • any necessary curricular alignment documents;	
Phase I	Prepare the job description for the Head of School	
Phase I	Establish an executive-search process for Head of School, which shall include Hillsdale in the review process of candidates.	
Phase I	Identify, vet, compare, and engage any management or service providers who will be named in the charter application	
Phase I	Submit fully-completed authorizer application to Hillsdale at least 30 days before due date to authorizer.	
Phase I	Write and approve a transition plan from now through opening, including identifying any new board members	
Phase I	Determine and approve school opening size and a growth plan for the school	
Phase I	Identify at least one viable school site in the school's geographic area, including expected development costs, timeline, and contractors	

	(facility costs should not exceed 18% of anticipated revenue);	
Phase I	Develop a basic finance plan to cover year-zero, startup, and building/remodeling costs for the school	
Phase I	Identify, vet, compare, and engage charter school legal counsel	
Phase I	Develop a budget, which at a minimum should include year-zero through operational year three finances and should include two enrollment scenarios (e.g. 90% and 75% of full-enrollment)	
Phase I	Develop a fundraising plan based on the finance plan and budget	
Phase I	Create the school name, mission statement, and school virtues	
Phase I	Submit fully-completed authorizer application to authorizer.	
Phase I	As possible, meet with authorizer representatives, relevant political officials, and/or members of the local school board to build support for the school's application;	
Phase I	Start to build a network of support and interest through community events and social networks	
Phase I	Create a school logo and a basic brochure for the school;	
Phase I	Establish a system for building an interest list, including emails	
Phase I	Adapt public relations roadmap into a specific plan for school	
Phase I	Assign public relations and marketing responsibilities;	
Phase I	Create and manage a Facebook page (which can be private at this juncture);	
Phase I	Create a newsletter template.	
Phase I	Purchase an online domain name for the school and start working on a brochure website;	
Phase I	Determine lottery and enrollment process specifics, including any enrollment preferences, which should include, where possible, a preference for transfers from other Hillsdale-selected schools	
Phase I	Begin work on board policies, including a conflict of interest policy	
Phase I/II, as necessary for charter application	Prepare a first draft of the Student/Family Handbook	
Phase I/II, as necessary for charter application	Prepare a first draft of the Staff/Faculty Handbook	

Phase	Task	Date of Completion
Phase II	Respond to any questions or feedback from authorizer	
Phase II	Prepare for the capacity interview with the school's authorizer, which shall include expecting questions about all of the following: • management and/or school leadership, • performance of similar schools and research base for school's academic program, • support for student sub-populations, • support for students with special needs, disabilities, and language barriers, • business plan and budget, and • facilities and financing	
Phase II	Continue to build the school's network of support and interest through social medial networks, community events, and begin to develop a potential enrollment list.	
Phase II	Develop additional informational brochures and related materials about the school;	
Phase II	Begin executive search process for the Head of School	
Phase II	Send Head of School Candidates to Hillsdale for review	
Phase II	Identify other viable school sites, compare these sites to the original site as it relates to size, cost, growth, amenities, and financing options	
Phase II	Identify, vet and compare available financing options (as necessary)	
Phase II	Prepare grant applications (as appropriate)	
Phase II	Meet necessary fundraising goals to begin funding year-zero (the first year immediately prior to the First Year of Operations).	
Phase II	Hire Head of School	

BLUUM
LET LEARNING GROW

August 26, 2022

To: Idaho Public Charter School
Chairman Alan Reed
Vice-Chair Brian Scigliano

Re: Support for Idaho Novus Classical Academy

Dear Chairman Reed and members of the Idaho Public Charter School Commission,

I am writing in support of the petition for the Idaho Novus Classical Academy (INCA). The Bluum team has worked closely with the leadership of the Treasure Valley Classical Academy (TVCA) in Fruitland – Idaho's flagship Barney Charter School (BCSI) Initiative school – and have partnered with TVCA's board and leadership to raise $3,865,000 over the last five years ($1.745 million from JKAF, $1.25 million in federal CSP funding and $870,000 from other supporters).

Bluum and its partners are equally committed to assisting INCA in coming months and years. As of the writing of this letter, Bluum has helped INCA and Stephen Lambert raise $575,000 for startup and early staffing costs. Two-hundred and twenty-five thousand dollars ($225,000) of this support has gone to meet the Idaho New School Fellowship costs for Vincent Kane and Bruce Sims. Both are currently working at TVCA to learn the BCSI model, and to learn how to most effectively implement it in the Avimor Community.

Idaho is fortunate to have two outstanding educational leaders like Kane and Sims committed to working for our students. They are supported by veteran school leader Stephen Lambert who successfully launched TVCA, and is considered a top BCSI educator in the United States. Bluum is also committed in writing to providing ongoing no fee technical support for INCA. See attached no fee grant agreement.

Bluum will support the work of the Idaho Novus Classical Academy and other future American Classical Academy Schools supported by Stephen Lambert and his team. Since 2015, Bluum has helped to allocate $37,454,124 of JKAF funding, $19,432,387 of federal Charter School Program (CSP) funding and $6,132,700 of other philanthropic support for the growth and expansion of Idaho's public charter schools and other schools of choice (see attachment Bluum Partner Schools & Philanthropic Support).

Bluum is proud to support the work of the Idaho Novus Classical Academy. We continue to do all that we can to aid their efforts including helping to raise and provide grant support as we have for 30+ public charter schools across the state since 2015. We strongly encourage the Idaho Public Charter School Commission to support this important effort. We have and will continue to do so well into the future.

Sincerely,

Terry Ryan
CEO

702 W IDAHO ST, SUITE 600 BOISE, IDAHO 83702 | (208) 336-8400
BLUUM.ORG

BLUUM
LET LEARNING GROW

To: Idaho Public Charter School Commission
Chairman Alan Reed
Vice-Chair Brian Scigliano

Re: Addendum to Letter of Support from Bluum

Dear Chairman Reed and members of the Idaho Public Charter School Commission,

This is an addendum to my prior letter of support for Idaho Novus Classical Academy (INCA). Since philanthropic support for charter schools is allocated through Bluum, JKAF is no longer providing letters directly to schools regarding commitment of grant funds for charter petition purposes. Our intent is to work with JKAF to allocate startup funding to INCA, up to or in excess of $2,000,000. However, those discussions cannot continue in earnest until such time that INCA is an authorized charter school in the State of Idaho. Please consider this letter as evidence to substantiate availability of the grant funds included in INCA's proposed budget but know that funding cannot be guaranteed until after the petitioners achieve the authorization milestone.

I also want you to know that once authorized, INCA will be able to compete for the federal CSP grant, which could result in hundreds of thousands of dollars in additional funding beyond what will be provided by JKAF. Other funding partners in Idaho are also interested in supporting INCA as needed.

Sincerely,

Terry Ryan
CEO

Bluum Partner Schools & Philanthropic Support

- 1st grants issued in 2015
- Grants thru July 2022
- Expected seats at full enrollment

School	JKAF Grants/Including fellowships	CSP Funds	Other Philanthropy	Total Grant Support	Total # of New Seats	Per Seat Grant Support	Network Per Seat Support
Alturas International School	$ 1,000,000.00	$ -	$	$ 1,000,000.00	538	$ 1,859.00	3,123.00
Alturas Preparatory School	$ 1,760,000.00	$ 800,000.00	$	$ 2,560,000.00	602	$ 4,252.00	
Anser Public Charter	$ 1,155,000.00	$ 800,000.00	$ -	$ 1,955,000.00	302	$ 6,474.00	
Cardinal Academy	$ 903,000.00	$ 376,085.00	$ -	$ 1,279,085.00	75	$ 17,054.00	
Compass Public Charter	$ 1,648,220.00	$ 800,000.00	$ -	$ 2,448,220.00	702	$ 3,487.00	
Connor Academy	$ -	$ 800,000.00	$ -	$ 800,000.00	282	$ 2,837.00	
Doral Academy	$ -	$ 500,000.00	$ -	$ 500,000.00	342	$ 1,462.00	
Elevate Academy Caldwell	$ 1,250,000.00	$ 1,250,000.00	$	$ 2,500,000.00	487	$ 5,133.00	6,246.00
Elevate Academy Nampa	$ 2,250,000.00	$ 800,000.00	$ -	$ 3,050,000.00	486	$ 6,276.00	
Elevate Academy North	$ 1,550,000.00	$ 800,000.00	$ -	$ 2,450,000.00	308	$ 7,955.00	
Elevate Academy IF	$ 2,181,800.00	$ 792,614.00	$ -	$ 2,974,414.00	486	$ 6,120.00	
Fern Waters	$ -	$ 133,224.00	$ -	$ 133,224.00	57	$ 2,337.00	
Future Public School	$ 1,860,000.00	$ 1,250,000.00	$ 1,745,700.00	$ 4,855,700.00	576	$ 8,430.00	
Gem Prep Pocatello	$ 1,390,199.00	$ -	$ 842,333.00	$ 2,232,532.00	582	$ 3,836.00	4,536.00
Gem Prep Nampa	$ 1,916,101.00	$ -	$ 842,333.00	$ 2,758,434.00	582	$ 4,340.00	
Gem Prep Meridian	$ 1,295,199.00	$ 1,250,000.00	$ 842,334.00	$ 3,387,533.00	582	$ 5,821.00	
Gem Prep Meridian North	$ 1,022,060.00	$ 800,000.00	$ 100,000.00	$ 1,922,060.00	574	$ 3,349.00	
Gem Prep Meridian South	$ 1,568,000.00	$ 800,000.00	$ 100,000.00	$ 2,468,000.00	574	$ 4,300.00	
Gen Prep Twin Falls	$ 2,125,000.00	$ 837,500.00	$ -	$ 2,962,500.00	574	$ 5,161.00	
Hayden Canyon	$ -	$ 800,000.00	$ -	$ 800,000.00	434	$ 1,843.00	
Idaho Arts	$ 1,546,230.00	$ 800,000.00		$ 2,346,230.00	582	$ 4,031.00	
Novus Classical Academy	$ 225,000.00	$ -	$ 50,000.00	tbd	tbd	tbd	
Island Park	$ 245,000.00	$ -	$ -	$ 245,000.00	30	$ 8,167.00	
McCall Place Based School	$ 280,000.00	$ 222,396.00	$ 65,000.00	$ 567,396.00	225	$ 2,522.00	
Mosaics Public School	$ 1,670,000.00	$ 800,000.00	$ -	$ 2,470,000.00	643	$ 3,841.00	
North Idaho STEM	$ 450,000.00	$ -	$ -	$ 450,000.00	372	$ 1,210.00	
Pathways in Education	$ 775,000.00	$ -	$ -	$ 775,000.00	300	$ 2,583.00	
Pinecrest Academy	$ -	$ 501,600.00	$ -	$ 501,600.00	367	$ 1,367.00	
Rise Charter School	$ 369,300.00	$ 405,615.00	$ -	$ 774,915.00	225	$ 3,444.00	
Sage International	$ 1,000,000.00	$ -	$ 675,000.00	$ 1,675,000.00	530	$ 3,160.00	3,826.00
Forge	$ 1,601,000.00	$ 1,250,000.00	$ -	$ 2,851,000.00	653	$ 4,366.00	
TVCA	$ 1,745,000.00	$ 1,250,000.00	$ 870,000.00	$ 3,865,000.00	702	$ 5,506.00	
Upper Carmen	$ 123,015.00	$ -	$ -	$ 123,015.00	45	$ 2,734.00	
White Pine	$ -	$ 613,353.00	$ -	$ 613,353.00	182	$ 3,370.00	
St. Ignatius	$ 1,200,000.00	$ -	$ -	$ 1,200,000.00	488	$ 2,459.00	
Grace Lutheran	$ 250,000.00	$ -	$ -	$ 250,000.00	300	$ 833.00	
TVLA	$ 1,000,000.00	$ -	$ -	$ 1,000,000.00	200	$ 5,000.00	
TOTALS	$ 37,454,124.00	$ 19,432,387.00	$ 6,132,700.00	$ 62,744,211.00	14989	$ 4,186.00	

Bluum In-Kind Support Grant Agreement

Project Title:	Bluum In-Kind Support Services
Grantee:	Idaho Novus Classical Academy (INCA) (hereinafter 'Grantee') Avimor Community Office 18815 N Streams Edge Way, Boise 83714
Contact Person(s):	Vincent Kane and Stephen Lambert
Agreement Period:	7/1/2022- 6/30/2023
Total Award:	**$17,600 in-kind services**

Specifications of the Grant Award:

1. **Project Description:** To support its partner schools, Bluum is committed to providing high-quality support(s) to select partner schools that elect to take advantage of these Bluum services. The support services Bluum offers include but are not limited to: (1) Back-Office; (2) Special Education; (3) Academic; (4) Branding and Communications; and/or (5) C-Level and Governance. Hereinafter 'Support Services.'

2. **Project Objectives.** Make high quality Support Services available to Bluum partner schools free of charge.
   - Ensure timely and accurate reporting of all financial activity as required by federal and state agencies.
   - Ensure timely and accurate reporting of all financial activity as required by nonprofit grantmaking organizations.
   - Empower school leadership and board members in their financial and operational decision-making.
   - Ensure schools establish, staff, and implement their special education systems in compliance with requirements of state and federal special education laws and policies, including timely and accurate completion of student evaluations and student IEPs.
   - Ensure schools have exceptional, innovative education models and services in place that are structured to meet or exceed any/all academic outcomes in grant objectives, authorizer performance certificates, or other applicable state or federal performance metrics.
   - Ensure schools have highly effective marketing tools and systems in place.

- Empower school leadership and board members in their long-term and short-term facilities planning, financing, and development.
- Support school leaders and boards with governance-related oversight and decision making.

3. **Support Services Provided and Estimated Value.** Appendix A identifies the category(ies) of Support Services Bluum is providing the Grantee and the estimated value of the in-kind Support Services Bluum will provide under the Agreement.

4. **Participation Requirements - General.** Bluum will provide oversight and evaluation for this grant. To enable Bluum to provide the Support Services, the Grantee shall: (a) provide information to Bluum as requested, including but not limited to as provided in Appendix A; (b) participate in associated Bluum training and research; and (c) provide Bluum access to its records, data , and other information needed by Bluum to perform the Services, as identified in Appendix A. Grantee agrees to share all academic performance data with Bluum, including but not limited to IRI, ISAT, MAP, SAT. Bluum will maintain all Grantee school records, data and information in a confidential manner and will comply with all rules of confidentiality as required by State and Federal law and school policy, including but not limited to FERPA, HIPPA, et al.

5. **Retention of Key Personnel.** Bluum recognizes that the participation of Vincent Kane and Stephen Lambert is critical to the success of the Grantee. If the key personnel noted above ceases to be directly involved in this project, Grantee must immediately notify Bluum CFO Marc Carignan. Upon such notification, Bluum will hold the in-kind grant support, subject to notification of replacement of the personnel. At such time Bluum will make a written determination as to the feasibility of continuing the grant agreement.

6. **Fiscal Accountability.** This in-kind support has been awarded by Bluum based on the estimated service cost of $17,600 listed above, and as detailed in Appendix A. All grant support must be utilized for charitable or educational purposes.

   6.1 Expenditure Prohibitions. Grantee shall not use any of the support received from Bluum:

   a. To carry on propaganda, or otherwise to attempt, to influence legislation (within the meaning of Internal Revenue Code ("IRC") Section 4945(d)(1);
   b. To influence the outcome of any specific public election, or to carry on, directly or indirectly, any voter registration drive (within the meaning of IRC Section 4945(d)(2);
   c. To make any grant to an individual or other organization that does not comply with the requirements of IRC Section 4945(d)(3) or (4); or
   d. To undertake any activity for a non-charitable purpose, as defined in IRC Section 170(c)(2)(B);
   e. To provide material support or resources to any individual or entity that Grantee knows, or has reason to know, is an individual or entity that advocates, plans, sponsors, engages in, or has engaged in terrorist activity; or
   f. To pay administrative indirect costs that are not directly related to the Fellowship as defined in this Agreement.

7. **Further Assurances.** Grantee shall take all such actions reasonably requested by Bluum, and shall comply with the provisions of any future regulations promulgated under IRC Sections 4942 to 4945 that are applicable to the grant, to ensure that the grant (a) will constitute a "qualifying distribution" by Bluum within the meaning of IRC Section 4942(g), (b) will not constitute a "taxable expenditure" by the Foundation within the meaning of IRC Section 4945, and (c) will not violate the USA PATRIOT Act, Executive Order 13224, or any other applicable law, regulation, or order.

8. **Indemnification.** Grantee acknowledges that Bluum is providing the Support Services for no compensation for the sole benefit of Grantee, and that Bluum has no control over the operations, acts or omissions of Grantee. As such, Grantee shall indemnify, defend and hold Bluum, its directors, affiliates, subsidiaries, employees and representatives harmless from and against any claims, liabilities, losses, damages, fines, penalties, and expenses (including but not limited to reasonable legal fees and costs) (collectively, "**Losses**") incurred by Bluum arising out of this grant, the Support Services, Grantee's operations, or any violation by Grantee of the grant requirements outlined herein, except to the extent such Losses are caused solely by the willful misconduct of Bluum. Bluum agrees to indemnify, defend and hold the grantee school, its affiliates, subsidiaries, assignees, and licensees harmless from and against any Losses resulting from any injury to person or property caused by willful misconduct on the part of Bluum at the Grantee's school premises. Except for the foregoing indemnification obligation, Grantee hereby releases Bluum from any and all claims and Losses arising out of this grant and the Support Services.

9. **Insurance.** Bluum and Grantee shall each procure and maintain appropriate industry-standard insurance, including insurance to cover the indemnification obligations set forth herein, including at a minimum the insurance set forth below. Bluum and Grantee shall cause the other to be listed as an additional insured on any applicable liability insurance policy. All such policies of insurance shall include coverage for contractual liability and a standard waiver of subrogation provision.

Workers Compensation	Statutory
Employer's Liability • Each Accident • Disease, policy limit • Disease, each employee	 $100,000 $500,000 $100,000
General Liability • Each occurrence (Bodily injury & property damage • General Aggregate	 $1,000,000 $2,000,000
Automobile Liability (Combined single limit – Bodily injury & property damage) • Each Accident	 $1,000,000
Professional Liability Insurance • Each claim made • Annual aggregate	$1,000,000 $1,000,000 $1,000,000

Errors & Omissions	$1,000,000

10. **Reporting Requirements.** Grantee shall submit the following reports to Bluum:
    - **OPINE (CPA Audit)** Report due within 30 days of receipt/issuance. Grantee shall submit a copy of the opine on its financial operations from their annual fiscal audit to Bluum. This should be sent to Bluum following the Grantee's annual financial audit. The report should be attested by the responsible financial officer or a Certified Public Accountant.

11. **Termination of In-Kind Support Services Grant.** Bluum reserves the right to rescind any granted Support Services at any time. Except in the circumstance where Bluum loses its funding for the Services, Bluum will endeavor to provide Grantee with sixty (60) days notice prior to termination.

12. **Definitions.** All references to "IRC" are to the Internal Revenue Code of 1986, as amended, and shall be deemed to include the corresponding provisions of any future federal tax laws and regulations that are applicable to the grant. References to the USA PATRIOT Act are to Public Law No. 107-56.

The signatures of Stephen Lambert indicate acceptance by Grantee of the terms and conditions of this grant and confirm Grantee's commitment to the project objectives and expected results outlined above. The signatures of Stephen Lambert also confirms that Grantee is (a) a tax-exempt organization under IRC Section 501(c)(3) that is not a private foundation by virtue of being described in IRC Section 509(a)(1) or (2) or (b) a governmental unit described in IRC Section 170(c)(1).

Name	**Signature**	**Date**
Terry Ryan, CEO Bluum		
Marc Carignan, CFO Bluum		
Vincent Kane, School Leader, Grantee	V J. Kane	8/5/2022

Appendix A

Estimated Value of Support

A-1 Back Office Support:	$14,000
A-2 Special Education Support:	$1,600
A-3 Academic Support:	NA
A-4 Branding / Comms Support:	$2,000
A-5 C-Level / Governance Support:	NA
Total Est. Value:	**$17,600**

Appendix A

Appendix A-1
Back Office Support Services

702 W Idaho Street, Suite 800
Boise, ID 83702

Back Office Services	Monthly Fee	Annual Fee
Human resources		
Maintain employee files throughout the year, including education credentials, fingerprinting, perform background checks through the SDE, benefits documentation, contracts, demographic data, work assignments, timesheets, tax elections, I9, direct deposit election, and contract.		$ 600

	# of EE's	Annual Fee	Subtotal
Per New Certificated Employee	2	$ 300	$ 600
Per Existing Certificated Employee	-	$ 75	$ -
Per new classified employee	-	$ 50	$ -
Per existing classified employee	-	$ -	$ -
	2		$ 600

Initiate and manage benefit renewals through insurance broker, all data updates, and reconciling benefits invoices are considered part of accounting services fees below

Payroll	Monthly Fee	Annual Fee
Monthly payroll processing, including:	$ -	$ -
Tax payment and quarterly/annual reporting including W-2, W-4, 1099, 1096, Idaho income tax		
Quarterly ID unemployment reporting		
PERSI reporting and payment		
Sick-time tracking		
Monthly payroll transactions report ready to post to school website (we can post if provided credentials)		

# of EE's	Check Box	Monthly Fee
0 - 25		$ 750
25 - 50		$ 950
50 - 100		$ 1,250
100 +		$ 1,500

Revenues, Expenditures, Federal Title I-A, II, IV, and Federal IDEA	Monthly Fee	Annual Fee
Revenue processing tasks consisting of:	$ 800	$ 9,600
Process cash and check transactions, prepare deposits (to be deposited by school staff)		
Record transactions to correct G/L codes		
Provide donation acknowledgements for monetary donations		
Report sales tax for taxable sales		
Review and reconcile electronic payments from state department of education		
Prepare all adjusted journal entries when applicable		
Federal programs– recognition of revenue and accompanying receivable when expenditure is recorded		
Federal programs – complete monthly posting of funds draw-down using Idaho SDE's CSFISA web site		
Expenditure processing tasks consisting of:		
Electronic storage of all backup to expenditures		
Place orders, issue purchase orders when required		
Process checks semi-monthly		
Track capital expenditures for auditor / SDE		
Loans / Bonds - accurate posting of P&I, monitoring against amortization schedule		
Loans / Bonds - Compute covenant compliance quarterly, include in board reports		
Federal Funds - draw downs to be processed		
Complete compliance review of each expenditure, feedback for questionable expenditures		
Post expenditures to correct G/L		
Electronically maintain all expenditure backup and approvals		
High-dollar procurement:		
For expenditures exceeding $25,000, issue, receive, and catalog bids: provide for Business Manager/Administration review	Per project, hourly fee, $90/hr rate	

# of EE's	Check Box	Monthly Fee	
0 - 25	X	$ 800	$ 800
25 - 50		$ 1,300	
50 - 100		$ 2,000	
100 +		$ 3,000	

Accounting	Monthly Fee	Annual Fee
Monthly Financial Statements	$ -	$ -
Standard 2M Reports ("Budget Report")		
Detail report by G/L code		
Initiate and manage benefit renewals through insurance broker, all data updates, and reconciling benefits invoices		
Monthly A/P transaction report posted to school website		
Financial Audit Support – Prepare all CPA firm requested items and follow-ups		$ -
Monthly bank reconciliations	$ -	$ -
Assist with annual budget preparation		$ 4,000

Compliance Reporting	Monthly Fee	Annual Fee
Prepare all requested financial reports (see table, next tab / attachment A) and submit to Finance Manager for review and submission, or submit directly with Finance Manager approval	$ -	$ -

Grand total - Annual Cost, based on 12-month contract	$ 14,000

Appendix A-1
Back Office Support Services

Page **6** of **11**

Appendix A

Compliance Reporting Schedule:

Due Date	Dept.	Item
15-Jul	SDE	School District Budgets*
30-Jul	SDE	School Building Demographics Building Additions, Reconfigurations, Deletions*
30-Jul	PCSC	Dashboard (update of school contact info & copy of Support Unit Computation spreadsheet)*
30-Jul	Lender	Quarterly Financial Statements
30-Jul	PCSC	SDE Budget Worksheets*
17-Oct	SDE	District and Charter School Salary Schedules
17-Oct	SDE	ISEE Staff Data Reporting*
17-Oct	SDE	Application and Budgets for IDEA Part B and Preschool Special Education Funds*
17-Oct	PCSC	Independent Audit Report*
28-Oct	SDE	Annual Statement of Financial Condition*
31-Oct	SDE	IFARMS Annual Financial Report*
31-Oct	SDE	Leadership Premiums*
31-Oct	Lender	Quarterly Financial Statements
10-Nov	SDE	Independent Audit Report
10-Nov	Lender	Independent Audit Report
18-Nov	SDE	ISEE Staff Data Reporting*
9-Dec	SDE	ISEE Staff Data Corrections*
19-Dec	SDE	School Facility Maintenance Report*
15-Jan	SDE	Title I-A, Application for Reallocated Funds*
31-Jan	PCSC	2nd Quarter Reporting (Balance Sheet & Budget/Income Statement), Revised Budget If Applicable
31-Jan	Lender	Quarterly Financial Statements
28-Feb	SDE	Indirect Cost Worksheet*
18-Mar	SDE	Certification of Low-Income Student Count for Charter LEAs*
30-Apr	SDE	Notify County Clerks of Budget Hearing
30-Apr	Lender	Quarterly Financial Statements
30-Jun	SDE	Updated Square Footage Numbers for following year*
23-Jun	SDE	Continuous Improvement Plans and Training Reimbursement Request*
26-Jun	SDE	Court-Ordered Tuition Equivalency Report*
30-Jun	SDE	Consolidated Federal and State Grant Application*

SDE – Idaho State Department of Education
PCSC – Idaho Public Charter School Commission
Lender - any lending institution requiring reports

**** Based on required formats***

Appendix A

Appendix A-2
Special Education Support Services

Estimated hours of Bluum Support: 32
Hourly Rate: $50
Total Estimated Support: $1,600

In consideration of the Special Education Support Services provided by Bluum, Grantee agrees to comply with the following (Check all that apply):

Check All That Apply	School Commitment
	***Items in **BOLD** may be provided as individual documents from each school or by providing Bluum login access to the Secure Server for Monitoring, Compliance Tracking Tool and SPED Data Application, and State Testing Results Portals*
X	**Provide Bluum with results of yearly GSFR reviews**
X	**Provide Bluum with LEA Determinations and monitoring level**
X	**Provide Bluum notice of all state complaints filed and resolution of the said complaint**
X	**Provide Bluum access to state testing results portal (ISAT, IRI and IDAA) for students with disabilities**
X	**Provide Bluum with updated sped percentages (December and May)**
X	Provide Bluum special education staffing count (paras, sped teachers etc.) yearly
X	Yearly systems quality review
X	Join Bluum-Supported Idaho Ed Plan Aggregate Site (when available)

Bluum agrees to provide the following Special Education services to Grantee:

Check All That Apply	Bluum Support Service	Est. Hours
X	Special Education Systems Quality Review	
X	Compliant Practices (Development and Support)	
X	Special Education Program Resources	
X	New School Launch Supports	32
X	Customized Professional Development	

Appendix A

Appendix A-3
Academic Support Services

Estimated hours of Bluum Support: NA
Hourly Rate: $50
Total Estimated Support: ____

In consideration of the Academic Support Services provided by Bluum, Grantee agrees to comply with the following:

Check All That Apply	School Commitment
	Provide at least 24-hour notice when rescheduling a previously scheduled appointment
	Providing coach / consultant with regular feedback to ensure their services they provide are high impact

Bluum agrees to provide the following Academic Support Services to Grantee:

Check All That Apply	Bluum Support Service	Est. Hours
	School or network leader executive coaching (weekly, bi-weekly, monthly, quarterly)	
	Site visits for instructional action planning	
	Participation in Bluum led or presented professional development (# of participants x hours)	
	Advisory consulting for board functions (goal setting, leader evaluation, succession planning, and leader selection)	
	Analyze / Synthesize School Map data	

MAP Testing Support

In consideration of the NWEA MAP Testing support provided by Bluum, Grantee agrees to comply with the following:

Conduct, at a minimum, Spring to Spring NWEA MAP Assessment for each grade level K-8 served by the school.
By August 1 of the Grant Year, Provide Bluum with the number of students in grades K-8 (as applicable) who will complete the MAP Assessment (submit to ACotton@bluum.org)
A school choosing to conduct additional K-8 NWEA MAP testing (ie Fall testing) may submit a written request to Bluum no later than August 1 of the Grant Year asking Bluum to cover the cost of the additional testing (submit to ACotton@bluum.org)
Provide Bluum with access to NWEA MAP results (access to portal)

Bluum agrees to provide the following NWEA MAP Testing support to Grantee:

Fund the cost of the school's Spring NWEA MAP testing
Respond within 15 days to a request to fund additional NWEA MAP testing for K-8 students
Provide the school with an analysis of the school's NWEA MAP results

Appendix A

Appendix A-4
Branding and Communications Support Services

Estimated hours of Bluum Support: 40 hours
Hourly Rate: $50
Total Estimated Support: $2,000

In consideration of the Communications Support Services provided by Bluum, Grantee agrees to comply with the following:

Check All That Apply	School Commitment
X	Include "How did you hear about our school?" field on lottery and enrollment forms
X	Provide Bluum access to the responses collected to the above field (April and Sept)
X	Provide Bluum access to all available marketing analytics

Bluum agrees to provide the following Communications Support Services to Grantee:

Check All That Apply	Bluum Support Service	Est. Hours
X	Brand Development	20
X	Digital Presence Coaching and Assistance	20
	Strategic Communications Planning	
	PR Coaching and Assistance	

Appendix A

Appendix A-5
C-Level and Governance Support Services

Estimated hours of Bluum Support: NA
Hourly Rate: $50
Total Estimated Support: ____

In consideration of the Operations and Governance Support Services provided by Bluum, Grantee agrees to comply with the following:

Check All That Apply	School Commitment
	Provide Bluum access to all financial and facilities data and records, as requested
	Identity a Point of Contact(s) on school team for a facilities project (or POCs)

Bluum agrees to provide the following Operations and Governance Support Services to Grantee:

Check All That Apply	Bluum Support Service	Est. Hours
	Board Training	
	Strategic Planning	
	Staffing and Hiring (Job Descriptions, Search, Interviewing)	
	Network/Replication School Launch Support	
	Single Site School Launch Support	
	School Board Policy Support (Review, Interpret, Update)	
	Participate on School Facility Financing or Refinancing Team	

The Healthy Scholars Project

Greetings,

The Healthy Scholars Project is excited to support Idaho Novus Classical Academy (INCA) on their journey of ***forming young hearts and training young minds*** within the Treasure Valley!

In doing so, we believe that students must be nutritionally sound in order to completely absorb and fully benefit from the rich curriculum INCA has to offer.

Since 2019, The Healthy Scholars Project has supported Treasure Valley Classical Academy (TVCA) by both developing and facilitating a unique and nutritious School Lunch Program, unlike any other.

In addition to providing students with a healthy balance of nutritious meals and fan favorites, The Healthy Scholars Project goes above and beyond by supporting TVCA with all compliance requirements including but not limited to the NSLP & Health Department.

The following illustrates ongoing support provided to TVCA, which will be mirrored at INCA.

- NSLP Compliance
  - Meal Components
  - Serving Requirements
  - Nutritional Labels
- Commodities
- Vendor Management
- Annual Audits
- Health Inspections
- HACCP plans
- SOPs
- Menu Engineering
- Food Safety
- Warming Process
- Serving Process
- Daily Production Reports
- Lunch Order System
- POS System & Process

As we look toward School Year (SY) 23-24 we are preparing to extend our services to TVCAs 2nd campus; followed by extending our services to INCA during SY 24-25. The above protocols will continue, and the following support will be added:

<u>Construction Stage</u>

- Commercial Kitchen Design
- Architectural Liaison
- Equipment Identification
- Equipment Testing
- Smallware Procurement
- "Pantry" Procurement
- Kitchen Setup & Organization
- Lunch Platform Setup & Training
- POS System Setup & Training
- Marketing Communication Support

<u>BAU</u>

- Meal Deliveries
  - Deliveries to take place 2-3 times per week to ensure ample food supply is always onsite
- Faculty Training
  - HACCP Plans
  - SOPs
  - Food Safety
  - Warming Processes
  - Serving Processes
  - NSLP

We look forward to supporting the team at INCA in their future endeavor and are available to answer any questions.

V/R,

Tiffany Poso-Muñoz |Co-Founder, The Healthy Scholars Project |208.616.5764 | Nutrition@TVCAcademy.org

Intent to Enroll Data as of November 4th, 2022

ID	City	State	Postcode	Role	# of Children	PreK	K	1	2	3	4	5	6	7-Above
5094VL	Boise	ID	83714	Parent	1								1	Yes
7608EB	Horseshoe Bend	ID	83629	Parent	1				1					
0514JV	Eagle	ID	83616	Parent	1				1					Yes
5336JF	Boise	ID	83714	Parent	2				1	1				
9343JM	Horseshoe Bend	ID	83629	Parent	2				1			1		
6037MR	Horseshoe Bend	ID	83629	Parent	2				1			1		
2023QO	Nampa	ID	83687	Parent	0									
9328OT	Horseshoe Bend	ID	83629	Parent	2				1		1			Yes
0296PF	Horseshoe Bend	ID	83628	Parent	1					1				
5944PC	Horseshoe Bend	ID	83629	Parent	3	2			1					
2881NY		CA		Parent	1						1			
1576WI	San Diego	CA	92131	Parent	1						1			
6704YT	Middleton	ID	83644	Parent	1							1		
3832IC	Horseshoe Bend	ID	83629	Parent	1				1					
0072SC	Eagle	ID	83616	Parent	1							1		
5984GJ	Eagle	ID	83616	Parent	3		1				1		1	
6448BJ	Meridian	ID	83642	Parent	3				1		1		1	
5459HI	Eagle	ID	83616	Parent	2				1		1			
2468UM	Phoenix	AZ	85018	Parent	2		1		1					
8468FC	Emmett	ID	83617	Parent	1		1							
0430TH	Eagle	ID	83616	Parent	1				1					
9450KD	Eagle	ID	83616	Parent	1		1							
2037YM	Eagle	ID	83616	Parent	1		1							
4625JS	Meridian	ID	83646	Parent	2		1					1		
1238FT	Middleton	ID	83644	Parent	1		1							
3288EW	Middleton	ID	83644	Parent	1		1							
8151XB	Emmett	ID	83617	Parent	1		1							
3795TG	Horseshoe Bend	ID	83629	Parent	1		1							
7001WI	Boise	ID	83714	Parent	1						1			
6478ET	Horseshoe Bend	ID	83629	Parent	1						1			Yes
8075XH	Nampa	ID	83687	Parent	1		1							
3921XO	Sweet	ID	83670	Parent	1		1							
3424XD	Boise	ID	83714	Parent	1		1							
5395KH	Boise	ID	83714	Parent	2					1		1		Yes
2909PY	Boise	ID	83714	Parent	2					1			1	Yes
0453GU	Boise	ID	83714	Parent	2						2			
6846PJ	Boise	ID	83714	Parent	1		1							
6995SC	Boise	ID	83714	Parent	2			1			1			
4020AG	Boise	ID	83714	Parent	1								1	
7913JD	Boise	ID	83703	Parent	1		1							
5421IE	Boise	ID	83714	Parent	3		1	1	1					
8300IV	Boise	ID	83714	Parent	1			1						
3789TJ	Meridian	ID	83646	Parent	2							1	1	
4923OU	Boise	ID	83714	Parent	2			1		1				
1833KG	Boise	ID	83714	Parent	1					1				
1383NM	Eagle	ID	83616	Parent	1				1					
6462DA	Boise	ID	83714	Parent	2				1			1		Yes
9648VP	Boise	ID	83713	Parent	1		1							
9952EF	Boise	ID	83714	Parent	2		1	1						

0123ZJ	Boise	ID	83714	Parent	2		1	1						
5703CQ	Eagle	ID	83616	Parent	3					2			1	
3594ZQ	Eagle	ID	83616	Parent	1					1				
0921HI	Garden City	ID	83714	Parent	1							1		
6106SC	Star	ID	83668	Parent	2			1			1			
2655JL	Meridian	ID	83646	Parent	2					1		1		
4604LN	Eagle	ID	83616	Parent	2						1		1	
1792BX	Boise	ID	83714	Parent	1								1	Yes
2873UP	Boise	ID	83714	Parent	1				1					
5043LX	Boise	ID	83714	Parent	1		1							
4481CI	Boise	ID	83714	Parent	3		1	1		1				
8500ZP	Boise	ID	83714	Parent	1								1	
2006MA	Boise	ID	83714	Parent	1				1					
1978CG	Boise	ID	83714	Parent	2			1			1			
4393LV	Boise	ID	83714	Parent	1				1					
7456QP	Boise	ID	83714	Parent	2					1		1		
1049LR	Boise	ID	83714	Parent	3		1	1		1				
3892HH	Boise	ID	83714	Parent	2		1	1						
1073DT	Boise	ID	83714	Parent	2					1	1			
0452RL	Boise	ID	83714	Parent	2		1			1				
1864TN	Boise	ID	83714	Parent	2					1	1			
6559KQ	Boise	ID	83713	Parent	2		1	1						
6777WI	Meridian	ID	83646	Parent	3					1		1	1	
6129VK	Boise	ID	83714	Parent	1						1			Yes
6126RC	Meridian	ID	83646	Parent	1						1			1
3478OV	Meridian	ID	83646	Parent	1		1							
9507CZ	Boise	ID	83714	Parent	1								1	Yes
8377AA	Meridian	ID	83646	Parent	2			1		1				
2440ZZ	Horseshoe Bend	ID	83629	Parent	2			2						
0607DM	Boise	ID	83713	Parent	2				1				1	
2553JO	Boise	ID	83714	Parent	1							1		Yes
1978DH	Eagle	ID	83616	Parent	2					1		1		Yes
9695ZY	Garden City	ID	83714	Parent	1								1	Yes
9165UW	Boise	ID	83713	Parent	3		1			1			1	
7128YI	Boise	ID	83714	Parent	0									Yes
9579JA	Boise	ID	83714	Parent	2							1	1	
2087TU	Boise	ID	83714	Parent	2	1	1							
8140XF	Boise	ID	83714	Parent	1					1				
6601YJ	Boise	ID	83714	Parent	2				1			1		
5997AD	Meridian	ID	83646	Parent	3				1		1	1		
7784ZD	Boise	ID	83714	Parent	2		1	1						
6561SK	Garden City	ID	83714	Parent	4		1	1		1		1		
8163MX	Eagle	ID	83616	Parent	2			1					1	
3500JK	Meridian	ID	83642	Parent	1			1						
5379TF	Boise	ID	83714	Parent	2					1		1		Yes
0657IY	Boise	ID	83714	Parent	1								1	
5252MT	Boise	ID	83714	Parent	2				1			1		
7551JE	Boise	ID	83714	Parent	2		1			1				
8804HI	Eagle	ID	83616	Parent	2		1				1			
3901US	Garden City	ID	83714	Parent	1								1	
2299SE	Star	ID	83669	Parent	3				1		1		1	Yes

5656UP	Boise	ID	83714	Parent	1								1	
7002UZ	Eagle	ID	83616	Parent	2		1	1						Yes
4405OM	Horseshoe Bend	ID	83629	Parent	2	1	1							
4901CV		FL	34142	Parent	2		1			1				
5049OZ	Horseshoe Bend	ID	83629	Parent	4			1	1	1		1		
8770LY		CA	91377	Parent	2				1		1			
6165YI	Star	ID	83669	Parent	2		1	1						
1131QY	Emmett	ID	83617	Parent	2			1			1			
3070SG	Eagle	ID	83616	Parent	2						1		1	
0421TA	Meridian	ID	83642	Parent	1								1	
7250CY	Eagle	ID	83616	Parent	1							1		1
2886ST	Nampa	ID	83686	Parent	2						1		1	Yes
0615ZR	Nampa	ID	83686	Parent	2			1			1			
5535BU	Star	ID	83669	Parent	2		1	1						
1232TX	Boise	ID	83705	Parent	2				1				1	
1478YU	Boise	ID	83705	Parent	1								1	
7700LH	Boise	ID	83714	Parent	2		1			1				
7058KW	Boise	ID	83714	Parent	1		1							
3652TE	Horseshoe Bend	ID	83629	Parent	1			1						
3742CU	Horseshoe Bend	ID	83629	Parent	2			1				1		
2490NS	Boise	ID	83714	Parent	3		1	1		1				
5668CP	Eagle	ID	83616	Parent	1						1			
6786XY	Boise	ID	83714	Parent	0									
3760BO	Boise	ID	83714	Parent	1		1							
3479XM	Horseshoe Bend	ID	83629	Parent	3			1				1	1	
0306BZ	Escondido	CA	92027	Parent	3			1				1	1	
4533EL	Meridian	ID	83642	Parent	1		1							
7741JL	Boise	ID	83616	Parent	2					1		1		
7574OI	Boise	ID	83714	Parent	2		1				1			
7110NK	Garden City	ID	83714	Parent	1						1			
7771XL	Boise	ID	83714	Parent	1		1							
8221ER	Boise	ID	83714	Parent	0									Yes
5953CW	Boise	ID	83714	Parent	2				1	1				
2707YK	Boise	ID	83714	Parent	1		1							
5217VX	Boise	ID	83714	Parent	1		1							
8590XL	Eagle	ID	83616	Parent	2						1		1	
9901UV	Eagle	ID	83616	Parent	2		1				1			
3253QG	Meridian	ID	83646	Parent	2			1	1					
6628TY	Boise	ID	83714	Parent	1								1	
9572QF	Boise	ID	83714	Parent	1				1					
7101IP	Boise	ID	83714	Parent	2		1	1						
7982AQ	Boise	ID	83713	Parent	2					1		1		
2727NF	Boise	ID	83714	Parent	2		1	1						
0021OV	Boise	ID	83714	Parent	2		1	1						
8613OL	Boise	ID	83714	Parent	2						1	1		
5442IA	Boise	ID	83714	Parent	4		1	1		1		1		
3659JO	Eagle	ID	83616	Parent	1								1	
5145BQ	Boise	ID	83616	Parent	3	1			2					
6100UR	Boise	ID	83714	Parent	1		1							
4638BW	Meridian	ID	83646	Parent	1			1						
6147SB	Star	ID	83669	Parent	1		1							

1324GP	Boise	ID	83714	Parent	3			1		1	1		
8671VR	Star	ID	83669	Parent	2		1		1				
4143CD	Boise	ID	83714	Parent	2	1	1						
0922CM	Boise	ID	83714	Parent	1			1					
1538QJ	Boise	ID	83714	Parent	2			1		1			
0200ZF	Eagle	ID	83616	Parent	2	1		1					
4838CC	Boise	ID	83714	Parent	2	1	1						
1999GS	Boise	ID	83703	Parent	2	1	1						
9852VX	Boise	ID	83714	Parent	2			1		1			
6015AC	Eagle	ID	83616	Parent	1						1		
6661HU	Boise	ID	83703	Parent	2	1		1					
2106NG	Eagle	ID	83616	Parent	1	1							
8443SA	Boise	ID	83714	Parent	1						1		
8354WB	Boise	ID	83714	Parent	2		1	1					
8169LI	Boise	ID	83714	Parent	1						1		
8104MJ	Eagle	ID	83616	Parent	1						1		
9187XE	Meridian	ID	83646	Parent	1		1						
8724QW	Boise	ID	83714	Parent	2		1				1		Yes
5903ZA	Boise	ID	83714	Parent	2			1		1			
9513BN	Emmett	ID	83617	Parent	2				1		1		Yes
5728EV	Boise	ID	83714	Parent	1			1					
3555PM	Boise	ID	83714	Parent	2				1		1		
1017CN	Boise	ID	83714	Parent	2			1	1				Yes
6820HB	Boise	ID	83714	Parent	1			1					
7179QI	Boise	ID	83714	Parent	2			1			1		Yes
3396PA	Boise	ID	83714	Parent	1	1							
2210SM	Eagle	ID	83616	Parent	1					1			
5238YW	Boise	ID	83714	Parent	1			1					Yes
2334LP	Boise	ID	83714	Parent	2			1			1		Yes
9883YQ	Boise	ID	83714	Parent	2				1			1	Yes
1790MB	Boise	ID	83714	Parent	3	1	1		1				Yes
2961MN	Boise	ID	83714	Parent	2	1				1			Yes
1502DE	Boise	ID	83703	Parent	3				1		1	1	
8428TW	Boise	ID	83713	Parent	1						1		Yes
0452GP	Boise	ID	83702	Parent	2		1			1			
0769WM	Boise	ID	83704	Parent	2			1	1				
8581NE	Boise	ID	83714	Parent	1				1				Yes
5686NZ	Boise	ID	83714	Parent	2			1		1			
1037RR	Star	ID	83669	Parent	2			1		1			
4997RG	Horseshoe Bend	ID	83629	Parent	2		1		1				
3364QT	Horseshoe Bend	ID	83629	Parent	0								
0446ZX	Eagle	ID	83616	Parent	1		1						
1613KL	Emmett	ID	83617	Parent	1		1						
6139GJ	Eagle	ID	83616	Parent	2			1				1	
4419FL	Boise	ID	83714	Parent	1				1				Yes
2569BG	Boise	ID	83714	Parent	1			1					
7094CR	Boise	ID	83714	Parent	1					1			Yes
0726CB	Boise	ID	83714	Parent	2			1				1	Yes
5886TM				Parent	1			1					
7951KP				Parent	1					1			
1836EC	San Diego	CA		Parent	1						1		