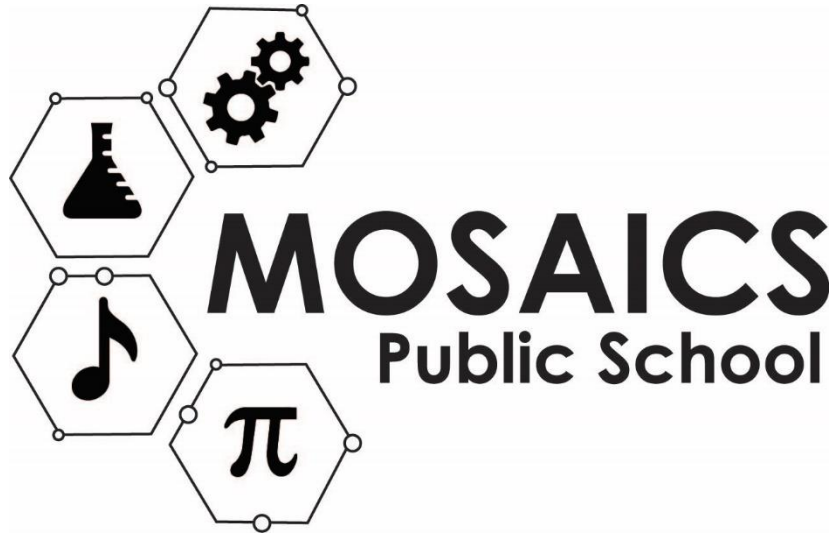




Serving K-8th Grade Students

Opening August of 2020

Within the Vallivue, Notus, Middleton and Caldwell School

Districts

Caldwell, Idaho

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Non-Discrimination Statement:

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

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Executive Summary

Vision Statement: MOSAICS: Molding Our Scientists and Artists Into Community Stewards

Mission Statement: MOSAICS Public School exists to be a center of innovation. Students engage in Science, Technology, Engineering, Arts, and Math through a relevant, rigorous curriculum, preparing them to be creative and critical thinkers now and in the future. Teachers, students, and families partner together to create a safe, collaborative culture where students learn through experimentation and application. Students and staff work alongside community members through service learning to improve society.

Summary: MOSAICS Public School will be a K-8 STEAM school serving the Caldwell area. The board of MOSAICS is committed to serving all students, aiming to be as diverse as the districts in the attendance area (about 43% Hispanic, 52% Caucasian, 15% ELL, 67% FRL, and 11% special education). MOSAICS will be founded upon the philosophy that our students, beginning in kindergarten, need to be taught explicitly the skills needed to become life-long learners. Students will construct their knowledge and skills through hands-on learning, through collaboration with others, and through authentic experiences where they can think critically about a problem and use their creativity to apply innovative solutions. We believe constructivism is the best educational model, where students develop their understanding and schema through hands-on activities, linking their learning to previous content. This belief in constructivism provides the engine for the instructional design of the school—project-based learning through inquiry-designed units. These units will help students reflect upon their learning and the learning process, thus guiding students to take charge of their own learning while teaching them *how to learn*.

Community Need: The Board of MOSAICS is committed to welcoming and actively recruiting a representative demographic of students in the Caldwell area, including minority students and those who are considered at-risk and in poverty. MOSAICS Public School will provide an opportunity to reach all students with an educational option focused on STEAM. MOSAICS will help fulfill the demand for charter schools in the area as demonstrated by the current waitlists and will provide parents an option for a small school setting for their middle school students.

Student Outcome Expectations: MOSAICS Public School will prepare students to be leaders in their communities and in their careers. MOSAICS will train students to understand science, technology, arts, engineering, and math (STEAM), as well as possible careers in these fields. Additionally, students at MOSAICS will be expected to look beyond the walls of the classroom and find ways to be relevant in the community through strategic partnerships with other organizations. Staff at MOSAICS will explicitly teach students how to be the best stewards of their time, resources, and talents, and how their actions impact the community around them.

Section I: Educational Program

Educational Philosophy

“If we teach today as we taught yesterday, we rob our children of tomorrow.” – John Dewey, Democracy and Education (1944)

Educating for College and Career Readiness in a Shifting Economy

The current model of education in most schools still reflects a system held over from the mid-1800's industrial age. Students are grouped together based on age, provided the same series of learning experiences by a teacher, and are expected to have the same outcomes at the same time. This model may have worked for creating a workforce reliant on the “factory mindset” of manufacturing and labor; however, the reality of today's economy is vastly different. Up to 47% of jobs in today's market will be automatized within the next 20 years¹, requiring students to learn and work in multiple career fields over their lifetime. The school system needed for tomorrow's workforce necessitates teaching students how to adapt, research, problem solve, collaborate, and continue learning outside a structured classroom.

The MOSAICS board believes we must prepare our students for a job market where students are well equipped to understand the integration of science, technology, engineering, and math. Employers in the United States will need over one million workers trained in STEM over the next 5 years². In Idaho, we have thousands of jobs going unfilled because there are not enough workers trained in these fields³. The Idaho State Board of Education sees the need for STEM education in Idaho as demonstrated by its STEM Education Strategic Plan⁴. There is a great need for our students to have a foundational education steeped in STEM practices to help them develop the mindset and the interests in STEM to further their education and prepare them for a career. We believe in exposing students to careers as early as kindergarten to inspire them to become scientists, engineers, mathematicians, doctors, nurses, roboticists, and inventors. We also expect our students to take on the roles of engineer, scientist, and inventor in the school to help them visualize a possible future career in a variety of fields.

MOSAICS Public School will establish a school model around the skills students are expected to use in the workforce: collaboration, communication, critical thinking, and creativity and innovation,

¹ Gaulden, J., & Gottlieb, A. (2017). *Age of Agility* (p. 12, Rep.). Denver, CO: America Succeeds. (<https://ageofagility.org/wp-content/uploads/2018/05/Age-of-Agility-Report.pdf>)

² Baker, E. L., et al (2016). *STEM 2026: A Vision for Innovation in STEM Education* (pp. 1-2, Rep.). Washington, DC: US Department of Education. (https://innovation.ed.gov/files/2016/09/AIR-STEM2026_Report_2016.pdf)

³Spence, W. L. (2018, January 19). Thousands of Idaho jobs that require science & math are going unfilled. Retrieved from <https://www.idahostatesman.com/news/politics-government/state-politics/article195422434.html>

⁴Idaho State Board of Education (Oct. 2014) *Idaho Science, Technology, Engineering, and Math (STEM) Statewide Strategic Plan*. (<https://boardofed.idaho.gov/board-facts/board-planning/stem-education-strategic-plan/>)

which are commonly known as the 4C's. Students at MOSAICS will think creatively, reason and problem solve effectively, communicate clearly, and work collaboratively with others. These skills cannot be taught in isolation, however, and will be embedded into the daily tasks and experiences of students.

In addition to these skills, the board believes students also need to be well versed in mathematics and the sciences to prepare them for a better economic future. Students' abilities in math and reading in elementary school have been correlated to completing school and future earnings⁵. Additionally, early mathematical skills are more strongly correlated with predicting academic success than reading skills⁶. We believe a focus on securing skills in math in the primary years of elementary school will help our students throughout their lives, both economically and academically. Researchers have also exposed a gap in students' abilities to understand science beginning in kindergarten⁷. Without explicit instruction and intervention, these gaps continue throughout a student's academic career. The board of MOSAICS Public School believes we have an obligation to provide our students the skills and experiences necessary to close these gaps and put our students on a path where they will experience success in school and in careers.

MOSAICS Public School believes education should also develop soft skills in students. Employers routinely list teamwork, collaboration, and oral communication skills as among the most valuable yet hard-to-find qualities of workers⁸. We believe we have an obligation to teach students how to navigate group dynamics and cultivate diverse competencies for strong communication in order to develop these soft skills. MOSAICS Public School will purposefully build into its curricular experiences opportunities for students to develop skills in conflict resolution, collaboration, time management, communication, and acceptance of criticism. Teachers will be trained in conflict resolution, team mediation, and communication techniques that allow them to reflect and express themselves efficaciously within the school community in order to validate and model MOSAICS' tenets of co-collaboration and creativity. The founders of MOSAICS plans on collaborating with businesses in the area, such as HP or Micron, to use protocols that help develop these soft skills in

⁵ Ritchie, S. J., & Bates, T. C. (2013). Enduring Links From Childhood Mathematics and Reading Achievement to Adult Socioeconomic Status. *Psychological Science*, 24(7), 1301-1308. (https://pdfs.semanticscholar.org/8952/5eed704059f36e29fa514f390c33222db99e.pdf?_ga=2.214006866.459777286.1552320875-853360930.1552320875)

⁶ Duncan, G. J., Dowsett, C. J., Claessens, A., Magnuson, K., Huston, A. C., Klebanov, P., et al (2007). School readiness and later achievement. *Developmental Psychology*, 43, 1428-1446. (<https://www.apa.org/pubs/journals/releases/dev-4361428.pdf>)

⁷ Morgan, P. L., Farkas, G., Hillemeier, M. M., & Maczuga, S. (2016). Science Achievement Gaps Begin Very Early, Persist, and Are Largely Explained by Modifiable Factors. *Educational Researcher*, 45(1), 18-35. (<https://journals.sagepub.com/doi/10.3102/0013189X16633182>)

⁸ Casner-Lotto, J & Barrington, L (2006). *Are They Really Ready to Work? Employers' Perspectives on the Basic Knowledge and Applied Skills of New Entrants to the 21st Century US Workforce* (p. 10, Rep.). The Conference Board, Inc., the Partnership for 21st Century Skills, Corporate Voices for Working Families, and the Society for Human Resource Management. (<https://files.eric.ed.gov/fulltext/ED519465.pdf>)

their employees. The founders saw a similar partnership work at AdVENTURE STEM in San Jose as the school partnered with Cannon, who trained the staff in using their protocols. The teachers then used the same protocols in the classroom to help students manage conflict and learn to communicate clearly.

A Rigorous and Engaging Integrated Curriculum

Many school systems currently teach each subject in isolation, missing multiple opportunities to connect students' learning throughout the day. We believe an integrated approach, which allows students to transfer their learning and knowledge across content areas, is the strongest instructional framework and allows students to apply their knowledge through real-world situations, scenarios, and activities. Transfer of learning is explained as connecting and applying one's knowledge and skills from one situation to another. Transfer helps students cement their understanding of content and use it in various settings. As seen through John Hattie's research⁹, transfer strategies accelerate student learning. Teachers at MOSAICS Public School will purposefully create opportunities for transfer through an integrated approach to learning through planning lessons and units which incorporate math, reading, science, and the humanities. Our goal is to make learning real for our students and to connect it to the world around them.

For example, a student who is learning the metric system in math could then transfer the abilities he or she learned into science when measuring volume and using scientific notation, which was purposefully aligned with the expectation that students apply their knowledge over multiple subject areas. To take advantage of the various opportunities for transfer, MOSAICS Public School will be centered around integrating areas of Science, Technology, Engineering, Art, and Math (STEAM) as often as possible, and teachers will intentionally assist students with noticing how knowledge and learning are transferrable within academic and real-world constructs.

The founding board equally believes art is integral to innovation, to purposeful expression of ideas, and to critical thinking. The board recognizes that focused instruction and understanding the different media of communication in the arts provides students opportunities to engage with multiple cultures and diverse communities; students also to learn how to purposefully express themselves in comprehensive ways. In addition, arts education supports achievement in other academic subjects¹⁰. The systematic instruction of the arts, both visual and musical, will provide a complementary set of skills where students become stronger critical thinkers and better communicators. Many of our founding board members have ties to Idaho Arts Charter School, which frequently attains the status as the top performing school within the Nampa School District. The board has seen the valuable impact an arts education provides to all students, and many on the board have participated in bringing an arts education to a diverse demographic.

⁹ Hattie, J (2017, Nov.) 250 Influences on Student Achievement. Visible Learning Plus. (<https://visible-learning.org/wp-content/uploads/2018/03/VLPLUS-252-Influences-Hattie-ranking-DEC-2017.pdf>)

¹⁰ Learning, Arts, and the Brain (Rep.). (2008). New York, NY: Dana Press. doi: https://www.dana.org/uploadedFiles/News_and_Publications/Special_Publications/Learning,%20Arts%20and%20the%20Brain_ArtsAndCognition_Compl.pdf

In order to bring an integrated curriculum to students and make it engaging for all, a viable planning framework must be established and employed so our curriculum aligns with our school's driving philosophies of constructivism and student-centered learning. MOSAICS Public School will be founded around John Dewey¹¹ and Jerome Bruner's¹² philosophies of constructivism, where learners are co-creators of their learning experiences. MOSAICS also believes in the power of hands-on experiential learning as advocated by Dewey. We believe that strong learning outcomes occur when students learn through the natural world. MOSAICS believes students' learning occurs best when they connect to previous content and modify their understanding through new learning experiences. The teacher's role shifts from an imparter of knowledge to that of a facilitator or guide, where students are developing their own theories and learning content while the teacher provides feedback and resources. Through this process the teachers and students together construct knowledge in deep and meaningful ways. This process taps into the natural curiosity students bring into the classroom. We believe students who are interested in the content they are learning will acquire and apply it much better than those who are provided a list of facts to memorize. The application of this belief will require teachers at MOSAICS to develop units based in inquiry and project-based learning.

Education Provides Upward Mobility and Develops Civic Leadership

It is also our belief that all students deserve the opportunity to prosper. The founders of MOSAICS Public School actively seek to serve those who are underrepresented in the STEM fields—students in poverty, minority students, and females¹³. We believe a rigorous education which prepares students for college is crucial to improving students' upward mobility¹⁴. To best serve students in the Caldwell area that are more likely to come from poverty, we believe we must create opportunities for students who are underrepresented in the STEM fields to see how their education is applied in the real world. We believe in nurturing their interests in different career fields beginning as early as kindergarten. We want to inspire our students to seek out new pursuits and careers. We will provide opportunities to explore careers and colleges, allowing students to understand the necessary steps to move into new situations.

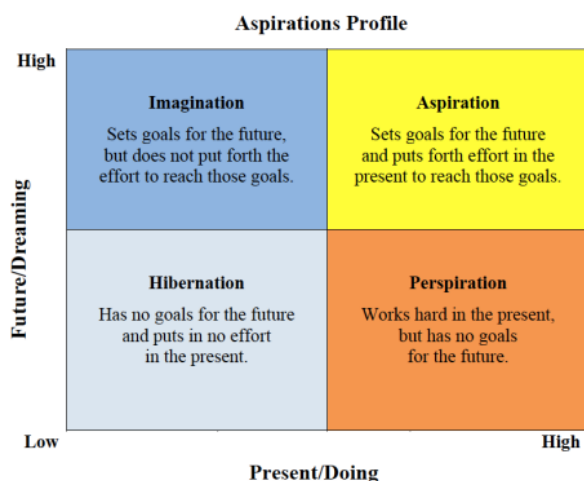
¹¹ Talebi, K. (2015). John Dewey: Philosopher and Educational Reformer. *European Journal of Education Studies*, 1(1), 1-13. Retrieved from <https://files.eric.ed.gov/fulltext/ED564712.pdf>

¹² Cullatta, R. (n.d.). Constructivist Theory (Jerome Bruner). Retrieved January 7, 2019, from <https://www.instructionaldesign.org/theories/constructivist/>

¹³ National Science Foundation. (n.d.). Chapter 3 | Science and Engineering Labor Force. Retrieved from <https://www.nsf.gov/statistics/2018/nsb20181/report/sections/science-and-engineering-labor-force/women-and-minorities-in-the-s-e-workforce>

¹⁴ Urhan, S. et al (2012) *Pursuing the American Dream: Economic Mobility Across Generations* (pp. 23-27, Rep.). Washington, DC: The Pew Charitable Trusts. (https://www.pewtrusts.org/~media/legacy/uploadedfiles/wwwpewtrustsorg/reports/economic_mobility/pursuingamericandreampdf.pdf)

As Dewey also endorsed, we believe our school has a duty to provide the foundational underpinnings for a democratic society and to develop civically minded students. In this era where it is easy for students to disengage from the real world through social media and phones, we believe we must teach our students how to dialogue with others and connect with the communities in which they live. We plan on developing the agency of students, providing them opportunities to engage the community in which they live to better their lives and the lives of those around them. In order to



accomplish this goal, MOSAICS will use Russell Quaglia’s Aspirations Profile (as seen to the left) to frame our conversations and training as we seek to inspire students’ aspirations—equipping them to work hard while unleashing their voices so they can realize their dreams. We believe our students require training and support to become civic leaders, and we will provide multiple opportunities throughout the school year to develop the community stewards of tomorrow.

Discipline Philosophy: Restorative Practices

To help foster a culture focused on collaboration and provide students tools to deal with conflict in productive ways, MOSAICS will use restorative practices as the base of the discipline model. Restorative practices focus on preventative strategies of discipline, centering on building relationships and community within the classroom and within the school. When conflict occurs, restorative practices provide a structure in which students use to think about, talk about, and respond to issues and problems involving all participants. All participants discuss their feelings and opinions, identify what happened, describe how it affected everyone, and find solutions to make things better¹⁵. All these skills support the educational philosophy of MOSAICS, empowering students to use their voices and to develop their own agency in solving their problems.

As noted by Smith, Fisher, and Frey, restorative practices “let go of the idea that accountability equals punishment... and instead helps students progress from acting out to remorse and repair (p.85)¹⁶.” Because the focus is on repairing relationships, the philosophy of the school is to keep students in their classrooms as much as possible. We expect our students to learn how to function in groups and in community effectively, so we plan on repairing relationships in those settings as well. Through Restorative Practices, students are provided opportunities to reflect upon their actions, to notice how it affected those around them, and to determine how they need to repair the harm.

¹⁵ See page 2 of Chicago Public Schools’ *Restorative Practices Guide and Toolkit*.

https://blog.cps.edu/wp-content/uploads/2017/08/CPS_RP_Booklet.pdf

¹⁶ Smith, D., Fisher, D., & Frey, N. (2015). *Better than carrots or sticks: Restorative practices for positive classroom management*. Alexandria, VA: Association for Supervision and Curriculum Development.

Consequences for actions will be logical and related to the offense of the student. These opportunities help students learn responsibility to the community and develop empathy for those around them. When Restorative Practices has been implemented throughout the school, the effect has been a reduction of punitive discipline measures¹⁷.

Restorative Practices also expects teachers to explicitly teach the students about social-emotional learning. Students at MOSAICS will learn skills in self-awareness, self-management, social awareness, relationship skills, and responsible decision making through mini-lessons provided at the beginning or ending of the day. In middle school grades, students will have similar experiences provided through the advisory program. The expected goal is for our students to be able to self-regulate within the classroom and within the community.

This philosophy of discipline aligns with a core practice of MOSAICS: students learn best when they are in class. This core practice also informs our special services model, including special education, gifted and talented, and English language learners. Students who remain in the classroom are provided opportunities to enrich their learning environment and interact with their peers. Peer learning is a powerful instructional strategy as it helps students develop the belief they can find their own answers or use their peers to help them.

A focus at MOSAICS will be on building community—both schoolwide and in the classroom. We plan on utilizing a schoolwide positive behavior support system where expectations will be posted and taught throughout the school. We will have weekly schoolwide assemblies celebrating our students, classes, school, and community. In the classrooms, teachers will take time daily to build relationships with students, such as using class meetings at the beginning and end of the day. When successfully integrated throughout the school culture and climate, Restorative Practices creates safe and productive learning spaces where students develop social and emotional skills and strong relationships with peers and adults.

These discipline practices are used successfully at Anser Charter School in Boise, at Alturas International Academy in Idaho Falls, and at Thrive Public Schools in San Diego. Students with diverse backgrounds have successfully built communities in these schools as an intentional part of the schools' design. MOSAICS plans to implement systems like these schools to foster a culture centered around respect, responsibility, and high expectations for both behavior and academics.

The Core Values of MOSAICS Public School

The core values of MOSAICS were developed to define the critical attributes of the school community. We expect our students, staff, and families to have a strong understanding of these values, and MOSAICS plans to implement them into our daily interactions and instructional program.

¹⁷Passarella, A. (2017, May). *Restorative Practices in School* (p. 2). Baltimore, MD: Johns Hopkins School of Education. <http://edpolicy.education.jhu.edu/wp-content/uploads/2017/05/OSI-RestorativePracticemastheadFINAL-1.pdf>

Success Begins with Failure

Psychologist Angela Duckworth notes that grit is a better predictor of success than IQ¹⁸. Idaho Ed News reported on a recent survey¹⁹ that 83% of respondents say, “it’s just as important to teach the value of hard work, persistence and responsibility as it is to teach academic subjects.” At MOSAICS, we too believe success in life is achieved through persistence and tenacity. Failure is an opportunity to grow and learn. We understand rigor requires failure. Students are encouraged to strive for new understandings, to take risks, and to learn from their mistakes. Through reflection and the design thinking process, students refine their ideas and learning as they embark on their learning journeys. Failures are simply seen as the stepping stones to success.

Learning is a Partnership between Faculty, Students, and Families

Parents are the first and most influential teachers of all children. Parental involvement accelerates student achievement, with Hattie citing “it is the beliefs and expectations of the adults in the home that contributes most to achievement²⁰.” Knowing this, the teachers at MOSAICS will forge a strong partnership with both students and families over two years to help all students achieve at high levels. Additionally, MOSAICS will actively work to meet the various needs of the diverse families with whom we partner. The staff at MOSAICS will work to provide equitable opportunities within the school day to complete projects and partner with families regarding homework to ensure all students have the same opportunities to learn.

Students and Teachers are the Potential, Not the Problem

Often in education students and teachers are seen at the problem. The founders of MOSAICS desire to shift the mindset to see the potential in each person. Each person, both teachers and students, brings a wide array of strengths and values into a classroom. MOSAICS will seek to provide opportunities to empower individuals to capitalize on their strengths to build a stronger school community and a brighter future. These aspirations will be supported through implementing restorative practices, teaching with competency-based report cards, and building collaborative partnerships through project-based learning and inquiry.

Community Stewardship Reinforces Learning

As stated by John Donne, “No man is an island entire to themselves.” The founders of MOSAICS recognize we live in communities. Community stewardship means to understand the dynamics of our communities and to find the ways in which we can contribute to building a better community through the wise use of time, talents, and resources. At MOSAICS, we will have students focus on identifying their communities, both inside and outside the walls of the school. Students will learn to express their voices and actively listen to others. We expect our students to take ownership of their

¹⁸ Duckworth, Angela & Peterson, Christopher & D Matthews, Michael & R Kelly, Dennis. (2007). *Grit: Perseverance and passion for long-term goals*. Journal of Personality and Social Psychology.

¹⁹ *The People’s Perspective Survey*. Commissioned by Idaho Ed News.

<http://peoplesperspective.idahoednews.org/>

²⁰ Hattie, J. (2010). *Visible learning: A synthesis of over 800 meta-analyses relating to achievement* (p.71). London: Routledge.

school and contribute to the greater community through service, advocacy, and building relationships.

Teamwork Powers Innovation and Learning

John Hattie notes cooperative learning is a powerful intervention²¹. When students see each other as partners in learning and as peer teachers, student achievement increases. Collaboration multiplies contributions to learning. Shared goals and mutual support lead to greater success than individually focused work. At MOSAICS, students will learn how to collaborate with others to achieve common goals. All students have strengths to share in the learning process, which allows the sum of the parts to be greater than the whole.

Diverse Perspectives Enrich the Community

Every person in a classroom community, from the teachers to the students, has something to contribute to the learning environment. Even though the learning paths for each student may differ, we value learning in community. We also believe through diversity we learn empathy, creating opportunities to understand various perspectives and voices from those who live differently than us. Because differing voices can challenge students' ideas, the staff at MOSAICS will work to develop a safe community where all students have a sense of belonging. At MOSAICS students will be provided opportunities to learn and grow together in their classrooms and will be provided time to share their unique learning and life experiences with others from different communities. Students will also be taught how to dialogue respectfully when presented with other viewpoints that may not reflect their own opinions or beliefs.

Voice Empowers Leadership

Students who believe they have a voice in school are seven times more likely to be academically motivated²². School voice happens when teachers and students engage in meaningful dialogue about real and important issues, and then actively partner in solving these issues. MOSAICS will seek to empower staff and students to speak and to influence decisions, which develops leadership within the school and creates a collaborative community of learners. This process aids in building strong relationships between teachers and students. Teachers at MOSAICS will realize that in order to truly teach our students, we must be willing to learn from them. This learning partnership is essential for doing the work of successfully inspiring and equipping them for their future.

Thinking Critically and Analytically Develops Creative Problem Solvers

In an Idaho Ed News survey²³, almost 80% of respondents reported they desire schools to teach critical thinking skills. The founders of MOSAICS believe learners are curious about the changing world around them. They will encounter issues that they must be able to tackle with creativity and innovation. As students work to solve problems, they will encounter new information and changing

²¹ Hattie, J. (2012). *Visible learning for teachers: Maximizing impact on learning* (p.87-88). London: Routledge.

²² Corso, M., Lande, L., Fox, K., Young, D., Harper, S., & Bundick, M. (2016). *School Voice Report 2016* (p. 6, Rep.). Thousand Oaks, CA: Corwin Press.
http://quagliainstitute.org/dmsView/School_Voice_Report_2016

²³The People's Perspective Survey. Commissioned by Idaho Ed News.
<http://peoplesperspective.idahoednews.org/>

variables that they must respond to with agility and ease. The faculty at MOSAICS will expect our students to be able to sift through information in authentic problems to identify the important components and then propose various solutions. Students will use the Design Thinking Process inside the makerspace in order to craft their ideas into tangible products that can better the community in which they live. These solutions will be critiqued by other students and staff to help students refine their ideas and thinking, creating students who can defend their own thinking yet value other's perspectives.

Student Academic Achievement Standards

In general terms, MOSAICS Public School's goal is to develop students who are prepared to excel in high school and know the next steps after high school, whether it be college or career. We also expect all our students to understand the agency each person possesses in bettering their community. The MOSAICS board aims to accomplish these outcomes while serving a low income and high ELL student population.

MOSAICS leadership and staff will undertake a data-informed approach to monitoring and managing several aspects of achievement, both academically and social-emotionally. In addition to the outcomes and targets which will be included in MOSAICS' Performance Certificate, MOSAICS will track the following outcomes to ensure students' progress:

School Goals	As Measured By
1) 85% of students in grades 3-8 will meet their growth targets or be proficient or advanced in their understanding of science concepts	- Measured by the Science ISAT in 5th and 7th grade (proficiency) - NWEA MAP Science (grades 3-8) (growth)
2) 100% student fluency in computer science by 8 th grade.	Measured via ongoing student portfolio completion with Pencil Code, Lego Robotics projects, and Code.org projects
3) 85% of students will grow at least one grade level annually in math and reading	- Measured by MAP Growth (Grades K-8) data - Measured by Math Curriculum Based Measurements (K-2) - Measured by CORE Phonics Survey (K-2) - Measured by ISAT (Grades 3-8)
4) 100% of students will be able to read music by the end of 6 th grade	Measured by classroom-based measures focused on sight-reading and sight-singing
5) 85% of students, family and staff are satisfied at MOSAICS Public School	Measured by annual survey taken by students, families, and staff
6) 100% of students participate in a community service project each year	Measured by participation rates of community service projects throughout the year
7) 90% of students feel MOSAICS provides a safe, inclusive learning culture and environment.	Measured by with ADA (95% or higher), school surveys, and semi-annual poll.

Statewide and Standardized Assessments

Students at MOSAICS will participate in all state-mandated testing as required by Idaho Code, including, but not limited to, the ISAT, ISAT Alt, IRI, WIDA Access 2.0, Science End of Course Exams, and NAEP. The school will have a testing coordinator who oversees the testing program and ensures the testing process outlined by the Idaho State Department of Education (SDE) is followed with fidelity for all tests. Students will take these standardized tests during the state-mandated testing windows as outlined by the SDE.

The NWEA Measures of Academic Progress (MAP) Growth tests in reading (K-8), in math (K-8), in language (3-8), and in science (3-8) will be implemented three times per year in the fall, winter, and spring to measure student academic growth and progress towards learning goals.

Teachers will use data from these assessments to help identify areas of weakness and strengths for their students. Teachers will take time in their professional learning communities and in grade level meetings to analyze the student data, plan both tier 1 and tier 2 instruction around the results, and to create further instruction and assessments aligned to the needs of the students. In addition, teachers and the leadership team will assess the effectiveness of the core instructional program to ensure it is effective for student learning.

Curriculum Based Formative and Summative Assessments

In addition to the standardized assessments and statewide assessments, the teachers at MOSAICS will utilize both common formative assessments and informal assessments to measure student progress towards proficiency. Common formative assessments will be developed in Professional Learning Communities (PLCs) where teachers identify essential standards and ways to assess student mastery of the content and standards. Teachers will use the data from these assessments to plan their instruction and ensure students are progressing towards mastery. Informal assessments will occur in classrooms where teachers use strategies such as exit tickets, four corners, inside outside circles, among many other examples to assess students' acquisition of standards during instruction. This in turn informs the teacher how to move forward in a lesson. Summative assessments will be provided at the end of units, displaying a student's mastery of the content and processes. These summative assessments will be aligned to the standards and can take various forms: the final product in a project, a math test, a final draft of paper, a video demonstrating understanding of content, among many other examples.

Key Educational Design Elements, Curricula, Tools, and Instructional Methods

Standards of a High-Quality STEM Program

The founding board of MOSAICS understands a quality school must be founded upon measurable standards and benchmarks to produce an excellent program. The board used two organization's standards for designing high-quality STEM programs to base the design and development of the school: the adopted standards used by the Idaho State Board of Education for designating STEM

Schools—AdvancED’s STEM Standards and Indicators²⁴ (see [Appendix F2](#))—and the US Department of Education’s Office of Innovation and Improvement’s report, *STEM 2026: A Vision for Innovation in STEM Education*²⁵ (see [Appendix F3](#) for infographic outlining key components). AdvancED’s STEM Standards and Indicators identify different expectations of the learners, educators, and experiences necessary to provide a high-quality STEM program. *STEM Vision 2026* explains six key components of high-quality, culturally relevant STEM programs, and provides many examples, benchmarks, and challenges while implementing STEM education. By integrating the standards from the two complementary documents, the MOSAICS instructional design creates a nationally aligned, comprehensive STEM program.

Key Educational Design Elements

An Integrated Approach to Learning through a Science Lens

MOSAICS Public School will provide a comprehensive STEAM education to our students. A key component will be cross-curricular, project-based learning centered around the Idaho Science Standards and the Design Thinking Process (as described in the [curricula section](#) of this petition). Students will solve authentic, real world problems where multiple solutions exist. We believe in the power of students’ creativity and interests to propel the learning in our school. When possible, our curricular program will integrate multiple subject areas, which maximizes our students’ time in the classroom and provides opportunities for students to transfer their learning to multiple contexts and tap into their natural curiosities.

Constructing Knowledge through Hands On Activities

MOSAICS Public School is founded upon the philosophy that our students, beginning in kindergarten, need to construct their knowledge and skills through hands-on learning, collaboration with others, and authentic experiences where they can think critically about a problem and use their creativity to apply innovative solutions. Our students will be expected to use the Design Thinking Process to create and test prototypes in both their classrooms and in our makerspace. MOSAICS Public School will teach students how to adapt, research, problem solve, collaborate, and continue learning outside a traditionally structured classroom.

Developing a Stewards Mindset

For us to create community stewards, we must be active members in the community. Each of our inquiry projects will have a community component, where community members work alongside the class to help students dig deeper into the content and application of their learning, and/or where students develop their projects in service of the community.

²⁴ AdvancED STEM Certification: An overview of the STEM Standard and Indicators (https://www.advanc-ed.org/sites/default/files/documents/state-resources/STEM%20Standard_web-ready.pdf)

²⁵ Baker, E. L., et al (2016). *STEM 2026: A Vision for Innovation in STEM Education* (p. 7). Washington, DC: US Department of Education. (https://innovation.ed.gov/files/2016/09/AIR-STEM2026_Report_2016.pdf)

Acquiring Skills for Lifelong Learning

MOSAICS Public School believes in establishing a school around the skills needed for lifelong learning: collaboration, communication, critical thinking, and creativity and innovation. These skills will be embedded into the daily tasks and experiences of our students. Our educators will explicitly teach conflict resolution, communication protocols, time management, and other soft skills.

Integrated Units of Instruction

The goal of MOSAICS is to integrate all subject matters, when possible, into units of instruction that are guided by the inquiry framework. We plan to have students learn content in one subject, such as reading, and transfer their knowledge to another subject, such as science. The transfer of knowledge from one subject to another subject helps students cement their understanding of content and use it in various settings. As seen through John Hattie's meta-analysis²⁶, transfer strategies accelerate student learning. The planning framework under which we expect to systematically apply these transfer strategies will be based around Understanding by Design²⁷.

An example integrated unit of instruction would focus on the Oregon Trail in the 4th grade, centered on the Idaho Content Standards for Idaho History. The unit would pose the essential questions, "How far are people willing to go to make their dreams a reality, and what sacrifices are worth making to accomplish the dream?" Students in reading would be reading a historical fiction narrative about the traveling the Oregon Trail. During their reading block, they are learning and applying reading strategies while learning content about the Oregon Trail and the sacrifices the pioneers made. As students are discovering facts about the Oregon Trail, they then learn about the journals kept by the pioneers. Using these journals as a model, the students then write narrative journals placing themselves in the shoes of the pioneers and on their journey and whether the sacrifices made are worth following their dreams. In math, students apply their skills to identify the amount of days pioneers needed to travel to make it to the Oregon Country on time and avoid the snow and the spring rains. They also figure out how much cargo the wagon can carry and how many animals they would need to take. The students must make decisions on what they leave behind before they leave on the journey, both based on weight and what they value. In music students would learn about musical instruments on the Oregon Trail, and in P.E. students would learn how to do dances popular at the time, such as square dancing.

During their Inquiry Project time, the students would learn about the life science standards by discovering how plants and animals along the Oregon Trail adapted to the different environments. Wildlife biologists would come into the class and show pelts and skeletons to provide hands-on opportunities for students to see the adaptations these animals have developed to survive in the different biomes along the Oregon Trail. Students would also learn to analyze and interpret maps of the area to learn about the terrain of the journey, both from the maps provided to pioneers at the time and current maps of the area. The class would meet with a cartographer who can speak about

²⁶Hattie, J. (2017, Nov.) 250 Influences on Student Achievement. Visible Learning Plus. (<https://visible-learning.org/wp-content/uploads/2018/03/VLPLUS-252-Influences-Hattie-ranking-DEC-2017.pdf>)

²⁷ Wiggins, G., & McTighe, J. (2012). *Understanding by Design Framework* [PDF]. Alexandria, VA: Association for Supervision and Curriculum Development. (https://www.ascd.org/ASCD/pdf/siteASCD/publications/UbD_WhitePaper0312.pdf)

the importance of maps and how they are currently being used and created. The class would also meet with a representative from the Caldwell Historical Society to discuss where the Oregon Trail went through Caldwell and how the topography of Caldwell impacted the pioneers. A possible extension could be having the students petition the city council to place markers on the Oregon Trail in the city limits, which were kept unmarked to make commercial and residential development easier. With the knowledge students learned about the topography and animals, they would then be challenged to design a tool or wagon that would make life easier on the pioneers during their journey. By the end of the unit, students would pull all these components together for an exposition on the Oregon Trail. Parents and community members would be invited into the school to experience their learning and see projects that were created throughout the unit, all of which display an in-depth understanding of the Oregon Trail.

The founding Board of MOSAICS also understands not every subject can be integrated every single day. The goal is to integrate content as often as possible, but not restrict teachers to only teach integrated units as some content must be taught separately. For example, in math, it is sometimes important to learn the development and progression of foundational skills before applying it in other contexts. Many of these activities listed above would be taught through our primary instructional methodology of inquiry.

Primary Instructional Methodology: Inquiry

“I hear and I forget. I see and I remember. I do and I understand.” Confucius

Inquiry will be the foundational principle in teaching and learning at MOSAICS Public School. It will be integrated as much as possible into all parts of the curriculum, from science and social studies to literacy and math. We see inquiry as an approach that fosters our guiding principles and supports our mission and vision. We define inquiry-based instruction as a student-centered approach where teachers guide students through open-ended essential questions so students can discover new insights and understandings and transfer their learning into new contexts. Through inquiry, students actively discover information to support their investigations.

Planning for Inquiry

Our inquiry approach begins with how our teachers design units and assessments. These units have clear and defined learning outcomes, aligned with the Idaho Core Standards, Idaho Content Standards, and Idaho Science Standards. For our unit planning, MOSAICS will train the teachers to utilize principles from *Understanding by Design*²⁸ where teachers identify core content standards, cross-curricular integration opportunities, audiences for exhibition, opportunities for community involvement, authentic assessments, and development of an essential question. The teachers then will backwards plan their units, creating experiences aligned with the objectives and standards in which students are supposed to learn. The units will be based on students’ wonderings but will still

²⁸ Wiggins, G., & McTighe, J. (2012). *Understanding by Design Framework* [PDF]. Alexandria, VA: ASCD. (https://www.ascd.org/ASCD/pdf/siteASCD/publications/UbD_WhitePaper0312.pdf)

align to the identified objectives. This planning style allows teachers to maximize the time teaching content with students as all the material relates to the objectives identified early in the process.

All these items are essential for our students to go through the inquiry process, which is driven by student choice and voice. Students will be challenged to implement their ideas, questions, and solutions into the learning progressions identified by the teachers.

Additionally, as a part of our planning process, our teachers will be fine-tuning their projects as a portion of our staff development. We will use rubrics similar to those from Thrive Public Schools in San Diego (See [Appendix F4](#)) to help our teachers identify and move toward the practices aligned with the expectations for projects at MOSAICS Public School.

Applying Inquiry in the Classroom

Four Levels of Inquiry

Inquiry can be a generalized term that means many different instructional strategies to various educators. MOSAICS Public School will operate under the framework of four levels of inquiry²⁹: confirmation, structured, guided, and open.

*Levels of Inquiry as Described by the Faculty at Vancouver Island University*³⁰

Level of Inquiry	Description	Supports Learning to
Level 1 Confirmation Inquiry	The faculty member gives learners a question and procedure that leads to a known result. Learners follow the directions. Reinforces concepts and confirms previous understandings.	Follow procedures Collect and record data
Level 2 Structured Inquiry	The faculty member gives learners a question and outlines procedures that leads to an unknown result. Learners investigate and answer the question.	All of the above, plus: Formulate explanations Evaluate and analyze data
Level 3 Guided Inquiry	The faculty member gives learners a question with an unknown answer. The learners design procedures, investigate, and answer the question.	All of the above, plus: Design procedures

²⁹ First described by Rezba, R.J., T. Auldridge, & L. Rhea. (1999). *Teaching & learning the basic science skills*.

³⁰ Types of Inquiry. Retrieved January 10, 2019, from <https://ciel.viu.ca/scholarly-teaching-practice/viu-council-learning-and-teaching-excellence/2016-2017-council-action-groups/types-inquiry>

Level 4 Open or True Inquiry	Learners design their own question(s) and procedures. They must investigate and answer the question.	All of the above, plus: Formulate questions Communicating results
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During a confirmation inquiry lesson, the goal of the lesson is for students to reinforce their learning. The students work through a question and procedures as set forth by the teacher, which leads to a known result. An example of a lesson using confirmation inquiry would be first-grade students mixing colors of paint together in art class to make new colors after learning about primary and secondary colors. The students know what the results of the experiment should be, but they have a hands-on activity to reinforce the learning.

Structured inquiry provides students a similar level of understanding as the confirmation inquiry lesson; however, students do not know the answer to the inquiry question ahead of time and must develop their own answer. In a structured inquiry, the teacher presents an essential question for students to develop an answer. The question can be answered over a series of lessons and invites divergent solutions. In fact, how students understand the essential question can change over time as they research it and deepen their knowledge. In structured inquiry, the teacher identifies specific learning activities and resources which students use to develop their understanding of the content.

An example of a structured inquiry unit in a fourth-grade math class might center around the essential question of “What creates value?” Students can explore this question through a series of activities provided by the teacher, such as comparing the value of whole numbers compared to fractions through dividing Hershey bars. The teacher can further expand upon this idea over the course of a week by having students compare fractions of differing denominators and then fractions and decimals. As students progress through these identified learning activities, they continue to build their understanding of the value of numbers. A summative assessment designed by the teacher will demonstrate student understanding.

In guided inquiry, the teacher presents an essential question for students to explore. The onus of designing the learning experience shifts from the teacher to the students. Students design their own procedures, investigations, and search for their own resources to answer the question. The teacher supports students in this type of inquiry as a guide who identifies possible resources and helps students process through their learning. The summative assessment in guided inquiry is flexible, allowing for students to choose how to present their learning.

An example of guided inquiry in practice would be a seventh-grade teacher posing an essential question “What powers your life?” This essential question can apply to a novel study of *A Long Walk to Water* in English where students discuss warfare and the physical needs of the characters in the book. At the same time, the essential question will apply in science class where students will be learning about different types of energy—kinetic, potential, and thermal—and the different ways they transfer. After learning about the different types of energy, students are then provided an opportunity to design a project that uses the learning from their science class to improve the living situation of the characters in *A Long Walk to Water*. Students would then go through the design thinking process, identifying the needs of the characters and identifying ways to apply their knowledge to the situation described in the book. Students would then create prototypes, test their

ideas, and refine their projects before showcasing them in an exhibition to parents and the community.

Open inquiry is reserved once students have developed their inquiry skills through multiple exposures to structured and guided inquiries. Furthermore, open inquiry requires students to have a strong grasp of the underlying content knowledge they would use to apply their inquiry. With support from the teacher, open inquiry allows students to pose their own questions, develop their own investigations, and utilize a variety of resources to answer their questions. They also design their summative assessment, which is aligned to a rubric developed by the teacher. This type of inquiry also can be scaffolded by the teacher posing questions to the students to help them develop their research question, the design of their investigation, and identifying resources. The students then exhibit their work to an authentic audience. Open inquiry provides the most student ownership of learning of the four levels.

An example of open inquiry in eighth grade that would be based in science standards could be focused around designing a method for monitoring and minimizing the human impact on the environment. Students would develop research questions centered around this task, exploring different biomes and the impacts humans have had in the past. They would explore methods scientists have used measure the impact, and then would design their own method to minimize the impact, both testing their ideas and soliciting feedback from their peers and from community experts. At the end of the project, students would then present their findings and ideas at an exhibition night, and if they felt strongly enough, to a wider audience, such as the city council.

Teachers and students experience success best when inquiry is strongly scaffolded. The four levels of inquiry provide a continuum of teacher and student expectations, gradually releasing control of learning to the students. We expect our teachers will begin their instruction through a structured inquiry model before moving students through the higher levels of inquiry. This progression ensures students build the necessary supports, background knowledge, work ethics, investigative skills, and vocabulary development needed to support their learning. We expect our kindergarten through 5th grade teachers to utilize the first three levels of inquiry throughout the school year. Beginning in 6th grade, teachers will start to utilize all four levels of inquiry, allowing for additional opportunities for students to take ownership of their learning.

Limitations of Inquiry

Although MOSAICS will be focused on providing many inquiry-based lessons and units, the founders of MOSAICS understand not every worthwhile learning activity is inquiry-based. Teachers need to utilize as many instructional tools and models as necessary to provide students the best learning experiences possible. We expect a major portion of lessons will be based in inquiry practices, but we respect the professionalism of the teacher to assess what lesson design he or she should use to provide the best learning experiences possible for our students. Other lesson designs will include all traditional teaching tools and methods, such as direct instruction, cooperative learning, lecturing, using textbooks, among many other practices.

Curricula

English Language Arts

The primary goal of literacy instruction is to foster a love of reading and writing. Therefore, MOSAICS Public School's literacy program will include an emphasis in both reading and writing to create well-prepared students who think critically about what they read and can thoughtfully express themselves through writing. All grades will incorporate the Idaho Core Standards into readers' and writers' workshops based around Lucy Calkin's models of Readers and Writers Workshops as a part of the core curriculum. Learners will read a variety of print materials—from leveled books (fiction and non-fiction) to primary source materials. Students' literacy experiences will be a mix of direct instruction, guided practice, exploration, and independent work. In the elementary grades, students will develop literacy skills in a reading block focused on the intentional development of decoding, fluency, comprehension strategies, and analytical skills—the foundational units of reading. In the middle school grades, students will continue building a repertoire of skills and strategies in comprehension and in analysis through deeper dives into more complex texts.

Teachers will guide students through the writing process of pre-writing, drafting, editing and publication as well as word work focused on phonemic awareness, phonics, spelling, grammar, and vocabulary. Our teachers will support students to write – both for communicating academic content and learning, as well for personal expression and reflection. Students will have opportunities to write across genres through the Science and Inquiry Projects and in writer's workshop. Writing will not only focus on skill development and technical aspects, it will also be a vehicle for student voice and expression. As a part of the Science and Inquiry Projects exhibition, students will be encouraged to write about their own interests and be creative in the presentation of their material. These presentations could include multiple forms of writing such as authoring a reader's theater, designing pamphlets for specific audiences, scripting a movie and recording it for presentation, writing a letter to an editor of the newspaper, among many other ideas.

While these readers' and writers' workshops lend themselves to both inquiry-based teaching practices and differentiation they do not necessarily, in and of themselves, support the integrated units of study MOSAICS desires to create. Because of this, MOSAICS teachers will draw on teaching resources to support the unit of integrated instruction and will additionally seek to select and provide resources and texts for students that also complement the integrated unit under current study. In this manner, the intention behind the lesson design and content found in Lucy Calkin's Readers and Writers Workshops curricula will maintain integrity in addressing the standards while also providing teachers the ability to choose materials that best support their students and their students' diverse needs. Further, to support an inquiry-based stance, all students will be seeking to answer the same essential question posed by the teacher; at the same time, students will be working in small groups based on their skill levels to cultivate concepts they need to master. Even though the levels of difficulty may be different, the essential question is the glue that holds all the learning together as the entire class is learning the same content. Additionally, skills in reading, writing, listening, and speaking will also be reinforced during the Science and Inquiry Projects.

Math

In all grades, MOSAICS Public School's mathematics instruction is centered on teaching for understanding of mathematical concepts, as opposed to memorization of procedures and algorithms without context. The instructional principles from Developing Mathematical Thinking Institute will help guide our instruction³¹. Our students will construct concrete models of the mathematical concepts, moving on to pictorial representations, and ending with the abstract representations of the math to cement a genuine understanding of what the mathematical calculations are accomplishing. Because students operate on a continuum of understanding, we expect our students will be able to utilize multiple models during instruction. We also plan on using a workshop model utilizing aides, classroom volunteers, and the teacher to provide math instruction for students at their instructional levels. We expect our students to build a solid foundation in both number sense and basic operational math, bridging the knowing and doing gap often found in mathematics instruction. Our students will develop fact fluency with the four basic operations, which provides a base for completing more complex mathematical operations.

Our students will be required to explain their mathematical thinking, using multiple representations both in words and in symbols. As much as is possible, students will take the mathematical practices they are learning and apply them to real world situations. The application component of our mathematics instruction will challenge students to think about and make sense of the mathematics they are exploring. When possible, math will also be integrated into the Inquiry Projects.

Humanities

To maximize our students' time, we plan on integrating social studies content into our reading and writing workshops as we believe students learn best when transferring their skills from one content area to another. We plan on utilizing our teachers' expertise in selecting literature and non-fiction texts as they develop their projects in the ELA portion of the day. Our students will learn the content as outlined by the Idaho Content Standards in each grade, completing projects that allow them opportunities to demonstrate their learning. Through the study of humanities, students will identify ways the actions of historical leaders impacted the communities in which they lived and lessons they could learn and apply in today's world. Students will also apply reading and writing strategies they are learning from the Idaho Core Standards.

Science and Inquiry Projects

Students at MOSAICS will have daily opportunities to apply and learn about the skills outlined in the Idaho Science Standards through Inquiry Projects. Teachers will use inquiry-driven, project-based learning as the main methodology of instruction during this time. Our projects will also be designed to encourage divergent thinking, which provides students opportunities to learn from each other and to critique others' thinking. Each project will last between 2-9 weeks with our students at each grade level completing between 4-7 projects each year.

³¹Brendefur, J. L., Thiede, K., Strother, S., Jesse, D., & Sutton, J. (2016). The Effects of Professional Development on Elementary Students' Mathematics Achievement. *Journal of Curriculum and Teaching*, 5(2). doi:10.5430/jct.v5n2p95 (<https://files.eric.ed.gov/fulltext/EJ1157613.pdf>)

The framework for lesson planning during the Science and Inquiry Project time comes from the Buck Institute's Gold Standard of Project Based Learning (PBL)³². The components of Gold Standard PBL are centered around key knowledge, understanding, and success skills and are as follows:

- Challenging Problem or Question
- Sustained Inquiry
- Authenticity
- Student Voice and Choice
- Reflection
- Critique and Revision
- Public Product



To ensure all teachers have the necessary components in their unit plans, they will plan their units using the principles of Understanding by Design in conjunction with the project design overview from the Buck Institute for Education (see [Appendix F5](#) for completed example). Units planned with PBL present students with an essential question centered on a real-world issue. This lesson model incorporates various teaching tools and methods, including lecture, text-books, and conventional assessments. However, the nature of project-based learning requires students to spend most of the project actively working in groups or individually to research the question and come to conclusions. Students are expected to work towards an answer over an extended period. PBL requires students to use specific skills such as collaboration, teamwork, time and task management, and presentation skills to conclude a project successfully. As the students work through the project, they have various options in how to present their work publicly. Students work together to reflect upon their learning and to critique and revise their product until it meets the criteria outlined in the rubric. The skills learned through PBL prepare students to become productive, capable citizens.

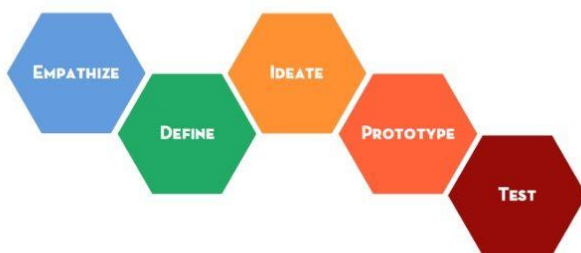


Image by the Stanford d.school

One central tool we plan on using during our Science and Inquiry Projects, particularly emphasized in our makerspace, is the Design Thinking Process, as developed by Stanford University. Design Thinking is a thinking framework which encourages students to be deliberate in the processes to design a functional solution to a problem. There are 5 phases of Design Thinking: empathize, define, ideate, prototype, and test. Students first look at understanding the problem they are trying to solve by empathizing with the user. Once

³² Larmer, J. (April 15, 2015) Gold Standard PBL: Essential Project Design Elements. Retrieved from <https://www.pblworks.org/blog/gold-standard-pbl-essential-project-design-elements>

they have empathized with the user, they define the problems according to the needs of the user. They then produce many ideations of potential solutions. Students then choose one of the ideations, and then create a prototype model. Students then test the model, look at the data from their results, and then modify their prototypes. The process between ideation, prototyping, and testing is fluid as students move back and forth between the different phases. At the end of the Design Thinking process, students have designed many different iterations and end with their most improved solution. At MOSAICS, students are then expected to present their solution to a public audience.

The Design Thinking Process is very similar to the engineering design process³³, with the added step of empathize. The founders of MOSAICS believe building empathy into the design process supports the mission of building community stewards as well as providing additional avenues to develop social-emotional awareness of others. The staff will go through design thinking challenges and trainings to develop their capacities in conjunction with the project-based learning. The goal is for our students to apply this process in the Science and Inquiry Project time, while using the makerspace, and expand it to other academic areas as well.

During the Science and Inquiry Project time, students will engage in teacher-adapted units based around the Idaho Science Standards. The school will provide teachers curricular materials to reference, but the teachers will focus the instructional material to fit within the inquiry framework to best meet our students' needs and interests. These Science and Inquiry Projects will also include reading and writing strategies, as indicated in the English Language Arts portion of the curricula section.

One specific Science and Inquiry Project all students will be participating in, is the First Lego League Jr. (K-3), First Lego League (4-6), and First Tech Challenge (7-8) competitions. These competitions send out real world problems, in which students are tasked with building working models to present their solutions. Students also learn to code their Lego robots through the Lego WeDo application. The founders of MOSAICS have seen these projects successfully implemented into the curriculum at all levels at North Idaho Charter STEM Academy. MOSAICS seeks to replicate their success and bring the engineering practices to a diverse set of learners in Caldwell.

The final expectation of the Science and Inquiry Projects is for teachers to help students identify possible career connections. Project-based learning is an effective way to link STEM concepts and careers. Students are given the kinds of authentic performance tasks to complete that actual STEM professionals work on solving in the field. Community members will be invited into the classroom to help facilitate learning and discuss how they apply concepts the students are learning into their work. Our goal is for students as young as kindergarten to understand the relevance of what they are learning and the educational routes they would need to undertake to reach different career paths.

³³ The Engineering Design Process. Retrieved December 21, 2018, from <https://www.eie.org/overview/engineering-design-process>

Community Stewardship

Teaching students to be community stewards is another key component of our school. We define community stewardship as understanding the dynamics of our communities and finding the ways in which we can contribute to building a better community through the wise use of time, talents, and resources. We expect our students to understand the different levels of communities and to explore ways to be engaged within the different types. The following table demonstrates the various levels we plan on focusing on at each grade level.

Grade Levels	Levels of Community
K-1	Classroom/Home
2-3	School/Neighborhood
4-5	Cities/Counties/States
6-8	US/Global

Built into our curriculum discussions will be stewardship and how to be community stewards. We envision our students becoming leaders who think beyond themselves and beyond the walls of the classroom. We will develop partnerships with businesses and other community organizations to be involved in the day to day business of the school, whether that is supporting an Inquiry Project, volunteering to read or do math with students, or helping our students develop a community service project to meet an identified need. We expect our students to interact with a variety of adults and community members to better understand how they can contribute their talents and resources to others. We also hope to develop potential mentorships with successful people in the community so our students have a community connection and another layer of support.

An example of possible community partnerships would include having first-grade students design and create a community garden, with the intent of supplying food for the school and a local foodbank like Oasis Food Center with fresh, quality produce. To begin the unit, students would learn about different types of foods. Then a nutritionist from West Valley Medical Center would come teach students about the importance of eating healthy foods and a balanced diet. The nutritionist would then help students design healthy recipes centered around fruits and vegetables that can be grown in Idaho. When students were learning about how plants grow and what conditions need to be present for plants to produce fruit or vegetables, a gardener from a local greenhouse, like The Scent of Color, or a local farmer would come and provide insights about effective growing practices. They would also teach students about how they maximize their space when planning and what they do to keep the plants healthy. They would also talk about pests and how they affect plants. The students would then work collaboratively on designing garden spaces with different vegetable plants, creating different iterations of maximizing the garden area. The gardener would be invited back to provide feedback on their designs. After the students finalize their designs, they would begin by planting the different types of vegetables and fruits in seed pots, which would be moved into the garden when the conditions were optimal. The students would then care for the garden, learning skills they can transfer to home if desired. The produce from the garden would be harvested when ripened, with a portion of it going to the school kitchen and the other portion being donated to the Oasis Food Center. This type of project meets science standards, provides exposure to different careers, teaches community stewardship, and develops skills that move beyond the school's walls.

We will utilize Restorative Practices in our school to help students develop the mindset of community. Our teachers will start the day off with a morning meeting and end the day with an afternoon debrief time. We also plan on embedding a Social-Emotional Learning curriculum during this time to assist students in managing their own emotions and building positive relationships. One example of a program is the Zones of Regulation, which helps students understand the size of the problem, provides language to help students understand their emotional state, and then gives strategies for self-regulation. We also believe the inquiry process and design thinking framework will help facilitate the learning of self-management strategies. By providing a schoolwide SEL framework built around a common language, students will be better able to communicate their feelings and school staff will be able to converse with students in ways that facilitate a positive school culture. To further build schoolwide school culture, MOSAICS plans on having a weekly assembly focused around celebrating the community and the accomplishments of our students.

The Arts

Building on the lessons learned from the highly successful Idaho Arts Charter School, students at MOSAICS Public School will be taught techniques and procedures in the arts to help them express themselves purposefully. All students will be instructed in visual arts and music through a specials rotation in elementary school. All students will take band or choir in middle school and have additional instruction in arts through the elective class rotation in middle school. Teachers will also integrate visual arts, music, and drama into their curricular programs when possible. We expect our students to be able to demonstrate their learning through different methods and media to represent their thinking. The various media could include some of the following examples: producing a video, writing a reader's theater, performing a play, creating a diorama, choreographing a dance, creating an art show, among many other examples. We want to encourage our students to be creative in their approach to communicating their ideas and passions.

Other Student Programming: Physical Education and Coding

In addition to music and art rotations, our students will also receive instruction in coding and physical education in their specials rotations and elective rotation.

Beginning in kindergarten, students will be introduced to computer science through coding. We plan on utilizing a specials rotation where students are working in coding at least 1 day per week in grades K-5 using Code.org's CS Fundamentals curriculum. Students will start out learning basic logic progressions through hands on activities before moving onto technology to learn coding and basic computer science concepts through programs like Scratch or Wonder Workshop's app series. Students will learn how to create loops, functions, and algorithms while programming basic computer games. In addition, students will learn about digital citizenship and internet safety. Grades 6-8 will use Code.org's CS Discoveries curriculum, where students develop webpages, code animations and interactive art, and explore how technology can solve problems. Other programs, such as Pencil Code and CS First, will be used to provide a variety of computer science experiences for our students.

All students in grades K-5 will have physical education (P.E.) at least 45 minutes per week. Grades 6-8 will have P.E. during their elective rotation. During the P.E. courses, students will also engage in at least 1 unit on dance aligned to the Idaho Content Standards being taught in the classrooms. An

example would be students in the fourth grade learning square dance to support their learning in Idaho history.

What I Need (WIN)

The elementary grades will also utilize a time designated for “What I Need” (WIN) for interventions and enrichment opportunities. For students in remediation, these lessons will be based on what a student needs to build to achieve proficiency in their core academic areas. For students who are advanced, this time is designated to further their learning in the next proficiency level as described on the report cards.

Interventions in the middle level grades will be completed within the classroom setting. Using data from programs such as MAP Growth, Think Through Math, and other curriculum-based assessments, teachers will group students based on the needs demonstrated by the students. These needs will be addressed through small group instruction with the support of grade level aides.

Example of Minutes for Curricular Programming

	Minutes Per Subject (4 Days Per Week)					
Subjects	K	1	2	3	4	5
Reading/Humanities	90	90	90	90	75	75
Writing	30	30	30	30	30	30
Math	75	75	75	75	75	75
Restorative Practices/SEL	20	20	20	20	20	20
Projects/Science	60	60	75	75	90	90
Lunch	25	25	25	25	25	25
Recesses (lunch and grade level)	55	55	40	40	40	40
What I Need (WIN)	30	30	30	30	30	30
Specials (art, coding, music)	45	45	45	45	45	45
Total Minutes	430	430	430	430	430	430

	Minutes Per Subject (Early Release/Late Start)					
Subjects	K	1	2	3	4	5
Reading/Humanities	70	70	70	70	70	70
Writing	25	25	25	25	25	25
Math	70	70	70	70	70	70
Restorative Practices/SEL	20	20	20	20	20	20
Projects/Science	60	60	60	60	60	60
Lunch	25	25	25	25	25	25
Recesses (lunch and grade level)	20	20	20	20	20	20
What I Need (WIN)	30	30	30	30	30	30
Specials (art, coding, music)	45	45	45	45	45	45
Total Minutes	365	365	365	365	365	365

	Minutes Per Subject (4 Days Per Week)		
<u>Subjects</u>	6	7	8
ELA/Humanities	115	115	115
Math	65	65	65
Choir or Band	55	55	55
Inquiry Projects	90	90	90
Elective Rotation (Art, Coding, PE)	55	55	55
Lunch	30	30	30
Advisory	20	20	20
Total Minutes	430	430	430

	Minutes Per Subject (Early Release/Late Start)		
<u>Subjects</u>	6	7	8
ELA/Humanities	80	80	80
Math	55	55	55
Choir or Band	55	55	55
Inquiry Projects	90	90	90
Elective Rotation (Art, Coding, PE)	55	55	55
Lunch	30	30	30
Advisory	0	0	0
Total Minutes	365	365	365

Tools

Technology in Classrooms

Students will use Chromebooks or similar devices to develop personalized pathways and support their learning in their core content. These devices will also be used to help students manage their timelines and progress while completing projects. Students will also use programs, such as the Education G Suite, to collaborate on projects digitally and create online portfolios of their work to share with their parents and others. Teachers will use the program to send out work and communicate with students about major milestones on a project and the timeline attached. These timelines and artifacts can be accessed by parents as well, allowing for parent-teacher communication. Students will also be able to access educational programs, such as Think Through Math, Teach My Monster to Read, IXL, and No Red Ink, to help support the instructional program as designed by the teachers. Teachers will use the devices to run applications, such as Socrative, Kahoot, and Nearpod, to provide immediate feedback to students as well as adjust their teaching in the moment based on the students' results. Students will be expected to become creators of content, possibly using video editing software or applications such as Educreations, to provide examples of their learning and understanding. They can discourse and collaborate through apps on their devices when needed as well.

MOSAICS also plans on utilizing a projector system in each classroom. These systems will project the image from a teacher device for students to be able to see the screens of what a teacher is seeing. These tools help students and teachers stay together during lessons and allow teachers the ability to access and display information from a variety of sources, such as the Internet or PowerPoint presentations.

Technology Access at Home

Students at MOSAICS will come from a variety of backgrounds with differing levels of technological access. To ensure all students have equitable access to these tools, MOSAICS families will complete a survey indicating the families' levels of access to technology at home. MOSAICS staff will work with families to make sure students have access to the devices needed to complete work. This

access will be determined on a case-by-case basis and could look different depending on each family's needs. Some examples of possible solutions for accessing technology could be taking home technology, such as Chromebooks, or inviting students to finish their work before or after school at MOSAICS. Our staff will also look for apps that can be deployed through phone as well as computer to make the content as accessible as possible for families. We will also explore partnerships with local internet providers to see if they might be able to provide services to families at a reduced cost.

Makerspace

Producing prototypes is a vital part of the Design Thinking Process, so MOSAICS plans on creating a makerspace, allowing all students to have the ability to design and make multiple prototypes of projects from their inquiry projects. The makerspace will house many different types of materials for making, such as cardboard, yarn, CD's, sheets of thick plastic, glue, crayons, markers, paper, pipe cleaners, among many other materials. These materials will be accessed by students to create and refine their prototypes. As our school expands into 5th grade and up, we plan on adding makerspace technology, such as a laser cutter and 3D printers to enhance student projects. We also plan on using devices which program objects to move in the real world, such as Raspberry Pi to connect programming to the Inquiry Projects exhibitions. We expect students to use their knowledge to create real world applications and not rely solely on digital renderings.

Teachers will schedule the use of the makerspace throughout the day in addition to using this tool within the Science and Inquiry Projects. The instructional coach will help teachers plan Science and Inquiry Projects to further help them utilize best practices during makerspace time and provide additional support in planning instruction for the makerspace to complement STEM learning.

Competency-Based Report Cards

MOSAICS plans on using competency-based report cards. These report cards are centered around essential standards as articulated at each grade level. The board of MOSAICS feels it is important to communicate with parents the level at which their students are performing. These report cards also provide what competency looks like at the grade level above and the grade level below, providing both the teacher and parents ideas on what the next steps are for their students to continue to grow in proficiency. We plan on utilizing a report card similar to those used at Design 39 in San Diego, CA (see [Appendix F6](#) for example).

Classroom Organization

Providing Free Full Day Kindergarten:

MOSAICS Public School plans to offer free full day kindergarten to all families. Families from low-income households are more likely to enroll their kindergarten students at MOSAICS as there are no additional costs associated with the full day program. Full day kindergarten allows for our teachers to provide additional supports and interventions to students who enter the school with academic deficits. The current research shows Hispanic students benefit at a higher proportional level based in

improving their literacy scores³⁴. Furthermore, the study reported all students' literacy scores raised through attending full day kindergarten.

Looping

Developing long lasting relationships between teachers, students, and families is of utmost importance to the founders of MOSAICS Public School. John Hattie's meta-analysis also shows the positive relationships between students and teachers as having a high effect size on increasing student outcomes³⁵. We believe looping is the best way to create strong relationships between teachers, families, and students. Additional research also shows academic gains for students who have a class comprised of mostly the same students with the same teacher over two years, with the largest gains coming for minority students³⁶. Because of these reasons, we will organize our grade levels so that students have the same teacher for at least 2 years.

Strategies for Serving All Students

As a part of the mission of serving all students and developing interests and capabilities of students underrepresented in the STEAM fields, the board of MOSAICS will actively recruit and provide supports to bring a diverse population of students to our school.

These supports include the following:

- Providing bus services within the attendance zone beginning in year 1
- Providing a Free and Reduced Breakfast and Lunch program beginning in year 1
- Hiring bilingual teachers when possible to support EL population
- Hiring a bilingual secretary so Spanish speaking parents have easier access to the school
- Marketing the school in both English and Spanish on billboards, radio, pamphlets, and our website
- Providing staff development on working with students and families from low socioeconomic situations
- Providing staff development on incorporating effective EL strategies
- Providing staff development on working with students with disabilities
- Partnering with community organizations to provide better support to students and their families
- Providing social-emotional instruction to students to facilitate conflict resolution and self-regulation

³⁴ Gibbs, C. (2014). *Experimental Evidence on Early Intervention: The Impact of Full-day Kindergarten* (Working paper). Charlottesville, VA: University of Virginia. (<https://economics.nd.edu/assets/141429/>)
Walston, J.T., and West, J. (2004). *Full-day and Half-day Kindergarten in the United States: Findings from the Early Childhood Longitudinal Study, Kindergarten Class of 1998–99*. U.S. Department of Education, National Center for Education Statistics. Washington, DC: U.S. Government Printing Office. (<https://nces.ed.gov/pubs2004/2004078.pdf>)

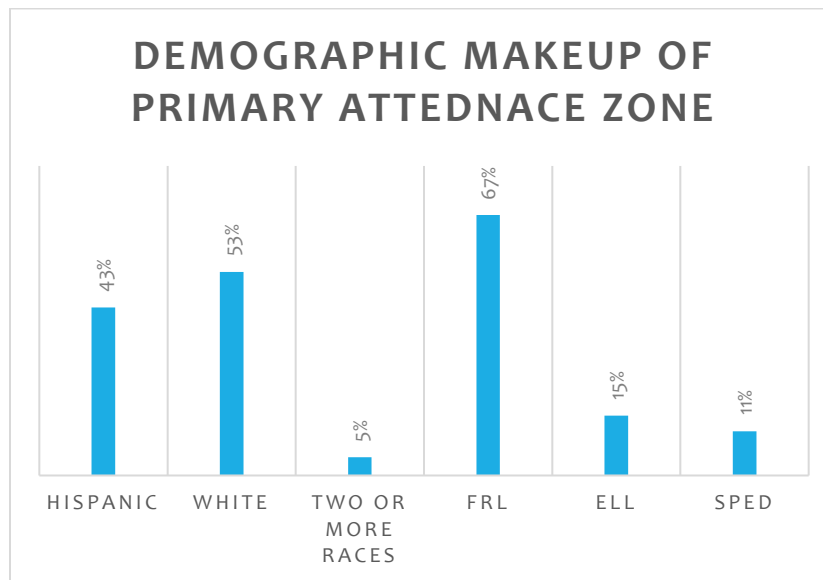
³⁵ Hattie, J. (2012). *Visible learning for teachers: Maximizing impact on learning* (pp.77-79). London: Routledge.

³⁶ Hill, A. J., & Jones, D. B. (Mar. 2017). *A teacher who knows me: The academic benefits of repeat student-teacher match* (Working paper). Columbia, SC: University of South Carolina.

- Employing a full-time special education teacher who follows Child Find and IDEA guidelines with the plan of hiring a second full time special education teacher when MOSAICS is fully enrolled
- Contracting services for SLP, OT, and educational psychological testing

To meet the needs of the expected demographics, MOSAICS plans on hiring a full-time special education teacher and a full time ELL/Title 1 coordinator. The special education teacher will work alongside teachers to develop IEP goals for students to best support their individual learning needs. The ELL/Title 1 coordinator will help train staff with instructional strategies and instructional practices to support the acquisition of content knowledge and process skills.

The table below shows the demographic makeup of the schools serving students in the Primary Attendance Area of MOSAICS Public School (analysis of numbers can be found in [Appendix F7](#)). The board of MOSAICS plans on recruiting a demographic of students who reflect the makeup of the attendance area with an expectation of matching within 5%.



To prepare staff for working with MOSAICS Public School’s targeted student demographic, MOSAICS Professional Development program will emphasize and focus on working with low income and English learner populations. During the recruitment and lottery enrollment stages, MOSAICS staff will meet with local community leaders as well as host several informational events within the proposed attendance area to build positive relationships between the school staff and families. MOSAICS is already making connections with organizations like Community Council of Idaho to begin outreach efforts to educate Hispanic and low-income families about school choice in the Caldwell area.

Gifted and Talented

Teachers will use a variety of assessment measures, including standardized assessment data (like MAP and iStation results) and other classroom performance data, to identify students who are gifted. Students who achieve significantly above grade level and/or demonstrate behaviors

consistent with gifted ability may be appropriately identified. In certain instances, services such as psychological testing might be used to test students for gifted ability, depending on the availability of such services. Parents and guardians will be informed when their child is suspected of being gifted or identified as gifted so that they can seek appropriate challenges and opportunities for their child.

Students who are high achievers and/or identified as gifted benefit from differentiation and instruction that is flexible enough to meet their specific needs. According to Carol Ann Tomlinson, a recognized expert in the field of education for gifted students, “a class is not differentiated when all students are doing the same thing and no adjustments are being made to the difficulty levels of the assignments that are given³⁷.” The nature of learning through inquiry and project-based learning lends itself to students challenging themselves to go beyond their current level of instruction. MOSAICS will adopt many of the strategies recommended by Tomlinson and others for effective teaching in mixed-ability classrooms, such as

- Providing alternative and/or extension activities for students who have already mastered the content being taught;
- Allowing gifted and high achieving students to work at an accelerated pace;
- Providing opportunities for students to work in flexible groups with other intellectual peers
- Creating graduated task rubrics and product criteria negotiated jointly by the student and teacher;
- Asking open-ended questions, both in the classroom and on homework assignments, that stimulate critical thinking;
- Incorporating a variety of the levels of thinking described in Bloom’s taxonomy – including the higher levels of analysis, evaluation, and synthesis – into lesson content and student work products.

As a result of program differentiation using the strategies just described, the unique learning needs of advanced learners will be met within the regular classroom program.

Response to Intervention for At-Risk Populations

MOSAICS will use a team approach dedicated to Response to Intervention (RTI). All students will be provided universal screeners, such as MAP testing, DIBELS assessments, the IRI, Words Their Way spelling inventory, fluency probes, math fact fluency probes, Think Through Math diagnostic assessments, etc. three times a year in order to monitor student growth. Teachers will then analyze the data from the universal screeners and identify students who did not meet the benchmarks and are at-risk or below grade level. They will then conduct further diagnostic screening, such as the CORE Phonics Survey, additional fluency probes at differing grade levels, if needed, to target specific skills students need to master. The teachers will also contact the parents to let them know about their students’ level of performance and ways for the parent to partner with the school in providing additional supports to their students.

Students will be grouped with other students who need similar supports and provided specific interventions during the What I Need (WIN) portion of the day. Depending on the need of the

³⁷ Tomlinson, C. (1995). *How to differentiate instruction in mixed ability classrooms*. Alexandria, VA: Association for Supervision and Curriculum Development.

student, MOSAICS will utilize a variety of intervention materials. We plan on using strategies from NEXT Steps for Literacy Instruction to remediate reading skills, ranging from phonemic awareness to vocabulary acquisition. We also plan on utilizing supports from the Units of Study in Reading and Units of Study in Writing by Lucy Calkins with the included *If... Then...* curriculum supports designated to develop the skills needed for students to be successful in the general classroom's units of instruction. In math, we plan on using supports from the purchased math curriculum to support our at-risk students. These supports can include using lessons from previous grade levels to support the development of missing skills or processes or using other intervention materials dedicated to filling gaps in student learning. We may utilize programs, such as IXL or Zearn, in grades K-2 for teaching remediation. In grades 3-8, MOSAICS also plans on using Think Through Math to provide practice on skills at the students' instructional levels. Teachers will use the diagnostic data and corresponding assignments for students to instruct identified skills in small groups. After instruction, these students will solve problems aligned to the skills on the computer to show mastery of concepts. The founders of MOSAICS also know teachers bring a myriad of experience in working with struggling students and welcome their insights in planning and developing materials to support all students in their classroom.

After a few weeks of progress monitoring, teachers who do not see improvement towards proficiency will take their student to the RTI team, which is comprised of teachers from various grade levels, to obtain additional ideas for supports and interventions. Through this process, the RTI team will also refer students to the Multi-Disciplinary Team (MDT) for further evaluation if necessary.

Our use of competency-based report cards and small group instruction in ELA and math will also allow for students to work at their instructional level in small groups. Having clear targets of the next level of performance will aide both the teacher and the parents in understanding the skills necessary for the student to master to move forward, whether the child is behind in their instruction or ahead of the class. Our report cards will identify the essential skills necessary to move forward in their ability level and use vocabulary to describe what it looks like in practice, allowing for parents and teachers to use a common language between school and home. Some tools we will use, such as Think Through Math, also allow for students to access practice at home, which provides opportunities for parents to see their students' competency levels and provide practice at the students' skill levels.

English Language Learners

It is MOSAICS Public School's goal to help English Language Learners (ELL) reach English proficiency in reading, writing, speaking, and listening. To accomplish this goal, the ELL coordinator will train the faculty and staff to use language development strategies within the general education classroom to support English acquisition. Teachers will be trained on specific language development strategies, such as providing sentence frames and using thought maps. Staff will also learn processes for identifying and teaching tier 2 academic vocabulary (words that are academic in nature but transferable in context), which helps all students acquire new vocabulary. Teachers will also learn how to use manipulatives as a language support for math, reading, writing, and science. ELL programs, like the Guided Language Acquisition Design (GLAD) model and the Sheltered Instructional Observation Protocol (SIOP), will help inform the ELL coordinator's staff development.

For identifying potential ELL students, MOSAICS Public School will apply the federal definition as defined by Title III and IX of the ESEA. The school will use a home-language survey upon student's enrollment. The eligibility criteria (listed below) will be used for a Home Language Survey in order to identify the primary home language other than English. Students for whom English is a second language will be assessed using the ELL placement test.

English Language Learner students will take the ELL placement test upon registering, and parents will need to choose whether their child will participate in services. For students needing assessment accommodations, an English Learning Plan (ELP) will be developed and include curriculum, teaching strategies, academic goals, and assessment accommodations. All ELPs will be overseen by the ELL Coordinator. Additional ELL services may be provided on site through pull out programs, depending on need of specific students.

Relevant Curriculum Based Measures (CBM) and the Idaho English Language Proficiency Assessment will be used to monitor student growth. Students who meet state recommended levels of proficiency on the Idaho English Language Proficiency Assessment will be exited from the ELL program. Additionally, the program will be evaluated based on collected data and trends. It will be revised as necessary. Evaluation of the program will be based on tracking data on interventions provided to the students by comparing them with peers to gauge student improvement. Additional evaluations of the program will consider the availability of resources and the effectiveness of staff training, as measured through staff surveys and observations of strategies used within the general education classroom.

The following is the ELL program eligibility criteria:

- Registration forms given to every student will include the mandatory questions to identify possible ELL students.
- Administration from MOSAICS Public School will review the surveys and determine whether a student may be an ELL.
- If the survey comes back indicating that a student may be an ELL, the student will be given an English language proficiency screener test within 30 days of registration or within two weeks of entry into the school. This test will be administered by one of MOSAICS' staff members.
- If the student tests less than proficient on the English language proficiency test or screener, a letter will go home to the parents indicating that their child was identified as needing specific English language services. The parents will be given the opportunity to waive the services, if desired.
- If the parent does not waive the limited English proficiency services for their child, the student will receive supports in acquiring English and in high-quality language instruction. Possible supports include the following:
 - Formative assessments of phonological processing, letter knowledge, and word and text reading.

- Focused, intensive small-group reading interventions for at-risk students that include phonological awareness, phonics, reading fluency, vocabulary, and comprehension.
- High-quality vocabulary instruction throughout the school day with essential content words taught in-depth.

An annual summative assessment for English Language Proficiency for all identified ELL students will take place during the spring of each school year. Based on the student score in the spring assessment, students will continue in the ELL program for the following year or exit (with two years of monitoring).

Special Education

MOSAICS Public School intends to hire a special education teacher dedicated to special education needs in its first year. MOSAICS Public School will implement best practice, research-based special education curriculum, and instructional materials specific to each student's needs. MOSAICS Public School will contract with highly qualified special education support staff to provide Occupational Therapy, Speech Language Services, and Educational Psychological testing for students who need such services. MOSAICS Public School will build physical facilities that are truly accessible to permit access to students with disabilities. All special education personnel will be selected, hired, trained, and in the classroom by the first day of the school year.

MOSAICS Public School's board of directors will adopt the 2019 Idaho Special Education Manual with all subsequent revisions. Special education policies and procedures will be developed and implemented in accordance with the mandates of the Individuals with Disabilities Education Act (IDEA), other federal laws, and Idaho state laws. The Idaho Special Education manual will also be used for identifying, evaluating, programming, developing Individual Education Plans (IEP), planning services, discipline, budgeting, and providing transportation for special needs students, as necessary.

MOSAICS Public School will establish and put forth an ongoing Child Find system to locate, identify, and evaluate students suspected of having a disability and who may need special education, regardless of the severity of the disability. The Child Find system will similarly serve to increase public awareness of special education programs and to advise the public of the rights of students. This will be done through newsletters and emails sent home, available information on the school's website, and registration materials.

MOSAICS Public School will follow the three-step process as outlined in the Idaho Special Education Manual to determine whether a student requires special education services:

1. The school will locate students by establishing and implementing an ongoing Child Find system, which will include referrals by parents, school staff, etc. An individual will be appointed to coordinate the development, revision, implementation and documentation of the Child Find system.
2. MOSAICS Public School's Child Find system will publicize and ensure that staff and constituents are informed of the availability of special education services through information included in staff orientation, on the school's website, and in registration materials.

3. MOSAICS Public School will conduct a thorough and comprehensive evaluation for students referred to determine if the student qualifies for special education services under the Individuals with Disabilities Act. MOSAICS Public School will adhere to the guidelines and timelines outlined in the Individuals with Disabilities Act and the Idaho Special Education Manual. As outlined in the Idaho Special Education Manual, an evaluation team, which includes (at a minimum) a special education teacher, a general education teacher, an administrative representative, the student when appropriate, and the parent and/or adult student, will review the information from the comprehensive evaluation to determine the student's eligibility for special education. These sources include, but are not limited to, general education interventions, formal and informal assessments, and progress in the general curriculum, and will also include all referrals by parents and/or other adults including teachers, counselors, or other school professionals as outlined in the Idaho Special Education Manual.

The special education teacher will collaborate with the general education teacher on developing IEP goals. The general education teachers and special education teacher will work in collaboration with one another to use the competency-based report cards to both inform the development of the IEP as well as communicate to parents progress the student is making on their identified skills. This step will help provide parents a fuller picture of their students' progress in achieving grade level work.

Inclusion Preference Model

Inclusion for special education, ELL, and gifted students will be essential to the culture of the MOSAICS Public School. We want all students to always feel valued and a part of the class as we believe inclusion fosters a meaningful participation in one's education. Our school community will strive to embrace a variety of learning styles and outcomes based on an individual's strengths. It is our mission to meet the academic, social, and emotional needs of all students in the general education setting as much as possible. We want our teachers and staff to have a shared responsibility for the success of all students. To this end, we plan on assigning a full-time aide for each classroom in grades K-2 and full-time aide to split between classrooms in grades 2-8 so we can serve our students' needs in the classroom, ensuring everyone has access to the learning environment. We will collaborate with families about their students' needs as well because they are an essential part of their child's education. With the aide support, we will be able to provide a continuum of services within the classroom. These individualized supports and services will be provided in a tiered system where students receive the accommodations and modifications needed to access and learn in the classroom, alongside their peers. As noted on a study completed at Indiana University, special education students who participated in a high inclusion model performed significantly better on both reading and math assessments³⁸. The staff at MOSAICS will seek to maximize the learning outcomes for our special education students in the general education classroom; however, the push for inclusion will not interfere with a student's needs who may require services in a separate environment due to the his or her learning needs.

³⁸ Cole, S., Murphy, H., Frisby, M., & Grossi, T., & Bolte, H (2018). *A Longitudinal Study to Determine the Impact of Inclusion on Student Academic Outcomes (Executive Summary Report)* (<https://www.iidc.indiana.edu/styles/iidc/defiles/CELL/Inclusion-study-handout.pdf>)

Professional Development Plan

Professional development is an essential component to the growth and betterment of the teaching cadre at MOSAICS Public School. Students succeed when teachers continually hone their craft through well-developed trainings and supports. At MOSAICS Public School, teachers will have the following multiple layers of supports:

School Systems Training

Teachers will have annual training in the many requirements teachers need to be informed about while in this profession. These requirements will include training in special services related to the requirements for IEPs, 504, and ELPs. Additional training on FERPA, the McKinney-Vento Act, child abuse reporting, and bullying prevention will be completed. Staff will also be trained on the student information system, the longitudinal student data system, technology integration, the school handbook, etc.

Schoolwide Professional Development:

MOSAICS will provide professional development aligned with its mission and vision. Teachers will participate in various all-staff learning sessions focused around the various topics. These topics and trainings will include, but not be limited to, the following:

- Inquiry Based Instructional Practices
- Community Stewardship
- Restorative Practices
- EL Strategies
- Working with Students in Poverty
- Integrating Arts, Sciences, and Technology
- Competency Based Education
- Developing Mathematical Thinking Principles and Strategies
- Professional Learning Communities
- Response to Intervention

A more detailed professional development plan can be found in [Appendix F8](#).

Onboarding Teachers in Year 1

Much of the onboarding teacher professional development will be centered around inquiry and community stewardship. Professional development will take place for 7 days before the school year starts and continue and throughout the school year (see [Appendix F9](#) for possible calendar).

Initially, the first two days will be spent on training about restorative practices as building a strong collaborative culture will be tantamount to the success of the school. We plan on utilizing outside trainers from organizations such as International Institute for Restorative Practices (IIRP) to ensure teachers are thoroughly prepared and ready to implement this system of practices. We believe Restorative Practices are essential for developing the type of culture we want for our school.

All staff will be trained for three days in designing lesson and teaching through Project-Based Learning in PBL 101³⁹. We plan on using trainers from the Buck Institute to train our staff in the tenets of PBL and how to use it in the classroom. The Buck Institute also provides support throughout the year in designing and implementing PBL.

Staff will also go through an inquiry boot camp for two days focused around an essential question, such as “How does stewardship define our community and how does this impact citizenry?” We plan on utilizing our board member, Debbie Foster, to help design and implement this professional development workshop. Debbie (see resume at [Appendix C](#)) has extensive experience developing professional development programming for schools and districts from many years. We may also contract with the Boise State Writing Project to hire facilitators. As teachers themselves go through the inquiry project and answer this question, which is directly tied to the school’s mission and vision, the trainers will highlight the instructional moves they are making to help develop teachers’ strategies based in inquiry instruction. Teachers will be led through the different components of an inquiry project, ending with a public exhibition. Strategies and examples from *Project-Based Teaching* by Suzie Boss and John Larmer⁴⁰ will anchor this boot camp. Embedded in this inquiry-boot camp will also be a demographic analysis of our student body, a review of our charter petition, strategies of working with students in poverty, and competency-based educational practices.

Early Release Day

We will build professional development time into our week through an early release one day per week. These weekly meetings will be focused on a topic through a rotation schedule. We plan on using this time to reinforce the training from the beginning of the year and make sure teachers are developing the skills they need to help students perform at a high level. These meetings also provide additional accountability for the teachers as they develop their skills. A model of our meetings might look like the following:

- Week 1- Inquiry Projects Focus
- Week 2- Grade Level Team Focus (RTI/PLC)
- Week 3- Restorative Practices Focus
- Week 4- Grade Level Team Focus (RTI/PLC)

During each early release day, teachers will also be presented with an ELL strategy to use in their classrooms to help equip and support their ELL students. Insights about working with students in poverty will also be shared; however, most of the time will be focused on the main topic of the week.

To support our projected student population, MOSAICS will seek out opportunities for partnership with other organizations, such as the Salvation Army or YMCA, to bus our students for out-of-school programming during early release days.

³⁹Description of PBL 101 Professional Development: <https://www.pblworks.org/services/pbl-101>

⁴⁰ Boss, S. & Larmer, J. (2018) *Project based teaching: How to create rigorous and engaging learning experiences*. Alexandria, VA: Association of Supervision and Curriculum Development.

Whole Day Trainings

Throughout the school year, MOSAICS will host full day professional development sessions. These sessions will be aligned to the main topics of study for the school year as well, providing teachers opportunities to plan, implement, and reflect on their learning over extended time periods.

Instructional Coaching

As current research from Education Next⁴¹ indicates, instructional coaching has a significant effect size on teachers implementing instructional strategies and increases student achievement. MOSAICS plans on hiring an instructional coach to support teachers in the development of their craft in all instructional areas and to support the implementation of inquiry. The instructional coach will model how to develop and instruct lessons based in inquiry as well as provide feedback to teachers through various means such as co-teaching, co-planning, and providing feedback on observations. The instructional coach will set up six-week coaching cycles with teachers at least twice per year. In this cycle, the instructional coach will help teachers analyze data, identify specific strategies they want to improve, and provide feedback on their progress in implementing these goals. The instructional coach will utilize coaching strategies like those outlined in Jim Knight's Impact Cycle⁴². As teachers vary in their abilities and needs, each teacher will be supported in the ways that best meet their needs.

The instructional coach is expected to work in tandem with the administrator, furthering the school's vision and mission and helping all teachers achieve better performance through more effective instruction; however, the instructional coach's work with teachers will be confidential and not used in evaluations. The founders of MOSAICS have observed that teachers are much more receptive to feedback in a non-evaluative environment and are more likely to seek out aid from an instructional coach when struggling. This supporting role allows the coach to be more effective and helps boost the school's learning culture.

Professional Learning Communities

MOSAICS teachers will participate in Professional Learning Communities (PLC), as designed by Richard Dufour⁴³, at least 2 times per month. During the PLC time, teachers will align their assessments and instruction to the essential standards identified on the competency-based report card. They will create common formative assessments and summative assessments that measure the different levels of competencies. Teachers will also develop rubrics to identify the specific characteristics which show mastery of the essential standards. In these working groups, teachers will compare student work to the established rubrics and then analyze their student data to inform

⁴¹Kraft, M., & Blazar, D. (2018). Taking Teacher Coaching to Scale: Can Personalized Training Become Standard Practice? *Education Next*, (Fall), 68-74.

(https://www.educationnext.org/files/ednext_xviii_4_kraft_blazar.pdf)

⁴² Jim Knight's Impact Cycle Workbook for Instructional Coaches:

https://www.instructionalcoaching.com/wp-content/uploads/2016/03/Jimknight_Workbook_7_14_KUCRL.pdf

⁴³ Mattos, M., DuFour, R., DuFour, R., Eaker, R., & Many, T. W. (2016). *Learning by doing: A handbook for professional learning communities at work*. Sydney, NSW: Solution Tree Australia Pty.

where their instruction needs to go. Additionally, the teachers can identify areas of strong practices within the teaching team.

Embedded within the PLC structure is the first level of the RTI process as teams of teachers will discuss the progress of their students and can identify students who are both excelling and struggling. Teachers will identify specific interventions to make sure they are able to support the students who have yet to meet the established criteria, while also finding ways to support students who have already mastered the content.

Onboarding New Teachers After Year 1

New teachers will be onboarded in a similar way as the teachers of year 1. They will go through a new staff orientation, focused on Restorative Practices and an inquiry boot camp around an essential question related to the whole staff development. These institutes will be provided by returning staff members to provide both boot-on-the-ground experience and implementation as well as opportunities to meet and interact with existing staff. The founders of MOSAICS believe in the power of teacher-led instruction and in developing teacher leadership within the teacher cadre.

Evaluations for Teachers

All teachers will be evaluated according to the Danielson framework, as adopted by the state of Idaho. MOSAICS' administrator will observe teachers monthly and provide feedback frequently. Staff will also develop professional goals aligned with the Danielson framework and school goals.

Section II: Financial and Facilities Plan

Fiscal Philosophy and Spending Priorities

It is our philosophy that we maximize each dollar MOSAICS Public School receives to ensure the highest quality of education for our students. To accomplish this, we plan on spending a significant amount of our budget on classroom supports. Staffing will be the highest expense as teachers have a large effect size on student outcomes during a school day. It is also a priority for the board of directors to provide supports for our ELL students and at-risk students to succeed, thus we will fund a full time ELL/Title 1 coordinator and full day kindergarten. MOSAICS Public School also plans on funding an instructional coach to help fulfill the mission and vision by providing boots-on-the-ground support for teachers outside of the administration. MOSAICS will build a makerspace where students are able to learn through prototyping designs and testing them out. Providing students hands-on opportunities is vital to our program, and we plan on purchasing supplies to ensure these curricular opportunities are realized. We also plan on purchasing devices to begin teaching coding and integrating technology as young as kindergarten. Finally, our priority is saving 60 days of operating expenses within 4 years of operations.

Transportation

The board of MOSAICS Public School understand the importance of providing transportation for students to equitably access the school. MOSAICS plans to contract with a bus service to provide home-to-school bus routes throughout the attendance area. Our budget reflects the expected costs as estimated by a local bus company.

Year	Number of Routes	Estimated Cost Per Route Per Day	Days in School Year	Cost of Routes	70% Reimbursement by the State	School Costs
1	3	\$325	170	\$165,750	\$116,025	\$49,725
2	4	\$325	170	\$221,000	\$154,700	\$66,300
3	4	\$335	170	\$227,630	\$159,341	\$68,289
4	4	\$345	170	\$234,459	\$164,121	\$70,338
5	4	\$355	170	\$241,493	\$169,045	\$72,448
6	4	\$366	170	\$248,737	\$174,116	\$74,621

The board of directors may approve additional transportation services, under its discretion, if fiscally viable under school budget. Transportation planning will be reconsidered yearly as dictated by student enrollment, the need and/or demand for transportation services, and financing.

Transportation for students with special needs will be provided in accordance with requirements of state and federal law. The service may be contracted following the transportation bidding process as per Idaho Code.

Transportation for field trips, excursions, and extracurricular activities will be provided by the school through contracted services.

Food Service Plans

The board of MOSAICS understands the importance of 1) removing barriers from attending our school and 2) providing the option to eat a nutritious meal for students to learn at an optimal level for both breakfast and lunch. Because of these two reasons, MOSAICS Public School will offer a federally supported Free and Reduced Breakfast and Lunch program on the first day of school in Year 1. During the startup year, MOSAICS' administrator will take all actions necessary to establish the program before opening the doors in Year 1. The estimated expenses (facilities, equipment, software, billing, and employees) required to establish MOSAICS' food service plan is included in the budget spreadsheets. From analyzing other charter school's costs for food service and the reimbursement rates for free and reduced lunch, we expect our food service should be revenue neutral.

Financial Management and Monitoring Plan

MOSAICS Public School will contract with an outside school finance expert. MOSAICS will mostly likely partner with Bluum for back-office services during our start-up year and Year 1 of operations as there are no costs associated with these services (see Draft Contract [Appendix F10](#)). After Year 1, the board of MOSAICS will explore using other agencies to support our back-office services or hiring a part-time business manager to fulfill these functions.

Our outside school finance expert will work with the school administrator to review bills and purchase requests. MOSAICS will require two signatures on all checks, which helps institute an internal check. The board plans to authorize the signatures of the administrator, the business manager, and the board chair. The business manager and administrator will also track the expenses

and keep a ledger using 2M software of current expenses compared to budgeted expenses, reporting to the board at least monthly.

Our outside school finance expert will also offer guidance in developing an accurate estimate of the school's budget based on school funding formulas. The administrator will develop a budget in accordance with the requirements and timelines set forth by the State Department of Education (SDE). After the budget is developed, MOSAICS will publish a notice in the paper alerting the public of the budget hearing. This notice will be published no later than April 30 and at least 10 days before the budget hearing. The board will then hold a budget hearing, providing feedback on the proposed budget. When the budget is approved, MOSAICS will then submit the budget to the SDE within 21 days and post the budget to the website within 30 days of approval.

The board of directors expects to amend the budget at least once a year to reflect federal funding adjustments. When the budget needs to be amended, a notice in the paper will be published alerting the public of the budget hearing at least 10 days before the budget hearing. The amended budget will be presented to the board. After the budget is approved, the amended budget will be submitted to the state department.

The board of directors will be responsible for the financial management of MOSAICS Public School. The board of directors' role in financial management will include, but not be limited to the following:

- Establishment of operating and capital budgets
- Long-term financial planning and preparations
- Monthly review of budget-to-actual financial performance providing for adequate oversight of financial performance and the opportunity to adjust expenditures as necessary to ensure operation within budget
- Monthly review of cash flow projections
- Establishment of internal financial policies consistent with the requirements of state law and Generally Accepted Accounting Principles to provide for adequate financial controls
- Approval of all expenditures more than \$10,000 coupled with a monthly review of MOSAICS Public School's general register to verify compliance with expenditure-related policies established by the board of directors
- Engagement on an as needed basis as determined by the board of directors of accounting and/or bookkeeping professionals to meet the needs of MOSAICS Public School in monitoring financial performance and ensuring financial viability and success

MOSAICS Public School will maintain all financial records in accordance with Generally Accepted Accounting Principles (GAAP) and will follow all requirements set forth by the Idaho State Department of Education.

Board Knowledge of Finances

The MOSAICS board of directors has members with direct experience running charter schools successfully. Jackie Collins, Executive Director of Idaho Arts Charter School, has successfully run IACS for 14 years. Matt Mesropian also presided over the IACS board for 3 years and was a member of the IACS board for 5 years in total.

Other individuals bring a high level of financial expertise to the MOSAICS board. Glenn Aubrey was a revenue agent with the IRS for 25 years and has an accounting degree. Debbie Martinez is a former comptroller for a K-12 district in New Mexico, has been the CFO of the New Mexico Public Retirement System, and was the budget director for a community college of 30,000 students. Additional training for other board members in understanding financial statements will be provided in board development by ISBA or similar organization.

Description of Facility Needs

The board of MOSAICS knows an effective facility is crucial to school success and student learning. Securing a high-quality facility that meets the needs of the students at MOSAICS is a priority for the MOSAICS board.

At full capacity, MOSAICS Public School will require approximately 38,000-40,000 square feet of space.

In our proposed budget, Grades K-8 will have at least two sections per grade level, thus will need eighteen classrooms for core instruction. Beginning in Year 5 of operation, we plan to reduce class sizes for K-2 as we would be able to fund three additional teachers with the increased revenue from fully enrolling 8th grade. In order to expediate adding these teachers, we plan on applying for a federal charter school new school grant, which would allow us to fund these 3 general education teachers for grades K-2 during our first 2 years, requiring 3 additional classrooms. If MOSAICS was awarded the federal charter school grant, the additional influx of cash would allow the board to shift grant money from the JKAFF grant to later years, allowing for these three teachers to continue working through Year 3 and Year 4 while MOSAICS continues to build a 60-day cash reserve by Year 5. We have built these additional classrooms into the facility plan and the projected budget for construction costs. An additional four classrooms will be built for art, music, special education, and a Title 1/ELL Room (1). We also plan on utilizing open areas and small offices for small group work near classrooms. Our school will also utilize a makerspace to be used by all students.

- 21 grade level classrooms, each approximately 900 square feet
- 4 additional classrooms for art, music, special education and Title 1/ELL, each approximately 900 square feet
- Small offices for special services, approximately 1,000 square feet
- 1 makerspace, approximately 1,500 square feet
- 1 library, approximately 1,000 square feet
- Cafeteria/gymnasium/common area at approximately 5,000 square feet
- 1 kitchen, approximately 1,000 square feet
- 2,000 square feet for administrative spaces
- 20% additional space for restrooms and circulation

With respect to facilities, MOSAICS is partnering with Building Hope to secure PRI financing for the construction of this facility (see [Appendix F22](#)). Building Hope is a JKAFF-supported organization that helps selected charter schools meet their facility needs. The board has also obtained a proposed term sheet from Vectra Bank (see [Appendix F11](#)) for a direct loan to MOSAICS Public School for the remainder of the funding, which would allow the board to build a new facility and

then refinance the loan from Building Hope and Vectra in 5 years. Due to this support from Building Hope and JKAFF, MOSAICS' facility plan eliminates many of the risks typically associated with charter facilities.

The board of MOSAICS asked Mussell Construction to provide input on costs for remodeling existing facilities and for new construction. Mussell Construction has partnered with Idaho Arts Charter School in the past and has built quality schools for that organization, which gives the board of MOSAICS confidence in the estimates provided (see [Appendix F12](#) for Mussell Construction Resume).

The board of MOSAICS has evaluated various options for facilities and analyzed the costs to determine what we feel is the most prudent use of money on facilities (see [Appendix F13](#) for cost analysis of the two options). The initial intent of the board was to evaluate remodeling a current facility into a school, like Gem Prep: Pocatello is remodeling the old Sears building. The board felt this option could potentially save the school significant costs on facilities. The Caldwell area currently has no empty buildings large enough to house the school without new construction. The board evaluated the option of purchasing the United Methodist Church off East Logan Street, whose 5 acre property was large enough to provide room for a new building while allowing their 20,000 square foot facility to be remodeled (see Facility Option 2 in [Appendix A5](#)). The board had Mussell Construction provide an estimate of costs for the remodel and new construction. The church lacked a fire suppression system and HVAC system in most of the existing building, which increased the cost of remodeling the church to about \$100 per square foot. After analysis, the costs of remodeling and constructing a new building were similar to new construction costs. The board decided it would be prudent to explore new construction to build a school designed how we wanted instead of trying to retrofit the school into an existing structure.

The board then found a piece of property within city limits, which was listed at \$339,400 for 11.39 acres of land off Lincoln Road in Caldwell (see [Appendix F14](#)). The cost per acre is less than \$30,000. Even with the estimated sewer hookup fee of \$185,000 factored in, the cost per acre is close to \$46,000, which is significantly less than most available land for purchase in the Caldwell area. The board of MOSAICS asked Mussell Construction to evaluate the acreage for development, which put the land under contract (see [Appendix F14](#)). Based on his initial evaluation, Mussell Construction provided a cost estimate \$6,185,400 for construction of a 40,000 square foot facility with the sewer hookup fee included (see [Appendix F15](#)).

The board also sought out information on what the costs would be associated with purchasing portables as permanent structures (see [Appendix F16](#)) in the event grant funding was unavailable. The board was able to identify a facilities solution that allowed the school to open with 2 classrooms per grade level (see Option 3 in [Appendix A5](#)). This facility option would require the school to partner with another organization to provide food services as a kitchen is not included. This has been done successfully at other schools, such as Gem Prep: Meridian. This plan is not the preferred plan but allows for the school to open with only state support.

Because the board can secure funds from loans from Building Hope and Vectra Bank for the construction of a complete 40,000 square foot facility with a kitchen and gymnasium, the board will likely seek to build a new facility as it seems to be the most prudent use of resources while providing a quality facility for students.

Section III: Board Capacity and Governance Structure

Governance Structure

MOSAICS Public School will be a legally and operationally independent entity established by the non-profit corporation's board of directors. The board of directors will be legally accountable for the operation of the school under the Idaho Non-profit Corporation Act. MOSAICS Public School commits to compliance with all federal and state laws and rules and acknowledges the responsibility for identifying essential laws and regulations and complying with them. MOSAICS Public School will comply with Idaho's Open Meeting and Public Record laws. The members of the board will also abide by the ethical standards adopted by the ISBA⁴⁴.

The board of directors will serve as the public agents who govern MOSAICS Public School. There will be no less than 5 and no more than 9 members on the board of directors. The board of directors will remain the same as the organizing group. Upon successful establishment of the school and after one year of operation with students, our board will begin to transition to a long-term governing board through procedures set forth in the bylaws. Annual selection and election for board members of the board of directors will be held according to the bylaws of MOSAICS Public School. Bylaws can be reviewed in [Appendix B](#).

The board of directors will elect from its membership at least the following officers who shall have the following responsibilities:

- **Board Chair:** The Chair, subject to the control and oversight of the board of directors, shall in general, supervise and control all the business and affairs of MOSAICS Public School and may sign, with appropriate officers as designated by the board of directors, any deeds, mortgages, bonds, contracts, or other instruments authorized by the board of directors. In addition, the Chair shall create the agenda, ensure board member access to the materials, preside over, and ensure the board follows appropriate parliamentary procedures during all board meetings. The Chair also shall serve as chief liaison between the board and the school administration.
- **Board Vice Chair:** In the absence of the Chair or in the event of his/her death, inability or refusal to act, the Vice Chair shall perform the duties of the Chair, and when so acting, shall have all the powers of and be subject to all the restrictions upon the Chair.
- **Board Secretary:** The Secretary shall keep all minutes of all proceedings of the board of directors; provide required notice of all meetings of the board of directors; have custody of MOSAICS business records; maintain contact information for each member of the board of directors; and perform all other duties incident to the office of secretary as assigned by the Chair or the board of directors.
- **Board Treasurer:** The Treasurer shall have charge over all funds of MOSAICS; be responsible for overseeing proper management of funds; and perform all other duties incident to the office of treasurer as assigned by the Chair or the board of directors. To the extent deemed necessary by the board of directors, MOSAICS may engage the services of accounting and/or bookkeeping

⁴⁴ See Code of Ethics for School Board Members at <http://www.idsba.org/wp-content/uploads/2017/05/Code-of-Ethics-for-School-Board-Members.pdf>

professionals to assist the Treasurer in order to meet the needs of MOSAICS in monitoring financial performance and ensuring financial viability and success, including, if necessary, a part-time business manager to provide operations oversight for MOSAICS.

MOSAICS Public School's board of directors has the ultimate control over the school and all employee and parent concerns. If a parent or employee has a concern, he or she will first attempt to resolve the issue with the school administrator. If the issue cannot be resolved with the school leader, the parent or employee will attempt a resolution by bringing it before the MOSAICS Public School Board.

Additionally, the board of directors is responsible for the following:

- Policy development and review
- Educational goals, short-term and long term
- Financial well-being of the school
- Long-term operational oversight (not day to day)
- Legal compliance with local, state, and federal regulations
- Adopting, advocating for and overseeing a responsive school budget that meets the school goals and needs of all students
- Conducting an annual self-evaluation of its own leadership, governance, and teamwork
- Communicating and interpreting the school's mission and vision as well as other matters to stakeholders and the general public
- Selection and evaluation of the school administrator
- Serving as the liaison between MOSAICS and the Authorized Chartering Entity
- Approving recommendations of the school administrator with respect to changes in staffing, programs, discipline, or curriculum

Upon approval of a charter, the Board will develop a policy manual which shall include policies for: Instruction, Students, Community Relations, Personnel, Administration, Financial Management, Non-instructional Operations, School Facilities, and Philosophy. Board Policy will be made available to the public either as a hard or electronic copy - or both.

Board committees will be created as needs are identified within the school. Committees will gather input from various sources, analyze data, and report recommendations back to the board. Possible committees could include, but are not limited to, ones focused on academic excellence, student and staff recruitment, or finance. The chairperson of each committee must be a director from the board; however, other members of the committees do not have to be on the board. Each committee may have two or more members who shall serve at the pleasure of the board. Committees will keep meeting minutes to share with the board of directors in order to provide updates of their progress. Committees will report to the board at board meetings at designated intervals determined by the board, reviewing their analysis and making recommendations. The board will have the ultimate decision on whether to implement the recommendations from committees.

The school administrator will report directly to the board, specifically the board chair. The school administrator will be responsible for day to day operations of the school and all reporting to the Idaho State Department of Education and the board of directors. The school administrator will be

responsible for human resources, school finances, special education, legal and ethical compliance, testing and professional development. The school administrator is also responsible for supervision of certified and non-certified staff, food service, grounds and maintenance, curriculum development and any other areas of day to day operations. For further detail on board roles and administrator roles, please see [Appendix F17](#).

MOSAICS Public School board of directors will explore becoming a member of a board organization, such as Idaho School Board Association (ISBA).

Founding Board Member Qualifications

The board of MOSAICS Public School is comprised of the following members:

Matt Mesropian, President, most recently served on the school board of Idaho Arts Charter School for 5 years. During his time on the board, Matt served as president for 3 years and oversaw the expansion of Idaho Arts Charter School. He currently works as a store manager at Lowes in Meridian. Matt brings expertise on contract negotiations, operations management, and school governance.

Jackie Collins, Vice President, current Idaho Arts Charter School (IACS) executive director, is a partner in establishing MOSAICS Public School. Jackie has been the executive director for the past 14 years and helped found IACS. She understands the inner workings of running a school both educationally and operationally.

Glenn Aubrey, Treasurer, served in the Army for 7 years before moving onto a 25-year career as an IRS revenue agent. He is excited to work on establishing a school for underserved students in Caldwell. He brings expertise in accounting and tax law.

Lindsey Corey, Secretary, currently works as a teacher at Idaho Arts Charter School. She has worked in education for 10 years. She also has a Bachelor of Science in Exercise Science and has worked as a paralegal for 2 years. Lindsey brings expertise in strong instructional practices, especially regarding science instruction.

Debbie Foster is a co-founder of the Boise State Writing Project and Oklahoma Writing Project. She is a Carnegie Literacy Fellow and has worked in education for 25 years as a teacher and instructional coach. She brings expertise in curriculum design, inquiry, and instructional strategies.

Debbie Martinez currently works at the Albertson's Corporation as a senior financial analyst. Her experience includes being a comptroller for the Los Alamos School District and the senior budget director for Central New Mexico Community College. She brings expertise in school finance and project management.

Anthony Haskett is an originator of MOSAICS Public School. He has worked in education for 10 years, 3 years as an administrator at Idaho Arts Charter School and 7 years as an elementary teacher. Anthony earned a Master of Education in Curriculum and Instruction and an Educational Specialist in Educational Leadership. He brings expertise in the areas of teaching early literacy and math as well as school leadership. If the charter petition is approved, Anthony is expected to be the administrator of MOSAICS Public School.

The founding board of MOSAICS Public School brings together individuals who have experience in finance, management, and governance over a charter school. These individuals also have skills in running day-to-day operations of a charter school, building new school buildings, designing curriculum, and crafting professional development. Anthony Haskett and Jackie Collins are taking the lead role in developing MOSAICS. Anthony received a new school fellowship, which is managed by Bluum, to establish MOSAICS, and has been working on establishing a presence in the Caldwell community. Jackie is supporting developing the budget, managing the construction process, and providing mentorship to Anthony. Board members Debbie Foster and Lindsey Corey are helping Anthony with instructional design and professional development. All board members are engaged at least monthly, reviewing progress on the school, offering insights about how to move forward, and providing guidance and expertise. It is expected Anthony will leave the board and be hired as the administrator if the charter petition is approved.

The board recognizes it has skills gaps in both construction management and legal expertise. The board is actively seeking new members to fill the remaining two board positions with these skillsets. Until then, the board is currently using the following people to overcome these deficits. The board contracts with Chris Yorgason for legal expertise and to review legal documents. The board also uses local community businesses with whom Ms. Collins has used successfully with Idaho Arts Charter School, such as Mussell Construction and Dickerson Land Group, to provide additional discernment into real estate development and transactions, the permitting process, and construction management.

Transition Plan

MOSAICS Public School will be governed by its founding board through the second Tuesday of June 2021. The Board of Directors will then have an option to continue to serve or resign. The Board of Directors has set up a scaffolded transition plan that will blend experienced board members with new board members. If a board member resigns, their resignation will become official during the June Board of Directors meeting. Beginning in June 2021 and each successive year after, one-third of the directors on the board (as seen in the table below) will resign or renew their appointment as a MOSAICS Public School Board of Directors for an additional 3-year term. In April of each year, board members whose terms end that June will provide a letter of intent to remain or resign from the Board of Directors. The Board of Directors will vote to accept the resignation or the intent to remain on the board in the April meeting of each year.

Position	Person	Term Ending
<i>Director 1</i>	Anthony Haskett	June 2021
<i>Director 2</i>	Glenn Aubrey	June 2021
<i>Director 3</i>	Debbie Foster	June 2022
<i>Director 4</i>	Lindsey Corey	June 2022
<i>Director 5</i>	Debbie Martinez	June 2023
<i>Director 6*</i>	Matt Mesropian	June 2023
<i>Director 7*</i>	Jackie Collins	June 2021
<i>Director 8*</i>		June 2022
<i>Director 9*</i>		June 2023
*Denotes these positions are not required as described by the bylaws of MOSAICS Public School		

When a board member resigns, the board will seek replacement members. New members of the board of directors will be interviewed during the May board meeting, announced and appointed at the June board meeting. Each term beyond the founding board members terms will be a three-year term. The focus of MOSAICS Public School is board continuity. The bylaws allow for change in the makeup of the board of directors through appointments and reappointments every three years to encourage stability and to allow for fresh perspective and new talents to MOSAICS Public School. Terms of the board will take place at the culmination of each fiscal year as to ensure proper timing for training of new board members and to allow board members time to become acquainted with MOSAICS Public School before they set the budget for the following fiscal year.

If a founding board member chooses to resign prior to MOSAICS Public School operating at full capacity, the new board member will finish the term of the director position and must meet or exceed the strengths of their predecessor. This will be accomplished through the procedures set forth in the bylaws. It is important the board of directors bring a variety of professional experiences to best ensure the viability of MOSAICS Public School.

As the board transitions from a founding board to governing board, the board will take concrete steps to avoid the pitfalls of “founders’ syndrome.” First, the board has developed a framework of specific roles and responsibilities as detailed in [Appendix F17](#). By having a written framework, the board and the administrator have a common understanding of what is expected of each party. The board is developing specific role sheets for the board members built around this framework, both to provide clear expectations for the current board and future board members. The board will also create clear expectations for the responsibilities of the charter school administrator. The basis of these expectations are detailed in [Section V](#) and in [Appendix F17](#). The board understands the importance of having clear guidelines established to refer to when board members overstep the boundaries of their roles. These guidelines will help the board govern and allow the administrator to manage the day-to-day operations of the school.

Second, the board has scheduled board development training with Suzanne Metzgar from the Idaho Charter Schools Network centered around avoiding founder's syndrome through strong governance strategies, which will provide additional clarity for both the board and the charter administrator's roles. The board plans to have training annually to revisit the topic of governing versus management to ensure all parties continue to have a common understanding of the role of the board.

Third, the board will purposely structure the board meetings to direct the board's attention to matters of policy and strategy through a clear agenda. The board was purposefully recruited to provide a wide variety of professional skills and use that expertise in governing the school. The focus of board meetings will center around monitoring school progress toward meeting the student achievement and other objectives agreed to in the charter contract, budget approval, school-wide policies, strategic planning, and charter school administrator appraisal and support. Through the purposeful setting of agendas for board meetings, the board plans to avoid meddling in the day-to-day operations.

Finally, the board will proactively recruit new board members to join the board as founding board members complete their terms on the board. The board understands that for the organization to continue to thrive and flourish beyond the founders' vision, it needs to have additional perspectives added to the board. The recruitment strategy for these new board members is outlined in the next section.

Board Recruitment and Training

MOSAICS Public School Board of Directors were recruited with the best interest of the students. Each member is dedicated to providing a high quality, rigorous educational experience for all students steeped in inquiry and STEAM education. Many of the founding board members have experience in education. This was done intentionally to help guide the vision and mission of the school and keep it in the forefront of the school community. The board also is made up of members with professional skills, which allows the board to better serve the school by providing the governing entity a variety of perspectives necessary to run a school well.

The board is committed to recruiting and developing potential board members. Our board plans on utilizing committees made up of parents and community patrons to help govern the school. One such committee will be a Board Development Committee, which will be tasked with recruiting and nominating potential board members. Each year, the board will complete a board composition matrix, which details the strengths and the areas of need of the current board. As specific skill sets are identified as needing strengthened or added, the Board Development Committee will seek out potential board members who possess those specific skills. By defining the skills needed to maximize the talents of the board, the board will have a clear sense of recruiting priorities.

Once potential recruits are identified based on the needs of the board, the Board Development Committee will contact potential candidates. If they are interested in serving, the committee will help these potential board members understand the roles and responsibilities of the board. They will also explain the charter contract and will ensure the recruits' values align with the mission and vision of the school.

One source of potential board recruits will come from other committees. The members of committees already have a vested interest in serving the school. The board plans on utilizing these existing connections to build the capacity of potential board members and seek interested parties.

As new Board Members are added, each is provided with a New Board Member Welcome Packet, which contains information regarding responsibilities of being a Board Member. Within the packet responsibilities listed include, but are not limited to: Board Member roles, state statute for charter schools, ethical standards, meeting laws, policies, financial reports, budgets, and other responsibilities.

The founding board has trainings schedule with Suzanne Metzgar from the Idaho Charter School Network on the responsibilities of a charter board, on governance and management, on setting policies, and on complying with open meeting laws. In the future, as decided by the Board Chairman, there may be a training scheduled to include, but not limited to the following roles and responsibilities of a board:

- Open Meeting Laws
- Ethics and Governance
- Management & Board Roles
- The Value and Best Use of Committee's
- Academic Excellence, Defining and Understanding Measurement
- Understanding financial audits
- Strategic Planning

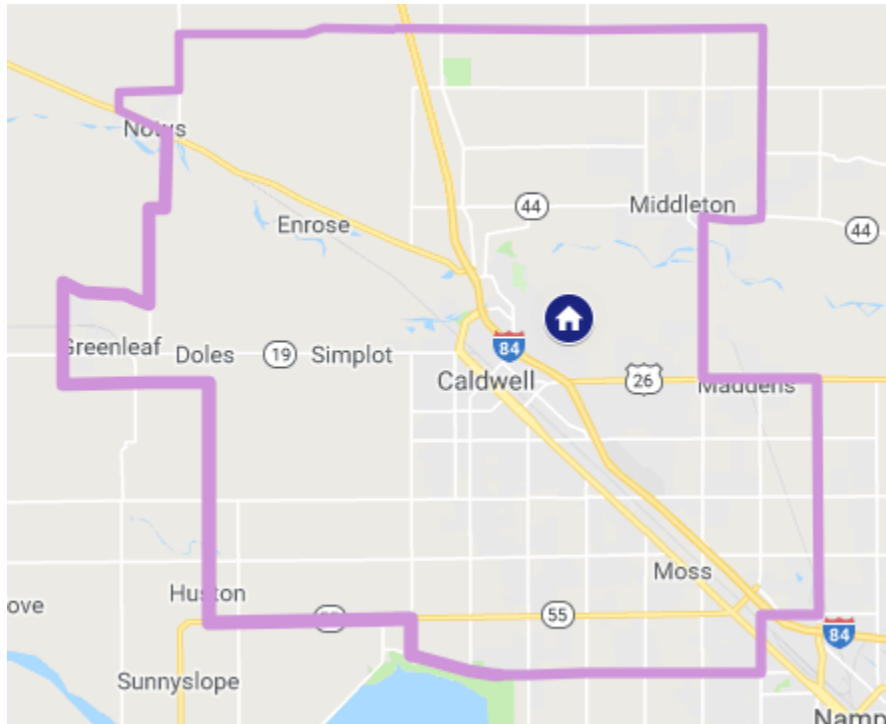
As appropriate, the board may include other training, including external training, as needed based on costs and time. Potential training may come through the Idaho Charter School Network, the Idaho School Boards Association, or other regional trainings. The Chairman will make sure the board is aware of these opportunities. Board members will be encouraged to attend parent and staff educational meetings, as well as school fundraisers and events.

Upon approval of the charter, the board will evaluate its needs relative to training available through ISBA or similar organizations and will enroll and select training programs in which it will participate. A similar assessment and enrollment will take place annually to ensure the growth of the board.

Section IV: Student Demand and Primary Attendance Area

Primary Attendance Area

The Primary Attendance Area will comprise the entirety of the Caldwell School District and parts of the Vallivue School District, Middleton School District, and Notus School District. The boundaries of the Primary Attendance Area are as shown below on the map. For a more detailed view of the Primary Attendance Area, please follow this link: <https://tinyurl.com/MOSAICSmap>.



Attendance Boundaries Defined:

The primary attendance area is defined by the following boundaries:

- The north side of Orchard Avenue between Farmway Road to Midland Boulevard
- The west side of Midland Boulevard between Orchard Avenue to Karcher Road
- The north side of Karcher Road between Midland Boulevard to Northside Boulevard
- The west side of Northside Boulevard between Karcher Road to Highway 20/26
- The south side of Highway 20/26 between Northside Boulevard to Middleton Road
- The west side of Middleton Road and Murphy Street between Highway 20/26 and Highway 44
- The north side of Highway 44 between Middleton Road and Duff Lane
- The west side of Duff Lane between Highway 44 and Galloway Road
- The south side of Galloway Road between Duff Lane and Conway Road
- The east side of Conway Road between Galloway Road and Purple Sage Road

- The south side of Purple Sage Road between Conway Road and Iverson Road
- The east side of Iverson Road between Purple Sage Road and Highway 20-26
- The north side of Highway 20-26 between Iverson Road and Notus Road
- The east side of Notus Road between Highway 20-26 and the Dixie Slough
- The south side of the Dixie Slough between Notus Road and Tucker Road
- The east side of Tucker Road between the Dixie Slough and Lower Pleasant Ridge Road
- The north side of Lower Pleasant Ridge Road between Tucker Road and Pride Lane
- The east side of Pride Lane between Lower Pleasant Ridge Road and Karcher Road
- The north side of Karcher Road between Pride Lane and Farmway Road
- The east side of Farmway Road between Karcher Road and Orchard Road

Student Demand

The city of Caldwell is one of the poorest and most diverse communities in the state of Idaho. Almost eight in ten students in the Caldwell School District are eligible for a free or reduced-price lunch, while 60% of students are Hispanic or Latino, with one in five of these students speaking English as a second language. In Vallivue School District, 55% of students are eligible for free and reduced-price lunch, and 36% of students are Hispanic or Latino. MOSAICS Public School presents an opportunity to reach an underserved student population with another educational option focused on STEAM education.

Currently, many elementary and middle schools have STEM components within their schools; however, a comprehensive STEAM program that is integrated into the daily schedule beginning in kindergarten is absent from the area. MOSAICS Public School offers a different educational model based in inquiry practices and a focus on application of learning. All students will learn skills in engineering, coding, and the arts, which provides another choice for families in the area. The instructional model at MOSAICS prioritizes hands-on learning and design thinking, providing students opportunities to develop mindsets which set them up for success after they move into college or career.

Free full day kindergarten is another need for the city of Caldwell. Currently, a few elementary schools in the primary attendance area offer this service, but MOSAICS will allow students who do not live in the neighborhood schools' attendance zones the same opportunity. As discussed previously, research indicates full day kindergarten students have better outcomes academically and are better prepared for their learning career, especially for those who are minorities or in poverty. Knowing the demographics of the city of Caldwell, another full day kindergarten option is needed.

MOSAICS provides parents a choice to keep their students in a small school setting during the formative middle school years. Not every student thrives in the traditional middle school setting where grade level size ranges from 224 to 393 students⁴⁵ as some students get lost in the shuffle.

⁴⁵ The low end of this range is the 8th grade enrollment at Syringa Middle School in Caldwell School District; the high end of the range is 6th grade enrollment at Sage Valley Middle School in Vallivue School District. Data pulled from SDE 2017-18 Historical Enrollment by Building spreadsheet. (<https://www.sde.idaho.gov/finance/files/attendance-enrollment/enrollment/Enrollment-by-Building.xlsx>)

MOSAICS will cap enrollment at 60 students per grade level. These students will loop with their teachers for at least 2 years, which allows opportunities for students to build deep relationships with teachers and other students. These relationships are critical in providing support to students as they begin making decisions to go on to college and prepare for high school. Furthermore, these relationships are critical in helping students find supports when they are struggling emotionally or academically. A small school setting allows families to form strong partnerships with teachers to ensure their students are doing well.

While all the school districts in the primary attendance zone have been working hard to make improvements for students and families, there still is a need and opportunity for a new school option in Caldwell. Academically, many students within the school districts in MOSAICS' attendance boundary have scored in the proficient range on the ELA and Math ISAT; however, another educational model may work better for students to help even more students achieve proficiency as measured by the ISAT. In the Caldwell School District, less than 40% of students scored proficient on the 2017-18 Math ISAT in grades 3-8, ranging from 38% proficiency in the 3rd grade to 22% proficiency in the 8th grade. In Vallivue School District, proficiency rates on the Math ISAT decline significantly between 3rd grade and 8th grade, ranging from 59% proficient in 3rd grade to 36% proficient in the 8th grade. On the 2017-18 7th grade science ISAT, 28% of students in the Caldwell School District and 43% of students in the Vallivue School District scored proficient (see [Appendix F18](#) for full results the ISATs of Districts impacted by MOSAICS' Primary Attendance Area). MOSAICS sees opportunities to partner with traditional schools in expanding the proficiency levels of the students in this area and share innovative practices with other educators.

Additionally, there are several indicators suggesting the need for another high performing charter school:

Community Interest

Anthony has talked with many interested parents while doing STEAM workshops for preschool students at the Caldwell Public Library. Parents have been encouraged to follow us on Facebook. We have 169 followers on the MOSAICS Facebook page, a number which is increasing regularly. We are also receiving several interest surveys and inquiries regarding MOSAICS.

During a preschool workshop at the library on April 24, parents were asked to rate the following question on a scale of 1 to 5: To what degree do you see a need for STEM programming in schools? Of the 13 responses completed, 8 parents circled 5 (indicating a strong need), 4 parents circled 4 (indicating a need), and 1 parent circled 3 (indicating no programming was needed). The results show most parents indicated a need for STEM programming in schools.

On April 28 at Día de los Niños at the Indian Creek Plaza, we surveyed 45 Hispanic families about the need for additional STEAM programming in Caldwell. Of the 45 families, 43 families stated they saw a need for additional STEAM programming and 43 families also expressed interest in sending their child to a STEAM school. Of the families who responded differently, 2 shared there wasn't a need for additional programming; however, they felt sending their child to a STEAM school depended on the interests of their child. As we conducted these surveys, families responded positively to the idea of a new charter school focused on STEAM education opening in the area.

Additionally, 28 parents have contacted us directly to find out more information about MOSAICS. Of these 28 individuals, 19 parents have expressed interest in helping start the school. We know word of mouth is a powerful tool in recruiting and building a base of support. We expect some of these parents will form a core group of founders who will join board committees to help with the school startup and to help run outreach and student recruitment efforts.

Overall, with the conversations we have had with parents, the data from the surveys, and the interest expressed by parents, there is excitement in the community about a STEAM school option.

Waitlists for Other Caldwell Area Charter Schools

Charter schools in the Caldwell area have large waitlists of students. These figures indicate there is a high demand for school choice in the area served by MOSAICS Public School.

School	2017-18 Waitlist Numbers*
Heritage Community Charter School	276
Thomas Jefferson Charter School	850
Vision Charter School	1,149
<i>Total</i>	<i>2,275</i>

*These numbers are provided by the Idaho Charter School Network.

Predicted Population Growth

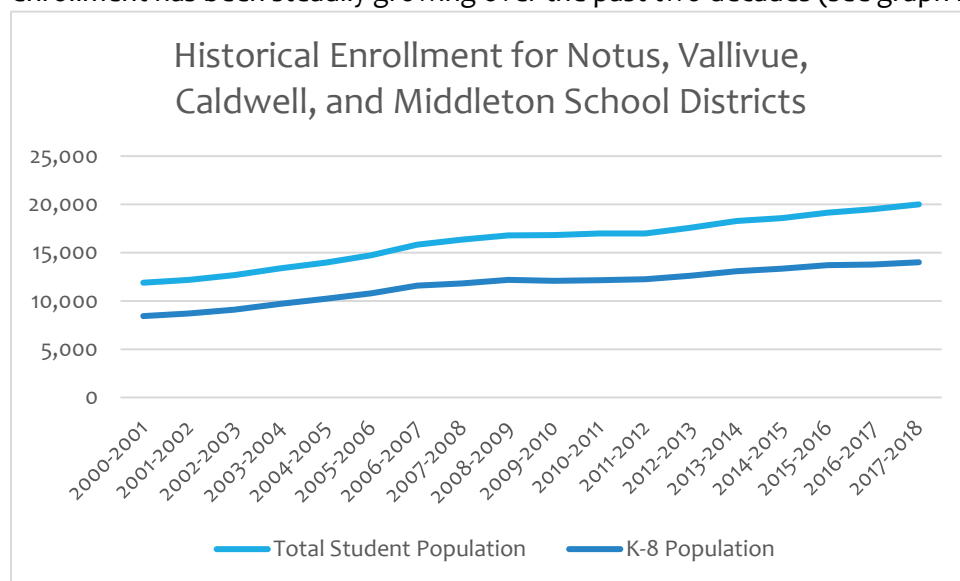
The Treasure Valley is growing rapidly, and many families are seeking a new approach to education within our primary attendance area. A forecast by COMPASS shows the Caldwell Area is expected to grow by 18,250 people by 2025 and by 31,190 people by 2030⁴⁶. Much of this predicted growth is in the Vallivue School District, yet within the city boundaries of Caldwell. Vallivue School District has grown by 893 students over the past four years, an increase of 10.8%. Caldwell School District has grown by 251 students over the past four years, an increase of 4%. If current rates are sustained, the student population will grow in both districts by around 1,250 students over the next four years. According to the historical enrollment data⁴⁷ for the districts in the primary attendance area, student

⁴⁶ COMPASS Population Projections

<http://www.compassidaho.org/documents/prodserv/demo/R4DemogAreaFinal.pdf>

⁴⁷ Historical Enrollment by District Spreadsheet provided by Idaho State Department of Education
<https://www.sde.idaho.gov/finance/files/attendance-enrollment/historical/Historical-Enrollment-by-Building.xlsx>

enrollment has been steadily growing over the past two decades (see graph below).



This growth is continuing currently and impacting the school districts in which MOSAICS seeks to serve students. The Vallivue School District is seeking a bond election to build a new middle school to relieve overcrowding in their current facilities. They plan on seeking a bond in the future to build a new elementary school to accommodate the new growth expected in already approved housing projects (as seen in [Appendix F19](#)). Middleton School District has also run a bond to build a new elementary school three times in the past year to keep up with growth; however, none of the bonds passed, creating overcrowded classrooms.

The districts will need to continue building schools as much of the attendance area of MOSAICS is slated for residential development in the future, as seen in [Appendix F20](#). There are 1,670 houses already approved for development within three miles of the proposed location of MOSAICS off Lincoln Road (as seen in [Appendix F19](#)). Opening MOSAICS will help alleviate some of the pressures for districts to build new schools because of the continued growth as well as provide parents a school of choice to send their students.

Impact of Other Charter Schools Opening in the Caldwell Area

FORGE International School and Elevate Academy will be opening in the Caldwell area for 2019/20 school year. An analysis was completed of the percentage of students enrolled in charter schools compared to the traditional districts in the 2017-18 school year and in the projected 2025-26. In the 2017-18 school year, the charter schools serving the Nampa School District enrolled about 15.4% of eligible students; whereas charter schools serving the Caldwell area (including Middleton School District, Vallivue School District, and Caldwell School District) enrolled about 7.6% of the total student population. This analysis shows there is room to for additional charter school growth.

Assuming no growth in the student population for the Caldwell area, when MOSAICS, FORGE International, and Elevate have full enrollment in 2025-2026, the total percentage of students who could be enrolled in charter schools would be 15.5% of the total student population, a number which reflects the current charter school enrollment situation in Nampa School District. The charter

schools in Nampa School District continue to have wait lists and full enrollment (see [Appendix F24](#)), which suggests there would not be an oversaturation of charter school in the Caldwell area. Furthermore, the analysis assumes no student growth; however, the prediction for the area is strong population growth for the Caldwell area, which means the percentage of students enrolled in charter schools will be less than 15.5% (for a full analysis, see [Appendix F23](#)).

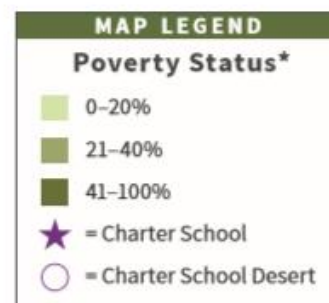
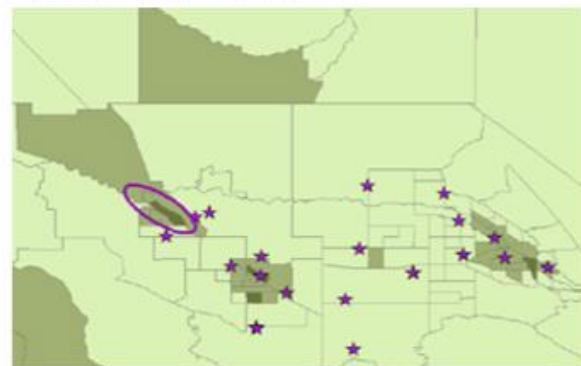
A Charter Desert

The Thomas B. Fordham Institute mapped out areas of high-density populations of low-income families have no access to public schools of choice⁴⁸. The city of Caldwell contains the only identified charter desert in the state of Idaho. The area of the charter desert is fully encompassed by the attendance boundaries of MOSAICS Public School. Both free transportation and a free and reduced lunch program will be in place to ensure accessibility to this demographic, thus eliminating the charter desert and providing families school choice.

Map 1: Overview of charter school deserts in Idaho



Map 2: Charter school deserts in the Boise metro area



*Percentage of the population within each tract that lives at or below the poverty line.

⁴⁸Saultz, A., Mensa-Bonsu, Q., Yaluma, C., & Hodges, J. (April 2018). *Charter School Deserts: High-Poverty Neighborhoods with Limited Educational Options* (pp. 50-51, Rep.). Washington, DC: Thomas B. Fordham Institute. (<http://idahoednews-wpengine.netdna-ssl.com/wp-content/uploads/2018/04/Charter-School-Deserts.pdf>)

Student Population

District Demographics

As described in the table below, there are approximately 10,408 students currently in the kindergarten through eighth grades in MOSAICS Public School's primary attendance area. This means MOSAICS will compete for approximately 5% of students as enrollment grows to 540 students over the next 6 years.

The following table shows enrollment figures from 2017-18 for the school districts in MOSAICS Public School's attendance area. This data was pulled from the State Department of Education's Historical Fall Enrollment by District excel sheet⁴⁹. The percent of students who qualify for free and reduced lunch and who identify for as a minority was pulled from each district's current Continuous Improvement Plan.

Estimated Student Population in Attendance Area⁵⁰

Districts Within Primary Attendance Area	Number of Students in Grades K-8 (2017-18)	Percent of Students who qualify for Free and Reduced Lunch (2018-19)	Percent of Students who identify as a minority (2018-19)
Vallivue (75%)	4,353	55%	39%
Caldwell	4,545	74%	66%
Middleton (50%)	1,342	39%	13%
Notus (60%)	168	24%	29%
Total	10,408		

MOSAICS Expected Student Population

The table below shows the demographic makeup of the schools serving students in the Primary Attendance Area of MOSAICS Public School (analysis of numbers can be found in [Appendix F7](#)). The board of MOSAICS plans on recruiting a demographic of students who reflects the makeup of the attendance area with an expectation of matching within 5%.

⁴⁹ Historical Enrollment by District Spreadsheet provided by Idaho State Department of Education <https://www.sde.idaho.gov/finance/files/attendance-enrollment/historical/Historical-Enrollment-by-Building.xlsx>

⁵⁰ The percentages were estimated by adding the enrollment figures of elementary schools where MOSAICS' Primary Attendance Zone overlaps the attendance boundaries of the district elementary schools. The enrollment of those K-5 schools were then divided by the total enrollment of K-5 in the district to figure out the estimated percentages. That percentage was then multiplied by the total of K-8 students in each district to predict the number of students who are in the primary attendance zone by district.

	Latino or Hispanic	White	Other Race, ethnicity or origin	Free and Reduced Lunch	English Language Learners	Students with Special Needs
Percentage of Student Population	43%	52%	5%	67%	15%	11%

Enrollment Capacity

MOSAICS Public School plans to open in the fall of 2020 with grades kindergarten (K) through 4th grade. Subsequent grade levels will be added annually as students advance through the school. The minimum number of students required to financially break even the opening year is 280 students, which is approximately 3% of eligible school age children within the target boundary area when using. MOSAICS Public School has decided on an opening target of 300 for grades K - 4, based on the current number of eligible school age children within the target boundary area. Our budget indicates we plan on staffing 2 teachers at each grade level, which would create class sizes of 30 students. Our intention is to apply for the Federal Charter School Expansion grant to fund an additional teacher in grades K-2, thus creating class sizes of 20. We plan for class sizes to be 30 in grades 3-8.

The total student body at full enrollment is 540 students if each grade level were filled to the maximum number of students proposed.

Enrollment Goals for the Upcoming School Years

Grade	Year 1 2020-21	Year 2 2021-22	Year 3 2022-23	Year 4 2023-24	Year 5 2024-25
K	60	60	60	60	60
1	60	60	60	60	60
2	60	60	60	60	60
3	60	60	60	60	60
4	60	60	60	60	60
5		60	60	60	60
6			60	60	60
7				60	60
8					60
Total	300	360	420	480	540

Community Partnerships and Local Support

MOSAICS Public School has been partnering with the Caldwell Public Library through running STEAM workshops for preschool and grade school aged children. Our preschool program has been focused on developing early math and science skills in ways parents can easily replicate the activities at home. Our grade school aged program has been focused on coding robots and having students work

through design thinking challenges. MOSAICS has also begun conversations with the Caldwell YMCA to supplement their afterschool programming as well.

MOSAICS Public School signed up to be a partner at the Canyon County Early STEAM Expo, to be hosted in Caldwell on May 18, 2019. MOSAICS will provide families information on how to complete STEAM enrichment activities at home, as well as provide information about the importance of developing science and math skills at an early age.

MOSAICS Public School has become an active member of the Caldwell Chamber of Commerce and plans to continue this membership after the charter is approved. The school believes this membership provides many opportunities to make connections to Caldwell businesses and business leaders. We hope these connections will lead to additional support and partnerships with the Inquiry Projects, allowing for business members to become a part of the MOSAICS school community.

MOSAICS Public School also sees opportunities for partnerships with institutions of higher education. MOSAICS has begun developing a relationship with Treasure Valley Community College-Caldwell Campus. We see opportunities for TVCC to place field experience students at MOSAICS in the future. We also see opportunities for their professors to come onto the campus of MOSAICS and provide expertise to both our teachers and students during our Inquiry Projects. We also expect to take our students onto the TVCC campus for field trips and to use their science labs. Letters of support from the community can be found in [Appendix F21](#).

MOSAICS Public School also expects to develop partnerships with technology and engineering companies to help bring in experts from the field to supplement curricular work. The Micron Foundation already provides many different types of programming that aligns with the mission of MOSAICS. Examples of activities the Micron Foundation already supports include sending engineers to do career presentations and classroom presentations, running Girls Going Tech in 8th grade, doing site visits to Micron in 7th and 8th grade, and sending teachers to Teacher Professional Development in Boise. The staff at MOSAICS will take advantage of these programs and utilize them in their classrooms. The Micron Foundation's K-12 contact, Laurie Anderson, has also shared she would be interested in looking further into the idea of connecting industry practices of collaboration to K-12 education. We will continue to pursue this conversation with the Micron Foundation.

In the same way, we have reached out to the community contacts of organizations in the STEM field, such as HP, the Idaho STEM Action Center, and the Society of Women Engineers (SWE). The Idaho STEM Action Center has a mentorship portal we expect our teachers to use to help find workers in the STEM fields who can partner with students on their projects. The SWE's mission aligns well with MOSAICS in wanting to ensure underrepresented populations have access to people in engineering careers. They too have an outreach arm that we plan on utilizing as well. We expect to continue having conversations with these organizations to build specific partnerships connected to our curriculum. As we get to know the people within these different organizations better, we also expect them to be able to also direct us to new community partnerships and resources.

We have also set a meeting up with the human resources director from Plexus Corporation's Nampa facility. The Nampa facility has a strong culture of collaboration and openness between staff members that the founders of MOSAICS would like to copy. Our intent is to explore and identify

opportunities to learn from their business practices and implement those effective practices into the inner workings of MOSAICS Public School with both our staff and students.

Another community partner is the J.A. and Kathryn Albertson Family Foundation (JKAFF). JKAFF is a critical community partner who funded a Bluum New School Fellowship for Anthony Haskett, providing money and resources to help develop MOSAICS Public School. We will request \$1,735,516 in grant support from JKAFF to ensure the successful establishment of MOSAICS Public School. This grant support will provide the opportunity for us to fund full day kindergarten, afford our facilities as outlined in [Appendix A5](#), option 1, and start our initial enrollment with kindergarten through fourth grade. Although JKAFF will not guarantee the funding of this grant until the charter is approved, both JKAFF and Bluum have voiced strong support for our school (see [Appendix F25](#)). To date, every JKAFF new school fellowship has resulted in subsequent start-up grant funding and support.

Enrolling Underserved Families

The board of MOSAICS Public School desires to be an intentionally diverse and inclusive school. In order to enroll as many underserved families as possible, we have identified the following services should help attract this population:

- Offering free, full day kindergarten to all families, which is a service not offered by traditional districts in the area;
- Naming our school MOSAICS Public School, reinforcing the idea charter schools are public and accessible to all families;
- Staffing adequate ELL and Special Education personnel to meet students' needs;
- Providing free bussing to the school throughout the attendance area;
- Providing a federally supported school breakfast and hot lunch program; and
- Hiring bi-lingual staff to the maximum extent possible.

Providing Free Full Day Kindergarten:

MOSAICS Public School plans to offer free full day kindergarten to all families. Families from low-income households are more likely to enroll their kindergarten students at MOSAICS as they receive a full day kindergarten at no cost to families.

Additionally, we plan on actively recruiting and marketing MOSAICS to diverse communities through the following actions:

- 1) Providing information about MOSAICS Public School in both English and Spanish, including the lottery application and enrollment forms;
- 2) Partnering with entities, such as the Caldwell Public Library and the Caldwell YMCA, to provide STEAM enrichment activities to potential families;
- 3) Attending multiple community events to do outreach;
- 4) Advertising about MOSAICS Public School in both English and Spanish, on billboards, through direct mailers, in print, and on both English and Spanish radio stations;
- 5) Emphasizing in all enrollment materials MOSAICS Public School is a free public school open to all families;

- 6) Establishing a social media presence on Facebook, Twitter, and Instagram. We plan on partnering with Idaho Arts Charter School to reach potential families in the Canyon County area; and
- 7) Partnering with organizations who already serve the Hispanic community, like the Community Council of Idaho, to reach a diverse demographic.

Equal Opportunity Statement

All enrollment information shall advise all prospective students will be given the opportunity to enroll in the public charter school regardless of race, color, national or ethnic origin, religion, gender, social or economic status, or special needs.

Advertising, Neighborhood Mailings, and Door-knocking Campaigns

MOSAICS Public School will advertise before and during the enrollment lottery. We will send out direct mailers to neighborhoods in the Primary Attendance Zone. These mailers will be printed in both English and Spanish, explaining both the nature of charter schools and the instructional program at MOSAICS Public School. MOSAICS will advertise on multiple English and Spanish radio stations, strategically selected to ensure we reach different populations, including underserved populations. MOSAICS staff will also conduct door-to-door campaigns to invite families to open house events.

Community Event Outreach

The MOSAICS Board is also trying to reach a diverse community and educate them about school choice, specifically with charter schools. We will attend events specifically targeted towards reaching the Hispanic community and discuss with parents' school choice options. We will also publish our marketing materials in both Spanish and English to provide access to the Hispanic community. We plan on providing information to families about MOSAICS Public School, the school's instructional approach, and opportunities for families to fill out lottery applications at the event if they are interested or need support filling out the application. We will have bilingual speakers at all events. This will allow all families an opportunity to ask questions and to learn about MOSAICS and school choice in their native language. We have created a calendar of events for possible outreach opportunities for the Caldwell community as shown below.

Event	Dates	Location
Día de los Niños	April 28, 2019	Indian Creek Plaza
Canyon County STEAM Expo	May 18, 2019	Indian Creek Plaza
Caldwell Family Fun Day	June 2019	Rotary Park, Caldwell
Indian Creek Festival	September 2019	Indian Creek Plaza
Caldwell Farmers Market	May-Oct. Wed (3-7pm)	Indian Creek Park
Starlight Cinema Series	Thursday nights, Summer 2019	Indian Creek Plaza
Canyon County Fair	Last week of July 2019	Canyon County Fairgrounds
Cool Summer Nights	Weekly Summer Evenings	Indian Creek Plaza
Caldwell Tree Lighting	November 2019	Downtown Caldwell

Caldwell Night Light Parade	December 7, 2019	Caldwell
Canyon County Kids Expo	January 2020	Idaho Center
Cabin Fever Reliever	February 2020	Karcher Mall
Caldwell Family Fun Day	June 2020	Rotary Park, Caldwell

Bilingual Staff

Another way we plan on enrolling underserved families is by hiring at least one office personnel who is bilingual. By providing an office staff member with these language skills, parents will be able to get questions answered about enrollment or attendance answered in their home language by the first person answering the phone, which provides both easy access and familiarity to the Hispanic community. We also can use this office personnel to help translate documentation needed to go home in Spanish. We also will try to hire bilingual teachers to the best extent possible.

Outreach Workshops

The founders of MOSAICS have also contacted the Caldwell YMCA about hosting workshops and booths for the school. The Caldwell YMCA has given permission to do both as we are able. The Caldwell YMCA is a gathering spot for many families of various socio-economic means and cultures. We believe embedding ourselves in an established gathering place, providing a valuable service in STEAM workshops, and providing information about MOSAICS Public School will also help us reach out and enroll underserved families. We also plan on continuing our partnership with the Caldwell Public Library.

Social Media

MOSAICS Public School already has 170 followers on Facebook, a number which grows daily. The board plans on utilizing Facebook and other social media platforms to stay connected with potential families. The board also plans on purchasing ads on Facebook to recruit students. Social media enables families to interact with founders of MOSAICS instantly through apps like Messenger or by posting on the Facebook wall. When information is pushed out on social media, the followers of MOSAICS also receive updates instantly in their feed. This instant access provides a powerful recruiting tool in reminding families of when events are happening, when deadlines are approaching, and where to find additional information.

Section V: School Leadership and Management

Leadership Roles

MOSAICS Public School will have a single administrator who reports to the Board of Directors. All certified employees will report to and be evaluated by the administrator. Classified employees will be evaluated by the Title I/ELL coordinator as this position works closely with teachers and setting tasks for classified employees to be completing. The administrator will make day-to-day operational decisions regarding curriculum, discipline, and staffing. The budget will be developed by the administrator, which is then approved by the Board of Directors.

Qualities Expected of the Administrator

The Board of Directors expects the administrator to be passionate about both student success and student wellbeing. The role of administrator is complex, requiring the administrator to be both an instructional leader of the school and a manager of employees. The Board of Directors expects the administrator to fulfill the following responsibilities:

Collaborative Leadership

The administrator is required to know effective management strategies, the requirements of both state and federal laws, and school policy as set forth by the Board of Directors and implement these strategies, policies, and laws on a consistent basis. Operationally, the administrator is expected to work alongside a leadership team comprised of teachers, parents, and classified staff, to gather input and make decisions for the school. The team format allows for all stakeholders to have a voice in the decisions of the school. This team will meet at least monthly during the school year to consider the effectiveness of the instructional program, the needs of the school community, the inner workings of the school, the fulfilling of the mission and vision of the school, and other topics the team feels are pertinent to discuss. The administrator is expected to capitalize on the strengths of the staff and community members, delegating responsibilities when appropriate to help manage the many responsibilities required of the administrator and to develop leadership capacities in others. The Board expects the administrator adheres to the *Code of Ethics for Idaho Professional Educators* and maintains a staff who also follow and adhere to the same code.

MOSAICS also plans on using teacher committees to help facilitate some operations of the school. These committees will be developed based around the needs of the instructional program, such as an RTI committee and an attendance committee. These committees allow for teachers to both develop leadership roles within the school and provide input and oversight of school practices.

Instructional Leadership

Instructionally, the administrator is expected to keep up to date on best instructional practices for both students and in professional development practices for staff. The administrator of MOSAICS will need to understand both the philosophy of inquiry-based instruction and its implications for instructional practices as well as the implementation of Project-Based Learning and Design Thinking learning models. The administrator will need to be able to plan and prioritize professional development to fulfill the mission and vision of the school. The administrator also needs to lead the staff through continuous cycles of improvement, helping teachers identify trends in data and plan their instruction around their results. The administrator should have a strong understanding of Professional Learning Communities, and how to support and run these PLCs. The board expects the administrator to have a current administrative license in the state of Idaho as well as having completed training evaluating teachers on the Danielson Framework, leading teachers to reflect on their own practices and improve in ways aligned to Danielson's proficient and distinguished practices. The administrator is also tasked with hiring quality staff members who follow and implement the instructional mission and vision of MOSAICS.

School Climate

The administrator needs to be relatable to families, students, and staff, building a strong school culture where students and families value both the school and the school community. A strong understanding of Restorative Practices and how it affects disciplinary practices and procedures is necessary for successful implementation. The school leader is also a community representative for the school, advocating for students and the school with all stakeholders. The administrator must be able to communicate the vision and mission of the school to the community at large and build partnerships with other community organizations. The administrator will need to find ways to bring the community members into the school, whether through Inquiry Projects, volunteering, or service projects to help foster a sense of belonging in the greater community.

The Roles of the Board of Directors and Administrator

The Board of Directors and the school administrator work in tandem. The board provides governance and oversight of the school, while the administrator manages the school in the implementation of board policy and in the day-to-day operations. Below are two tables delineating the roles between the Board of Directors and the school administrator.

Overview of Board and Administrator Roles and Responsibilities

<u>Roles/Responsibilities</u>	<u>Board of Directors</u>	<u>School Administrator</u>
General	Governs the School	Advises the Board – Manages the School
Policy	Adopts	Suggests and Implements
Board Meetings	In charge of	Serves as resource
Budget/Finance/Audits	Adopts and monitors	Prepares, administers, monitors, details
Instruction/Curriculum	Establishes criteria, approves, and monitors	Recommends, oversees staffs' efforts
Personnel	Establishes criteria, approves, or rejects	Interviews, recommends, hires, evaluates, promotes, trains
Community Relations	Creates a positive image for school	Creates a positive image for school, directs communications
Labor Relations	Provides guidelines, ratifies contracts	Monitors process within guidelines
Student Services	Adopts policies for care and control	Recommends, implements, directs
Facilities/Food Service/Transportation	Develops policy on use of	Implements policy, writes procedures, makes recommendations

Evaluating the Administrator

The Board of Directors will evaluate the school leader using the *Idaho Principal Evaluation Framework*⁵¹. The Board will complete the evaluation of the administrator once per year, as required by Idaho Code. The timeline of evaluation will follow Idaho Code and be written out in policy adopted by the Board of Directors after the charter petition is approved.

⁵¹Idaho Principal Evaluation Framework (<https://www.sde.idaho.gov/federal-programs/ed-effectiveness/files/professional-principals/Idaho-Principal-Evaluation-Framework.pdf>)

Appendix A: Budgets and Facilities Options

A1. Financial Summary

Attachment A1: A1 - Financial Summary

3/14/2019

MOSAICS Public School
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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:		280	300	360	420
	Pre-Operational Budget	Break-Even 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	\$7,200,000.00	\$0.00	\$0.00	\$0.00	\$0.00
Grants	\$295,875.00	\$0.00	\$662,944.27	\$391,904.61	\$347,579.02
Base Support	NA	\$339,416.00	\$366,415.00	\$461,126.25	\$531,365.04
Salary and Benefit Apportionment	NA	\$879,602.85	\$958,184.68	\$1,195,496.05	\$1,349,282.33
Transportation Allowance	NA	\$116,025.00	\$116,025.00	\$154,700.00	\$159,341.00
Special Distributions	NA	\$491,721.55	\$521,627.25	\$621,437.75	\$703,439.25
REVENUE TOTAL	7,495,875.00	\$1,826,765.40	\$2,625,196.20	\$2,824,664.65	\$3,091,006.64
Expenditures					
	Pre-Operational Budget	Break-Even 1 Budget	Full Enrollment Year 1 Budget	Year 2 Budget	Year 3 Budget
Staff and Benefit Totals	\$192,953.00	\$983,032.50	\$1,252,533.00	\$1,409,846.20	\$1,637,053.40
Educational Program Totals	\$58,922.00	\$147,400.00	\$161,380.00	\$223,030.00	\$227,480.00
Technology Totals	\$0.00	\$87,720.00	\$126,360.00	\$77,310.00	\$83,970.00
Capital Outlay Totals	\$0.00	\$0.00	\$75,000.00	\$22,500.00	\$15,000.00
Board of Directors Totals	\$4,000.00	\$23,100.00	\$23,100.00	\$23,340.00	\$23,587.00
Facilities Totals	\$7,200,000.00	\$280,175.29	\$565,061.00	\$567,446.00	\$569,904.00
Transportation Totals	\$0.00	\$165,750.00	\$165,750.00	\$221,000.00	\$227,650.00
Nutrition Totals	\$0.00	\$126,840.00	\$135,900.00	\$163,080.00	\$190,260.00
Other	\$40,000.00	\$10,000.00	\$23,000.00	\$20,000.00	\$19,000.00
EXPENSE TOTAL	7,495,875.00	\$1,824,017.79	\$2,528,084.00	\$2,727,552.20	\$2,993,894.40
OPERATING INCOME (LOSS)	-	\$2,747.61	\$97,112.20	\$97,112.45	\$97,112.24
PREVIOUS YEAR CARRYOVER	-	-	\$0.00	\$97,112.20	\$97,112.45
NET INCOME (LOSS)	-	\$2,747.61	\$97,112.20	\$97,112.45	\$97,112.24

A2. Pre-Opening Budget

Attachment A2: A2 - Pre-Operational Budget		3/14/2019	MOSAICS Public School Page 1 of 6
Idaho Public Charter School Commission			
Charter Petition: Pre-Operational Budget			
Worksheet Instructions: list revenues, expenditures, and Full-Time Equivalencies (FTE) anticipated during the pre-operational year. Insert rows as necessary throughout the document. Include notes specific to start-up costs (details, sources, etc.) in the Assumptions column.			
Pre-Operational Revenue			
Line Item / Account	Budget	Assumptions / Details / Sources	
Donations and Contributions			
Loans	7,200,000.00	Worst-case scenario budget.	
Grants	295,875.00	The formal award of these JKAF funds is anticipated if our charter is authorized. MOSAICS is being founded with a JKAF-supported Bluum Fellow. Every Bluum fellow to date has received JKAF funding after authorization. MOSAICS can operate based on Break-Even budget that does not require JKAF funding.	
Other Revenue			
REVENUE TOTAL		\$7,495,875.00	
Additional Notes or Details Regarding Revenues: See detailed Facility Cost Analysis. This budget and the operating budget assume worst-case scenario cost of \$7,200,000. Based on current bids and detail, cost is more likely to be \$6,850,000. MOSAICS understands that this budget depends on significant grant support, but MOSAICS has also been able to build a break-even budget (using portables, rather than a constructed facility), to start operations without JKAF grant support.			

Pre-Operational Expenditures**Section 1: Staffing**

1a: CERTIFIED STAFF		Budget		Assumptions / Details / Sources
	FTE	Amount		
Classroom Teachers	1.0	50,000.00		
Elementary Teachers	0.0			
Secondary Teachers	0.0	0.0		
Specialty Teachers	0.0	-		
Classroom Teacher Subtotals	1.0	50,000.00		
Special Education	FTE	Amount		
SPED Director / Coordinator	0.0	0.0		
Special Education Teacher	0.0	0.0		
Special Education Subtotals	0.0	-		
Other Certified Staff	FTE	Amount		
Lead Administrator	1.0	85,000.00		
Assistant Administrator	0.0	-		
Other Certified Staff Subtotals	1.0	85,000.00		
CERTIFIED STAFF TOTAL	2.0	135,000.00		

1b: CLASSIFIED STAFF		Budget		Assumptions / Details / Sources
Position	FTE	Amount		
Paraprofessionals- General		-		
Paraprofessionals- SPED		-		
Admin / Front Office Staff	0.25	12,000.00		
CLASSIFIED STAFF TOTAL	0.3	12,000.00		

1c: BENEFITS		Budget		Assumptions / Details / Sources
Type	Rate	Amount		
Retirement	11.94%	17,552.00		
Workers comp	0.07%	103.00		
FICA/Medicare	7.65%	11,246.00		
Group Insurance	10.40%	15,288.00		
Paid time off (provide assumptions)	1.20%	1,764.00		
BENEFITS TOTAL		45,953.00		

CERTIFIED & CLASSIFIED STAFF TOTAL	147,000.00	
TOTAL STAFF & BENEFITS TOTAL	192,953.00	

Section 2: Educational Program

Za: 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	-	

Zb: ELEMENTARY PROGRAM	Budget	Assumptions / Details / Sources
Elementary Curriculum	58,922.00	O/Y1 Assumptions: Lucy Calkins - Phonics = \$350 per class K-2 = \$2,100; Lucy Calkins Reading / Writing K-5 \$5,922 for two classes; DMTI Math, \$15,000 per year; science: Lego Robotics - \$12,000, project lead the way, \$17,000 science K4; Music and Other - budget \$25 per student ; this works out to approx \$215 pre new student. In future years, we assumed adding \$215 per new student, \$15,000 recurring math subscription; refill/other costs are considered "Supplies" (next line)
Elementary Instructional Supplies & Consumables		
Elementary Special Education Curricular Materials		
Elementary Contract Services (provide assumptions)		
ELEMENTARY PROGRAM TOTAL	58,922.00	

Zc: SECONDARY PROGRAM	Budget	Assumptions / Details / Sources
Secondary Curriculum		
Secondary Instructional Supplies & Consumables		
Secondary Special Education Curricular Materials		
Secondary Contract Services (provide assumptions)		
SECONDARY PROGRAM TOTAL	-	
EDUCATIONAL PROGRAM TOTAL	58,922.00	

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			
Computers for Student Use			
Other Technology Hardware (i.e. document cameras, projectors, etc.)			
TECHNOLOGY TOTAL	-		
Additional Notes or Details Regarding Technology Expenditures:			

Section 4: Non-Facilities Capital Outlay			
Line Item / Account	Budget	Assumptions / Details / Sources	
Furniture (school-wide)			
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	2,000.00	
Legal	2,000.00	
Insurance (property, liability, E & O, etc.)		
Audit		
BOARD OF DIRECTORS TOTAL	4,000.00	

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)	7,200,000.00	
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	7,200,000.00	

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
Advertising / Promo	20,000.00	
Web Design / Logos, etc	15,000.00	
Travel for Board training	5,000.00	
OTHER TOTAL	40,000.00	

Additional Notes or Details Regarding Transportation Expenditures:

A3. Three-Year Operating Budget and Break-Even Year 1 Scenario

Attachment A3: A3 - Operational Budgets

3/14/2019

MOSAICS Public School
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Idaho Public Charter School Commission						
Charter Petition: Operational Budgets						
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.						
Operational Revenue						
Anticipated Enrollment for Each Scenario:	280	300	360	420		
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			NA	NA	Secured funds only; include documentation	
Donations and Contributions						
Loans						
Grants	\$ -	\$ 662,944.27	\$ 391,904.61	\$ 347,579.02	The formal award of these JKAF funds is anticipated if our charter is authorized. MOSAICS is being founded with a JKAF-supported Blum Fellow. Every Blum Fellow to date has received JKAF funding after authorization.	
Entitlement	339,416.00	366,415.00	461,126.25	531,365.04	Attach the M & O Revenue Template	
Salary and Benefit Apportionment	\$879,602.85	\$958,184.68	\$1,195,496.05	\$1,349,282.33	Attach the M & O Revenue Template	
Transportation Allowance	\$116,025.00	\$116,025.00	\$154,700.00	\$159,341.00	Calculate as 75% of cost based on IACS 80%, HCS is 86%	
Special Distributions	NA	NA	NA	NA	From the SDE Special Distributions Doc.	
Charter School Facilities	\$ 103,600.00	\$ 111,000.00	\$ 133,200.00	\$ 155,400.00	Per SDE budget guidance	
Continuous Improvement Plans and Training	\$ 6,600.00	\$ 6,600.00	\$ 6,600.00	\$ 6,600.00	Per SDE budget guidance	
Gifted/Talented	\$ 3,470.40	\$ 3,504.00	\$ 3,604.80	\$ 3,705.60	Per SDE budget guidance	
Leadership Premiums	\$ 11,123.75	\$ 13,146.25	\$ 15,168.75	\$ 17,191.25	Per SDE budget guidance	
IT Staffing	\$ 15,000.00	\$ 15,000.00	\$ 15,000.00	\$ 15,000.00	Per SDE budget guidance	
Professional Development	\$ 21,710.00	\$ 22,930.00	\$ 24,150.00	\$ 25,380.00	Per SDE budget guidance	
Safe and Drug-Free Schools	\$ 5,744.00	\$ 5,744.00	\$ 6,492.80	\$ 7,241.60	Per SDE budget guidance	
Technology (i.e. infrastructure)	\$ 62,880.00	\$ 64,800.00	\$ 70,560.00	\$ 76,320.00	Per SDE budget guidance	
Food Service Support	\$ 168,843.00	\$ 177,903.00	\$ 206,343.00	\$ 235,096.00	Estimated at 100% of cost, as evidenced by IACS, HCSs, and currently Future Public School	
Title I	\$ 45,000.00	\$ 50,000.00	\$ 60,000.00	\$ 70,000.00	Based on average per pupil at IACS and FPS	
Title II	\$ 8,000.00	\$ 8,000.00	\$ 8,200.00	\$ 8,400.00	Based on average per pupil at IACS and FPS	
Title IV	\$ 10,000.00	\$ 10,000.00	\$ 10,000.00	\$ 10,000.00	Based on average per pupil at IACS and FPS	
IDEA	\$ 30,000.00	\$ 33,000.00	\$ 40,000.00	\$ 46,700.00	Based on average per pupil at IACS and FPS	
Advanced Opportunities					secondary schools only	
College and Career Advisors/ Mentors					secondary schools only	
Literacy Proficiency	NA	NA			Did not compute - assume revenues will equal expenses	
Limited English Proficient (LEP)	NA	NA			Did not compute - assume revenues will equal expenses	
School Facilities (lottery)	NA	NA	\$ 22,118.40	\$ 25,804.80		
REVENUE TOTAL	\$1,826,765.40	\$2,625,196.20	\$2,824,664.65	\$3,091,006.64		

Operational Expenditures

Section 1: Staffing									
1a: CERTIFIED STAFF		Break-Even Budget	Year 1	Full Enrollment Year 1 Budget	Year 2 Budget	Year 3 Budget	Assumptions / Details / Sources		
Classroom Teachers	FTE	Amount	FTE	Amount	FTE	Amount	FTE	Amount	
Elementary Teachers	10.0	430,820.00	10.00	430,820.00	12.00	530,600.00	14.00	627,900.00	
Secondary Teachers			2.00	91,688.00	2.00	88,433.00	2.00	89,700.00	
Specialty Teachers	0.0	-							
Classroom Teacher Subtotals	10.00	430,820.00	12.00	522,508.00	14.00	619,033.00	16.00	717,600.00	Average classroom size: 30
Special Education	FTE	Amount	FTE	Amount	FTE	Amount	FTE	Amount	
SPED Director	1.0	42,730.00	1.00	43,542.00	1.00	44,217.00	1.00	44,850.00	
Special Education Teacher	1.00	42,730.00	1.00	43,542.00	1.00	44,217.00	1.00	44,850.00	Anticipated % Special Education Students: 11%
Special Education Subtotals									
Other Certified Staff	FTE	Amount	FTE	Amount	FTE	Amount	FTE	Amount	
Lead Administrator	1.0	88,000.00	1.00	88,000.00	1.00	91,000.00	1.00	94,000.00	
Counselor	1.00	88,000.00	1.00	88,000.00	1.00	91,000.00	1.00	94,000.00	
Other Certified Staff Subtotals									
CERTIFIED STAFF TOTAL	12.00	561,550.00	14.00	\$654,050.00	16.00	\$754,250.00	19.00	\$895,450.00	
1b: CLASSIFIED STAFF		Break-Even Budget	Year 1	Full Enrollment Year 1 Budget	Year 2 Budget	Year 3 Budget	Assumptions / Details / Sources		
Position	FTE	Amount	FTE	Amount	FTE	Amount	FTE	Amount	
Paraprofessional- General	4.0	88,630.50	8.00	177,261.00	9.00	205,678.00	10.00	235,791.29	
Paraprofessionals- SPED	1.0	22,158.00	1.00	22,158.00	1.00	22,853.00	1.00	23,579.00	
Admin / Front Office Staff / Registrar	1.0	14,400.00	1.00	28,800.00	2.00	14,800.00	2.00	15,200.00	
ISSE / Accounting Support	1.0	32,000.00	1.00	32,000.00	1.00	32,960.00	1.00	33,900.00	
Janitorial	1.0	20,160.00	1.50	30,240.00	1.50	31,147.20	1.50	32,081.62	
CLASSIFIED STAFF TOTAL	8.00	177,348.50	12.50	290,459.00	14.50	307,438.20	15.50	340,551.90	
1c: BENEFITS		Break-Even Budget	Year 1	Full Enrollment Year 1 Budget	Year 2 Budget	Year 3 Budget	Assumptions / Details / Sources		
Type	Rate	Amount	Rate	Amount	Rate	Amount	Rate	Amount	
Retirement	11.94%	88,224.00	11.94%	112,774.00	11.94%	126,766.00	11.94%	147,579.00	
Workers comp	0.07%	517.00	0.07%	661.00	0.07%	743.00	0.07%	865.00	
FICA/Medicare	7.65%	56,526.00	7.65%	72,255.00	7.65%	81,219.00	7.65%	94,554.00	
Group Insurance	12.13%	90,000.00	11.75%	111,000.00	11.93%	126,690.00	11.59%	143,221.50	\$6000 per Full Time EE Incrementing 3% annually
Paid time off (provide assumptions)	1.20%	8,867.00	1.20%	11,334.00	1.20%	12,740.00	1.20%	14,832.00	
BENEFITS TOTAL		244,134.00		306,024.00		346,158.00		401,051.50	
CERTIFIED & CLASSIFIED STAFF TOTAL		738,898.50		944,509.00		\$1,061,688.20		\$1,236,001.90	
TOTAL STAFF & BENEFITS TOTAL		983,032.50		1,252,533.00		\$1,409,946.20		\$1,637,053.40	

Section 2: Educational Program

2a: OVERALL EDUCATION PROGRAM COSTS	Break-Even Budget	Year 1 Full Enrollment Year 1 Budget	Year 2 Budget	Year 3 Budget	Assumptions / Details / Sources
Professional Development	21,710.00	22,930.00	24,150.00	25,380.00	Using PD Funds from state
SPED Contract Services	50,000.00	53,000.00	66,700.00	77,900.00	Psych, OT, SLP, PT
Membership Dues - ICSN	840.00	900.00	1,080.00	1,260.00	
Authorizer Fee	10,000.00	10,000.00	12,000.00	12,000.00	
Substitute Teachers	7,000.00	7,000.00	8,000.00	9,000.00	
Leadership Awards	9,350.00	11,050.00	12,750.00	14,450.00	
Other Contract Services (i.e. accounting, HR, management)	15,000.00	15,000.00	15,000.00	15,000.00	IT Support at \$15,000/year
Office Supplies	5,000.00	12,000.00	12,000.00	13,000.00	
OVERALL EDUCATION PROGRAM TOTAL	118,900.00	131,880.00	151,680.00	168,590.00	

2b: ELEMENTARY PROGRAM	Break-Even Budget	Year 1 Full Enrollment Year 1 Budget	Year 2 Budget	Year 3 Budget	Assumptions / Details / Sources
Elementary Curriculum	-	-	34,350.00	27,900.00	0/Y1 Assumptions: Lucy Calkins - Phonics = \$350 per class K-2 = \$2,100; Lucy Calkins Reading / Writing K-5 \$5,922 for two classes; DMTI Math, \$15,000 per year; science: Lego Robotics - \$12,000, project lead the way, \$17,000 science K4, Music and Other - budget \$25 per student; this works out to approx \$215 per new student; in future years, we assumed adding \$215 per new student, \$15,000 recurring math subscription; refill/other costs are considered "Supplies" (next line)
Elementary Instructional Supplies & Consumables	14,000.00	15,000.00	18,000.00	21,000.00	
Title IV Enrichment	10,000.00	10,000.00	10,000.00	10,000.00	
Elementary Contract Services (provide assumptions)	4,500.00	4,500.00	9,000.00	-	
ELEMENTARY PROGRAM TOTAL	28,500.00	29,500.00	71,350.00	58,900.00	
					Supplies are computed as \$50 per enrolled per year
					Contract services until Y-3, when we hire full time counselor

2c: SECONDARY PROGRAM	Break-Even Budget	Year 1 Full Enrollment Year 1 Budget	Year 2 Budget	Year 3 Budget	Assumptions / Details / Sources
Secondary Curriculum					
Secondary Instructional Supplies & Consumables					
Secondary Special Education Curricular Materials					
Secondary Contract Services (provide assumptions)					Types of anticipated Contractors:
SECONDARY PROGRAM TOTAL	-	-	-	-	
EDUCATIONAL PROGRAM TOTAL	147,400.00	161,380.00	223,030.00	227,490.00	

Additional Notes or Details Regarding Educational Program Expenditures:

Section 3: Technology

Line Item / Account	Break-Even Budget	Year 1	Full Enrollment Year 1 Budget	Year 2 Budget	Year 3 Budget	Assumptions / Details / Sources
Internet Access						Included in Utilities.
Computers for staff use	15,000.00		22,500.00	6,750.00	7,650.00	Included in Utilities.
Computers for Student Use	49,560.00		49,560.00	55,840.00	60,180.00	
Maker Space Tech	-		20,000.00	-	-	See narrative
Copier, projectors, etc	11,000.00		22,000.00	-	-	Copier costs
SIS - Powerschool	8,000.00		8,000.00	10,000.00	11,000.00	
ReadySub	2,200.00		2,200.00	2,200.00	2,200.00	
Mileposts	1,960.00		2,100.00	2,520.00	2,940.00	
TECHNOLOGY TOTAL	87,720.00		126,360.00	77,310.00	83,970.00	

Additional Notes or Details Regarding Technology Expenditures:

Section 4: Non-Facilities Capital Outlay

Line Item / Account	Break-Even Budget	Year 1	Full Enrollment Year 1 Budget	Year 2 Budget	Year 3 Budget	Assumptions / Details / Sources
Furniture (school-wide)		-	75,000.00			Break even-included in portables finance. Assume
Kitchen Equipment (warming oven, salad bar, etc.)				22,500.00	15,000.00	Included in facility plans.
Other Capital Outlay (i.e. library, kitchen small wares, maintenance equipment, etc.)						
CAPITAL OUTLAY TOTAL		-	75,000.00	22,500.00	15,000.00	

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

Section 5: Board of Directors						
Line Item / Account	Break-Even Budget	Year 1	Full Enrollment Year 1 Budget	Year 2 Budget	Year 3 Budget	Assumptions / Details / Sources
Board Training		6,600.00	6,600.00	6,600.00	6,600.00	
Legal		2,000.00	2,000.00	2,000.00	2,000.00	
Insurance (property, liability, E & O, etc.)		8,000.00	8,000.00	8,240.00	8,487.00	
Audit		6,500.00	6,500.00	6,500.00	6,500.00	
BOARD OF DIRECTORS TOTALS		23,100.00	23,100.00	23,340.00	23,587.00	
Additional Notes or Details Regarding Board of Directors Expenditures:						

Section 6: Facilities Details (consistent with facilities template)						
Line Item / Account	Break-Even Budget	Year 1	Full Enrollment Year 1 Budget	Year 2 Budget	Year 3 Budget	Assumptions / Details / Sources
Mortgage or Lease		207,175.29	485,561.00	485,561.00	485,561.00	See facility details.
Repairs and Maintenance		4,000.00	4,000.00	4,120.00	4,244.00	
Facilities Maintenance Contracts (i.e. snow removal; trash)		12,000.00	12,000.00	12,360.00	12,731.00	
Utilities (i.e. gas, electric, water, etc.)		45,000.00	45,000.00	46,350.00	47,741.00	
Phone						
Other Facilities Related Costs (specify)		12,000.00	18,500.00	19,055.00	19,627.00	Included in utilities
FACILITIES TOTAL		280,175.29	565,061.00	567,446.00	569,904.00	Janitorial Supplies
Additional Notes or Details Regarding Facilities Expenditures:						

Section 7: Transportation

Line Item / Account	Break-Even Budget	Year 1	Full Enrollment Year 1 Budget	Year 2 Budget	Year 3 Budget	Assumptions / Details / Sources
Daily Transportation		165,750.00	165,750.00	221,000.00	227,630.00	Discussed rates with Brent Carpenter of Brown Bus. He stated that rates should be computed by route, with a cost of \$325.00 per route, per day. Estimating 3 routes Y1, 4 routes, Y2-Y5, at 170 school days per year, + 3% inflation.
Special Transportation (i.e. SPED, field trips, etc.)						
Other Transportation Costs (specify)						
TRANSPORTATION TOTAL		\$165,750.00	\$165,750.00	\$221,000.00	\$227,630.00	

Additional Notes or Details Regarding Transportation Expenditures:

Section 8: Nutrition Program

Line Item / Account	Break-Even Budget	Year 1	Full Enrollment Year 1 Budget	Year 2 Budget	Year 3 Budget	Assumptions / Details / Sources
Food Costs		126,840.00	135,900.00	163,080.00	190,260.00	Based on HCCS cost of \$235,000 for 520 students (similar demographics), \$453 per pupil, including all food and staff costs
Non-Food Costs						
NUTRITION TOTAL		126,840.00	135,900.00	163,080.00	190,260.00	

Additional Notes or Details Regarding Other Expenditures:

Section 9: Other Expenditures

Line Item / Account	Break-Even Budget	Year 1	Full Enrollment Year 1 Budget	Year 2 Budget	Year 3 Budget	Assumptions / Details / Sources
Advertising / Promo		5,000.00	5,000.00	5,000.00	5,000.00	
Web Design / Logos, etc		-	-	-	-	
Travel for Board training		5,000.00	5,000.00	2,000.00	2,000.00	
Miscellaneous		-	13,000.00	13,000.00	12,000.00	
OTHER TOTAL		10,000.00	23,000.00	20,000.00	19,000.00	

Additional Notes or Details Regarding Other Expenditures:

A4. Cash Flow Projection for Initial Operating Year

Attachment A4: A4 - Cash Flow

3/13/2019

MOSALCS Public School
Page 1 of 2

Cash Flow Operational Year 1							
	Year 1 Budgeted		JUL	AUG	SEPT	OCT	NOV
Student Enrollment Capacity		300					
Revenue							
Donations and Contributions		0					
Loans		0					
Grants		662,944	\$662,944.27				
Entitlement		366,415		\$183,207.50			\$73,283.00
Salary and Benefit Apportionment		958,185		\$479,092.34			\$191,636.94
Transportation Allowance		116,025		\$58,012.50			\$23,205.00
Special Distributions		521,627					\$57,959.00
Total Revenue		\$2,625,196.20	\$662,944.27	\$720,312.34	\$0.00	\$57,959.00	\$346,083.94
Expenditures							
Salaries and Benefits		1,252,533.00	\$8,000.00	103,711.00	103,711.00	103,711.00	103,711.00
Education Program		161,380.00	\$13,448.00	\$13,448.00	\$13,448.00	\$13,448.00	\$13,448.00
Technology Totals		126,360.00	126,360.00				
Capital Outlay Totals		75,000.00	\$75,000.00				
Board of Directors		23,100.00	\$1,925.00	\$1,925.00	\$1,925.00	\$1,925.00	\$1,925.00
Facilities		565,061.00	\$47,088.42	\$86,255.00	\$27,505.00	\$27,505.00	\$86,255.00
Transportation		\$165,750.00				\$18,417.00	\$18,417.00
Nutrition		135,900.00				\$15,100.00	\$15,100.00
Other		23,000.00					
Total Expenditures		\$2,528,084.00	\$271,821.42	\$205,339.00	\$146,589.00	\$180,106.00	\$238,856.00
Cash Flow							
Operational Cash Flow			\$391,122.85	\$514,973.34	(\$146,589.00)	(\$122,147.00)	\$107,227.94
Cash on Hand		\$0.00	-	\$391,122.85	\$906,096.19	\$759,507.19	\$637,360.19
Cash End of Period			\$391,122.85	\$906,096.19	\$759,507.19	\$637,360.19	\$744,588.13

[illegible]

A5. Facility Options 1-3

New Charter Petition Facility Option 1						
Location Address	o Lincoln Rd. Caldwell, ID 83605					
Facility Information	Anticipate Move-In Date	7/27/2020	Facility Type	New Construction	Facility Status	Likely (board preferred site, actively pursuing)
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:		Mussell Construction			
	Physical Address of Home Office:		320 11 Ave. St. Nampa, ID 83686			
	Website Address:		http://mussellconstruction.com/			
	Company Contact:		Mike Mussell			
	Company Contact Phone Number:		(208) 466-3331			

Additional Information – Facility Option 1
The board of MOSAICS is working with Mussell Construction to evaluate possible sites. The following site off Lincoln Road is currently under evaluation (See Appendix F14 for Mussell Construction contract for Lincoln property). The building costs provided by Mussell Construction are estimated in Appendix F15. The board is currently working on financing the construction costs through a combination of lenders (Building Hope and another bank, probably Vectra Bank). The projected fees and possible interest rates are estimates based on the term sheet provided. These rates and fees may change, but the board does not expect to see a significant change.

Facility Option 1 - Details

Mussell Construction has provided a preliminary cost estimate for a 40,000 square foot facility, including sewer hookup. The school is going out to bid for another contractor to find if this option is the best. If it is, the school will work with Mussell Construction to move forward after the charter is approved with an estimated completion date of July 2020.

Description of Start-Up Costs	Cost Estimate (Refer to appropriate documentation in Attachments)	Responsible Party (Board or Name of Contractor)
Land purchase (if applicable) (See Appendix F14)	\$339,400	Mussell Construction
Building Construction (See Appendix F15)	\$6,185,400	Mussell Construction
Financing Fees (See Appendix F11 ; F22)	\$100,000	Board
Capitalized Interest (See Appendix F11 ; F22)	\$50,000	Board
Contingency	\$375,200	Board
Playground	\$150,000	Board
Total One-Time Costs	\$7,200,000	
Description of Lease/Rent/Purchase Plan	Details (Refer to appropriate documentation in Attachments)	
Annual Lease / Rent / Mortgage Payment	\$485,561	
Lease term (See Appendix F11 ; F22)	25 Year	
Interest rate (See Appendix F11 ; F22)	4.5% Blended	
Rate escalator (if applicable, please describe)	None	
In which operating year does the school intend to purchase (if option to purchase is applicable)	Operating Year 1	
Capitalization rate at purchase (if applicable)		
Other		
In option 1, the board would use a combination of loans from Building Hope for 35% PRI (interest rate at 3%) and 65% from Vectra Bank (interest rate at 5.11%), to purchase 6 acres of land and 14 portables, do land development, pay for set up costs, and secure \$200,000 for Furniture, Fixtures, and Equipment.		

New Charter Petition Facility Option 2						
Location Address	824 E. Logan St. Caldwell, ID 83605					
Facility Information	Anticipate Move-In Date	7/27/2020	Facility Type	New Construction	Facility Status	Unlikely
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:	Mussell Construction				
	Physical Address of Home Office:	320 11 Ave. St. Nampa, ID 83686				
	Website Address:	http://mussellconstruction.com/				
	Company Contact:	Mike Mussell				
	Company Contact Phone Number:	(208) 466-3331				

Additional Information – Facility Option 2	
We explored remodeling the United Methodist Church in Caldwell. The church is about 20,000 sq. feet. It would have been able to house the school for the first year of operation. The costs to remodel and install HVAC systems and fire suppression systems were cost prohibitive as new construction can be completed at a similar rate per square foot. For a full breakdown of the number and size of rooms and with possible construction costs, please see Appendix F13.	

Facility Option 2 - Details

The costs of this facility option involved remodeling 20,000 square feet of the church and then adding a new building for classrooms. The board does not intend to move forward with this option.

Description of Start-Up Costs	Cost Estimate (Refer to appropriate documentation in Attachments)	Responsible Party (Board or Name of Contractor)
Land purchase (if applicable)	\$1,300,000	Board
Land development (include grading, utilities, etc.)	N/A	
Parking, curb, lighting (if applicable)	N/A	
Permits and applicable studies (as applicable)	\$70,000	Mussell Construction
Delivery and set up of modular units (if applicable)	N/A	
Remodel estimate (if applicable)	\$2,000,000	Mussell Construction
New Construction	\$2,517,000	Mussell Construction
Financing Fees	\$100,000	Board
Furniture, Fixtures, and Equipment	\$200,000	Board
Capitalized Interest	\$50,000	
Total One-Time Costs	\$6,237,000	
Description of Lease/Rent/Purchase Plan	Details (Refer to appropriate documentation in Attachments)	
Annual Lease / Rent / Mortgage Payment	\$416,298.31	
Lease term (See Appendix F11 ; F22)	25 Year	
Interest rate (See Appendix F11 ; F22)	4.5% blended	
Rate escalator (if applicable, please describe)	N/A	
In which operating year does the school intend to purchase (if option to purchase is applicable)	Operating Year 1	
Capitalization rate at purchase (if applicable)	N/A	
Other		
The board found out the United Methodist Church was looking for a buyer. All of the figures for the startup costs are estimates based on the conversations that took place on possible costs, both with the church for a possible purchase price and Mussell Construction for remodel and new build costs. See Appendix F13 for a cost analysis with the rooms that would be built to accommodate the school. In option 2, the board would use a combination of loans from Building Hope for 35% PRI (interest rate @ 3%) and 65% from Vectra Bank (interest rate at 5.11%), to purchase 5 acres of land, the church, and a residence. This option includes completing a remodel of the church and building a new facility on the church property. The amount also secures \$200,000 for Furniture, Fixtures, and Equipment.		

New Charter Petition Facility Option 3						
Location Address	o Lincoln Rd. Caldwell, ID 83605					
Facility Information	Anticipate Move-In Date	7/27/2020	Facility Type	Temporary Structure	Facility Status	Unlikely
Budget Location	Please indicate if this option is reflected in the Budget Template (Attachment A1-A4)			Break-Even Budget		
Vendor/ Developer/ Contractor Information (if applicable)	Company Name:		Design Space Modular Buildings			
	Physical Address of Home Office:		4055 Eagleson Rd, Boise, ID 83705			
	Website Address:		www.designspacemod.com			
	Company Contact:		Steven Haynie			
	Company Contact Phone Number:		(208) 362-7587			

Additional Information – Facility Option 2
The board explored how we could open a facility without relying on operating expenses from JKAFF grant support. In order to do so, we would purchase either 6 acres property from Mike Mussell at the Lincoln property or 6 acres elsewhere in the community and use portable modular units as permanent structures. This facility option is unlikely but is included in the breakeven budget to demonstrate we would be able to open with a facility with only using state-appropriated funds. This plan has 14 modular units. The 9 modular units would be used for core classrooms for grade level instruction (18 classrooms for K-8). Another modular unit would be used for special education and Title I support. Another modular would house the classrooms for music and art. We would have one modular house a P.E.-type room, allowing for open movement. One modular would house office staff and administration. The final modular unit would house the makerspace and library. This facility plan excludes a full gymnasium and a kitchen. MOSAICS would contract with an outside agency to provide meals that meet the FRL guidelines as required by the federal government. Students would eat their lunches and breakfast items in their classrooms under this option. A quote for purchase and set up from Design Space Modular is included in this option (see Appendix F16).

Facility Option 3 – Details

If the board moved forward with this option, we would likely use Mussell Construction for site work and set up. We would then contract with Design Space Modular Buildings to purchase the 14 modular units. The board feels this option is unlikely, but we wanted to explore the option in the event of needing to rely solely on state funding.

Description of Start-Up Costs	Cost Estimate (Refer to appropriate documentation in Attachments)	Responsible Party (Board or Name of Contractor)
Land purchase (6 acres at \$32,000, which is current market rate in Caldwell)	\$192,000	Board
Land development (include grading, utilities, etc.) (estimate pulled from Mussell Quote, Appendix F15)	\$132,060	Mussell Construction
Parking, curb, lighting (estimate pulled from Mussell Quote, Appendix F15)	\$95,200	Mussell Construction
Surveying (estimate pulled from Mussell Quote, Appendix F15)	\$6,247	Mussell Construction
Delivery and set up of modular units (\$10,900/unit) (see Appendix F16)	\$152,600	Design Space Modular Buildings
Estimate of Power/Permits (\$10,000/unit) (see Appendix F16)	\$140,000	Design Space Modular Buildings
Purchase Costs of 14 Modular Units and ADA Ramps (see Appendix F16)	\$1,946,000	Design Space Modular Buildings
Furniture, Fixtures, and Equipment (FF&E)	\$200,000	Board
Estimated Financing and other fees	\$55,000	Board
Sewer Connection (estimate pulled from Mussell Quote, Appendix F15)	\$184,800	Mussell Construction
Total One-Time Costs	\$ 3,103,907	
Description of Lease/Rent/Purchase Plan	Details (Refer to appropriate documentation in Attachments)	
Annual Mortgage Payment	\$207,175.29	
Lease term (see Appendix F11 ; F22)	25 Year	
Interest rate (see Appendix F11 ; F22)	4.5% Blended	
Rate escalator (if applicable, please describe)	N/A	
In which operating year does the school intend to purchase (if option to purchase is applicable)	Operating Year 1	
Capitalization rate at purchase (if applicable)	N/A	
Other		
In option 3, the board would use a combination of loans from Building Hope for 35% PRI (interest rate at 3%) and 65% from Vectra Bank (interest rate at 5.11%), to purchase 6 acres of land and 14 portables, do land development, pay for set up costs, and secure \$200,000 for Furniture, Fixtures, and Equipment.		

Appendix B: Articles of Incorporation and Bylaws

201



ARTICLES OF INCORPORATION (Non-Profit)

Title 30, Chapters 21 and 30, Idaho Code

Filing fee: \$30 typed, \$50 not typed

Complete and submit the form in duplicate.

Article 1: The name of the corporation shall be:

Mosaics Public School, Inc.

Article 2: The purpose for which the corporation is organized is: the operation of a public charter school
pursuant to the Idaho Public Charter Schools Act of 1998.

Article 3: Registered agent name and address:

Chris Yorgason

6200 N. Meeker Pl., Boise, ID 83713

(Name)

(Address)

Article 4: The board of directors shall consist of no fewer than three (3) people. The names and addresses of the initial directors are:

Anthony Haskett

1010 W. Jefferson St. #201, Boise ID 83702

(Name)

(Address)

Jackie Collins

1010 W. Jefferson St. #201, Boise ID 83702

(Name)

(Address)

Matthew Mesropian

1010 W. Jefferson St. #201, Boise ID 83702

(Name)

(Address)

Article 5: Incorporator name(s) and address(es):

Anthony Haskett

1010 W. Jefferson St. #201, Boise ID 83702

(Name)

(Address)

(Name)

(Address)

(Name)

(Address)

Article 6: The mailing address of the corporation shall be:

1010 Jefferson St. #201, Boise ID 83702

(Address)

Article 7: The corporation (☐ does ☒ does not) have voting members.

Article 8: Upon dissolution the assets shall be distributed: to organizations described in the Internal Revenue Code 501(c)(3) and in accordance with 33-5212, which governs distribution of assets upon closure.

Signatures of all incorporators:

Printed Name: Anthony Haskett

Signature: Anthony Haskett

Printed Name: _____

Signature: _____

Printed Name: _____

Signature: _____

Secretary of State use only

Revised 08/2015

E0060-1532 10/17/2018 9:23 AM Received by ID Secretary of State Lawrence Denney

INSTRUCTIONS

If the document is incorrect, provide contact information where can you be reached for corrections:

(208) 249-1226

Phone Number

ahaskett@bluum.org

Email address

Note: Complete and submit the application in duplicate.

If you intend to apply for IRS federal tax exemption as a charitable organization, your articles must contain a purpose clause and a dissolution of assets provision. Valuable information on 501(c)(3) qualification is on the IRS website, www.irs.gov

1. Article 1 - Enter the name of the corporation. Pursuant to Idaho Code § 30-21-302, a corporate name must contain the word corporation, incorporated, company or limited, or an abbreviation thereof, provided however, that if the word "company" or its abbreviation is used it shall not be immediately preceded by the word "and" or by an abbreviation or symbol thereof. A corporate name must be distinguishable upon the records of the Secretary of State from any other formally organized entity, such as corporations, limited liability companies, limited partnerships and limited liability partnerships. It is advised that you contact the Secretary of State to check for name availability before filing.
2. Article 2 - Enter the purpose for which the corporation is organized.
3. Article 3 - Enter the name and physical address in Idaho of the registered agent of the corporation. This address may not be a PO Box or PMB (personal mail box). A registered agent is the person designated to receive service of process upon litigation.
4. Article 4 - Pursuant to Idaho Code § 30-30-603, other than a corporation organized for religious purposes, a nonprofit corporation shall consist of no fewer than 3 people. Enter the names and addresses of the initial board of directors.
5. Article 5 - Enter the name(s) and address(es) of at least 1 incorporator.
6. Article 6 - Enter the mailing address that you would like future reports mailed to.
7. Article 7 - Will the corporation consist of voting members? Mark the appropriate box.
8. Article 8 - Enter where the assets will be distributed upon dissolution of the corporation.
9. The articles of incorporation must be signed by all of the incorporators listed in article 5. Please identify the name of the signer by typing his/her name opposite the signature.
10. Enclose the appropriate fee (make checks payable to Idaho Secretary of State):
 - a. The application fee is \$30.00. (\$50.00 if not typed)
 - b. If expedited service is requested, add \$20.00 to the filing fee.
 - c. If the fees are to be paid from the filing party's pre-paid customer account, conspicuously indicate the customer account number in the cover letter or transmittal document.

Pursuant to Idaho Code § 67-910(6), the Secretary of State's Office may delete a business entity filing from our database if payment for the filing is not completed.

11. Mail or deliver to:

Office of the Secretary of State
450 N 4th Street
PO Box 83720
Boise ID 83720-0080
(208) 334-2301

12. If you have questions or need help, call the Secretary of State's office at (208) 334-2301.

20060-1593 10/17/2018 9:29 AM Received by ID Secretary of State Lawrence Denney

BYLAWS OF MOSAICS PUBLIC SCHOOL, INC.

Article 1. Name and offices

A. Name

The name of the corporation shall be MOSAICS Public School, Inc.

B. Mission and Vision

Vision: Molding Scientists and Artists Into Community Stewards

Mission: MOSAICS Public School exists to be a center of innovation. Students engage in Science, Technology, Engineering, Arts, and Math through a relevant, rigorous curriculum, preparing them to be creative and critical thinkers now and in the future. Teachers, students, and families partner together to create a safe, collaborative culture where students learn through experimentation and application. Students and staff work alongside community members through service learning to improve society.

C. Principal office

The principal office of the corporation shall be located in Canyon County, Idaho. The Corporation may have such other offices, either within or without the State of Idaho, as the Board of Directors may designate or as the business of the corporation may require from time to time.

D. Registered office

The registered office of the corporation required by the Idaho Business Corporation Act to be maintained in the State of Idaho may be, but need not be, identical with the principal office in the State of Idaho, and the address of the registered office may be changed from time to time by the board of directors.

E. Purpose

The corporation is organized and shall be operated exclusively for the specific purposes set forth in the corporation's Articles of Incorporation, namely educational purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code.

Article 2. Board of Directors

A. General powers

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

B. Number, tenure and qualification

The number of directors of the corporation shall consist of not less than 5 nor more than 9 persons and each directorship shall have a numerical designation as follows: Director 1, Director 2, Director 3 and so on. The number of directors serving on the Board of Directors may be increased from time to time by resolution adopted at a regular or special meeting of the Board of Directors. During the initial year of operation, the Board shall be comprised of the Directors listed in the Articles of Incorporation and any

other Directors elected by the then current Board or appointed in accordance with these bylaws.

Directors 1, 2, and 7 shall hold office until the 2021 annual meeting of the Board of Directors, or until they shall have appointed successors, whichever shall first occur, or until their earlier death, resignation, or removal. Directors 3, 4, and 8 shall hold office until the 2022 annual meeting of the Board of Directors, or until they shall have appointed successors, whichever shall first occur, or until their earlier death, resignation, or removal. Directors 5, 6, and 9 shall hold office until the 2023 annual meeting of the Board of Directors, or until they shall have appointed successors, whichever shall first occur, or until their earlier death, resignation, or removal. The Directors stated in the Articles may, at any time prior to the designated annual meeting of the Board of Directors, appoint successors and/or additional directors up to the maximum number of directors allowed under these Bylaws and such directors shall serve until the designated annual meeting of the corporation.

Thereafter, all directors shall serve until replaced by a duly elected replacement or otherwise removed pursuant to these Bylaws. The term of service between elections shall be a term of 3 years. Seats shall be staggered to ensure staggered transitions going forward. After the initial term of each seat directors shall serve for a term of 3 years so that up to, but no more than, 3 directors may be replaced each year at the annual meeting of the Corporation as set forth in these Bylaws.

C. Election of Directors

During the initial year of operations, the Board shall consist of those Directors appointed pursuant to the terms of these Bylaws. After the initial year of operations Directors will continue to be appointed by a majority vote of Directors at the Corporation's annual meeting as per Board-approved nominating policy.

D. Vacancies

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

E. Compensation

By resolution of the Board of Directors, each director may be paid his/her expenses, if any, of attendance at each meeting of the Board of Directors. There shall be no salary or fixed sum paid to any director other than expenses of attending meetings or other authorized functions.

F. Presumption of assent

A Director of the Corporation who is present at a meeting of the Board of Directors at which action on any corporate matter is taken shall be presumed to have assented to the action taken unless his/her dissent shall be entered in the minutes of the meeting or unless he/she shall file his/her written dissent to such action with the person acting as the secretary of the meeting before the adjournment thereof or shall forward such dissent by registered mail to the Secretary of the Corporation immediately after the adjournment of the meeting. Such right to dissent shall not apply to a director who voted in favor of such action.

G. Removal of Director

Any board member may be removed with or without cause by majority vote of the board. A Director may be removed only at a meeting of the Board of Directors called for the purpose of removing one or more Director(s). Any vacancy in the Board of Directors caused by removal, death, resignation, or an increase in the number of Directors by reason of amendment of the Bylaws shall be filled as specified in Section

2.D herein.

H. Meetings by telephone / Internet

Members of the Board of Directors or any Committee may participate in a meeting of the Board or Committee by means of conference telephone, online video chat, or similar communications equipment by which all persons participating in the meeting can hear each other at the same time as allowed through the state open meetings laws. Such participation shall constitute presence in person at the meeting. As public must be able to attend phone meetings, at least one Board member or an Administrator must be present at the posted meeting location.

I. Committees

The Board of Directors may create one or more committees and appoint members of the Board of Directors to chair them. Members of the committees other than the chairperson need not be directors. Each committee may have two or more members, who shall serve at the pleasure of the Board of Directors. The provisions of this Article which govern meetings, action without meetings, and quorum and voting requirements of the Board of Directors, shall apply to committees and their members as well.

Article 3. Board Meetings

A. Annual meeting

The annual meeting of the Board of Directors shall be held at the time and date established by the Board of Directors. In the absence of a designation from the Board of Directors, the annual meeting shall be held on the 2nd Tuesday in June. The failure to hold the meeting at the time stated shall not affect the validity of any corporate action.

B. Regular meetings

The Board of Directors may establish, by action at a meeting or unanimous written consent, the time and place for holding subsequent regular meetings of the Board of Directors.

C. Special meetings

Special meetings of the Board of Directors may be called by or at the request of the president or at least 2 directors. The person or persons authorized to call special meetings of the Board of Directors shall fix any place, either within or without the State of Idaho, as the place for holding any special meeting of the Board of Directors called by them.

D. Public Meetings

Except as otherwise permitted by Idaho code, all meetings shall be open to the public. Pursuant to Title 33, Chapter 52 of the Idaho Code, all other provisions of Title 74, Chapter 2 of the Idaho Code shall be applicable to meetings called by the Directors of the Corporation.

E. Notice and Agendas

Agenda notices for regular meetings will be posted at least 5 days in advance, in order to comply with open meeting law. Agenda items may be added subsequent to notice provided a good faith effort was made to include all known agenda items in the published notice at the time of its publication. Amendments to the agenda will follow the requirements of Idaho's open meeting laws.

Notice of any special meeting will comply with Idaho open meeting laws.

F. Quorum

A majority of the number of directors then in office shall constitute a quorum for the transaction of business at any meeting of the board of directors, but if less than such majority is present at a meeting, a majority of the directors present may adjourn the meeting without further notice.

G. Manner of taking action

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

H. Meeting Minutes

Written minutes shall be maintained at all meetings of the Board of Directors. Neither a full transcript nor a recording of the meeting is required. Minutes shall be available to the public within a reasonable time after the meeting, including: (a) Members of the Directors present; (b) Motions, resolutions, orders, or ordinances proposed and their disposition; (c) Results of all votes. Minutes of any executive sessions held by the Directors of the Corporation under Title 74, Chapter 2 of the Idaho Code may be limited to material, the disclosure of which is not inconsistent with the provisions of section 74-206, Idaho Code, but must contain sufficient detail to convey the general tenor of the meeting.

I. Executive Sessions

Executives sessions, closed to any persons for deliberation on specified matters, may be held by the Board of Directors for those reasons outlined and specified in Title 74-206, Chapter 2 of the Idaho Code. Unless otherwise allowed by law, no Director may disclose the content of an executive session to an outside source.

Article 4. Officers

A. Numbers

In addition to the Board Chair and Board Vice Chair identified in section 2, the officers of the corporation shall be a secretary, and a treasurer. In the discretion of the Board of Directors, Vice-Chair (the number thereof to be determined by the Board of Directors) may be elected by the Board of Directors. Such other officers and assistant officers as may be deemed necessary may be elected or appointed by the Board of Directors. Any two or more offices may be held by the same person, except the offices of Board Chair and either Secretary or Treasurer.

B. Election and term of office

The officers of the corporation shall be selected from the members of the Board of Directors and shall be elected annually by the Board of Directors at the annual meeting of the Board of Directors held after the annual meeting of the stakeholders of the Corporation. The initial Board of Directors shall select initial

officers who shall serve until the first annual meeting. If the election of officers shall not be held at such meeting, such election shall be held as soon thereafter as conveniently may be. Each officer shall hold office until his/her successor shall have been duly elected and shall have qualified or until his/her death or until he/she shall resign or shall have been removed in the manner hereinafter provided.

C. Removal

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

D. Vacancies

A vacancy in any office because of death, resignation, removal, disqualification or otherwise, may be filled by the Board of Directors for the un-expired portion of the term.

E. Chair

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

F. Vice Chair

In the absence of the Chair or in the event of his/her death, inability or refusal to act, the Vice Chair, if any, or in the event there be more than one Vice Chair, the Vice Chairs in the order designated at the time of their election, (or in the absence of any designation, then in the order of their election) shall perform the duties of the Chair, and when so acting, shall have all the powers of and be subject to all the restrictions upon the Chair.

G. Secretary

The Secretary shall: (a) keep the minutes of the proceedings of the members and of the Board of Directors in one (1) or more books provided for that purpose; (b) see that all notices are duly given in accordance with the provisions of these Bylaws or as required by law; (c) be custodian of the corporate records, excepting the financial records; (d) keep a register of the post office address of each board member which shall be furnished to the secretary by such board member; and (e) in general perform all duties incident to the office of secretary.

H. Treasurer

The Treasurer shall: (a) serve as the chief liaison with the business manager for the school; and (b) in general perform all of the duties incident to the office of treasurer.

I. Salaries

The officers shall serve without compensation other than reimbursement for expenses.

Article 5. Contracts, loans, checks, and deposits

A. Contracts

The Board of Directors may authorize any officer or officers, agent or agents, to enter into any contract or execute and deliver any instrument in the name of and on behalf of the Corporation, and such authority may be general or confined to specific instances.

B. Loans

No loans shall be contracted on behalf of the Corporation and no evidences of indebtedness shall be issued in its name unless authorized by a majority vote of the Board of Directors. Such authority may be general or confined to specific instances.

C. Checks, drafts, etc.

All checks, drafts or other orders for the payment of money, notes or other evidences of indebtedness issued in the name of the Corporation, shall be signed by such officer or officers, agent or agents of the Corporation and in such manner as shall from time to time be determined by a majority vote of the Board of Directors.

D. Deposits

All funds of the Corporation shall be deposited from time to time to the credit of the Corporation and in such banks, trust companies or other depositories as the Board of Directors may select.

Article 6. Fiscal year

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

Article 7. No private inurement

No part of the net earnings of the corporation shall inure to the benefit of, or be distributable to its directors, officers, or other private persons, except that the corporation shall be authorized and empowered to pay reasonable compensation for services rendered and to make payments and distributions in furtherance of the purposes set forth in the Articles of Incorporation. No substantial part of the activities of the corporation shall be the carrying on of propaganda, or otherwise attempting to influence legislation, and the corporation shall not participate in, or intervene in (including the publishing or distribution of statements) any political campaign on behalf of or in opposition to any candidate for public office. Notwithstanding any other provisions, the corporation shall not carry on any other activities not permitted to be carried on

- (a) by a corporation exempt from federal income tax under section 501(c)(3) of the Internal Revenue Code, as amended; or
- (b) by a corporation, contributions to which are deductible under section 170(c)(2) of the Internal Revenue Code, as amended.

Article 8. Corporate seal

The corporation shall not have a corporate seal.

Article 9. Waiver of notice

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

Article 10. Amendments

These Bylaws may be altered, amended or repealed and new Bylaws may be adopted by a majority vote of the Board of Directors at any regular or special meeting. Any changes in Bylaws will be provided to the authorizer within 30 calendar days of approval.

Article 11. Indemnification

The corporation shall indemnify its directors, officers, employees and agents to the fullest extent permitted under Idaho Code 30-3-88.

Article 12. Dissolution

Upon dissolution, and once appropriate assets have been used first to satisfy payroll obligations, then to pay creditors, the school will donate or redistribute the remaining assets to the Public School Income Fund, in accordance with the requirements of Idaho Code 33-5212(2). Any assets bought with federal funds will be returned to the Idaho Public Charter School Commission and will not be used to pay creditors. Any remaining assets will be distributed to another charitable organization as required by the Internal Revenue Code.

Article 13. Severability

The invalidity of any provision of these bylaws shall not affect the other provisions.

Appendix C: Board of Directors and Petitioning Group

Glenn Aubrey

Professional Work Experience

Internal Revenue Field Agent 1982 - 2007 (Retired)

- Initially audited smaller individual, partnership, corporate returns.
- Was District's Employment Tax Coordinator, an Excise Tax Examiner, and District's Field Case Reviewer.
- Oversaw preparation of District's deficiency letters.
- Moved into District's Large Corporate Group as a Team Member auditing some of the largest corporate taxpayers in Idaho and then became a Team Coordinator responsible for planning these same audits, supervising other on-site auditors and tax specialists, and completing their final reports and calculations.

Military Experience

US Army 1969 - 1978 (with break in service about 7 years in total)

- Military Policeman
- Patrolmen & Desk Sergeant
- Personnel Clerk
- Company Clerk & Personnel Management Specialist

Education

Bachelor of Arts Degree

Accounting - San Diego State University, San Diego, CA 1982

Associate of Arts Degrees

Accounting Technician - Mesa Junior College, San Diego, CA 1979

Business Administration - Mesa Junior College, San Diego, CA 1979

Additional Credentials

Enrolled Agent, EA 2007-Present.

- Can prepare income tax returns and represent taxpayers before the IRS in various proceedings

Jackie Collins

970 E. Washakie St, Meridian ID 83646

208-989-1513

Jackie.collins@idahoartscharter.org

"...she has high expectations, wants classroom learning to be relevant, rigorous and enjoyable..."

Rex Johnson
former administrator

"...personal qualifications such as patience, integrity, leadership and good judgment. I would highly recommend her for an administrative position..."

Jon Ruzicka
Principal
Capital High School, Boise ID

"...is extremely knowledgeable about current educational practices and staff development needs and provides many opportunities for staff to keep abreast of current research, materials and technology"

Carol Scholz, National Board
Certified Teacher.

Professional Profile

Dedicated professional educator of 35 years who promotes educational excellence and character development in her staff and students.

Started the first "arts" based charter school in the state of Idaho, in charge of all financial management, staff employment/evaluations, maintenance of buildings, professional development, purchasing of equipment, materials, bussing, national school lunch program, lottery of students and state testing

Assisted in the initial design and set up of the Idaho Arts Charter Foundation and "We Have a Dream" campaign

Helped secure over 17 million in bonds from investors for the permanent facility of Idaho Arts Charter Secondary and Primary Schools. Highly involved in the building and design of the permanent facility in 2008, the additions in 2012 and 2015. Recently completed the 37,000 sq ft new Primary Campus.

Experienced in use of the Apple products, MS Office and many educational software programs. Started the 1-1 initiative at IACS and support multiple uses of technology in the classroom.

Instrumental in the push for Idaho Arts Charter to offer exciting arts opportunities from certified art teachers, as well as nationally known artists from around the country. Completely outfitted the schools with Smart boards, PC and Apple laptops, a PC lab, a Mac lab, iPad carts and professional development and training in how to integrate technology and the arts.

Dedicated to leading teachers towards enthusiastic, dynamic, rigorous and relevant teaching as a means of creating lifelong learners in an ever-changing world.

Education, Honors, and Certifications

B.S. Secondary Education

University of Idaho, Moscow, ID 1980 Cum Laude

Master of Arts Special Education

Boise State University, Boise, ID 1985

Education Specialist in Educational Administration

University of Idaho, Boise Center 2002

Honors

Arts Schools Network Board member 2011-2017

Idaho Charter School Network Board member 2012-2014 (President 2014)

*“My ability to motivate students, staff
and parents for a love of learning
fosters a successful school environment.
...I would welcome becoming part of
‘your family’ of educational leaders at
your school”*

Jackie Collins

ID21 Award winner (top 6 programs in the state of Idaho for Innovation and Creativity) 2012

Distinguished School Award for the State Board of Education 2012

Charter Star award (top program in Idaho 2010) from the State Dept. of Education

Idaho “Go On” school (Award to encourage students to seek options after HS)

Teacher of the Year, Centennial High School 2001

Recipient of over 3 million in Teacher and Charter School Grants

Certifications

Idaho State Administrator School Principal Pre-K-12

Standard Exceptional Child K-12

Standard Secondary Speech, Social Studies, Political Science 6-12

Technology Certification

Employment

Professional Educator

Idaho Arts Charter Executive Director 2014-present

- **Idaho Arts Charter School Principal**, July 2005-2014
Nampa, ID
- **Meridian School District Night School Principal**, July 2003-2004
Meridian, ID
- **Teacher**, Boise School District 2004-2005
Emotionally Disturbed Grades 4-6
- **Teacher**, August 1996 to May 2004 Meridian School District
Speech, U.S. History, Economics, Sociology, American

Government

- **Teacher**, 1982-1996 Nampa School District
Speech, Debate, American Government, Study Skills, Special Education
- **Teacher**, 1980-81 Snake River School District, Blackfoot ID
Speech, Debate and Drama

Professional Development and Conference

- **National Charter School Conference** 2007, 2008, 2011 (2011 *presenter*
“Integrating the Arts in MS/HS”) 2013-2018
- **National Principal Leadership Institute 2010 NYC, NY**
- **Arts School Network conference, 2006-2017** (2009 *presenter* and 2012-14 *award winner*)

- **Idaho Charter School conference 2008-2012** (*Presenter*, “Starting a Charter School and the next steps”)
- **Educational Law Seminar** 2006, 2007
- **School Leadership for Public Charter School Administrators**, Santa Fe 2007, 2010
- **Special Education Law Seminar** 2006, 2007
- **National Economic Conference**, Savannah, GA 2000
- **NYSE Teacher Education Program** 2000
- **Model Schools Conference**, Atlanta GA 1998
- **At-Risk Youth Conference**, Phoenix, AZ and Monterey, CA 1994-1996
- **Workshop Presenter, Financial Fitness**, Bank of America 2001-2005

Specialized Training

- **Aspersers Disorders Syndrome**, 2004
- **Attention Deficit And Hyperactivity**, 1990-2000
- **Classroom Instruction That Works, Research Based Strategies for Increasing Student Achievement** 2003
- **Making Content Comprehensible for English Learners**, SIOP Model 2004
- **Differentiated Learning Strategies for Teachers**, 2004
- **Coaching Speech and Debate Intensive Summer Camp** 1982-86

Coaching

Speech and Debate 1982-1986

Students attended National Finals 3 years in a row,

State Championships in Debate and Speech

Member of National Forensic League

Speech Arts Educators of Idaho

Ski Team, Centennial High School 1996-2004

Youth Soccer 1994-1998

Deborah (Debbie) Martinez

(505) 670-0983

dmartin3782@hotmail.com

Skill Highlights

- In depth knowledge of accounting and business processes/systems
- Solid understanding of GAAP
- **Excellent analytical skills** with a structured and logical approach to **problem solving**
- Well developed **organizational and planning** skills
- Demonstrated **project management** skills
- **Collaborative work style**, effectively interfaces with all levels of the organization, internal and external customers
- **Strong communication and interpersonal** skills

Professional Experience

Albertson's Companies, Boise, ID

2015-Present

Sr. Financial Analyst – Review and process capital requests from distribution centers, manufacturing plants and transportation. Manage budget, requests, purchase orders, invoicing and project status through Lawson financials. Train and provide ERP support to field personnel. Data extraction, analysis and financial/budget reporting. Sharepoint maintenance for capital. Process improvement and documentation.

Central New Mexico Community College, Albuquerque NM

2009-2015

Sr. Budget Director (2013-2015) Managed college wide budget development and revisions for submission to State of New Mexico. Continuous budget management and issue resolution as well as process improvement including enterprise system process reviews. Developed and enhanced existing financial, performance and quality control reports using multiple data sources.

Budget Officer (2009-2013) Prepared and submitted annual college budget of approximately \$260 million (operational, grant and capital funds) to the State of New Mexico. Managed overall college expenditures to operate within authorization levels. Worked closely with departments/divisions to develop and execute budgets using enterprise systems and underlying reporting and sub-systems. Trained and educated business units on budget methodology, execution and enterprise systems use.

Edward Jones Investments, Rio Rancho, NM

2008-2009

Financial Advisor Identified needs and developed investment planning strategies for individuals and small business owners. Series 7 and Series 66 licenses.

New Mexico Educational Retirement Board, Santa Fe, NM

2005-2008

Director, Finance and Administration/CFO Responsible for accounting and fiscal compliance operations for the State of New Mexico Educational Retirement Fund. Managed accounting department responsible for all contributions, investments, accounts payable and general ledger. Responsible for annual external audit. Served as department and agency liaison for **two concurrent software conversions** (agency retirement benefits software and the State of New Mexico's consolidated financial system). **Redesigned accounting processes** to ensure efficient and effective use of newly installed software.

Los Alamos National Laboratory, Los Alamos, NM

(Q clearance)

2002-2005

Fiscal/Budget Specialist (2004-2005) Program Office Budget Analyst responsible for program fiscal administration for division. Worked with numerous software systems to distribute funding and track project progress. Developed division level work breakdown structure to standardize budget, costing and variance analyses.

Fiscal/Budget Specialist (2002-2004) As a member of the Business Team supporting the division, duties included budget formulation and execution using multiple reporting formats (management, project status, ad hoc, etc.) for four core division groups. Managed numerous funding sources (both direct and indirect) for 18 teams.

Los Alamos Public Schools, Los Alamos, NM

2001-2002

Comptroller Supervised operation and maintenance of the school district's general ledger. Responsible for accurate and complete reporting of public funds and grants. Responsible for operation of district-wide accounting software. Conducted internal audits and developed and implemented corrective policies and procedures as necessary.

Los Alamos Visiting Nurse Service, Los Alamos, NM

1993-1999

Chief Financial Officer (1998-1999) In addition to Financial Administrator duties, additional responsibilities included development and maintenance of corporate and departmental budgets, development of corporate operations policies and procedures and participation in Board of Director meetings.

Financial Administrator (1993-1997) Responsible for all financial and computer operations of home health care agency including billing to government and private insurances, preparation of monthly financial statements, annual audit and governmental reporting compliance. Constructed, reviewed and approved all company contracts. Extracted, summarized and analyzed all agency demographic and financial data to identify potential areas of improvement.

Education

Masters/Business Administration (MBA) – University of Colorado/Colorado Springs

Masters Certificate-Project Management-ESI Intl/George Washington School of Business

Bachelor of Science/Business Administration (BSBA) – University of Phoenix (with honors)

Software/Systems Used

- MS Excel, Word, Access, PowerPoint, Outlook, Sharepoint
- Lawson Financials
- Visions, Deltek, SAGE, MAS90, Quick Books, Peachtree, Great Plains
- PeopleSoft/Oracle-SHARE (State of New Mexico)
- Banner Finance & HR modules/Higher Ed
- SQL Developer
- People Admin (HR)
- LANL Business support systems-Oracle enterprise system
- Proprietary retirement benefits software
- Proprietary investment/securities software

Debbie Lynn Foster

2213 East Olympic Avenue
Nampa, Idaho 83686
(208) 468-2320 home
(208) 794-1607 cell
e-mail: freewrite1@msn.com

Professional Goals:

- Desire to assist young learners in becoming competent, confident, and conscientious life-long learners through the use of integrated, sound literacy instruction, interdisciplinary learning, and ongoing authentic assessments.
- Work collaboratively with fellow colleagues to augment and develop effective and reflective practice, professional leadership skills and capacity in order to improve student achievement.
- Model effective instructional design.
- Develop and deliver professional development courses and embedded, ongoing staff development in alignment with district, school, and teacher goals.

Education:

Northwest Nazarene University Nampa, Idaho, 1991
Bachelor of Arts: Elementary Education
Cumulative GPA: 3.5 cum laude

Boise State University, Boise, Idaho, 2007
Master of Arts: Reading and Literacy
Thesis: *Motivating Adolescents to Read: External Factors that Promote Reading Engagement*, 2006
Cumulative GPA: 4.0

Research Interests:

Assessment:

- Student-Engaged Assessment
- Feedback and Visible Learning Strategies to Support Formative Assessment Techniques During Instruction

Instructional Coaching:

- Transformational Coaching
- Educational Mindsets

Language Arts:

- Text-Dependent Questioning as Comprehension Convergence
- The Relevance of Narrative Writing for Enhancing Argument and Explanatory Conventions

Professional Experience:

Fifth Grade Teacher; North Star Public Charter School, Eagle, Idaho; July 2015— July 2016

- Applied inquiry designed instruction throughout content areas using integrated writing and reading
- Designed year-long and unit based essential questions to guide inquiry
- Created and used learning targets throughout instruction and assisted students in developing personalized learning goals and self-assessing proficiency and progress of targets and goals
- Created rubrics to provide formative feedback and established criteria for success
- Instructed learners in application of close reading techniques and practical literacy strategies to improve reading comprehension
- Developed cross-discipline units of study and integrated curricular units
- Implemented the use of drama techniques to enhance reading comprehension, vocabulary acquisition, and poetry
- Employed portfolio reflection and assessment in conjunction with student-led conferences
- Integrated student-engaged assessment for standards-based learning
- Implemented balanced literacy instruction through individualized, group, and whole class instruction
- Utilized assessments to aid instructional decisions, curricular differentiation designs, and planning
- Implemented a writing workshop using the writing process, six-trait writing instruction and evaluation, genre based studies, and revision techniques
- Taught students narrative, informational and argument forms of writing
- Implemented reading workshop using diverse groupings, various genres, response logs, discussion groups, and guided reading instruction for reading enrichment groups
- Facilitated writing and literature response groups
- Implemented a word study block focusing on vocabulary development, derivatives of Latin and Greek roots, linguistic studies of word etymologies, and syllable juncture and affix patterns for differentiated spelling instruction
- Utilized collaborative and cooperative learning instructional practices
- Used diverse forms of authentic assessments and created rubrics for thorough evaluation of established criteria for these assessments

- Employed differentiation throughout subject areas to address the diverse academic and learning dimensions of students
- Used problem-solving, concept-based mathematics instruction and MTI mathematics principles
- Participated in and led Professional Learning Communities for grade level teams

English Language Arts Curriculum Support and Writer; North Star Public Charter School, Eagle, Idaho; July 2015—July 2016

- Developed, designed and delivered a two credit course for secondary and elementary teachers on unit design utilizing backward planning and formative, summative and performance-task assessment
- Developed, coordinated and delivered professional development sessions for teachers on integrated grammar instruction, curricular mapping, and forming essential questions
- Designed English Language Arts curriculum alignment documents for K-5 elementary teachers for Idaho Core Standards review
- Reviewed writing curriculums and provided feedback on each program's efficacy
- Began draft of a K-8 instructional and curricular pacing guide for English Language Arts
- Assisted in the implementation of Words Their Way spelling program for third through fifth grade
- Participated in the Idaho Leads Game Changers conference
- Received train the trainer professional development on the Danielson Framework for Teaching evaluation system
- Served as a thinking partner with the academic administrator for the English Language Arts K-12 program

Curriculum and Instructional Coach; Compass Public Charter School, Meridian, Idaho; July 2013—August 2015

- Developed, coordinated and delivered professional development workshops for elementary and secondary teachers
- Wrote and articulated a K-8 instructional and curricular pacing guide in alignment with academic priorities, school vision, and inquiry-driven engagement practices
- Organized, implemented, and managed professional learning communities for K-12 teams
- Facilitated and directed elementary teachers' work in determining and designing power standards in alignment with the Common Core State Standards for math and English language arts

- Facilitated and directed secondary teachers' work in determining and designing power standards in alignment with Idaho Content Standards and the Common Core State standards for math and English language arts
- Researched reading and math curriculums in alignment with Common Core State Standards for adoption and implementation in math, English language arts, and supplemental programs for social studies and history
- Met and debriefed with teachers regarding adopted curriculums
- Worked with teachers on differentiation techniques
- Established relationships with teachers and extended faculty and assisted with problem-solving and trouble-shooting instructional and pedagogical questions, challenges, and concerns
- Assisted and educated teachers about the Common Core State Standards
- Assisted and educated teachers in aligning instruction with Common Core State Standards and new assessments
- Provided feedback and consultation on classroom observations, professional development goals, and school-wide professional learning goals
- Served on the Leadership Team and assisted in revising the charter document, writing the business plan proposal and grant for the JA and Kathryn Albertson's Foundation, and articulating the Compass Model
- Advised and worked with individual teachers on instructional design and delivery and assessment protocols
- Interviewed potential teacher candidates
- Communicated with parents regarding the Common Core State Standards, the new Smarter Balanced Achievement Consortium assessment, curricular materials, and the academic culture expectations

Instructional Coach; Nampa School District, Nampa, Idaho; July 2008-June 2013

- Developed and delivered professional development workshops for secondary and elementary teachers
- Assisted and educated teachers about the Common Core State Standards
- Assisted and educated teachers in aligning instruction with Common Core State Standards and new assessments
- Assisted teachers with implementing MTI practices
- Coordinated and lead staff development meetings
- Assisted teachers and principals in designing essential content, common formative assessments, and analyzing data to improve student achievement
- Used data for RTI decision making
- Facilitated onsite professional development and follow-up
- Collaborated with teachers to develop integrated, inquiry-based instructional units and lesson designs
- Assisted teachers in maximizing effective, research-based literacy, math, assessment and instruction practices

- Guided and supported teachers in making professional, informed instructional decisions based upon sound pedagogy and situated within contextualized settings
- Provided teachers with assistance in implementing new teaching and classroom management techniques
- Worked with teachers to analyze and improve teaching pedagogy through reflection, data-based decision making, and observational feedback
- Created resources for teachers when implementing new instructional practices
- Demonstrated and modeled instructional design and delivery with pre- and post-discussion analyses
- Provided feedback and consultation on classroom observations
- Served as a literacy and intervention specialist and consultant
- Created diagnostic intervention strategies to assist students
- Work with administration to design cohesive, school-based staff development workshops and courses
- Worked with individual teachers and grade levels to investigate pedagogy, design instruction, and develop classroom management systems
- Mentored, advised, and assisted new teachers in classroom management, instructional design and delivery, and assessment protocols
- Served as supervisor for university interns

Assistant Site Director of the Boise State Writing Project; Boise State University, Boise, Idaho; January 2005-November 2009

- Coordinator of professional development and in-service throughout state
- Designer of professional staff development series
- Collaboratively organized professional development series based on school or district needs
- Director of Boise State Writing Projects Summer Institute, 2009; Co-director, 2005-2008
- Instructor for Boise State Writing Project Summer Institute, 2005-2009
- Designer of curriculum and instructor for courses: "BSWP Open Institute: A Focus on Revision" and "BSWP Advanced Institute: Leadership—A Focus on Professional Development"
- Organized and conducted interviews each year with 100+ applicants for the Boise State Writing Project's year-long fellowship grant
- Coached teachers in developing professional development inservice series
- Developed and designed instructional plans for summer institute course
- Coached fellows on demonstrations and presentations
- Assistant coordinator of Advanced Institutes
- Assisted technology liaisons for Boise State Writing Project's web page
- Creator of database for teacher consultants' demonstrations
- Facilitated presentations and provided assessment feedback

- Coordinator and facilitator of teacher research groups

National Writing Project, National Reading Initiative Coordinator; National Writing Project, University of California at Berkeley, San Francisco, California; November 2007—November 2008

- Served as a lead coordinator for the National Reading Initiative, a grant funded by the Carnegie Foundation for Excellence in Education and the National Writing Project
- Researched and identified causal factors contributing to content area literacy deficiency
- Assisted in developing a week long summer institute dedicated to educating site based teams on nation wide content area literacy needs, pedagogy, and demands
- Coached two National Writing Project sites in designing a two year professional development plan targeted to reach content area teachers
- Organized data on content area literacy for site teams
- Co-directed summer institute, July 2008.
- Provided follow-up leadership and assistance to assigned sites during two year implementation grant for content area literacy professional development

Eighth-Grade Teacher; Thomas Jefferson Charter School, Caldwell, Idaho; August 2006-August 2008

- Applied inquiry designed instruction across content areas using full integration of writing and reading
- Designed and developed a multi-genre research unit of study culminating with formal presentations in a museum discovery experience
- Developed cross-discipline units of study and integrated curricular units
- Implemented the use of drama techniques to enhance reading comprehension, vocabulary acquisition, and poetry skits
- Developed a poetry unit culminating in poetry anthologies
- Employed portfolio reflection and assessment in conjunction with student-led conferences
- Implemented balanced literacy instruction through individualized, group, and whole class instruction
- Utilized various literacy assessments to aid instructional decisions, curricular design, and planning
- Instructed learners in application of practical literacy strategies to improve reading comprehension
- Implemented a writing workshop using the writing process, six-trait writing instruction and evaluation, genre based studies, and revision techniques

- Implemented reading workshop using diverse groupings, various genres, response logs, discussion groups, and guided reading instruction
- Facilitated writing and literature response groups
- Implemented a word study block focusing on vocabulary development, derivatives of Latin and Greek roots, linguistic studies of word etymologies, and syllable juncture and affix patterns for differentiated spelling instruction
- Utilized collaborative and cooperative learning instructional practices
- Used diverse forms of authentic assessments and created rubrics for thorough evaluation of established criteria for these assessments
- Integrated character education into history and language arts instruction
- Employed differentiation throughout subject areas to address the diverse academic and learning dimensions of students
- Used problem-solving, concept-based mathematics instruction
- Implemented the Harbor School Method of an accelerated curriculum within a safe learning environment

Seventh-Grade Teacher; Hidden Springs Charter School, Boise, Idaho; August 2001-2006

- Applied inquiry designed instruction across content areas using integrated writing and reading
- Employed portfolio reflection and assessment in conjunction with student-led conferences
- Implemented balanced literacy instruction through individualized, group, and whole class instruction
- Utilized various literacy assessments to aid instructional decisions, curricular design, and planning
- Instructed learners in application of practical literacy strategies
- Designed and developed integrated curriculum, instruction, lesson plans, and units
- Implemented a writing workshop using the writing process, six-trait writing instruction and evaluation, genre based studies, and revision techniques
- Implemented reading workshop using diverse groupings for literature-based reading, response logs, literature discussion groups, individualized reading, and guided reading instruction
- Facilitated writing response groups and literature response groups
- Implemented a word-study instructional block for vocabulary development and spelling instruction
- Utilized collaborative and cooperative learning instructional practices
- Used diverse forms of authentic assessments and created rubrics for thorough evaluation of established criteria for these assessments
- Developed and implemented a mathematics concept board

- Implemented the Harbor School Method of an accelerated curriculum within a safe learning environment

Sixth-Grade Teacher; Park Ridge Elementary School, Nampa, Idaho; July 1999-August 2001

- Implemented balanced literacy instruction through individualized, group, and whole class instruction
- Utilized various literacy assessments to aid instructional decisions, curricular design, and planning
- Instructed learners in application of practical literacy strategies
- Designed and developed integrated curriculum, instruction, lesson plans, and units
- Implemented a writing workshop using six-trait writing instruction and evaluation
- Implemented reading workshop using diverse groupings for literature-based reading, response logs, and literature discussion groups
- Facilitated cross-aged writing and literature response groups
- Implemented a word-study instructional block for vocabulary development and spelling instruction
- Organized and conducted student-led conferences
- Employed portfolio reflection and assessment
- Created and published student writing anthology, Millennium Writing
- Utilized collaborative and cooperative learning instructional practices
- Used diverse forms of authentic assessments and created rubrics for thorough evaluation of established criteria for these assessments
- Member of Nampa School District's Strategic Planning Committee and CORE Literacy Team

Mentor Teacher for TEAM (Teachers Educating as Mentors); The Lee David Pesky Center for Learning Enrichment, Boise, Idaho; October 2000-May 2002

- Attended and received training for TEAM
- Developed a plan for school implementation of TEAM
- Recruited interested teachers for participation in TEAM
- Designed formal plan in alignment with Nampa School District's School Wide Improvement Plans
- Presented TEAM plans and received support from school administrator
- Designed schedule for TEAM meetings and developed lessons to address scheduled topics
- Organized meetings and teacher leave for TEAM participants
- Provided guidance in and created materials for TEAM topics: assessment; reading schedules and block planning; literature response groups and literature

circle roles; writing workshop; six-trait writing instruction; spelling and phonemic awareness instruction and activities; portfolio development and assessment

- Consulted, conferred, and worked individually with TEAM participants
- Created materials for TEAM participants

Instructor and Co-Director of the Oklahoma Writing Project; University of Oklahoma; Norman, Oklahoma; January 1999- July 1999

- Instructor for six-hour graduate course: Oklahoma Writing Project Summer Institute
- Coached Summer Institute fellows on in-service presentations and preparations
- Modeled and assisted Summer Institute fellows on effective presentation techniques
- Planned and implemented “Administrator’s Day: Literacy and Writing In-Service Opportunities through the Oklahoma Writing Project”
- Organized writing groups for fellows
- Assisted fellows on research and the selection of research topics
- Organized Teacher Consultant presentation schedules
- Created syllabus and planned curriculum for Summer Institute instruction
- Determined required texts and reading requirements for Summer Institute course
- Interviewed applicants and selected candidates for acceptance
- Registered and enrolled students in course
- Created professional library and check-out system for Oklahoma Writing Project professional resources
- Planned and instructed the Young Writer’s Camp of Norman, Oklahoma
- Assisted creation of Summer Institute Writing Anthology: Writing into the New Millennium
- Served on the Governing Board of Directors and on the Summer Institute Committee
- Took minutes for Governing Board meetings and organized past meeting minutes

Multi-age Fourth-Fifth Grade Teacher; McKinley Elementary School, Norman, Oklahoma; August 1997-June 1999

- Designed and successfully implemented a multi-age program with developmentally appropriate curriculum and differentiated instruction to assist diverse learners
- Designed and developed integrated curriculum instruction, lesson plans and units

- Implemented a writing workshop using six-trait writing instruction and assessment
- Implemented reading workshop using diverse groupings for literature-based reading, response logs, literature discussion groups
- Facilitated writing and literature response groups
- Devised project-based instruction and interactive units to enhance American history
- Organized and conducted student-led conferences
- Employed portfolio reflection and assessment
- Created and published student writing anthologies: *The Workshop* and *A Writing World*
- Utilized collaborative and cooperative learning instructional practices
- Used diverse forms of authentic assessments and created rubrics for thorough evaluation of established criteria for these assessments
- Designed technological projects for computer literacy
- Utilized parent volunteers for writing and literature response groups
- Participated in national, district, and regional conferences

Sixth-Grade Teacher; Northmoor Elementary School, Moore, Oklahoma, August 1996-June 1997

- Designed and developed integrated lesson plans and units of study
- Implemented a Writing Workshop program and designed writing units and projects
- Utilized cooperative learning and writing response groups
- Implemented various forms of authentic assessment: portfolios, writing projects, publications
- Utilized various math manipulatives and computer assisted math projects
- Participated in state workshops and conferences

Fifth-Grade Teacher; Alexander Doniphan, Liberty, Missouri; August 1992-June 1996

- Designed and developed integrated daily lesson plans and units of study
- Created and implemented a Writing Workshop program
- Implemented "Class Within a Class"; an inclusion program designed for special education students
- Implemented various forms of authentic assessment in American History and Science
- Taught economics unit, then organized "Exchange City" a hands-on application of economic concepts through the development and running of a business and city for one day
- Implemented portfolio reflections and conducted student-led conferences

- Organized and supervised a computer assisted learning experience on William Jewell College campus

Fifth-Grade Teacher; Centennial Elementary, Nampa, Idaho, August 1991-August 1992

- Assisted the design and implementation of a center-oriented, three day Outdoor School camping experience providing students with year-end, culminating activities
- Participated in Teaching and Learning with Computers program and implemented the use of this technology into instruction
- Developed and implemented cooperative learning teaching techniques
- Designed and implemented daily lesson plans and units of study
- Served as a supervising teacher for a reading methods college student

Fifth-Grade Student Teacher; Greenhurst Elementary, Nampa, Idaho, January 1991-March 1991

- Responsible for the implementation of all instruction for ten weeks
- Assumed responsibility for classroom management in an inclusive setting
- Designed unit of study on human systems for science

Professionally Related Experience:

Courses, In-Service and Professional Development Workshops Taught:

- *Assessment First: Using Backward Planning to Design Learning*, North Star Charter School, 2016
- *Charting the Course: An Introduction to Curriculum Mapping and Alignment*, North Star Charter School, 2015
- *Understanding 'Understanding' in a Sea of Change: Using Inquiry and Constructivism to Drive Student Learning and Engagement*, Boise State Writing Project and Compass Public Charter School, 2012-2014
- *Sequencing and Scaffolding Instruction: A Gradual Release of Responsibility Model*, Idaho Leads Project and Boise State Writing Project, 2014
- *Changed Priorities Ahead: Introduction to the Common Core and Argument Writing*, Calvary Christian Schools, 2014
- *Inside the Black Box: Focusing in on Formative Assessment*, Compass Public Charter School and Boise State Writing Project, 2013
- *Hitting the Mark: Learning Targets and Feedback to Improve Student Achievement*, Compass Public Charter School and Boise State Writing Project, 2013

- *Boosting Student Achievement through Professional Learning Communities*, Nampa School District and Compass Public Charter School, 2011-12
- *Understanding by Design, A Journey to the Common Core*, Nampa School District, 2012
- *New to District: The Charlotte Danielson Framework for Teaching*, Nampa School District, 2011-12
- *The Common Core Journey, Significant Shifts*, Nampa School District, 2011-2012
- *Academic Language and Vocabulary Acquisition*, Nampa School District, 2011
- *Differentiation of Instruction and Assessment*, Nampa School District, 2008
- *Building Background Knowledge*, Nampa School District, 2008
- *Getting with Grammar and Getting it Write*, Boise State Writing Project, 2008
- *Brushstrokes of Greatness: Building Sentence Fluency*, Boise State Writing Project, 2007
- *Words Their Way*, Boise State Writing Project, 2005
- *After the End: Teaching Revision with Narrative and Expository Writing*, Boise State Writing Project, 2005
- *The Heart of Revision: Conferencing with Kids*, Boise State Writing Project, 2005
- *The Helping Circle: Writing Groups and Authentic Response*, Boise State Writing Project, 2005
- *Idaho Comprehensive Literacy Course*, Nampa School District, 2000-2001
- *Portfolio Based Assessment*, Nampa School District, 2001
- *Sustaining a Writing Workshop*, Nampa School District and Northwest Nazarene University, 2000
- *Revision and Editing*, Oklahoma Writing Project, 1999
- *Writing Groups: Building a Spirit of Kind Helpfulness*, Oklahoma Writing Project, 1999
- *Reading Architecture: Helping Children Construct Meaning with Text*, University of Oklahoma, 1999
- *Three-Dimensional Reading: Using Art to Improve Comprehension*, International Reading Association, 1999
- *Making the Connection Between Reading and Writing*, Norman Public Schools, 1999
- *Building a Community of Writers: A Workshop Approach*, Oklahoma Writing Project, 1999
- *The Write Stuff: Language Arts Teacher Institute*, Oklahoma State Department of Education, 1998
- *After the End: Teaching Creative Revision*, Oklahoma Writing Project, 1998
- *Writing Workshop: Getting Started*, Norman Public Schools, 1998
- *Spelling Instruction that Makes Sense*, 1997

- *Unlocking Your Child's Potential: The Theory of Multiple Intelligences*, Liberty Public Schools, 1996
- *Test Taking Tactics for Your Child*, Liberty Public Schools, 1996

Workshops, Seminars, and Conferences Attended:

- Inquiry Driven Mathematics, June 2015
- Inquiry and the Common Core, June 2014
- Common Core Priorities for Principals, February 2013
- Mathematical Thinking for Instruction (MTI) Unit Development, January-May 2012
- Mathematical Thinking for Instruction (MTI), September-October 2012
- National Council of Teachers of English Convention, November, 2005-2010
- National Writing Project Convention, November, 2005-2010
- CORE Literacy Consultant Training, April, 2001
- National Council of Teachers of English Convention, November, 1998-2000
- National Writing Project Convention, November, 1998-2000
- Idaho Council of the International Reading Association Conference, October, 2000
- National Reading Renaissance Convention, February, 1999
- International Reading Association Southwest Regional Conference, February, 1999
- Literacy First, October, 1998
- National Conference on Best Practices, Multi-age and Looping, June, 1998
- Oklahoma Writing Project Summer Institute Fellow, June-July, 1997
- Great Expectations, Fall 1996
- Motivating the Reluctant Learner, Spring, 1996
- Implementing the Writing Workshop, Winter, 1995
- William Jewell College: Learning with Technology, Fall 1994, Fall 1995
- Empowering Self-Directed Learners through Student Led Conferences, Winter 1994
- Designing Role Performances, Quality Standards, and Assessments, Summer, 1994
- Portfolios in a Nutshell, Fall 1993
- Total Quality Management, Summer 1992
- Outcomes-Based Education, Summer 1992
- Teaching and Learning with Computers, Fall, 1991

Committees:

- AdvancEd Accreditation Outside Review Committee for North Star Charter School, 2016
- Leadership Team, Compass Public Charter School, 2013-2015

- Leadership Team and RTI Team, Park Ridge Elementary School, 2011-2013
- Leadership Team and RTI Team, Reagan Elementary School, 2008-2011
- Boise State Writing Project Governing Board and Leadership Team; Boise State University, 2005-2011
- Nampa School District's Strategic Planning Committee; Nampa, Idaho, 1999-2000
- Nampa School District's Literacy Committee; Nampa, Idaho, Fall 1999-Summer 2000
- Governing Board of Directors for the Oklahoma Writing Project; University of Oklahoma, Summer 1997-Summer 1999
- Summer Institute Committee for the Oklahoma Writing Project; University of Oklahoma, Summer 1997-Summer 1999
- McKinley Site Team Coordinator; Norman, Oklahoma, Fall 1997-Spring 1998
- Northmoor Discipline Committee; Moore, Oklahoma, Fall 1996-Summer 1997
- Northmoor Crisis Team; Moore, Oklahoma, Fall 1996-Summer 1997
- Reading and Language Arts District Committee; Moore, Oklahoma, Fall 1996-Summer 1997
- Teacher's Assistance Team; Liberty, Missouri, Fall 1993-summer 1996
- District Novels Committee; Liberty, Missouri, Fall 1993-Summer 1996
- District Grant Writing Committee; Liberty, Missouri, Winter 1995-Spring 1996
- District New Building Planning Committee; Liberty, Missouri, Summer, 1995

Memberships in Professional Organizations:

- Association for Curriculum Development (ASCD), 2013-current
- Boise State Writing Project 2005-current
- National Writing Project, 1997-current
- National Council of Teachers of English, 1997-current
- International Literacy Association, 1995-current

Honors and Awards:

- Excellence in Education Award; Norman, Oklahoma, April, 1999
- Nomination for Teacher of the Year; Moore, Oklahoma, January, 1997
- Honoring Excellence Award; Liberty, Missouri, March, 1996
- Student Teacher of the Year, Northwest Nazarene College; Nampa, Idaho, 1991
- Dean's List, 1989-1991
- Bachelor of Arts, *cum laude*

LINDSEY COREY

• 2802 W. Regan Avenue Boise, ID 83702 • 1-208-284-4065 • lindseycorey@gmail.com •

ELEMENTARY TEACHER

Skills: Supporting inquiry, creativity, and analytical thinking. Creating a classroom culture of trust. Creative, standards-based, cross-curricular lesson plans. Strengths in art, science, and literacy.

EDUCATION

Master of Arts in Teaching Willamette University, Salem, OR 06/2007

Honors/Awards: 4.0 GPA

Action Research: The Benefits of Multiple-Subject Learning Projects

Bachelor of Arts Willamette University, Salem, OR 05/2004

Major: Exercise Science *Thesis:* Is calcium the key to osteoporosis prevention?

Honors/Awards: Willamette University Scholar Award

Professional Development /Continuing Education

Northwest Nazarene University, Boise State University, Lewis & Clark College, and Portland State University (24 credits)

CERTIFICATION

Idaho Standard Elementary: Multiple Subjects K-8

August 2007- 2012, August 2012- 2017, August 2017-2022

Oregon Initial II Teaching License

Early Childhood, Elementary: Multiple Subjects Self-Contained

Expires November 10, 2017, License No. 10439345

TEACHING EXPERIENCE

Teacher- Idaho Arts Charter School, Canyon County, Nampa, Idaho

Grade 3/4 2016-2018 **Grade 4** 2018-2019

Teacher- Lowrie Primary School, West Linn Wilsonville School District, Clackamas County, Oregon

Grade 3 2015-2016

Teacher- Owyhee Elementary, Nampa School District, Nampa, Idaho

Grade 5 2011-2013 **Grade 4** 2008-2011 **Grade 3** 2007-2008

Total of 10 years teaching full-time in Title I schools, including ESL/ELD, special education and gifted learners. Planning all lessons and accommodations, independently and with grade-level PLCs. Also meeting district, state and Common Core standards in all subject areas.

**RELATED
EXPERIENCE
& ACTIVITIES**

Extra-Curricular: Member of PTO, Social Committee, Founded a literary arts magazine, staff Wellness Program, a student newspaper, a 5th Grade Book Club, and ran a yearly art contest. Gala and silent auction chair. Fundraising Committee, Student and Staff Recognition Committee. Co-responsibility for 5th Grade Outdoor Science Camp, Talent Show, and Community Fall Festival.

Long-Term Substitute- Stafford Elementary School, West Linn Wilsonville School District, Clackamas County, Oregon **Grade 5** April 2015 – June 2015

Substitute Teaching: West Linn Wilsonville School District - 2014-2015
Lake Oswego School District, Classified – 2013

Coaching: 5th Grade Co-Ed Volleyball (2009, 2010, 2011), 5th Grade Boys Basketball (2009, 2010, 2011), Volunteer Track & Field (2010 & 2011).

Instructor for Science Classes and Camps, Discovery Center of Idaho
Boise, ID 2005-2010
Planning and teaching a wide variety of science classes for children K-6th grade.

Student Teacher- Keizer Elementary School, Keizer, Oregon, USA
Grade 4/5 2006-2007 **Student Practicum Grade 2** 10/06-11/06 (6 weeks)

Group Leader for Visions Program. Girl Scouts of Silver Sage Council
Boise, ID Spring 2005

Group Leader for C.H.O.I.C.E Program. Girl Scouts of Santiam Council
Salem, OR Spring 2004

Pediatric Physical Therapy Intern. The Children's Guild, Easter Seals
Salem, OR 2004
Assisting a pediatric PT in a clinic and on home visits, interacting with children and their families in a therapy setting. Observing OT and SLP.

Conferences: Willamette Writer's Conference, Portland, OR (2012)
CORE Adolescent Literacy Solutions Conference, Lake Tahoe, NV (2010)
Edufest- Gifted and Talented Education, Boise, ID (2009)

Memberships: National Arts Education Association, Oregon Science Teachers Association

Hobbies: Travel, photography, writing, reading, visual arts, running, hiking.

Excellent references available.

MATTHEW MESROPIAN

205 SOUTH CEDAR POINTE AVE, NAMPA, ID 83686

208-412-2148 • mtmsrpn@gmail.com

Objectives

To continue my career development in a position that will benefit from my leadership experience as well as my passion for operational excellence.

Experience

Store Manager • 7/1/2014 – 11/1/2017

Lowes HIW – Multiple Locations

Responsible for overall store operation, sales and margin performance.

Achievements

- Operational review streamlining programs and processes to improve efficiency while increasing productivity.
- Rebuilt Specialty Sales teams to continue driving sales and service performance
- Drove Gold level engagement score year over year

Area Product Service Specialist • 2/1/2011 – 7/1/2014

Lowes HIW – 1785 • 1400 Nampa-Caldwell Blvd, Nampa, ID

Worked to deliver consistent customer experiences throughout market by managing merchandising and remodel projects of the Product Services teams.

Achievements

- Rolled out new company program and initiative with minimal structure and oversight.
- Successfully built relationships with both Product Service teams as well as Store Management teams across largest geographical Market in the company.
- Able to sway and influence teams to accomplish objectives with little direct control
- Analyzed and interpreted data to prepare and execute multi-faceted resets effectively and in a timely manner.

Sales Manager • 4/1/2007 – 2/1/2011

Lowes HIW – 2792 • 305 W Overland Rd, Meridian, ID

Responsible for hiring, training and performance management of store sales team.

Achievements

- Built highly effective sales team with good operational foundations and market leading close rates.
- Worked with Pro Sales team to grow business by 20% in years 2 and 3.
- Initial store to rollout of ISST. Worked as trainer and mentor for Market rollout.

Area Sales Manager ▪ 3/1/2000 – 5/1/2002

Tim's Cascade / Snack Lion ▪ Boise, ID

Solicited, secured the rights to, and introduced Tim's Cascade Potato chips to market

Achievements

- Built Strong relationships with all major grocery chains in Southwestern Idaho.
- Secured prime, permanent shelf space in all grocery stores as well as top two convenience store chains in the Treasure Valley.
- Worked with Regional merchandising teams for WinCo, Walmart, Fred Meyers, and Albertsons to plan and implement promotional calendar and schedule.
- Built 12-person distribution team to ensure top tier service levels for all customers.
- Responsible for all warehouse operations, logistics, supplies, and budgeting for operation.

Skills and Strengths

- Abstract Reasoning / Analytical
- Excellent written and verbal communication skills
- Public speaking and presenting
- Persuasiveness and great motivator
- Goal oriented / Target focused
- Sales driven
- Problem Solving

Education

Nichols College

Business Management Focus

References

Available upon request

Petitioning Group

Karen Garner- Mrs. Garner is a veteran teacher at Idaho Arts Charter School, integrating science, art, and technology often in her classroom. She has assisted in discussing facility designs, instructional programming, and curricular choices in the development of MOSAICS Public School. Mrs. Garner will continue to be support the development of curriculum as the school moves towards opening.

Founder Definition: The board knows there will be much work to complete before the school opens. The board will define a founder as a person who has joined a committee and volunteered at least 10 hours towards opening the school before the initial lottery.

Appendix D: School Administration and Organizational Chart

D1. Administrator Resume

ANTHONY HASKETT

710 Vista Terrace

Nampa, ID 83686

208.249.1226

ahaskett@bluum.org

EDUCATION

Ed. S. in Educational Leadership, Northwest Nazarene University, May 2013

M. Ed. in Curriculum and Instruction, Northwest Nazarene University, December 2012

B.A. in Elementary Education, Northwest Nazarene University, May 2008

ADMINISTRATOR EXPERIENCE

Intermediate Principal—Idaho Arts Charter School, 2016-2018

- Managed curriculum decisions and discipline for grades 3-6
- Provided oversight for special education for grades 3-6
- Evaluated teachers of grades 3-6 using the Charlotte Danielson Framework
- Planned and facilitated Title I nights for parents in various topics
- Implemented Professional Learning Communities
- Collaborated with the instructional coach to support and provide feedback to teachers
- Created an intervention block into the schedule to support struggling learners
- Provided oversight of the Title III program (ELL population)
- Created and implemented the Literacy Plan as required by the state department

Assistant Principal—Idaho Arts Charter School, 2015-2016

- Managed curriculum decisions and discipline for grades K-6
- Provided oversight for special education for grades K-12
- Evaluated K-6 teachers using the Charlotte Danielson Framework
- Interviewed potential candidates for open positions
- Planned and facilitated Title I nights for parents in various topics

Lead Teacher—Reagan Elementary, 2013-2015

- Facilitated MDT, IEP, and 504 meetings as administrator designee
- Facilitated staff development in unit planning and writing instruction
- Reviewed student data with teachers in Professional Learning Communities in order to inform targeted instruction
- Facilitated the Response to Intervention Team and Building Advisory Team
- Served as principal in the absence of the regular principal, including disciplining students
- Constructed budgets for the next school year with the principal
- Assisted the principal in running fire drills and lock downs

Administrative Intern—Greenhurst Elementary, 2012-2013

- Developed the master schedule with input from teachers, increasing time aides spent in classrooms from ½ hour per day to 1 hour per day
- Led professional development in using technology as a teaching resource
- Planned and facilitated staff meetings focused on implementing the Idaho Core Standards
- Disciplined students as needed when the principal was out of the building
- Developed and implemented a school-wide positive behavior support system
- Observed and evaluated teachers using Danielson's *Frameworks for Teaching*.
- Trained in special education law and attended IEP meetings
- Developed proposed budgets with the principal for the next school year

TEACHING EXPERIENCE

Teacher—2nd grade, 3rd grade, & 4th grade, Nampa School District, 2009-2015

- Used student data to inform and diversify instruction
- Utilized a Pyramid Response to Intervention model to identify and help struggling students
- Included a special education push-in model of instruction to service students on math IEPs
- Implemented research-based instructional practices to improve student learning
- Planned, taught, and assessed curricula in math (*EnVision Math & Georgia Math Units*), reading (*SRA Open Court*), social studies, art, and science

Teacher—3rd grade, Middleton Heights Elementary, Middleton School District, 2008-2009

- Taught single-sex classroom of all boys
- Used learning strategies designed specifically for boys to help them learn
- Planned, taught, and assessed curricula in math (*Saxon Math*), reading (*SRA Open Court*), social studies (*Core Knowledge*), art, and science (*FOSS Science Kits*)

PROFESSIONAL CERTIFICATION

Washington Residency Administrator Certificate: Principal (K-12)

Idaho Administrator Credential: School Principal (Pre-K-12) (Teachscape Proficient, Dec. 2014)

Idaho Teaching Credential: Elementary Education (K-8)

FELLOWSHIPS

New Schools Fellowship, 2018-19

4.0 Schools Essentials Fellowship, 2018

Boise State Writing Project, 2014-2015

ANTHONY HASKETT

Résumé

Page 3

OTHER LEADERSHIP POSITIONS HELD

Leadership Caldwell Participant, 2018-19

Leadership Nampa Graduate, 2017-18

District Math Curriculum Reviser, 2014-2015

Reagan Technology Coordinator, 2014-2015

Reagan Building Advisory Team Chair, 2014-2015

Reagan Leadership Team, 2013-2015

Greenhurst Leadership Team, 2012-2013

Response to Intervention Team Facilitator, Spring 2014

Network for Transforming Teacher Preparation (NTEP) Teacher Mentor, Spring 2014

Nampa School District Technology PLC, 2010-2011

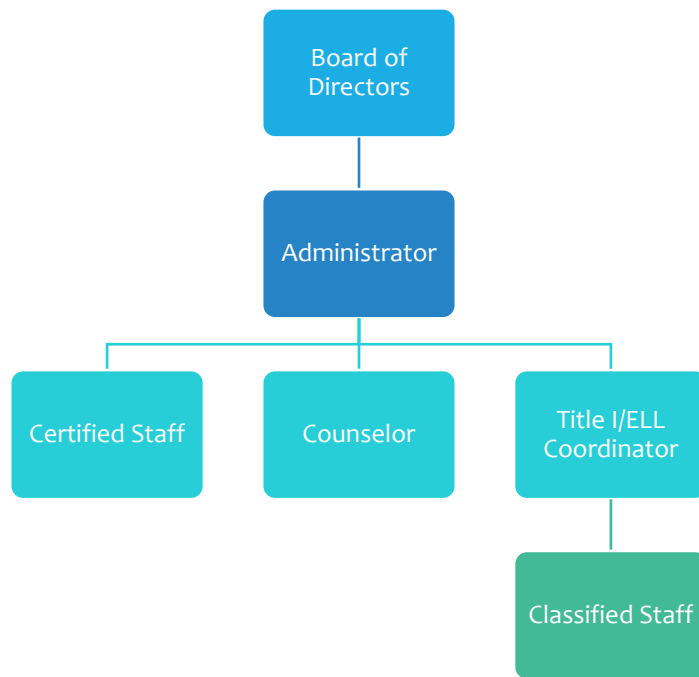
MEMBERSHIPS

Northwest Professional Educators Association, 2010-Present

Phi Delta Lambda, National Honor Society, 2008-Present

Association of Supervision and Curriculum, 2015-Present

D2. Organizational Chart



Appendix F: Supporting Documentation

F1. Letters to School Districts

February 1, 2019

Dr. Pat Charlton
Superintendent
Vallivue School District
5207 S. Montana Ave.
Caldwell, ID 83607

Dear Dr. Pat Charlton:

On behalf of the Mosaics Public School Board of Directors, we are providing this letter and New School Petition to satisfy the notice and comment requirements of Idaho Code 33-5203(b) (attached for reference). You are receiving this notice because the primary attendance area of the proposed school overlaps all or a portion of your school district.

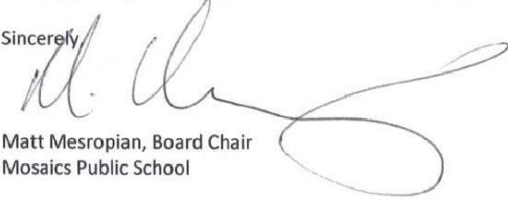
Per the provided New School Petition, Mosaics Public School intends to request that the Idaho Public Charter School Commission (PCSC) authorize the new school. Mosaics Public School proposes establishing a K-8 school physically located within the boundaries of the Caldwell School District. That said, the primary attendance area of the proposed school would extend into all or portions of four different school districts: Caldwell, Vallivue, Middleton, and Notus. The new school would open in August 2020 as a 300 student K-4th school and would grow over 5 years to a maximum of 540 K-8 students. Mosaics Public School designed the primary attendance area, in part, to help minimize the school's impact on a single district. This approach also allows Mosaics Public School to bring the school choice we offer to multiple communities via a single school campus. Finally, the fact that the primary attendance area extends into four districts is another reason Mosaics Public School is seeking a state-wide authorizer (the PCSC) for the school.

If you would like more information regarding the New School Petition, including if you would like a representative from Mosaics Public School to attend a district board meeting to share information, please contact Mr. Anthony Haskett- ahaskett@bluum.org. Mr. Haskett is expected to become the administrator of Mosaics Public School.

If your district does not intend to request information or otherwise further discuss the Petition with Mosaics Public School, we respectfully request that you respond accordingly—via e-mail to Mr. Haskett. Absent an affirmative response from districts, Idaho Code requires Mosaics Public School to wait four (4) weeks prior to submitting the Petition to the PCSC. Our preference, with your agreement/approval and absent further questions from your district, would be to submit the Petition to the PCSC sooner than later.

Thank you for your consideration. We look forward to hearing from you.

Sincerely,


Matt Mesropian, Board Chair
Mosaics Public School

RELEVANT IDAHO CODE CITATION

For your reference, please find the following relevant portion of Idaho Code 33-5205 and the following link to the full Idaho Code provision:

<https://legislature.idaho.gov/statutesrules/idstat/Title33/T33CH52/SECT33-5205/>

(b) Prior to submitting the completed petition to an authorized chartering entity described in section [33-5202A\(1\)](#), Idaho Code, petitioners shall send a letter and a copy of the completed petition to the superintendent of each district that overlaps the proposed public charter school's primary attendance area. The purpose of the letter is to inform the superintendent that petitioners are seeking an authorizer, and to offer to attend a district board of trustees meeting, if the superintendent so requests.

(c) A minimum of four (4) weeks after sending the letter and copy of the completed petition pursuant to paragraph (b) of this subsection, or earlier if the superintendent of each district that overlaps the proposed public charter school's primary attendance area agrees, petitioners may submit the completed petition to an authorized chartering entity pursuant to section [33-5202A\(1\)](#), Idaho Code.

In accordance with notification requirements in Idaho Code, Mosaics Public School, Inc. is providing this letter notice that shares our New School Petition and provides your district the opportunity to comment on the petition and/or to ask Mosaics Public School to share more information with your Board of Trustees.

February 1, 2019

Craig Woods
Superintendent
Notus School District
25257 Notus Rd.
Caldwell, ID 83607

Dear Mr. Craig Woods:

On behalf of the Mosaics Public School Board of Directors, we are providing this letter and New School Petition to satisfy the notice and comment requirements of Idaho Code 33-5203(b) (attached for reference). You are receiving this notice because the primary attendance area of the proposed school overlaps all or a portion of your school district.

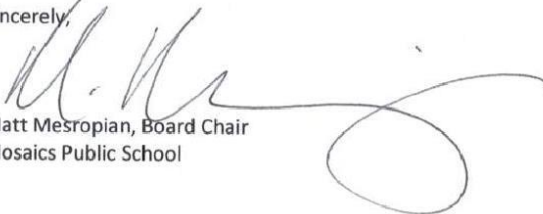
Per the provided New School Petition, Mosaics Public School intends to request that the Idaho Public Charter School Commission (PCSC) authorize the new school. Mosaics Public School proposes establishing a K-8 school physically located within the boundaries of the Caldwell School District. That said, the primary attendance area of the proposed school would extend into all or portions of four different school districts: Caldwell, Vallivue, Middleton, and Notus. The new school would open in August 2020 as a 300 student K-4th school and would grow over 5 years to a maximum of 540 K-8 students. Mosaics Public School designed the primary attendance area, in part, to help minimize the school's impact on a single district. This approach also allows Mosaics Public School to bring the school choice we offer to multiple communities via a single school campus. Finally, the fact that the primary attendance area extends into four districts is another reason Mosaics Public School is seeking a state-wide authorizer (the PCSC) for the school.

If you would like more information regarding the New School Petition, including if you would like a representative from Mosaics Public School to attend a district board meeting to share information, please contact Mr. Anthony Haskett- ahaskett@bluum.org. Mr. Haskett is expected to become the administrator of Mosaics Public School.

If your district does not intend to request information or otherwise further discuss the Petition with Mosaics Public School, we respectfully request that you respond accordingly—via e-mail to Mr. Haskett. Absent an affirmative response from districts, Idaho Code requires Mosaics Public School to wait four (4) weeks prior to submitting the Petition to the PCSC. Our preference, with your agreement/approval and absent further questions from your district, would be to submit the Petition to the PCSC sooner than later.

Thank you for your consideration. We look forward to hearing from you.

Sincerely,



Matt Mesropian, Board Chair
Mosaics Public School

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In accordance with notification requirements in Idaho Code, Mosaics Public School, Inc. is providing this letter notice that shares our New School Petition and provides your district the opportunity to comment on the petition and/or to ask Mosaics Public School to share more information with your Board of Trustees.

February 1, 2019

Dr. Josh Middleton
Superintendent
Middleton School District
5 S. Viking Ave.
Middleton, ID 83644

Dear Dr. Josh Middleton:

On behalf of the Mosaics Public School Board of Directors, we are providing this letter and New School Petition to satisfy the notice and comment requirements of Idaho Code 33-5203(b) (attached for reference). You are receiving this notice because the primary attendance area of the proposed school overlaps all or a portion of your school district.

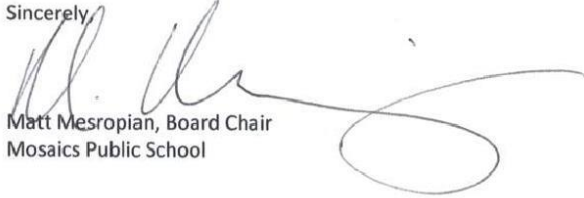
Per the provided New School Petition, Mosaics Public School intends to request that the Idaho Public Charter School Commission (PCSC) authorize the new school. Mosaics Public School proposes establishing a K-8 school physically located within the boundaries of the Caldwell School District. That said, the primary attendance area of the proposed school would extend into all or portions of four different school districts: Caldwell, Vallivue, Middleton, and Notus. The new school would open in August 2020 as a 300 student K-4th school and would grow over 5 years to a maximum of 540 K-8 students. Mosaics Public School designed the primary attendance area, in part, to help minimize the school's impact on a single district. This approach also allows Mosaics Public School to bring the school choice we offer to multiple communities via a single school campus. Finally, the fact that the primary attendance area extends into four districts is another reason Mosaics Public School is seeking a state-wide authorizer (the PCSC) for the school.

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Thank you for your consideration. We look forward to hearing from you.

Sincerely,



Matt Mesropian, Board Chair
Mosaics Public School

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(c) A minimum of four (4) weeks after sending the letter and copy of the completed petition pursuant to paragraph (b) of this subsection, or earlier if the superintendent of each district that overlaps the proposed public charter school's primary attendance area agrees, petitioners may submit the completed petition to an authorized chartering entity pursuant to section [33-5202A\(1\)](#), Idaho Code.

In accordance with notification requirements in Idaho Code, Mosaics Public School, Inc. is providing this letter notice that shares our New School Petition and provides your district the opportunity to comment on the petition and/or to ask Mosaics Public School to share more information with your Board of Trustees.

February 1, 2019

Dr. Shalene French
Superintendent
Caldwell School District
1502 Fillmore St.
Caldwell, ID 83605

Dear Dr. Shalene French:

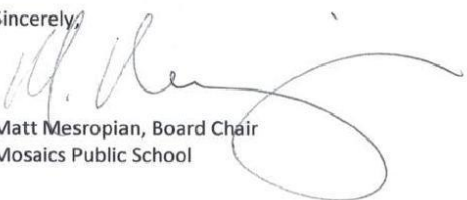
On behalf of the Mosaics Public School Board of Directors, we are sending this letter to let you know that we are currently seeking an authorizer and would like to know if the Caldwell School District would fill that role for Mosaics Public School. Many on our board have ties to Idaho Arts Charter School, which is authorized through the Nampa School District, and see value in partnering with a district authorizer. The board of Mosaics Public School proposes establishing a K-8 STEAM school physically located within the boundaries of the Caldwell School District. If the Caldwell School Board chooses to authorize Mosaics Public School, the attendance boundaries would match the Caldwell School District Boundaries. If the board chooses not to authorize Mosaics Public School, the board of Mosaics Public School intends to seek authorization from the Public Charter School Commission. The primary attendance boundaries would then include the entirety of Caldwell School District and portions of Vallivue, Middleton, and Notus school districts. If we seek authorization from the state, this letter and New School Petition will satisfy the notice and comment requirements of Idaho Code 33-5203(b) (attached for reference).

If authorized, the new school is projected to open in August 2020 as a 300 student K-4th school and would grow over 5 years to a maximum of 540 K-8 students. If you would like more information regarding the New School Petition, including if you would like a representative from Mosaics Public School to attend a district board meeting to share information, please contact Mr. Anthony Haskett-ahaskett@bluum.org. Mr. Haskett is expected to become the administrator of Mosaics Public School.

If your district would like to discuss authorization, request additional information, or further discuss the Petition with Mosaics Public School, please contact Mr. Haskett. If your district does not intend to request information or otherwise further discuss the Petition with Mosaics Public School, we respectfully request that you respond accordingly—via e-mail to Mr. Haskett. Absent an affirmative response from Caldwell School District, Idaho Code requires Mosaics Public School to wait four (4) weeks prior to submitting the Petition to the PCSC.

Thank you for your consideration. We look forward to hearing from you.

Sincerely,



Matt Mesropian, Board Chair
Mosaics Public School

RELEVANT IDAHO CODE CITATION

For your reference, please find the following relevant portion of Idaho Code 33-5205 and the following link to the full Idaho Code provision:

<https://legislature.idaho.gov/statutesrules/idstat/Title33/T33CH52/SECT33-5205/>

(b) Prior to submitting the completed petition to an authorized chartering entity described in section [33-5202A\(1\)](#), Idaho Code, petitioners shall send a letter and a copy of the completed petition to the superintendent of each district that overlaps the proposed public charter school's primary attendance area. The purpose of the letter is to inform the superintendent that petitioners are seeking an authorizer, and to offer to attend a district board of trustees meeting, if the superintendent so requests.

(c) A minimum of four (4) weeks after sending the letter and copy of the completed petition pursuant to paragraph (b) of this subsection, or earlier if the superintendent of each district that overlaps the proposed public charter school's primary attendance area agrees, petitioners may submit the completed petition to an authorized chartering entity pursuant to section [33-5202A\(1\)](#), Idaho Code.

In accordance with notification requirements in Idaho Code, Mosaics Public School, Inc. is providing this letter notice that shares our New School Petition and provides your district the opportunity to comment on the petition and/or to ask Mosaics Public School to share more information with your Board of Trustees.



CALDWELL SCHOOL DISTRICT #132

1502 Fillmore St.
CALDWELL, IDAHO 83605
(208) 455-3300 *FAX (208) 455-3302
www.caldwellschools.org

March 13, 2019

Anthony Haskett
1010 West Jefferson Ste.201
Boise, ID 83702

Re: Denial of Authorization

Dear Mr. Haskett

This letter is to inform you of the Caldwell Board of Trustees' decision to deny authorization of Mosaics Public School Charter. After a thorough review of the Charter petition, the Trustees voted on March 11, 2019, 5-0 to deny authorization. Trustees cited Mosaics would be a duplication of services already provided by the Caldwell School District.

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

Sincerely,


Dr. N. Shalene French
Superintendent

Board of Trustees:

Charles Stout **Chairman** - Thomas Briten **Vice Chairman** - Lisa Bevington - **Treasurer**
Travis Manning - **Trustee** - Marisela Pesina - **Trustee**

F2. AdvancED STEM Standards and Indicators



AdvancED STEM Standard and Indicators

STANDARD: STEM students have the skills, knowledge, and thinking strategies that prepare them to be innovative, creative, and systematic problem-solvers in STEM fields of study and work.

STEM LEARNERS

- ST1.1** The STEM school/program supports non-traditional student participation through outreach to groups often underrepresented in STEM program areas.
- ST1.2** Students work independently and collaboratively in an inquiry-based learning environment that encourages finding creative solutions to authentic and complex problems.
- ST1.3** Students are empowered to personalize and self-direct their STEM learning experiences supported by STEM educators who facilitate their learning.
- ST1.4** Students use technology resources to conduct research, demonstrate creative and critical thinking, and communicate and work collaboratively.
- ST1.5** Students demonstrate their learning through performance-based assessments and express their conclusions through elaborated explanations of their thinking.

STEM EDUCATORS

- ST1.6** The interdisciplinary problem-based curriculum includes a focus on real world applications.
- ST1.7** STEM educators collaborate as an interdisciplinary team to plan, implement, and improve integrated STEM learning experiences.
- ST1.8** STEM learning outcomes demonstrate students' STEM literacy necessary for the next level of STEM learning and for post-secondary and workforce readiness.
- ST1.9** STEM teachers and leaders participate in a continuous program of STEM-specific professional learning.

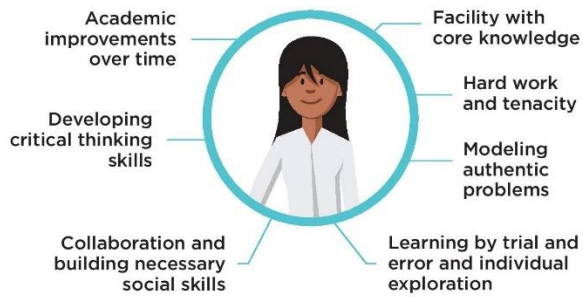
STEM EXPERIENCES

- ST1.10** Community, post-secondary, business/industry partners and/or families actively support and are engaged with teachers and students in the STEM program.
- ST1.11** Students are supported in their STEM learning through adult-world connections and extended day opportunities.

F3. STEM Vision 2026 Components

THE STEM 2026 VISION

INNOVATIVE MEASURES OF LEARNING



FLEXIBLE LEARNING SPACES



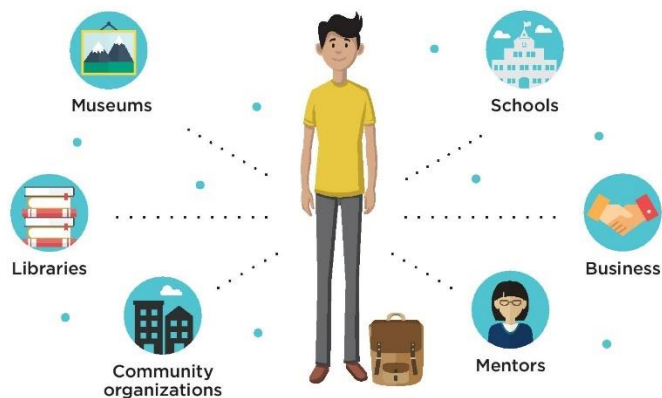
SOLVING RELEVANT GRAND CHALLENGES



ACCESSIBLE ACTIVITIES THAT INVITE PLAY & RISK



ENGAGED & NETWORKED COMMUNITIES OF PRACTICE



PROMOTING DIVERSITY



F4. Example of Thrive Public School's Project Tuning Rubrics

MOSAICS will utilize a process like Thrive Public School's where teachers are required to tune their projects with their colleagues before implementing them. This work will take place on early release days.

Project Design and Development Rubric

Criteria	DESIGN		
	1 - Not a Thriving Project 0 8 16	2 - Approaching a Thriving Project 17 19 21	3 - A Thriving Project 23 24 25
	<i>Students will know and be able to...</i>		
Authenticity	☐ Project has little or no connection with the outside world or other curricular areas. ☐ The problem or question has little or no meaning to the students. ☐ Problem has a single correct answer.	☐ I address a problem or questions adults are likely to tackle in the real world. ☐ The problem or question is meaningful to me. ☐ I identify several possible solutions to the problem. ☐ The problem or question stems from a personal passion of students and/or teacher.	In addition to "Approaching" attributes: ☐ My work is used by entities or persons outside of the school. ☐ Present and defend solutions to a real and appropriate audience.
Agency	☐ How to work primarily alone and with little self-management.	☐ Students use self-management skills informally.	In addition to "Approaching" attributes: ☐ Students use high-performance work organization skills (e.g., work in teams, use technology appropriately, communicate ideas, collect, organize and analyze information). ☐ Students formally use self-management skills (e.g., develop a work plan, prioritize pieces of work, meet deadlines, identify and allocate resources).
Academic Rigor & Adaptation	☐ The project is not based on content standards. ☐ Project demands little specific knowledge of central concepts. ☐ Students are not provided voice or choice ☐ All students work towards the same exact outcome	☐ The project is derived from specific learning goals in content area standards. ☐ Project demands specific knowledge of central concepts. ☐ Student develop and demonstrate life skills (e.g. collaboration; presentation; writing). ☐ Data informs what the outcomes are for each students ☐ Students have different deliverables based on their competencies	In addition to "Approaching" attributes: ☐ There is a well defined, clear driving question that is derived from specific content standards. ☐ Project demands breadth and depth of specific knowledge of central concepts. ☐ Students develop habits of mind (e.g., habits of collaboration, evidence, perspective, and perseverance through the project process). ☐ Data informs what the outcomes are for each students
Applied Learning & Use of Technology	☐ New skills and knowledge are not applied toward solution development. ☐ Learning occurs out of context of project. ☐ Students are not required to use technology or technology use is superficial.	☐ New skills and knowledge are applied toward solution development. ☐ Students are required to work in groups where curricular topics and skills are discussed and debated in context of the project. ☐ Students are required to use technology to conduct research, report information, or to calculate formula results.	In addition to "Approaching" attributes: ☐ Students apply new knowledge to a realistic and complex problem. ☐ Create interactive media, conduct experiments, manipulate data, or communicate with adult experts.
Active Exploration & Adult Connections	☐ Little independent research is required. ☐ Students gather majority of information from textbooks or encyclopedia-like materials provided by the teacher.	☐ Students are required to conduct own, independent research. ☐ Students gather information from authentic, but limited number of sources provided by the teacher. ☐ Students use raw data provided by the teacher. ☐ Students have limited contacts with outside adults (e.g., guest speakers, parents).	In addition to "Approaching" attributes: ☐ Students are required to do field-based or experimental research (e.g., interview experts, survey groups of people, work site exploration). ☐ Students gather information from a variety of sources and using a variety of methods (interviewing and

	☐ Students have no contacts with adults other than the teacher(s). ☐ Teacher uses role playing or other staff members to simulate "expert" contact.	☐ Students are not provided with clear explanation of the assessment process or expectations. ☐ Assessment of project is summarized into a single final grade.	☐ My project is evaluated on content skills/knowledge as well as habits of mind. ☐ I exhibit or present a final product exhibiting the knowledge I have gained.	☐ In addition to "Approaching" attributes: ☐ I help establish assessment criteria.	observing, gathering and reviewing information, collecting data, model-building, using online services).
Assessment Practices					

	1	2	3
Criteria	Not a Thriving Project	Approaching a Thriving Project	A Thriving Project
<i>Students use voice and choice to co-design ...</i>			
Goals	☐ Goals of the project do not seem to be tied to any specific content area standards or are not rigorous enough to challenge the students ☐ Goals of the project seem to address only the lowest levels of critical thinking	☐ The goals of the project are tied to specific content area standards and 21st Century Skills ☐ Goals are rigorous enough to challenge all students. ☐ Goals of the project require the students to use higher order critical thinking skills and Cognitive Skills.	In addition to meeting the "Approaching" criteria Goals of the project are clearly defined and successfully integrate content standards from multiple subject areas ☐ The project plan includes a detailed description of the various phases with progress checks and benchmarks ☐ The project has a complete list of resources and materials ☐ The project has a well thought out plan for implementation ☐ The project includes a description of student products and how they will be evaluated against the project goals ☐ Co-design the process for tackling the problem or questions. ☐ There are multiple opportunities to ask questions and to receive feedback and advice from outside adults who have expertise and experience.
Co-design	☐ The project plan, which may be a good idea, has little planning around implementation ☐ No thought has been put into the resources and materials required for this project	☐ The project has a general outline including the various phases and student activities ☐ Some thought has been put into resources and materials that are required for this project ☐ The project has a list of student products ☐ Co-design the problem or questions to be tackled	☐ The project has differentiated activities designed to help individual students and groups ... ☐ Work as an effective team on a long term project reflect on their "need to know" and to develop next steps ☐ Understand the content and make use of the resources available (including any necessary remediation that might be needed)
Scaffolding	☐ The project lacks appropriate activities designed to help students... ☐ Work as an effective team on a long term project ☐ Reflect on their "need to know" and to develop next steps ☐ Understand the content and make use of the resources available (including any necessary remediation that might be needed)	☐ The project has appropriate activities designed to help students... ☐ Work as an effective team on a long term project (time management, collaboration, etc) ☐ Reflect on their "need to know" and to develop next steps ☐ Understand the content and make use of the resources available (including any necessary remediation that might be needed)	The project has differentiated activities designed to help individual students and groups ... ☐ Work as an effective team on a long term project reflect on their "need to know" and to develop next steps ☐ Understand the content and make use of the resources available (including any necessary remediation that might be needed)

			☐ Use examples of proficient student responses to guide my work.	☐ any necessary remediation that might be needed) ☐ When observing and working alongside adults in a worksite relevant to the project, I am prepared with specific tasks and goals.
Assessment	☐ Rubrics are not developed, don't seem tied to the goals of the project, or are unusable by students ☐ Evaluation does not include use of school-wide rubrics	☐ The rubric is designed to clearly lay out expectations of the final product as defined by the goals of the project ☐ Evaluation includes the use of school-wide rubrics ☐ Rubrics are easy for students to use in self- and peer-assessment activities. ☐ From the early stages of the project, I understand the assessment process and expectations that will guide my work. ☐ I used structured journals or logs to track my progress.	☐ Several rubrics are used to evaluate multiple individual and group products based on the stated content and 21 st Century goals of the project. ☐ Assessment includes input from outside sources ☐ I complete deliverables based on my own individual competencies, strengths, interests, and learning modalities. ☐ I know the individual expertise of my peers and seek their input. ☐ I use learning progressions (examples of progressing mastery) to improve my work. ☐ contribute to a culture of critique by seeking many opportunities for feedback and creating multiple drafts (independently and with support) from teachers, mentors, peers.	☐ Are composed of multiple opportunities for students to demonstrate their learning (multiple products) ☐ Will be used by an outside person or entity ☐ Incorporates the use of a variety of media ☐ I analyze exemplar models in order to co-design the qualities of beautiful work. ☐ I co-design the products that best represent my solutions and learning. ☐ I develop a sense of the real-world standards (craftsmanship) for this type of work from outside adults.
Outcomes	☐ Do not demonstrate understanding and application of content standards ☐ Are not authentic ☐ Are not age level appropriate	☐ Clearly demonstrate understanding and application of content standards ☐ Are authentic and reflects real world work ☐ Are tailored to age and skill level of students		

F5. Completed Example of Buck Institute Project Overview

This is an example of a completed Project Design: Overview of a unit from the Buck Institute of Education. The teachers at MOSAICS will utilize this type of unit plan for the Inquiry Projects at all grade levels.

P R O J E C T D E S I G N : O V E R V I E W (Sample) page 1			
Name of Project: Medical Interns		Duration: 3 weeks	
Subject/Course: Life Sciences		Teacher(s):	Grade Level: 5th
Other subject areas to be included, if any: English Language Arts			
Significant Content (CCSS and/or others)			
Life Science – body systems (circulatory system); Writing 5.4 – writing a report (informational text writing) – using evidence (informational text writing); Writing 5.8 – summarizing/paraphrasing research (research to build and present knowledge); Speaking and Listening 5.5 – using visual aids to enhance a presentation; Reading Informational Text 5.7 – evaluating sources and integrating into a presentation to speak knowledgeably (critical thinking)			
21st Century Competencies (to be taught and assessed)	Collaboration		Creativity and Innovation
	Communication	X	Other:
	Critical Thinking	X	
Project Summary (include student role, issue, problem or challenge, action taken, and purpose/beneficiary)	In this scenario, students take on the role of medical interns who are asked to help diagnose sick patients and recommend the best treatment plan. They will learn about the various body systems, focusing in on the circulatory system, as they move through the project. Students will collaborate with a medical doctor via video chat, interview mock patients, and engage in research to reach their findings. In teams, they will present their diagnosis and recommendations to a panel of experts, parents, and classmates.		
Driving Question	How can we, as medical interns, recommend the best treatment for a sick patient?		
Entry Event	A medical doctor will talk with students via video chat to request their help to diagnose and treat sick patients and offer resources to get them started on their investigation.		
Products	Individual: Medical report	Specific content and competencies to be assessed: Life Sciences – body systems (circulatory system); Informational writing	
	Team: Oral presentation	Specific content and competencies to be assessed: Critical Thinking, Speaking and Listening	

P R O J E C T D E S I G N : O V E R V I E W (Sample)				page 2
Public Audience (Experts, audiences, or product users students will engage with during/at end of project)	Medical doctor – Entry Event & throughout the project			
	Mock patients – mid-way through the project			
	Experts (e.g. medical doctor, mock patients) – final presentation			
	Parents & classmates – final presentation			
Resources Needed	On-site people, facilities: Computer lab teacher, librarian			
	Equipment: laptops, Internet access			
	Materials:			
	Community Resources: local medical doctors, mock patients			
Reflection Methods (Individual, Team, and/or Whole Class)	Journal/Learning Log	X	Focus Group	
	Whole-Class Discussion	X	Fishbowl Discussion	
	Survey		Other:	
Notes: Remember to pick up the case study files from the doctor we are working with prior to the launch of the project. Whole class discussion during the reflection phase will be a Harkness Discussion.				

PROJECT DESIGN: STUDENT LEARNING GUIDE (Sample)			
Project: Medical Interns			
Driving Question: How can we, as medical interns, recommend the best treatment for a sick patient?			
Final Product(s) Presentations, Performances, Products and/or Services	Learning Outcomes/Targets content & 21st century competencies needed by students to successfully complete products	Checkpoints/Formative Assessments to check for learning and ensure students are on track	Instructional Strategies for All Learners provided by teacher, other staff, experts; includes scaffolds, materials, lessons aligned to learning outcomes and formative assessments
Medical Report (individual) Anchor learning target: I can conduct short research projects using several sources to diagnose and treat a sick patient. (W5.7 - Research to Build and Present Knowledge)	I can identify the parts of the circulatory system. (Life Sciences - Circulatory system)	1. Summary of resources 2. Exit tickets following lessons 3. Lab notes/science journal 4. Quiz	• Teacher model of summary writing/note taking • Science labs on circulation • Interview with MD • Textbook lesson; video
	I can write a report to inform a patient of his/her diagnosis. (Writing 5.4 - Informational text writing)	1. Outline of report 2. Reflective journal writing 3. Drafts of report (peer/teacher feedback) 4. Charrette	• Examination of exemplar papers to determine structure, teacher model • Interview with MD • Writer's workshop, fishbowl modeling of peer critique • Review probing questions, model of charrette
	I can explain my diagnosis using evidence with facts, details, and quotations. (Writing 5.2b - Informational text writing)	1. Summary of resources 2. Drafts of report (peer/teacher feedback) 3. Teacher conference	• Teacher model of summary writing/note taking • Writer's workshop (differentiate for gifted/struggling writers)
	I can summarize or paraphrase information from my research. (Writing 5.8 - Research to Build and Present Knowledge)	1. Summary of resources 2. Quick write assessment 3. Summary sentences on exit tickets	• Teacher model of summary writing/note taking • Writer's workshop (differentiate for gifted/struggling writers) • Small group activity on summary sentences (with EL students)
Diagnosis Presentation (team) Anchor learning target: I can report on a topic in a logical way using details to support my ideas. (SL 5.4)	I can use visual aids to enhance the content and message of my presentation. I can respond to audience questions accurately and clearly. (Presentation Skills - Speaking and Listening 5.5)	1. Draft of visual aids (peer/teacher feedback) 2. Fishbowl 3. Charrette	• Examination of exemplar visual aids, watch a student presentation w/ visual aids on video • Questioning techniques lesson w/ partner practice, interview with MD • Review probing questions, model of charrette
	I can evaluate multiple sources on my topic and integrate valid sources into my report and presentation to speak knowledgeably about the topic. (Critical Thinking/Reading Informational Text 5.7)	1. Summary of resources 2. Outline of report 3. Charrette 4. Practice Presentation (peer/teacher feedback)	• Internet search lesson on finding valid sources, small group support • Align evidence and claims in teams, examine exemplar papers • Review probing questions, model of charrette

F6. Example of Design 39 Competency Based Report Cards

MOSAICS will use a competency-based report card to report student progress to parents like the example below from Design 39 in San Diego, CA. We believe it is best to report progress to parents on a continuum, allowing for them to see what is required to reach the next proficiency level.

School Year: 2017-2018		Student Name: _____			
Working With Patterns in Numbers -- Math Competencies					
	Step 1	Step 2	Step 3	Step 4	
I can work with patterns in numbers:					
Conceptual Understanding	Understand a 2-digit number represents tens and ones.	Understand digits as hundreds, tens, and ones.	Understand digits to thousands.	Understand that a digit in one place represents 10x the place to the right.	
Comparing & Rounding	Understand a 2-digit number represents tens and ones. Compare two 2-digit numbers using $<$, $>$, $=$.	Understand digits as hundreds, tens, and ones. Compare two 3-digit numbers using $<$, $>$, $=$.	Compare and round whole numbers to the hundreds and tens.	Round whole numbers to any place and compare using $<$, $>$, $=$.	
Naming & Writing Number Patterns	Understand a 2-digit number represents tens and ones. Compare two 2-digit numbers using $<$, $>$, $=$.	Understand digits as hundreds, tens, and ones. Compare two 3-digit numbers using $<$, $>$, $=$.	Identify arithmetic and multiplication patterns and explain using properties of operations. (Commutative, Associative, Distributive)	Express numbers in written, expanded, and rounded terms. Interpret and write multiplicative comparisons.	
Proof of Learning:					
TenMarks Assignments	1.	1.	1.	1.	
TenMarks Assessments	2.	2.	2.	2.	
Tasks	3.	3.	3.	3.	
Other	4.	4.	4.	4.	

School Year: 2017-2018

Student Name: _____

USING WHOLE NUMBERS and DECIMALS-- Math Competencies

	Step 1	Step 2	Step 3	Step 4
I can use whole numbers and decimals:				
Conceptual	Mentally find 10 more or 10 less than any two digit number without counting.	Mentally add and subtract within 20. Fluently know all sums of two 1-digit numbers.	Apply properties of multiplication (Commutative/ Associative/ Distributive) to multiply, divide and determine unknown numbers.	
	Apply properties of addition operations (Commutative/ Associative).	Mentally add and subtract 10 or 100 from any number. Know odd and even within 1-20.	Memorize all products of two 1--digit numbers.	
	Add and subtract within 5.	Add within 100 and subtract within 20 using place value strategies.	Add and subtract two numbers within 1000 using multiple strategies.	
Computational Level #1	Add and subtract numbers <10 in multiple ways.	Subtract multiples of 10 by multiples of 10.	Solve 1- and 2-step word problems using addition and subtraction within 1000.	
	Solve addition and subtraction word problems within 10.	Solve 1-step word problems using addition and subtraction within 20.		
Computational Level #2				Multiply and divide 4x1 and 2x2 digits using equations, arrays and area models.
Computational Level #3				Solve multi-step word problems with whole numbers.
				Interpret remainders in division.

School Year: 2017-2018

Student Name: _____

Decimals				
USING WHOLE NUMBERS and DECIMALS-- Math Competencies				
	Step 1	Step 2	Step 3	Step 4
Proof of Learning:				
TenMarks Assignments	1.	1.	1.	1.
TenMarks Assessments	2.	2.	2.	2.
Tasks	3.	3.	3.	3.
Other	4.	4.	4.	4.

Convert fractions to decimals with denominators of 10 or 100.
Compare 2 decimals to hundredths using $<$, $>$, $=$.

School Year: 2017-2018

Student Name: _____

Exploring Fractions-- Math Competencies

	Step 1	Step 2	Step 3	Step 4
I can explore the relationship among fractions:				
Conceptual Understanding	Divide shapes into 2, 3, or 4 equal parts.	Use and understand the terms halves, thirds, fourths.	Understand unit fractions and express whole numbers as fractions. Represent fractions on a number line.	Compare fractions by making like Ns or Ds and generate equivalent fractions. Decompose fractions.
Computational			Explain equivalence and compare fractions with the same Numerator or Denominator.	Add and subtract like mixed numbers and unlike fractions with denominators that are powers of 10. Multiply fractions by whole numbers.
Proof of Learning:				
TenMarks Assignments	1.	1.	1.	1.
TenMarks Assessments	2.	2.	2.	2.
Tasks	3.	3.	3.	3.
Other	4.	4.	4.	4.

School Year: 2017-2018

Student Name: _____

Building & Designing with Shapes, Angles & Measurement-- Math Competencies

	Step 1	Step 2	Step 3	Step 4
I can build & design with shapes, angles & measurements:				
Geometry	Draw shapes with defining attributes. Make composite 2D and 3D shapes. Partition shapes into 2 or 4 equal shares.	Recognize and draw 2D shapes with defined attributes. Partition circles and rectangles into halves, thirds, and fourths.	Analyze quadrilaterals by understanding their attributes. Make unit fractions by partitioning shapes equally.	Draw points, lines, line segments, rays, angles. Classify and analyze 2-D shapes and lines of symmetry. Relate angles to degrees in a circle.
Measurement	Describe and compare 3 objects by measurable attributes. Measure using unit lengths.	Estimate using inches, feet, centimeters, meters. Measure, add, and subtract lengths of similar units.	Measure and estimate liquid volumes and masses using standard units. Measure using rulers to 1/4". Measure Area and Perimeter by counting square units.	Know relative sizes and convert measurements from larger to smaller units. Apply Area and Perimeter formulas to rectangles. Measure and draw angles using a protractor and find unknown angles.
Data	Organize and interpret data with up to 3 categories.	Draw picture and bar graphs. Solve problems involving coins using \$ and cents. Make whole number line plots.	Create and interpret picture and bar graphs. Make line plots with whole numbers, halves, and quarters.	Interpret and create line plots in fractions of a unit to solve problems involving addition and subtraction of fractions.
Time	Read and write time in hours and half hours using analog and digital clocks.	Read and write time to the nearest 5 minutes with AM/PM	Read and write time to the nearest minute. Solve problems involving time.	

School Year: 2017-2018

Student Name: _____

Building & Designing with Shapes, Angles & Measurement-- Math Competencies

Proof of Learning:				
TenMarks Assignments	1.	1.	1.	1.
TenMarks Assessments	2.	2.	2.	2.
Tasks	3.	3.	3.	3.
Other	4.	4.	4.	4.

SCHOOL YEAR: 2017-2018

Student Name:

Narrative Writing Competencies

Step 1	Step 2	Step 3	Step 4
I can develop a <u>narrative</u> writing piece including:			
• A beginning with a topic sentence • Use of chronological order (beginning, middle, end) or ? • Begins to use words that show passing of time (first, then, last) • Multiple sentences on a topic • Concluding/closing sentence, not "The End"	• A beginning that may include an action, talking or setting • A variety of sentence types • Provides a sense of closure	• A beginning that helps readers know the characters & the setting • Story is told in order • A variety of sentences that include adjectives, specific nouns, & strong verbs • Conclusion sentence(s) end the story	• A beginning that introduces characters, what's happening & setting • Sequencing of events logically • Transitions to begin to show time is passing • Begins to use dialogue • Basic sensory details that may or may not impact the story • An ending that connects to the beginning or middle of the story • Multiple paragraphs
• Basic capitalization and punctuation in a way to strengthen their piece • Uses inventive spelling • Accurate spelling of grade level words	• Uses capitalization and punctuation in a way to strengthen their piece • Accurate spelling of grade level words	• A strong command of English Language Conventions	• Conventions and grammar errors do not affect readability of piece
		• A strong command of English grammar	• Consistent verb tense
1.	1.	1.	1.
Date:	Date:	Date:	Date:
2.	2.	2.	2.

School Year: 2017-2018		Student Name:	
Date:	Date:	Date:	Date:
3.	3.	3.	3.
Date:	Date:	Date:	Date:
4.	4.	4.	4.
Date:	Date:	Date:	Date:

SCHOOL YEAR: 2017-2018

Student Name:

Informational Writing Competencies

Step 1	Step 2	Step 3	Step 4
I can develop an <u>informational</u> writing piece including:			
• An introduction to the topic • Uses academic vocabulary • Includes multiple facts on the topic • Has a beginning, middle, and end • Has a sense of closure	• An introduction to the topic • Uses descriptive vocabulary • Facts and definitions that develop points around the topic • Sentence variety • A concluding sentence that restates focus.	• Information about a topic • Introduction sentence • Specific nouns & verbs • Facts, definitions & details about topic & some explanation • Grouped information into like parts • A short conclusion that restates the focus	• Different things about a topic • An introduction explaining why the topic matters, telling a surprising fact, or giving a big picture • Begins to use words & phrases to link ideas • Different kinds of facts & details such as numbers, names, & examples • Grouped information into sections & paragraphs • A conclusion that reminded readers of topic & may have left readers with a final insight
• Basic capitalization and punctuation in a way to strengthen their piece • Uses inventive spelling • Accurate spelling of grade level words	• Uses capitalization and punctuation in a way to strengthen their piece • Accurate spelling of grade level words	• A strong command of English Language Conventions	• Conventions and grammar errors do not affect readability of piece
1.	1.	1.	1.
Date:	Date:	Date:	Date:
2.	2.	2.	2.
Date:	Date:	Date:	Date:
3.	3.	3.	3.

School Year: 2017-2018		Student Name:	
Date:	Date:	Date:	Date:
4.	4.	4.	4.
Date:	Date:	Date:	Date:

Opinion -- Writing Competencies

Step 1	Step 2	Step 3	Step 4
I can develop an opinion writing piece including:			
- an introduction of the topic, states opinion & supplies a reason for the opinion - details from the text - a sense of closure	- an introduction of the topic, states opinion & supplies a reason for the opinion - linking words - details from the text - a sense of closure	- an introduction of the topic, states opinion & supplies a reason for the opinion - linking words - specific examples from the text that support opinion - a concluding statement restating the opinion	- an introduction that has a hook, background information about topic and states claim - transitional words at the beginning of paragraphs - facts and details/evidence that support the claim - begins to paraphrase or quote information to support claim - a conclusion with restatement and reflection of my claim - formal writing style, no use of "I" - Conventions and grammar errors do not affect readability of piece - Consistent verb choice
- Basic capitalization and punctuation in a way to strengthen their piece - Uses inventive spelling - Accurate spelling of grade level words	- Uses capitalization and punctuation in a way to strengthen their piece - Accurate spelling of grade level words	A strong command of English Language Conventions	
Proof of Learning:			
1.	1.	1.	1.
Date:	Date:	Date:	Date:
2.	2.	2.	2.
Date:	Date:	Date:	Date:
3.	3.	3.	3.
Date:	Date:	Date:	Date:

F7. 2017-18 Demographic Data and Analysis from Schools in Primary Attendance Zone

Schools Serving K-8 in Primary Attendance Zone							
	Total Students	Hispanic or Latino	White	Multiracial	FRL	ELL	Sped
Lincoln Elementary	371	51%	46%	2%	87%	20%	11%
Wilson Elementary	543	48%	48%	3%	87%	19%	9%
Sacajawea	482	67%	28%	4%	87%	33%	11%
Van Buren Elementary	638	67%	30%	2%	87%	32%	12%
Washington Elementary	561	72%	26%	2%	87%	39%	16%
Lewis and Clark	458	59%	38%	2%	87%	28%	10%
Syringa MS	719	68%	29%	19%	87%	16%	13%
Jefferson MS	700	60%	36%	24%	87%	11%	14%
Total Caldwell School District	4,472	61%	35%	7%	87%*	25%	12%
Skyway Elementary	611	48%	49%	2%	69%	19%	12%
Central Canyon Elementary	584	47%	48%	4%	68%	16%	10%
Desert Springs Elementary	633	39%	58%	3%	56%	19%	11%
West Canyon Elementary	517	33%	64%	2%	55%	17%	13%
Lakevue Elementary	623	36%	60%	2%	56%	17%	13%
Vallivue MS	890	43%	53%	2%	55%	6%	10%
Sage Valley MS	1,116	37%	58%	3%	58%	8%	10%
Total Vallivue School District	4,974	40%	56%	2%	60%	15%	11%
Purple Sage Elementary	465	20%	77%	2%	42%	5%	14%
Middleton Heights Elementary	594	13%	84%	3%	52%	3%	9%
Middleton MS	942	13%	84%	3%	42%	1%	9%
Total Middleton School District	2,001	15%	82%	2%	45%	3%	11%
Notus Elementary	204	25%	71%	2%	65%	13%	17%
Notus Jr/Sr High	204	21%	71%	4%	55%	5%	11%
Total Notus School District	408	23%	71%	3%	60%	9%	14%
Total for All Schools Serving K-8 in Primary Attendance Zone	11,855	43%	52%	5%	67%	15%	11%

Demographic Information Obtained From www.idahoschools.org

*Caldwell School District's FRL rate was taken from their Continuous Improvement Plan because school data reflected 100% FRL Rate

Number of Students in Each Demographic Area (Percentages from www.idahoschools.org Multiplied by Total Enrollment Figures)							
School	Total Students	Hispanic or Latino	White	Multiracial	FRL	ELL	Sped
Lincoln Elementary	371	189	169	9	323	74	41
Wilson Elementary	543	260	261	15	472	103	49
Sacajawea	482	325	134	18	419	159	53
Van Buren Elementary	638	426	192	13	555	204	77
Washington Elementary	561	401	143	11	488	219	90
Lewis and Clark	458	268	173	9	398	128	46
Syringa MS	719	485	205	137	626	115	93
Jefferson MS	700	418	254	168	609	77	98
Total Caldwell School District	4,472	2,773	1,532	380	3,891	1,080	546
Skyway Elementary	611	294	301	10	422	116	73
Central Canyon Elementary	584	274	282	22	397	93	58
Desert Springs Elementary	633	247	364	17	354	120	70
West Canyon Elementary	517	169	329	11	284	88	67
Lakevue Elementary	623	223	373	15	349	106	81
Vallivue MS	890	382	469	16	490	53	89
Sage Valley MS	1,116	408	645	30	647	89	112
Total Vallivue School District	4,974	1,997	2,763	121	2,943	666	550
Purple Sage Elementary	465	92	360	7	195	23	65
Middleton Heights Elementary	594	76	497	17	309	18	53
Middleton MS	942	119	791	25	396	9	85
Total Middleton School District	2,001	287	1,648	50	900	50	203
Notus Elementary	204	51	145	3	133	27	35
Notus Jr/Sr High	204	42	145	8	112	10	22
Total Notus School District	408	93	290	11	245	37	57
Total for All Schools Serving K-8 in Primary Attendance Zone	11,855	5,149	6,233	561	7,979	1,833	1,357

F8. Detailed Professional Development Plan

Below are the details of the types of professional development the staff at MOSAICS will go through. These resources are what are currently planned to support the implementation, however, as new resources come available, these may change.

Focus of Professional Development	Anchor Text(s) & Activities	Expected Outcomes
Inquiry-Based Instruction - Project Based Teaching - Design Thinking	<i>Project-Based Teaching</i> by Suzie Boss and John Larmer Tuning Inquiry Projects through school-created rubrics 2 Day Inquiry Boot Camp before school year Staff training on the Design Thinking Process 3 day training on <i>PBL 101</i> by Buck Institute	- Teachers will become experts using inquiry practices, project-based learning, and design thinking and implement these models in Inquiry Projects. - Teachers will utilize the school unit template to develop Science Inquiry Projects. - Teachers will collaborate to develop and enhance Inquiry Projects through the tuning protocols.
Community Stewardship	<i>Quaglia Institute Aspirations Framework</i> Trainings led by the administrator and other teachers	- Teachers plan lessons around concepts pertaining to community stewardship. - Teachers invite community members to come alongside classroom for Inquiry Projects and other content areas when possible. - Students participate in at least one activity per year focused on bettering the community.
Restorative Practices	<i>Circle Forward</i> by Carolyn Boyes-Watson and Kay Pranis <i>Better Than Carrots or Sticks: Restorative Practices for Positive Classroom Management</i> by Dominique Smith, Douglas Fisher & Nancy Frey Staff training by the <i>International Institute for Restorative Practices</i>	- Teachers implement the framework for Restorative Practices in their classrooms and throughout the school. - Teachers and students will build a strong culture of community throughout the school

ELL Strategies	<i>Unlocking English Learners' Potential: Strategies for Making Content Accessible</i> by Diane Staehr Fenner , Sydney C. Snyder Weekly ELL strategies taught during early release days by ELL coordinator	- Teachers will apply various ELL strategies in their classrooms. - Teachers will understand vocabulary development and English acquisition for English learners.
Working with Students in Poverty	<i>Framework for Understanding Poverty</i> by Ruby Payne <i>Poor Students, Richer Teaching</i> by Eric Jensen	- Teachers will understand the dynamics of poverty and how it affects students, their learning, and their families. - Teachers will implement best practices for working with students in poverty
Arts Integration	Trainings led by Idaho Arts Charter School Staff and other outside trainers	Teachers will implement arts integration through visual arts, drama, music, and dance in core content areas and in the Inquiry Projects.
Technology Integration	Code.org curriculum training Teacher-led training on classroom apps to support: student mastery, such as using <i>Think Through Math</i> for math support, <i>Socrative</i> and <i>Nearpod</i> for assessment/feedback, <i>IXL</i> for grammar practice, etc. content creation, such as <i>Adobe Voice</i> for creating audio presentations, <i>iMovie</i> for creating videos and book trailers, etc.	- Teachers will implement technological tools to enhance lessons and improve student learning. - Teachers support and implement computer coding as an option for students to present in students Inquiry Projects exhibitions.
Competency-Based Education - Report Cards - Assessment Practices	<i>Breaking With Tradition: The Shift to Competency-Based Learning in PLCs at Work</i> by Brian Stack and Jonathan Vander Els	- Teachers implement assessment practices focused on formative and summative assessment with an understanding on how these inform competency-based grading. - Teachers understand the continuum of competencies and apply the teaching of multiple competencies in the classroom.

Developing Mathematical Thinking Practices	All staff will be trained in the DMT methodology, through required state trainings and through PD from the Developing Mathematical Thinking Institute	• Teachers use various, research-based strategies to develop students' mathematical abilities. • Students understand numeracy and display fluency when solving math problems.
Response to Intervention	<i>Pyramid Response to Intervention</i> by Austin Buffum, Mike Mattos, and Chris Weber Teacher-led trainings	• Teachers will understand and apply Tier 1, Tier 2, and Tier 3 levels of RTI. • Teachers use data to analyze effectiveness of instruction and planning of interventions.

F9. Possible Calendar for MOSAICS Public School

2020-21 Possible Calendar for Mosaics Public School

July 2020							August 2020							September 2020						
Sun	Mon	Tue	Wed	Thu	Fri	Sat	Sun	Mon	Tue	Wed	Thu	Fri	Sat	Sun	Mon	Tue	Wed	Thu	Fri	Sat
			1	2	3	4							1			1	2	3	4	5
5	6	7	8	9	10	11	2	3	4	5	6	7	8	6	7	8	9	10	11	12
12	13	14	15	16	17	18	9	10	11	12	13	14	15	13	14	15	16	17	18	19
19	20	21	22	23	24	25	16	17	18	19	20	21	22	20	21	22	23	24	25	26
26	27	28	29	30	31		23	24	25	26	27	28	29	27	28	29	30			
							30	31												

October 2020							November 2020							December 2020						
Sun	Mon	Tue	Wed	Thu	Fri	Sat	Sun	Mon	Tue	Wed	Thu	Fri	Sat	Sun	Mon	Tue	Wed	Thu	Fri	Sat
				1	2	3	1	2	3	4	5	6	7	6	7	8	9	10	11	12
4	5	6	7	8	9	10	8	9	10	11	12	13	14	13	14	15	16	17	18	19
11	12	13	14	15	16	17	15	16	17	18	19	20	21	20	21	22	23	24	25	26
18	19	20	21	22	23	24	22	23	24	25	26	27	28	27	28	29	30	31		
25	26	27	28	29	30	31	29	30												

January 2021							February 2021							March 2021						
Sun	Mon	Tue	Wed	Thu	Fri	Sat	Sun	Mon	Tue	Wed	Thu	Fri	Sat	Sun	Mon	Tue	Wed	Thu	Fri	Sat
					1	2		1	2	3	4	5	6		1	2	3	4	5	6
3	4	5	6	7	8	9	7	8	9	10	11	12	13	7	8	9	10	11	12	13
10	11	12	13	14	15	16	14	15	16	17	18	19	20	14	15	16	17	18	19	20
17	18	19	20	21	22	23	21	22	23	24	25	26	27	21	22	23	24	25	26	27
24	25	26	27	28	29	30	28							28	29	30	31			
31																				

April 2020							May 2020							June 2020						
Sun	Mon	Tue	Wed	Thu	Fri	Sat	Sun	Mon	Tue	Wed	Thu	Fri	Sat	Sun	Mon	Tue	Wed	Thu	Fri	Sat
				1	2	3							1			1	2	3	4	5
4	5	6	7	8	9	10	2	3	4	5	6	7	8	6	7	8	9	10	11	12
11	12	13	14	15	16	17	9	10	11	12	13	14	15	13	14	15	16	17	18	19
18	19	20	21	22	23	24	16	17	18	19	20	21	22	20	21	22	23	24	25	26
25	26	27	28	29	30		23	24	25	26	27	28	29	27	28	29	30			
							30	31												

All Wednesdays will be released 1 hour early for staff development

Aug. 10-21	Staff Development
Aug. 24	First Day of School
Sept. 7	No School- Labor Day
Oct. 1-2	No School- Teacher Inservice/State Conferences
Oct. 20	Exhibition Night
Nov. 13	End of Trimester 1
Nov. 18	P/T Conference (3:00-8:00 p.m.)
Nov. 19	No School- P/T Conference (8:00-8:00 p.m.)
Nov. 20	No School- Teacher Comp Day
Nov. 23-27	No School-Thanksgiving Break
Nov. 30	No School- Teacher Inservice
Dec. 21-Jan. 2	No School-Christmas Break
Jan. 4	No School- Teacher Inservice
Jan. 12	Exhibition Night
Jan. 18	No School- MLK Jr. Day
Feb. 12	No School- Teacher Inservice
Feb. 15	No School- President's Day
Mar. 5	End of Trimester 2
Mar. 10	P/T Conference (3:00-8:00 p.m.)
Mar. 11	No School- P/T Conference (8:00-8:00 p.m.)
Mar. 12	No School- Teacher Comp Day
Mar. 18	Exhibition Night
Mar. 29	No School- Teacher Inservice
May 27	Exhibition Night
May 31	No School- Memorial Day
June 3	Last Day of School/End of Trimester 3

Student Contact Days

T1-----57 Days (Aug. 24-Nov. 13)
 T2-----58 Days (Nov. 16-March 5)
 T3-----55 Days (March 8-June 11)
 Total--170 Days

Teacher Contract Days

170--Student Contact Days
 16--Staff Development/Inservice
 186--Total Days

F10. Back Office Agreement with Bluum

AGREEMENT
for
Back Office Support Services

between

MOSAICS PUBLIC SCHOOL, INC

and

BLUUM

This Agreement is made and entered into between Bluum ("BLUUM") and MOSAICS Public School, Inc. ("SCHOOL") this First day of July, 2019.

In consideration of the mutual promises herein contained, the SCHOOL and BLUUM agree as follows:

1. SCOPE OF SERVICES

During the term of this Agreement, BLUUM shall furnish to SCHOOL the services identified on Exhibit A. Such services shall be performed by individuals as employees or independent contractors of BLUUM and not as employees of the SCHOOL.

2. TERM

The Agreement shall commence on July 1, 2019 and shall end on June 30, 2021. BLUUM will perform services with due and reasonable diligence consistent with sound professional practices. Any services identified by Task Order are expected to be completed by BLUUM, even if after June 30, 2021.

3. COSTS

3.1 Basic Services. As compensation for Basic Services to be performed by BLUUM, the SCHOOL will pay BLUUM for services as selected in the attached scope of work document, **Attachment "A"**.

- **For the school's startup year, the services will be provided at no cost.**
- **For the school's first year of operation, the services will be provided at no cost.**

3.2 Additional Services. BLUUM shall not take any action hereunder which could cause the amount for which SCHOOL would be obligated to BLUUM to exceed the costs defined herein. However, this sum may be increased or decreased from time to time by BLUUM if Additional Services are required or the scope of work is adjusted for any reason, through an Addendum to this Agreement.

3.3 Reimbursable Expenses. The SCHOOL shall pay for items specifically agreed upon as Reimbursable Expenses.

4. OWNERSHIP OF INFORMATION

All deliverables resulting from this Agreement, including hard and digital copies of information, data, graphics, exhibits and other documents, are the property of the SCHOOL. BLUUM shall not reuse or modify said deliverables without the SCHOOL'S written permission.

5. TERMINATION

The SCHOOL and BLUUM may terminate this Agreement by giving ninety (90) days written notice thereof. If terminated by SCHOOL, BLUUM shall be paid by the SCHOOL for the portion of the work completed prior to termination.

6. MODIFICATIONS

The SCHOOL may request to modify this Agreement at any time and the SCHOOL and BLUUM may agree to an equitable adjustment in cost and schedule.

7. DISPUTE RESOLUTION

Should a dispute arise, SCHOOL and BLUUM agree to negotiate all disputes between them in good faith for a period of thirty (30) calendar days from the date the dispute is raised in writing by either the SCHOOL or BLUUM. If the parties fail to resolve the dispute through negotiation, then prior to litigation the dispute shall be decided through non-binding mediation or other mutually agreed alternative dispute resolution technique, the fees and expenses of which shall be split equally. This Agreement shall be governed by the laws of the State of Idaho.

8. INDEMNIFICATION

The SCHOOL agrees to indemnify and hold BLUUM, its affiliates, subsidiaries, assignees, and licensees harmless from and against any losses, costs, expenses (including reasonable attorney's fees), judgments, settlements, and damages resulting from any claim or action arising out of SCHOOL's breach of any of the above representations and warranties, or arising from any injury to person or property caused by any Services or Deliverables provided by BLUUM under this Agreement.

BLUUM agrees to indemnify and hold the SCHOOL, its affiliates, subsidiaries, assignees, and licensees harmless from and against any losses, costs, expenses (including reasonable attorney's fees), judgments, settlements, and damages resulting from any claim or action arising from any injury to person or property caused by willful action on the part of BLUUM during the course of this Agreement.

9. INSURANCE

BLUUM shall procure and maintain insurance as set forth below. BLUUM shall cause SCHOOL to be listed as an additional insured on any applicable general liability insurance policy carried by BLUUM.

Workers' Compensation

Statutory

Employer's Liability	
Each Accident	\$100,000
Disease, policy limit	\$500,000
Disease, each employee	\$100,000
General Liability	
Each occurrence (Bodily Injury and Property Damage)	\$1,000,000
General Aggregate	\$2,000,000
Automobile Liability	
Combined Single Limit (Bodily Injury and Property Damage)	
Each Accident	\$1,000,000
Professional Liability Insurance	\$1,000,000
Each Claim Made	\$1,000,000
Annual Aggregate	\$1,000,000
Errors and Omissions	\$1,000,000

10. SCHOOL FURNISHED SERVICES

The SCHOOL shall provide access to SCHOOL'S records, data, and other information needed by BLUUM to perform the SCHOOL'S requested services. BLUUM agrees to maintain all 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.

IN WITNESS WHEREOF, the parties hereto have executed this Agreement as of the date first above written.

SCHOOL: MOSAICS Public School, Inc. Bluum, Inc.

By: Anthony Haskett
Anthony Haskett, School Administrator

By: Terry Ryan
Terry Ryan, CEO

Address: 1010 W Jefferson, Ste 201
Boise, Idaho 83702

By: M. Carignan
Marc Carignan, CFO

Address: 1010 W. Jefferson, Suite 201
Boise, Idaho 83702

Attachment "A"

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, I-9, direct deposit election, and contract.	\$	3,500																								
<table><tr><th></th><th># of EE's</th><th>Annual Fee</th><th>Subtotal</th></tr><tr><td>Per New Certificated Employee</td><td>15</td><td>\$ 200</td><td>\$ 3,000</td></tr><tr><td>Per Existing Certificated Employee</td><td>-</td><td>\$ 75</td><td>-</td></tr><tr><td>Per new classified employee</td><td>10.0</td><td>\$ 50</td><td>500</td></tr><tr><td>Per existing classified employee</td><td>-</td><td>\$ -</td><td>-</td></tr><tr><td></td><td>25</td><td></td><td>\$ 3,500</td></tr></table>				# of EE's	Annual Fee	Subtotal	Per New Certificated Employee	15	\$ 200	\$ 3,000	Per Existing Certificated Employee	-	\$ 75	-	Per new classified employee	10.0	\$ 50	500	Per existing classified employee	-	\$ -	-		25		\$ 3,500
	# of EE's	Annual Fee	Subtotal																							
Per New Certificated Employee	15	\$ 200	\$ 3,000																							
Per Existing Certificated Employee	-	\$ 75	-																							
Per new classified employee	10.0	\$ 50	500																							
Per existing classified employee	-	\$ -	-																							
	25		\$ 3,500																							
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 payroll processing, including:	\$	750 \$ 9,000																								
Tax payment and quarterly/annual reporting including W-2, W-3, 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)																										
<table><tr><th># of EE's</th><th>Check Box</th><th>Monthly Fee</th></tr><tr><td>0 - 25</td><td>x</td><td>\$ 750</td></tr><tr><td>25 - 50</td><td></td><td>\$ 900</td></tr><tr><td>50 - 100</td><td></td><td>\$ 1,250</td></tr><tr><td>100 +</td><td></td><td>\$ 1,500</td></tr></table>			# of EE's	Check Box	Monthly Fee	0 - 25	x	\$ 750	25 - 50		\$ 900	50 - 100		\$ 1,250	100 +		\$ 1,500									
# of EE's	Check Box	Monthly Fee																								
0 - 25	x	\$ 750																								
25 - 50		\$ 900																								
50 - 100		\$ 1,250																								
100 +		\$ 1,500																								
Revenues, Expenditures, Federal Title I, II, IV, and Federal IDEA																										
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 CSFGA web site																										
<table><tr><th># of EE's</th><th>Check Box</th><th>Monthly Fee</th></tr><tr><td>0 - 25</td><td>x</td><td>\$ 800</td></tr><tr><td>25 - 50</td><td></td><td>\$ 1,200</td></tr><tr><td>50 - 100</td><td></td><td>\$ 2,000</td></tr><tr><td>100 +</td><td></td><td>\$ 3,000</td></tr></table>			# of EE's	Check Box	Monthly Fee	0 - 25	x	\$ 800	25 - 50		\$ 1,200	50 - 100		\$ 2,000	100 +		\$ 3,000									
# of EE's	Check Box	Monthly Fee																								
0 - 25	x	\$ 800																								
25 - 50		\$ 1,200																								
50 - 100		\$ 2,000																								
100 +		\$ 3,000																								
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, \$50/hr rate																									
Accounting																										
Monthly Financial Statements	\$	200 \$ 2,400																								
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		\$ 4,000																								
Monthly bank reconciliations	\$	150 \$ 1,800																								
Assist with annual budget preparation		\$ 1,500																								
Accounting for classroom/sports/activities funds, simplified to posting to G/L	\$	30 \$ 360																								
Compliance Reporting																										
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	\$	500 \$ 6,000																								
Discount																										
		\$ (38,160)																								
Grand total - Annual Cost, based on 12-month contract:																										
		\$ -																								

ATTACHMENT "B"

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	ISSE 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	ISSE Staff Data Reporting*
9-Dec	SDE	ISSE 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

F11. Prospective Term Sheet from Vectra Bank



A division of ZB, N.A.

Tuesday, March 12, 2019

Anthony Haskett
Director
Mosaics Public Charter School
710 Vista Terrace
Nampa, ID 83686
208.249.1226
ahaskett@bluum.org

Jackie Collins, Board Member
c/o Idaho Arts Academy
1220 5th St. N
Nampa, Idaho 83687
Jackie.Collins@idahhoartscharter.org

With a Copy to:

Marc Carignan
BLUUM
1010 W. Jefferson St,
Suite 201,
Boise, ID 83702
marc.carignan@academycharter.net

Term Sheet - Financing for the Mosaics Public Charter School, Caldwell, ID.

Dear Sirs:

The following Term Sheet outlines the terms under which ZB N.A., dba Vectra Bank Colorado (Bank) proposes to provide up to \$4,680,000 of construction of a new Lincoln Charter School project for the Mosaics Public Charter School. The loan will be secured by a 1st DOT on the subject property, a UCC filing securing furniture, fixtures and equipment in the subject property, and a revenue intercept Escrow Account as described herein. The Term Sheet also outlines the approximate terms and conditions of the loan including the key covenants that the bank requires, which are the key aspects of the security herein.

The Bank has reviewed the preliminary package provided by yourselves and based on the review of that information we are excited to move forward with the project. Upon general agreement to the terms and conditions of the "Term Sheet", and signature by the Borrower, and receipt of the Due Diligence Fee, the Bank will complete the required due diligence including ordering of environmental reports and work toward a final credit approval.

We look forward to moving ahead with you on this project. Please do not hesitate to call me with any questions regarding our Term Sheet.

Sincerely,

A handwritten signature in black ink, appearing to be "CF", with a long horizontal line extending to the right.

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

Mosaics Public School Term Sheet 3.12.19.docx



A division of ZB, N.A.

TERM SHEET
Taxable Acquisition Loan Facility
to
Mosaics Public School
For
Lincoln Road Project, Caldwell Idaho.

(For Discussion Only/ Not A Commitment)

This Term Sheet shall serve as the guide for the general terms and structure of the refinance and property addition proceeds to be provided by ZB N.A., dba Vectra Bank Colorado (the Bank). It may be amended and adjusted going forward by agreement between the Parties as due diligence on the transaction is completed and new issues or concerns arise regarding covenants, structure, financial ratio levels, loan mechanics, amortization, etc.

This Term Sheet is for discussion purposes only, and is NOT AN OFFER, AGREEMENT, OR COMMITMENT TO LEND. This Term Sheet reflects the Bank's preliminary interest in exploring the possibility of a credit arrangement and will not be binding upon the Bank, Mosaics Public School or any third party. The terms proposed herein are subject to revision at the discretion of the Bank. Should the Bank enter into a credit relationship with the Borrower, documents may contain additional or different terms, covenants, and conditions. This term sheet may not be contradicted by evidence or any alleged oral agreement, may not be disclosed, and may not be relied upon for any purpose without Bank's prior written consent. The proposed rates and terms contained herein are for discussion purposes only. The actual terms and conditions upon which Bank may extend credit are subject to the satisfactory completion of due diligence, credit committee approval, proper execution of satisfactory documentation, and other terms, conditions and changes Bank or its counsel deems necessary and prudent.

Therefore, the Bank shall not be liable to Mosaics Public School, J.A. & Kathryn Albertson Foundation or any third party, for damages or specific performance as a result of this letter or its attachments. The terms and conditions proposed in this Term Sheet are confidential and may not be shown or disclosed by you except to those individuals who have a need to know as a result of being involved in the proposed transaction.

I. Parties

<u>Charter School:</u>	Mosaics Public School (Charter School)
<u>Borrower:</u>	Mosaics Public School (Borrower)
<u>Senior Lender:</u>	Zions Bancorporation N.A. dba Vectra Bank Colorado
<u>Subordinate Lender:</u>	J.A. & Kathryn Albertson Foundation (Albertsons).
<u>Bank Counsel:</u>	Ottens Johnson Robinson Neff + Ragonetti PC
<u>School Counsel:</u>	TBD
<u>Bond Counsel:</u>	None
<u>General Contractor:</u>	Mussell Construction.
<u>Construction Agent:</u>	Vectra Bank Colorado Construction Administration.
<u>Escrow Agent:</u>	Zions First National Bank, Corporate Trust Department, Boise Idaho.
<u>Depository Bank:</u>	Zions First National Bank, Idaho.
<u>Project:</u>	Lincoln Rd. Caldwell, ID 83605



A division of ZB, N.A.

II. Senior Loan Facility:

<u>Senior Facility:</u>	A taxable loan of \$4,680,000, sized to 65% of project cost of the subject real estate collateral, but not to exceed 70% of appraised value.
<u>Subordinate Lien:</u>	There shall be no other debt secured by the improvements except the Subordinate Lien to Albertsons as described below.
<u>Term:</u>	The Loan will mature five (5) years from closing.
<u>Amortization:</u>	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.
<u>Loan Effective Date:</u>	To be determined.
<u>Interest Rate:</u>	Fixed for five years at closing at a rate equal to, the Des Moines Federal Home Loan Bank five-year amortizing Advance Rate plus 225 basis points. The Des Moines FHLB five-year rate as of today is 2.86% indicating a fixed rate of 5.11%.
<u>Calculation of Interest:</u>	Actual over 360.
<u>Commitment Fee:</u>	One percent (1.0%) of the initial stated amount of the loan payable at closing.
<u>Prepayment Fee:</u>	The Loan shall be subject to the following prepayment restrictions i. Commencing with closing of the Note, the Note shall not be prepaid prior to the second anniversary. ii. Commencing with the second anniversary of closing through the third anniversary, a prepayment equal to 1.0% of the then outstanding principal amount of the Notes shall be charged. iii. Subsequent to the third anniversary of closing the Note shall be fully prepayable without penalty thereafter, until the next refix date. iv. All prepayments occurring by application of Excess Revenues or the Right Size Deposit shall occur without penalty or restriction.
<u>Conditions Precedent:</u>	Prior to funding, Borrower will meet the Bank's normal real estate loan requirements, please see addendum #1 for conditions.
<u>Security for the Loan:</u>	The loan will be secured by, (i) a First 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 lessee, (iv) UCC filing on all Furniture Fixtures and Equipment within the school, (v) other security interest as reasonably required by the Bank.
<u>Loan Budget:</u>	The following is the estimated sources and uses for the proposed transaction.

Projects Sources		Project Uses	
Vectra Bank Senior Loan	\$4,680,000	Land purchase	\$339,400
Alberston's Foundation	\$2,520,000	Project Bid	\$6,185,400
		Playground Improven	\$150,000
		Contingency	\$375,200
		Financing Costs	\$100,000
		Capitalized Interest	<u>\$50,000</u>
	\$7,200,000	Total Project Costs	\$7,200,000



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III. Subordinate Facility

Subordinate Facility: Albertsons will provide a subordinate loan in the approximate amount of \$2,520,000 to be funded prior to funding of the Senior Loan. The Subordinate loan will be made available for acquisition of the site and initial construction draws for the of project.

Loan Effective Date: Funding shall be available on or before TBD.

Taxable Interest Rate: The Subordinate loan shall accrue interest at 3%.

Commitment Fee: One percent (1%) of the initial stated amount of the Loan payable at closing.

IV. Flow of Funds

Revenue Intercept: The Borrower shall provide a written directive to the Idaho Department of Education (the "Payment Directive") directing that all amounts due and payable to the Borrower under the Public Charter Schools Act of 1998, Idaho Code 33-5201 et seq. (the "Act") be deposited into an account (Account No. _____) held by the Escrow Agent for the benefit of the Borrower; Upon receipt of funds, the Escrow Agent shall be instructed to make the following disbursements:

- i. From the August 15th payment, the September, October & November Payment.
- ii. From November 15th Payment, the December, January, and February payments.
- iii. From the February 15th Payment, the March, April and May payments.
- iv. From the May 15th Payment, the June, July and August payments.
- v. After each of the required payments is made to the Debt Service Account, all remaining revenue shall be transferred within 1 business day to the Operating Account maintained with the Depository Bank.

V. Senior Loan Covenants

The following covenants shall be part of the Loan Agreement. Other additional covenants may be added, or these may be adjusted going forward by agreement between the Parties as due diligence on the transaction is completed and new issues or concerns arise regarding loan covenants, loan structure, financial ratio levels, mechanics, etc. Loan covenant compliance tested quarterly upon receipt of financial statements and compliance certificate. Cash flow covenants may be tested monthly.

Charter School Covenants:

- i. The Charter School will conform to all requirements and covenants of the School Charter with the Charter Authorizer.
- ii. The Charter School shall maintain a Lease Coverage Ratio of not less than 1.25X. This shall be defined as the lesser of; 22% of Gross State Funding or the Charter Schools Net Operating Income before Interest, Taxes, Depreciation and Amortization and Lease Payments (EBITDA) divided by the current lease payment. Gross State Funding or EBITDA shall be increased by the applicable balance of identified and confirmed Grants.
- iii. The Charter School will adhere to all terms of the Loan Agreement and shall execute and maintain in force the Revenue Intercept Account.
- iv. The Charter School will annually provide the Bank and Subordinate Lender a copy of the approved annual budget for the subsequent fiscal year demonstrating compliance with the loan covenants.
- v. The Charter School will provide the Bank and Subordinate Lender with copies of all material correspondence, including enrollment reports, and all financial reports



A division of ZB, N.A.

required by the Charter Authorizer and Department of Education in the prescribed form required.

- vi. The Charter School will provide the Bank and Subordinate Lender with internally generated quarterly financial statements within 45 days of quarter end.
- vii. The Charter School shall provide the Bank and Subordinate Lender with copies of their unqualified audited financial statements within 210 days of their fiscal year end.
- viii. The Charter School shall operate the school in a manner to achieve and maintain the current enrollment and or not less than 95% of the enrollment projections provided the bank in due diligence. A violation will only occur if the school enrolls less than 95% of its projected student count two years in a row.
- ix. The Charter School shall not incur any additional indebtedness, in excess of \$50,000, nor pledge the state per pupil funding received by the Charter School as a result of enrollment at the Fruitland/Treasure Valley Project without the prior written consent of the Bank and the Subordinate Lender.
- x. Throughout the Term, Charter School shall provide the Bank notice and an opportunity to attend all public meetings of its board of directors.
- xi. If the Charter School is unable to substantially achieve the financial stability contained within the proformas provided or is subject to any notice of deficiency by the authorizer, the Bank may require the Charter School to engage a consultant to provide financial and human resource services reasonably required for the successful operation of the school.
- xii. The Charter School will agree to comply with any additional covenants required by the loan agreement and considered normal for this type of transaction
- xiii. The Charter School will entertain a proposal from the Zions Bank to provide the operating and reserve accounts, i.e., serve as with the Depository Bank.

V. Other Provisions

Phase One:

A term of the credit approval will be completion and acceptance of an Environmental Phase One on the subject property by a qualified firm retained by the Bank.

Appraisal:

A term of the credit approval will be completion of appraisals on the real property and proposed facility by a certified real estate appraiser retained by the Bank, or the acceptance by the Bank of an appraisal completed under retainer from a Nationally regulated bank.

Construction Process:

Vectra Bank Colorado, Construction Management will monitor construction process and activities with their satisfactory review and approval required for all construction draws.

Other Costs:

Borrower will be required to pay all out-of-pocket costs including, but not limited to, outside legal fees (including but not limited to Bank Counsel and Underwriter's Counsel) for loan and letter of credit documentation, filing and recording fees, any required real estate appraisals or collateral audits and any other reasonable costs associated with this transaction.

Due Diligence Fee:

\$5,000; payable at acceptance of this Term Sheet. This fee will be credited toward fees described herein required at the time of closing of Acquisition Loan Facility. If the Bank is unable to provide a commitment for the total Acquisition Loan Amount described above within 60 days of execution of the Term Sheet that is materially consistent with the terms and conditions presented herein, Borrower shall have the option to a refund of this fee less the out-of-pocket expenses of the Bank incurred up to that point. Such refund to be paid within five business days together with an accounting of all expenses deducted.



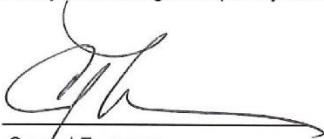
A division of ZB, N.A.

- Indemnification: To the extent permitted by law, Borrower shall indemnify and hold the Bank harmless from and against any and all claims by reason of the execution and delivery of the Facility, except as may result from the Bank's gross negligence or willful misconduct.
- Interest & Fee Basis: Interest will be based on an Actual/360-day year. All fees and interest shall be payable in immediately available funds.
- Controlled Substance: Borrower shall not use, occupy, or permit the use or occupancy of any Property or Collateral by Borrower or any lessee, tenant, licensee, permittee, agent, or any other person in any manner that would be a violation of any applicable federal, state or local law or regulation, regardless of whether such use or occupancy is lawful under any conflicting law, including without limitation any law relating to the use, sale, possession, cultivation, manufacture, distribution or marketing of any controlled substances or other contraband (whether for commercial, medical, or personal purposes), or any law relating to the medicinal use or distribution of marijuana (collectively, "Prohibited Activities").
- Document Imaging: Lender shall be entitled, in its sole discretion, to image all or any selection of the instruments, other loan documents, items and records governing, arising from or relating to any of Borrower's loan or loans, and may destroy or archive the paper originals. The parties hereto waive any right to insist Lender produce paper originals, agree that such images shall be accorded the same force and effect as the paper originals, and further agree that Lender is entitled to use such images in lieu of destroyed or archived originals for any purpose, including as admissible evidence in any demand, presentment or proceedings.

V. Term Sheet Acceptance

To accept the terms and conditions outlined in this Term Sheet and induce the Bank to commence their approval process, please sign below, enclose a check for the \$5,000 due diligence fee described herein, and forward an original, signed Term Sheet back to Vectra Bank Colorado - Attn: Conrad Freeman. A faxed copy, with original to follow, is sufficient for us to begin our formal due diligence and approval process.

By signing below, we hereby accept the Terms and Conditions outlined within this Term Sheet, subject to normal adjustments agreed upon by both Parties.

By: 

Conrad Freeman
Senior Vice President,
ZB, N.A. dba Vectra Bank Colorado

Accepted and agreed to this _____ day of _____, 2018.

By: _____

Name: _____

Title: _____



A division of ZB, N.A.

**Addendum One
Conditions Precedent**

1. Preliminary Budget. Purchase price and costs of the acquisition.
2. Phase One Environmental Reports
3. Project description and location.
4. Updated survey for the property.
5. Copy of School Charter and any amendments.
6. Charter School Budget projections.
7. Current enrollment status and projections
8. Status of the Grants from J.A. & Kathryn Albertson Foundation and BLUUM
9. Contact information for Borrower legal counsel that has been engaged for the real estate transactions.

F12. Mussell Construction Corporate Resume

CORPORATE RESUME



E: info@mussellconstruction.com
P: (208) 466.3331 F: (208) 466.5717
A: PO Box 3304, Nampa, ID 83653
W: mussellconstruction.com

CLIENTS

Harvest Life Church

11437 W Orchard Avenue Nampa, ID

24,000 sq. ft. building
Phone: (208) 465.7327 Contact: Felina Chaulk
Completed: August 2012 Contract Value: \$2.4 Million

Idaho Arts Charter School 1220 5th Street N. Nampa, ID

20,000 sq. ft. addition
15,000 sq. ft. addition
32,000 sq. ft. remodel
37,000 sq. ft. building
Contract Value: \$11 Million
Completed: August 2008/2012/2016

Centennial Baptist

3610 E. Ustick Rd Caldwell, ID

6,760 sq. ft. new gymnasium Contract Value: \$785 Thousand
Completed: November 2018

Liberty Charter School

9955 Kris Jensen Lane Nampa, ID

7,290 sq. ft. gym addition Conversion of old weight room to a conference room
Contract Value: \$590 Thousand
Completed: August 2017

Canyon County Ambulance District

6116 Graye Lane, Caldwell, ID

Phone: (208) 466.8800
15,000 sq. ft. general office Contact: Greg Owen
Contract Value: \$950 Thousand
Completed: December 2012

Burley Community Center

Burley, ID

7,142 sq. ft. building
Completed: November 2013
Contract Value: \$920 Thousand

Bowmont Church of the Brethren

7231 2nd St. Nampa, ID

5,333 sq. ft. building
Contract Value: \$446 Thousand
Completed: November 2015

Pathways in Education

104 Holly Street Nampa, ID

8,238 sq. ft. remodel
Contract Value: \$531 Thousand
Completed: September 2017



E: info@mussellconstruction.com
P: (208) 466.3331 F: (208) 466.5717
A: PO Box 3304, Nampa, ID 83653
W: mussellconstruction.com

LICENSES

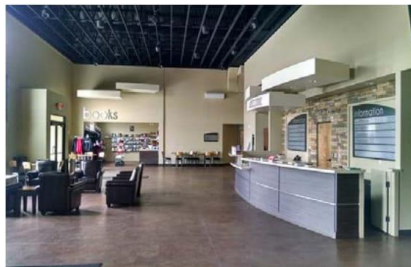
Idaho Contractor's Registration:	RCE -9157
Idaho Public Works License:	PWC-C-16638-AAA-3
Bonding Capacity:	\$20 Million

REFERENCES

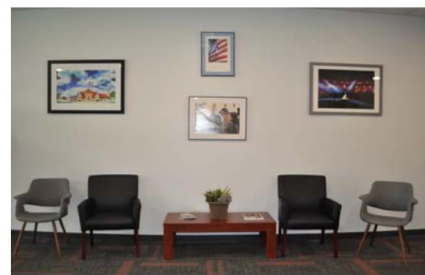
Tom Dale	Client Reference	City of Nampa Mayor
Jackie Collins	Client Reference	Idaho Arts Charter School Principal
Scott Dagoberg	Bank Reference	Bank of the Cascades Branch Manager
Reid Olsen	Financial Reference	Olsen & Company



HARVEST
LIFE
CHURCH



IDAHO
ARTS
CHARTER
SCHOOL





CANYON
COUNTY
AMBULANCE
DISTRICT



BURLEY
COMMUNITY
CENTER





CENTENNIAL
BAPTIST

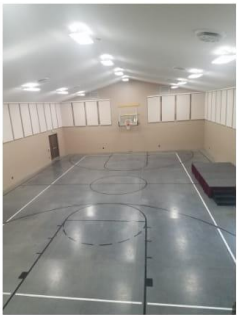


LIBERTY
CHARTER
SCHOOL

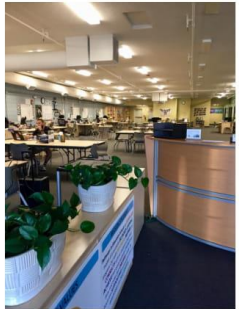




BOWMONT
CHURCH
of the
BRETHREN



PATHWAYS
IN
EDUCATION



F13. Projected Costs-- Remodeling UMC compared to Building New

Scenario --Purchase United Methodist Church and Construct a New Outbuilding			
5 acres, 1 house, and 20,000 sq. feet of church and New Outbuilding			
Sanctuary	<i>Number of Rooms</i>	<i>Size of Rooms (sq. ft.)</i>	Total (sq. ft.)
Cafeteria/Gymnasium @ 5400 sq. ft.	1	5400	5400
Kitchen @ 1000 sq. ft.	1	1000	1000
Classroom @ 747 sq. ft. (SS Basement)	1	747	747
Classrooms @ 864 sq. ft. (SS Wing--3 upstairs, 2 downstairs)	5	864	4320
Small Rooms @ 486 sq. ft (SS Wing)	2	486	972
Conference room @ 216 sq. feet (SS Wing)	1	216	216
Teacher's lounge @ 270 sq. feet (Basement)	1	270	270
Chapel			
Classroom @ 1080 sq. feet	1	1080	1080
Office Area			
2 offices, 1 workroom, and secretary area	1	1500	1500
Hallways/Restrooms/Foyer			4500
Totals for Remodeled Church	14		20,005

New Construction	<i>Number of Rooms</i>	<i>Size of Rooms (sq. ft.)</i>	<i>Total (sq. ft.)</i>
Art	1	900	900
Music	1	900	900
Makerspace	1	1500	1500
Science Lab	1	900	900
Additional Classrooms	11	900	9900
Hallways/restrooms (20% additional space of other spaces)		2680	2680
Total for New Building	15		16,780

Projected Costs	
Est. Purchase Price of Church	\$ 1,300,000
Remodel Costs (\$100 per sq. ft @ 20,005 sq. ft.)	\$ 2,000,500
New Building Costs (\$150 per sq. ft @ 16,780 sq. ft.)	\$ 2,517,000
Total Estimated Costs	\$ 5,817,500
Construction Costs Per Square Foot	\$ 158.15

Scenario—Purchase Land and New Construction Estimates for Rooms			
Room Needs	Sq. Ft	Quantity	Total Sq. Feet Needed
Classrooms (21 K-8, art, music, library)	850	24	20,400
Cafeteria/Gym	4,800	1	4,800
Kitchen	1,000	1	1,000
Makerspace	1,500	1	1,500
Small Rooms (Title 1, Sped Services, ELL)	600	3	1,800
Offices (Principal, Counselor, Secretary, Nurse)	2,000	1	2,000
Teacher Lounge/Workroom	750	1	750
Conference Room	225	1	225
			32,475
Hallways/Restrooms	20% of the total area needed	1	6,495
Total Square Footage			38,970

New Build Project Costs (Projections for building costs)	
Land (11.39 acres off Lincoln Ave.)	\$ 339,400
40,000 sq. ft Building	\$ 6,000,000
Sewer Hookup	\$ 185,000
Total Costs	\$ 6,524,400
Total Costs Per Square Foot	\$ 163.11

F14. o Lincoln Property Description from Loopnet and Contract for Land from Mussell Construction



Trust Realty



Matthew LeBaron

— (208) 463-7707

0 Lincoln Road 11.35 Acres

\$339,400

Caldwell, ID 83605 · 11.35 AC ·

Land (In Contract)



TBD Lincoln Road (11.35 acres)

Get Financing

Price	\$339,400	Total Lot Size	11.35 AC
Property Type	Land	No. Lots	1
Property Sub-type	Commercial	Zoning Description	Agricultural
Proposed Use	Single Family Development	APN / Parcel ID	R3479500000
Sale Type	Investment or Owner User		

Listing ID: 14157957

Date Created: 10/22/2018

Last Updated:

1 Lot Available

Price	\$339,400	Lot Size	11.35 AC
-------	-----------	----------	----------

Development potential, level with views of Boise Front

Description

Owner has limited property information and specific details are still being collected. Property was in the development stage between 2005-2008 (estimated) yet project failed due to state of real estate market. Current zoned R-1.

Highlights

- Adjacent to services
 - Level site with views of Boise Front
 - Annexed into the city of Caldwell with current R-1 zoning
-

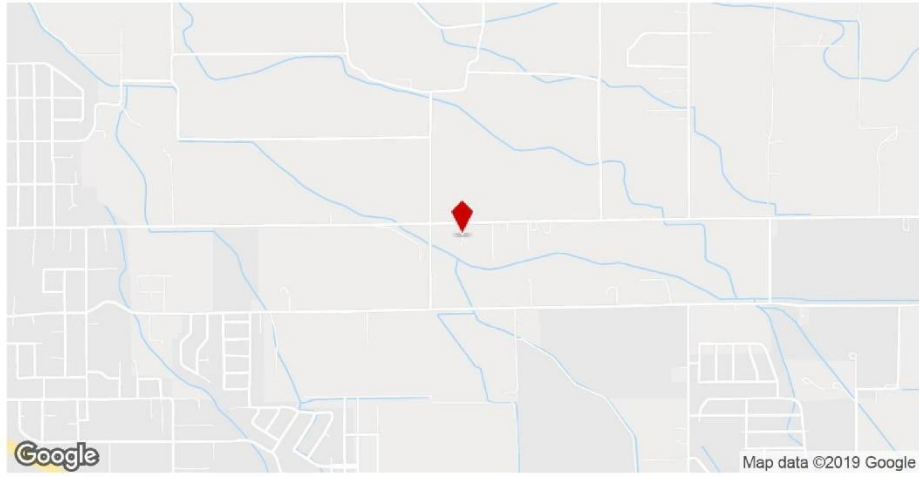
Sale Notes

Prime development land or expansive home site within the path of growth! 11.35 acres located within the growing city of Caldwell Idaho. Formerly known as the Lincoln Village PUD which encompassed 23 single family home sites and 28 town home sites. Current zoned R-1. Situated within walking distance to the new elementary school (Van Buren Elementary) and just minutes to I-84 and services. Annexed into the city with power and the Franklin Pump station directly across the street. Level site with views of the Boise Front.

Airport

	Drive	Distance
Boise Airport	30 min	28.4 mi

Map of **0 Lincoln Road 11.35 Acres Caldwell, ID 83605**



Additional Photos



Overhead (Custom) (2)



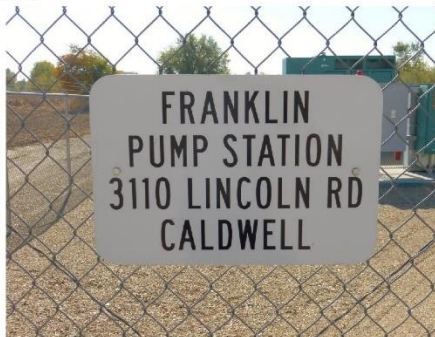
Franklin Pump Station



Power



Franklin Pump Station



Franklin Pump Station



Sewer



Grounds



Grounds



Grounds



Grounds



Grounds



Grounds

The LoopNet service and information provided therein, while believed to be accurate, are provided "as is". LoopNet disclaims any and all representations, warranties, or guarantees of any kind.

FUNDS RECEIPT

Pioneer Title Company

ACKNOWLEDGEMENT OF FUNDS RECEIVED

File No. 672197

Property Address: TBD Lincoln Road, Caldwell, ID 83605

Payor	Received	Amount
TVM, Inc.	1/16/2019	\$5,000.00
Total:		\$5,000.00

The receipt of the above listed items in connection with this closing is acknowledged.



Received By: Cari Heck

Date: January 16, 2019



RE-24 VACANT LAND REAL ESTATE PURCHASE AND SALE AGREEMENT

JULY 2018
EDITION



Page 1 of 7

THIS IS A LEGALLY BINDING CONTRACT. READ THE ENTIRE DOCUMENT, INCLUDING ANY ATTACHMENTS.
IF YOU HAVE ANY QUESTIONS, CONSULT YOUR ATTORNEY AND/OR ACCOUNTANT BEFORE SIGNING.
NO WARRANTIES, INCLUDING, WITHOUT LIMITATION, ANY WARRANTY OF HABITABILITY, AGREEMENTS OR
REPRESENTATIONS NOT EXPRESSLY SET FORTH HEREIN SHALL BE BINDING UPON EITHER PARTY.

1 ID# 1162019JD DATE 01/16/2019

2

3 LISTING AGENCY Trust Realty Office Phone # 208-869-3469 Fax # 208-461-0225

4 Listing Agent Matthew LeBaron E-Mail Matt@Trustidaho.com Phone # 208-869-3469

5 SELLING AGENCY Dickerson Land Group, LLC Office Phone # 208-283-8207 Fax # 0

6 Selling Agent Jerry Dickerson E-Mail jerry@dickersonlandgroup.com Phone # 208-283-8207

7 1. BUYER: TVM

8 (Hereinafter called "BUYER") agrees to purchase, and the undersigned SELLER agrees to sell the following described real estate hereinafter referred to
9 as "PROPERTY" COMMONLY KNOWN AS TBD Lincoln Rd

10 Caldwell City Canyon County, ID, Zip 83605 legally described as: SEC14 TWN 4N RNG 3W

11 14-4N-3W 14-4N 3W SE E 660° OF 877° OF SWSE LS TAX 29

12 OR Legal Description Attached as exhibit (Exhibit must accompany original offer and be signed or initialed by
13 BUYER and SELLER.)

14 2. \$ 339,400.00 PURCHASE PRICE: Three Hundred Thirty-Nine Thousand Four Hundred DOLLARS,
15 payable upon the following TERMS AND CONDITIONS (not including closing costs):

16 This offer is contingent upon the sale, refinance, and/or closing of any other property ☐ Yes ☒ No SD 01/16/2019

17 3. FINANCIAL TERMS: Note: A+C+D+E must add up to total purchase price.

18 (A) \$ 5,000.00 EARNEST MONEY: Five Thousand SD 01-16-19 DOLLARS

19 BUYER hereby offers the above stated amount as Earnest Money which shall be credited to BUYER upon closing. Earnest Money is:

Evidenced by:	Held By:	Delivered:	Deposited:
☐ Cash	☐ Responsible Broker	☐ With Offer	☐ Upon Receipt and Acceptance
☒ Personal Check	☒ Closing Company	☐ Within <u>3</u> business days (three [3] if left blank) of acceptance.	☐ Upon Receipt Regardless of Acceptance
☐ Cashier's Check	☐ Other _____	☐ Other _____	☒ Other <u>Title</u>
☐ Wire Transfer			
☐ Note			
☐ Other _____			

20

21 THE RESPONSIBLE BROKER SHALL BE: Jerry Dickerson

22

23 (B). ALL CASH OFFER: ☐ NO ☒ YES If this is an all cash offer do not complete Sections 3C and 3D, fill blanks with N/A (Not Applicable). IF
24 CASH OFFER BUYER'S OBLIGATION TO CLOSE SHALL NOT BE SUBJECT TO ANY FINANCIAL CONTINGENCY. BUYER agrees to provide
25 SELLER within _____ business days (five [5] if left blank) from the date of acceptance of this agreement by all parties written confirmation of sufficient
26 funds and/or proceeds necessary to close transaction. Acceptable documentation includes, but is not limited to a copy of a recent bank or financial
27 statement.

28 Cash proceeds from another sale: ☐ Yes ☒ No

29 (C). \$ _____ NEW LOAN PROCEEDS: This Agreement is contingent upon BUYER obtaining the following financing:
30 FIRST LOAN of \$ _____ not including mortgage insurance, through ☐ FHA, ☐ VA, ☐ CONVENTIONAL, ☐ IHFA,
31 ☐ RURAL DEVELOPMENT, ☐ OTHER _____ with interest not to exceed _____ % for a period of _____ year(s) at:
32 ☐ Fixed Rate ☐ Other _____. In the event BUYER is unable, after exercising good faith efforts, to obtain the indicated financing,
33 BUYER's Earnest Money shall be returned to BUYER.

34 SECOND LOAN of \$ _____ through ☐ FHA, ☐ VA, ☐ CONVENTIONAL, ☐ IHFA, ☐ RURAL DEVELOPMENT,
35 ☐ OTHER _____ with interest not to exceed _____ % for a period of _____ year(s) at: ☐ Fixed Rate ☐ Other _____

36 LOAN APPLICATION: BUYER ☐ has applied OR ☐ shall apply for such loan(s). Within _____ business days (ten [10] if left blank) of final acceptance
37 of all parties, BUYER agrees to furnish SELLER with a written confirmation showing lender approval of credit report, income verification,
38 debt ratios, and evidence of sufficient funds and/or proceeds necessary to close transaction in a manner acceptable to the SELLER(S) and
39 subject only to satisfactory appraisal and final lender underwriting. If an appraisal is required by lender, the PROPERTY must appraise at
40 not less than purchase price or BUYER'S Earnest Money shall be returned at BUYER'S request unless SELLER, at SELLER'S sole discretion,
41 agrees to reduce the purchase price to meet the appraised value. SELLER shall be entitled to a copy of the appraisal and shall have 24 hours from
42 receipt thereof to notify BUYER of any price reduction. BUYER may also apply for a loan with different conditions and costs and close transaction
43 provided all other terms and conditions of this Agreement are fulfilled, and the new loan does not increase the costs or requirements to the SELLER.
44 FHA / VA: If applicable, it is expressly agreed that notwithstanding any other provisions of this contract, BUYER shall not be obligated to complete
45 the purchase of the PROPERTY described herein or to incur any penalty or forfeiture of Earnest Money deposits or otherwise unless BUYER has
46 been given in accordance with HUD/FHA or VA requirements a written statement by the Federal Housing Commissioner, Veterans Administration or a
47 Direct Endorsement lender setting forth the appraised value of the PROPERTY of not less than the sales price as stated in the contract.

48

49 If such written confirmation required in 3(B) or 3(C) is not received by SELLER(S) within the strict time allotted, SELLER(S) may at their option cancel
50 this agreement by notifying BUYER(S) in writing of such cancellation within _____ business days (three [3] if left blank) after written confirmation was
51 required. If SELLER does not cancel within the strict time period specified as set forth herein, SELLER shall be deemed to have accepted such written
52 confirmation of lender approval or waived the right to receive written confirmation and shall be deemed to have elected to proceed with the transaction.
53 SELLER'S approval shall not be unreasonably withheld.

BUYER'S Initials (M M) Date 01-16-2019

SELLER'S Initials (SD) Date 01/16/2019

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JULY 2018 EDITION

RE-24 VACANT LAND PURCHASE AND SALE AGREEMENT

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InstantFORMS

PROPERTY ADDRESS: TBD Lincoln Rd Caldwell ID 83605 ID#: 1162019JD

(D) \$ **ADDITIONAL FINANCIAL TERMS:**

- ☐ Additional financial terms are specified under the heading "OTHER TERMS AND/OR CONDITIONS" (Section 4).
☐ Additional financial terms are contained in a **FINANCING ADDENDUM** of same date, attached hereto, signed by both parties.

(E) \$ 334,400.00 **APPROXIMATE FUNDS DUE AT CLOSING:** Cash at closing, not including closing costs, to be paid by BUYER at closing. In GOOD FUNDS, which includes: cash, electronic transfer funds, certified check or cashier's check.

4. OTHER TERMS AND/OR CONDITIONS: This Agreement is made subject to the following special terms, considerations and/or contingencies which must be satisfied prior to closing.

1. Due Diligence period to be 45 days from acceptance of buyer and seller, earnest money is fully refundable for any reason.

2. Seller to provide any associate documents for due diligence that the seller may have.

5. "NOT APPLICABLE" DEFINED: The letters "n/a," "N/A," "n.a.," and "N.A." as used herein are abbreviations of the term "not applicable." Where this agreement uses the term "not applicable" or an abbreviation thereof, it shall be evidence that the parties have contemplated certain facts or conditions and have determined that such facts or conditions do not apply to the agreement or transaction herein.

6. INSPECTION:

(A). BUYER IS STRONGLY ADVISED TO INVESTIGATE THE CONDITION AND SUITABILITY OF ALL ASPECTS OF THE PROPERTY AND ALL MATTERS AFFECTING THE VALUE OR DESIRABILITY OF THE PROPERTY INCLUDING, BUT NOT LIMITED TO, THE FOLLOWING:

SIZE: Square footage and lot size. (Any numerical statements regarding these items are APPROXIMATION ONLY, and have not been and will not be verified and should not be relied upon by BUYER.)

1. LINES AND BOUNDARIES: Property lines and boundaries, septic, and leach lines (Fences, walls, hedges, and other natural or constructed barriers or markers do not necessarily identify true property boundaries. Property lines may be verified by surveys.)

2. ZONING AND LAND USE: Inquiries, investigations, studies or any other means concerning past, present or proposed laws, ordinances, referendums, initiatives, votes, applications and permits affecting the current use of the PROPERTY, BUYER's intended use of the PROPERTY, future development, zoning, building, size, governmental permits and inspections. Both parties are advised that Broker does not guarantee the status of permits, zoning or code compliance. The parties are to satisfy themselves concerning these issues.

3. UTILITIES AND SERVICE: Availability, costs, and restrictions of utilities and services, including but not limited to, sewage, sanitation, water, electricity, gas, telephone, cable TV, internet and drainage.

4. UTILITIES, IMPROVEMENTS & OTHER RIGHTS: SELLER represents that the PROPERTY does have the following utilities, improvements, services and other rights available (describe availability): _____

5. HAZARDOUS MATERIALS: The real estate broker(s) or their agents in this transaction have no expertise with respect to toxic waste, hazardous materials or undesirable substances. BUYERS who are concerned about the presence of such materials should have the PROPERTY inspected by qualified experts. BUYER acknowledges that he/she has not relied upon any representations by either the Broker or the SELLER with respect to the condition of the PROPERTY that are not contained in this Agreement or in any disclosure statements.

6. TAX LIABILITY: The BUYER and SELLER acknowledge that they have not received or relied upon any statements or representations by the Broker with respect to the effect of this transaction upon BUYER's or SELLER's tax liability.

(B). BUYER chooses ☐ to conduct inspections; ☒ not to conduct inspections. If BUYER chooses not to conduct inspections skip the remainder of Section 6. If indicated, BUYER shall have the right to conduct inspections, investigations, tests, surveys and other studies at **BUYER'S expense, hereafter referred to as the "Primary Inspection."** BUYER'S inspection of the PROPERTY includes all aspects of the PROPERTY, including but not limited to neighborhood, conditions, zoning and use allowances, environmental conditions, applicable school districts and/or any other aspect pertaining to the PROPERTY or related to the living environment at the PROPERTY. Unless otherwise addressed BUYER shall, within _____ calendar days (thirty [30] if left blank) from acceptance, complete these inspections and give to SELLER written notice of disapproved items/conditions or written notice of termination of this Agreement based on an unsatisfactory inspection. Once BUYER delivers written notice to SELLER it shall end BUYER's timeframe and is irrevocable regardless of if it was provided prior to the deadline stated above. BUYER is strongly advised to exercise these rights and to make BUYER'S own selection of professionals with appropriate qualifications to conduct inspections of the entire PROPERTY. SELLER shall make the PROPERTY available for all inspections. BUYER shall keep the PROPERTY free and clear of liens; indemnify and hold SELLER harmless from all liability, claims, demands, damages and costs; and repair any damages arising from the inspections. No inspections may be made by any governmental building or zoning inspector or government employee without the prior consent of SELLER unless required by local law. **No inspections may be made by any governmental building or zoning inspector or government employee without the prior consent of SELLER, unless required by local law.**

BUYER'S acceptance of the condition of the PROPERTY is a contingency of this Agreement.

(C) SATISFACTION/REMOVAL OF INSPECTION CONTINGENCIES:

1. If BUYER does not within the strict time period specified give to SELLER written notice of disapproved items/conditions or written notice of termination of this Agreement, BUYER shall conclusively be deemed to have: (a) completed all inspections, investigations, review of applicable documents and disclosures; (b) elected to proceed with the transaction and (c) assumed all liability, responsibility and expense for repairs or corrections.

2. If BUYER does within the strict time period specified give to SELLER written notice of termination of this Agreement based on an unsatisfactory inspection, the parties will have no obligation to continue with the transaction and the Earnest Money shall be returned to BUYER.

BUYER'S Initials (M.M.) Date 01-16-2019

SELLER'S Initials (S.D.) Date 01/16/2019

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PROPERTY ADDRESS: TBD Lincoln Rd

Caldwell

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83605

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1162019JD

3. If BUYER does within the strict time period specified give to SELLER written notice of disapproved items, it shall end BUYER's timeframe for inspections and is irrevocable. BUYER shall provide to SELLER pertinent section(s) of written inspection reports upon request, if applicable. Upon receipt of written notice SELLER shall have _____ business days (three [3] if left blank) in which to respond in writing. SELLER, at SELLER's option, may agree to correct the items as requested by BUYER in the notice or may elect not to do so. If SELLER agrees in writing to correct items/conditions requested by BUYER, then both parties agree that they will continue with the transaction and proceed to closing. Otherwise, immediately upon a written response from SELLER that rejects BUYER's requests, in whole or in part, said response is irrevocable and BUYER may proceed under 6(C)(4) below.

4. If SELLER does not agree to correct BUYER's disapproved items/conditions within the strict time period specified, or SELLER does not respond in writing within the strict time period specified, then the BUYER has the option of either proceeding with the transaction without the SELLER being responsible for correcting these deficiencies or giving the SELLER written notice within _____ business days (three [3] if left blank) that BUYER will not continue with the transaction and will receive the Earnest Money back. If BUYER does not give written notice of cancellation within the strict time periods specified, BUYER shall conclusively be deemed to have elected to proceed with the transaction without repairs or corrections.

7. **TITLE CONVEYANCE:** Title of SELLER is to be conveyed by warranty deed, unless otherwise provided, and is to be marketable and insurable except for rights reserved in federal patents, state or railroad deeds, building or use restrictions, building and zoning regulations and ordinances of any governmental unit, and rights of way and easements established or of record. Liens, encumbrances or defects to be discharged by SELLER may be paid out of purchase money at date of closing. No liens, encumbrances or defects, which are to be discharged or assumed by BUYER or to which title is taken subject to, exist unless otherwise specified in this Agreement.

8. **TITLE INSURANCE:** There may be types of title insurance coverages available other than those listed below and parties to this agreement are advised to talk to a title company about any other coverages available that will give the buyer additional coverage.

(A). **PRELIMINARY TITLE COMMITMENT:** Within _____ business days (six [6] if left blank) of final acceptance of all parties, SELLER or BUYER shall furnish to BUYER a preliminary commitment of a title insurance policy showing the condition of the title to said PROPERTY. BUYER shall have _____ business days (two [2] if left blank) after receipt of the preliminary commitment, within which to object in writing to the condition of the title as set forth in the preliminary commitment. If BUYER does not so object, BUYER shall be deemed to have accepted the conditions of the title. It is agreed that if the title of said PROPERTY is not marketable and cannot be made so within _____ business days (two [2] if left blank) after SELLER'S receipt of a written objection and statement of defect from BUYER, then BUYER'S Earnest Money deposit shall be returned to BUYER and SELLER shall pay for the cost of title insurance cancellation fee, escrow and legal fees, if any.

(B). **TITLE COMPANY:** The parties agree that _____ Pioneer Title Carl Heck _____ Title Company located at _____ 100 10th Ave S _____ Nampa _____ shall provide the title policy and preliminary report of commitment.

(C). **STANDARD COVERAGE OWNER'S POLICY:** SELLER shall within a reasonable time after closing furnish to BUYER a title insurance policy in the amount of the purchase price of the PROPERTY showing marketable and insurable title subject to the liens, encumbrances and defects elsewhere set out in this Agreement to be discharged or assumed by BUYER unless otherwise provided herein. The risk assumed by the title company in the standard coverage policy is limited to matters of public record. BUYER shall receive a ILTA/ALTA Owner's Policy of Title Insurance. A title company, at BUYER's request, can provide information about the availability, desirability, coverage and cost of various title insurance coverages and endorsements. If BUYER desires title coverage other than that required by this paragraph, BUYER shall instruct Closing company in writing and pay any increase in cost unless otherwise provided herein.

(D). **EXTENDED COVERAGE LENDER'S POLICY (Mortgagee policy):** The lender may require that BUYER (Borrower) furnish an Extended Coverage Lender's Policy. This extended coverage lender's policy considers matters of public record and additionally insures against certain matters not shown in the public record. This extended coverage lender's policy is solely for the benefit of the lender and only protects the lender.

9. **COVENANTS, CONDITIONS AND RESTRICTIONS (CC&Rs):** As part of the BUYER'S inspection of the PROPERTY as set forth in Section 6, BUYER is responsible for obtaining and reviewing a copy of any CC&Rs which may affect the PROPERTY. BUYER shall have _____ business days (ten [10] if left blank) (but in no event shall such time period exceed that time period set forth for inspections in Section 6) to review any CC&Rs that may affect the PROPERTY. Unless BUYER delivers to SELLER a written and signed objection to the terms of any applicable CC&Rs with particularity describing BUYER'S reasonable objections within such time period as set forth above, BUYER shall be deemed to have conclusively waived any objection to the terms of any CC&Rs affecting the PROPERTY, nothing contained herein shall constitute a waiver of BUYER to challenge CC&Rs directly with a homeowners association after closing. If BUYER timely and reasonably objects to a term of the CC&Rs, this Agreement shall terminate, and the Earnest Money shall be returned to BUYER.

10. **SUBDIVISION HOMEOWNER'S ASSOCIATION:** BUYER is aware that membership in a Home Owner's Association may be required and BUYER agrees to abide by the Articles of Incorporation, Bylaws and rules and regulations of the Association. BUYER is further aware that the PROPERTY may be subject to assessments levied by the Association described in full in the Declaration of Covenants, Conditions and Restrictions. BUYER has reviewed Homeowner's Association Documents: ☐ Yes ☐ No ☒ N/A. Association fees/dues are \$ _____ per _____.
☐ BUYER ☐ SELLER ☐ Shared Equally ☒ N/A to pay Association SET UP FEE of \$ _____ and/or
☐ BUYER ☐ SELLER ☐ Shared Equally ☒ N/A to pay Association PROPERTY TRANSFER FEES of \$ _____ and/or
☐ BUYER ☐ SELLER ☐ Shared Equally ☒ N/A to pay Association STATEMENT OF ACCOUNT FEE of \$ _____ at closing. Association Fees are governed by Idaho Code 55-116 and 55-1507.

11. **INTERSTATE LAND SALES FULL DISCLOSURE ACT:** This Vacant Land Real Estate Purchase and Sale Agreement is NOT intended to be used for situations in which Seller owns and is selling one hundred (100) or more lots. Properties containing one hundred (100) or more lots for sale may be subject to the reporting and disclosure requirements of the Interstate Land Sales Full Disclosure Act ("Act"), 15 USC § 1701 et seq. If you have questions regarding this Act, contact your attorney before signing. Any contract or agreement for the sale or lease of a lot subject to the Act may be revoked at the option of the purchaser or lessee until midnight of the seventh day following the signing of such contract or agreement or until such later time as may be required pursuant to applicable law. Any contract or agreement for the sale or lease of a lot for which a property report is required by the Act and the property report has not been given to the purchaser or lessee in advance of his or her signing such contract or agreement, such contract or agreement may be revoked at the option of the purchaser or lessee within two (2) years from the date of such signing.

BUYER'S Initials (M M) Date 01-16-2019

SELLER'S Initials (S D) Date 01/16/2019

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PROPERTY ADDRESS: TBD Lincoln Rd Caldwell ID 83605 ID#: 1162019JD

12. **FARM/CROPS/TIMBER RIGHTS:** SELLER, or any tenant of SELLER, shall be allowed to harvest, sell or assign any annual crops which have been planted on the PROPERTY prior to the date of this Contract, even though said harvest time may occur subsequent to the date of the settlement of this contract, unless otherwise agreed by attached addendum. If the crop consists of timber, then neither SELLER nor any tenant of SELLERS shall have any right to harvest the timber unless the right to remove same shall be established by an attached addendum. Notwithstanding the provisions hereof, any tenant who shall be leasing the PROPERTY shall be allowed to complete the harvest of any annual crops that have been planted prior to the date of Contract Acceptance as previously agreed between SELLER and Tenant. **ANY AND ALL SUCH TENANT AGREEMENTS ARE TO BE ATTACHED.**

13. **NOXIOUS WEEDS:** BUYER of the PROPERTY in the State of Idaho should be aware that some properties contain noxious weeds. The laws of the State of Idaho require owners of property within this state to control, and to the extent possible, eradicate noxious weeds. For more information concerning noxious weeds and your obligations as an owner of property, contact your local county extension office.

14. **MINERAL RIGHTS:** Any and all mineral rights appurtenant to the PROPERTY, and owned by SELLER, are included in and are part of the sale of this PROPERTY, and are not leased or encumbered, unless otherwise agreed to by the parties in writing.

15. **WATER RIGHTS:** Any and all water rights including but not limited to water systems, wells, springs, lakes, streams, ponds, rivers, ditches, ditch rights, and the like, if any, appurtenant to the PROPERTY, and owned by SELLER, are included in and are a part of the sale of this PROPERTY, and are not leased or encumbered, unless otherwise agreed to by the parties in writing.

16. **RISK OF LOSS OR NEGLECT:** Prior to closing of this sale, all risk of loss shall remain with SELLER. In addition, should the PROPERTY be materially damaged by fire, neglect, or other destructive cause prior to closing, this agreement shall be voidable at the option of the BUYER.

17. **BUSINESS DAYS:** A business day is herein defined as Monday through Friday, 8:00 A.M. to 5:00 P.M. in the local time zone where the subject real PROPERTY is physically located. A business day shall not include any Saturday or Sunday, nor shall a business day include any legal holiday recognized by the state of Idaho as found in Idaho Code §73-108. If the time in which any act required under this agreement is to be performed is based upon a business day calculation, then it shall be computed by excluding the calendar day of execution and including the last business day. The first business day shall be the first business day after the date of execution. If the last day is a legal holiday, then the time for performance shall be the next subsequent business day.

18. **CALENDAR DAYS:** A calendar day is herein defined as Monday through Sunday, midnight to midnight, in the local time zone where the subject real PROPERTY is physically located. A calendar day shall include any legal holiday. The time in which any act required under this agreement is to be performed shall be computed by excluding the date of execution and including the last day, thus the first day shall be the day after the date of execution. Any reference to "day" or "days" in this agreement means the same as calendar day, unless specifically enumerated as a "business day."

19. **SEVERABILITY:** In the case that any one or more of the provisions contained in this Agreement or any application thereof, shall be invalid, illegal or unenforceable in any respect, the validity, legality or unenforceability of the remaining provisions shall not in any way be affected or impaired thereby.

20. **TRANSMISSION OF DOCUMENTS:** Facsimile or electronic transmission of any signed original document, and retransmission of any signed facsimile or electronic transmission shall be the same as delivery of an original. At the request of either the BUYER or SELLER, or the LENDER, or the Closing company, the BUYER and SELLER will confirm facsimile or electronic transmitted signatures by signing an original document.

21. **WIRE TRANSFER WARNING:** Electronic means of transferring money (i.e. ETF, wire transfer, electronic check, direct deposit, etc...) are subject to sophisticated cyber fraud attacks. These attacks are even more prevalent in real estate transactions due to the large sums of money being exchanged. BUYER is advised that Brokerage will not provide electronic transfer instructions by e-mail. Following money transfer instructions contained in an email from any party is inherently dangerous and should be avoided. BUYER agree that if BUYER use, or authorize the use of, electronic transfer of funds in a transaction they hereby hold the Brokerages, their agents, and the designated title and escrow company harmless from any and all claims arising out of inaccurate transfer instructions, fraudulent interception of said funds and/or any other damage relating to the conduct of third parties influencing the transfer process or stealing funds.

22. **COUNTERPARTS:** This Agreement may be executed in counterparts. Executing an agreement in counterparts shall mean the signature of two identical copies of the same agreement. Each identical copy of an agreement signed in counterparts is deemed to be an original, and all identical copies shall together constitute one and the same instrument.

23. **ENTIRE AGREEMENT:** This Agreement including any addendums or exhibits, constitutes the entire Agreement between the parties respecting the matters set forth and supersedes all prior Agreements between the parties respecting such matters. This Agreement may be modified only by a written agreement signed by each of the parties.

24. **SALES PRICE INFORMATION:** Pursuant to Idaho Code §54-2083(6)(d), a "sold" price of real property is not confidential client information.

25. **AUTHORITY OF SIGNATORY:** If BUYER or SELLER is a corporation, partnership, trust, estate, or other entity, the person executing this agreement on its behalf warrants his or her authority to do so and to bind BUYER or SELLER.

BUYER'S Initials (mm) Date 01-16-2019

SELLER'S Initials (SD) Date 01/16/2019

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257 **26. ADDITIONAL CONTINGENCIES AND COSTS:** The closing of this transaction is contingent upon written satisfaction or waiver of the
 258 contingencies listed in the "contingencies" column below. In addition, the parties shall satisfy all contingencies set forth in this section by close of business
 259 (Date): _____ unless otherwise agreed to by the parties in writing. The parties agree to pay the following costs as indicated below. None of the costs
 260 to be paid by the parties in this section creates an inspection or performance obligation other than strictly for the payment of costs unless otherwise stated
 261 below. There may be other costs incurred in addition to those set forth below. Such costs may be required by the lender, by law, or by other such
 262 circumstances. Requested tests/inspection reports as indicated below shall be provided to the other party within _____ business days (ten [10] if left blank)
 263 prior to closing.

254 Upon closing SELLER agrees to pay ☐ _____ % of the purchase price OR ☐ \$ _____ (dollar amount) (N/A if left
 255 blank) as a SELLER concession. This can be used toward lender-approved BUYER'S closing costs, lender fees, and prepaid
 256 costs which include but are not limited to those items in BUYER columns marked below. This concession can also be used for
 257 any other expense not related to financing at the BUYER's discretion.

COSTS	BUYER	SELLER	Shared Equally	N/A	CONTINGENCIES	BUYER	SELLER	Shared Equally	N/A
Appraisal Fee				X	Environmental Inspection (Phase 1)				X
Long Term Escrow Fees				X	Environmental Inspection (Phase 2)				X
Closing Escrow Fee			X		Environmental Inspection (Phase 3)				X
Survey Shall be ordered by: ☒ BUYER ☐ SELLER	X				PERC Test	X			
Flood Certification/Tracking Fee				X	Zoning Variance	X			
Title Ins. Standard Coverage Owner's Policy		X			Soil(s) Test(s)	X			
Title Ins. Extended Coverage Lender's Policy - Mortgagee Policy				X	Hazardous Waste Report(s)				X
Additional Title Coverage				X					
Water Rights Transfer Fee	X								
Attorney Contract Preparation or Review Fee				X					

258 **27. DEFAULT: If BUYER defaults** in the performance of this Agreement, SELLER has the option of: (1) accepting the Earnest Money as liquidated
 259 damages or (2) pursuing any other lawful right or remedy to which SELLER may be entitled. If SELLER elects to proceed under (1), SELLER shall make
 260 demand upon the holder of the Earnest Money, upon which demand said holder shall pay from the Earnest Money the costs incurred by SELLER's Broker
 261 on behalf of SELLER and BUYER related to the transaction, including, without limitation, the costs of title insurance, escrow fees, credit report fees,
 262 inspection fees and attorney's fees; and said holder shall pay any balance of the Earnest Money, one-half to SELLER and one-half to SELLER's Broker,
 263 provided that the amount to be paid to SELLER's Broker shall not exceed the Broker's agreed-to commission. SELLER and BUYER specifically
 264 acknowledge and agree that if SELLER elects to accept the Earnest Money as liquidated damages, such shall be SELLER's sole and exclusive remedy, and
 265 such shall not be considered a penalty or forfeiture. However, in the event the parties mutually agree in writing that the Earnest Money shall become non-
 266 refundable, said agreement shall not be considered an election of remedies by SELLER and the non-refundable Earnest Money shall not constitute
 267 liquidated damages; nor shall it act as a waiver of other remedies, all of which shall be available to SELLER; it may however be used to offset SELLER'S
 268 damages. If SELLER elects to proceed under (2), the holder of the Earnest Money shall be entitled to pay the costs incurred by SELLER's Broker on behalf
 269 of SELLER and BUYER related to the transaction, including, without limitation, the costs of brokerage fee, title insurance, escrow fees, credit report fees,
 270 inspection fees and attorney's fees, with any balance of the Earnest Money to be held pending resolution of the matter. **If SELLER defaults**, having
 271 approved said sale and fails to consummate the same as herein agreed, BUYER's Earnest Money deposit shall be returned to him/her and SELLER shall
 272 pay for the costs of title insurance, escrow fees, credit report fees, inspection fees, brokerage fees and attorney's fees, if any. This shall not be considered as
 273 a waiver by BUYER of any other lawful right or remedy to which BUYER may be entitled.

258 **28. EARNEST MONEY DISPUTE / INTERPLEADER:** Notwithstanding any termination or breach of this Agreement, BUYER and SELLER agree that
 259 in the event of any controversy regarding the Earnest Money and things of value held by Broker or closing company, Broker may reasonably rely on the
 260 terms of this Agreement or other written documents signed by both parties to determine how to disburse the disputed money. However, Broker or closing
 261 company shall not be required to take any action but may await any proceeding, or at Broker's or closing company's option and sole discretion, may
 262 interplead all parties and deposit any moneys or things of value into a court of competent jurisdiction and shall recover all costs which were incurred as a
 263 result of the dispute including, but not limited to, reasonable attorney's fees. If either parties' Broker incurs attorney's fees as a result of any Earnest Money
 264 dispute, whether or not formal legal action is taken, said Broker is entitled to recover actual fees incurred from either BUYER or SELLER.

258 **29. ATTORNEY'S FEES:** If either party initiates or defends any arbitration or legal action or proceedings which are in any way connected with this
 259 Agreement, the prevailing party shall be entitled to recover from the non-prevailing party reasonable costs and attorney's fees, including such costs and fees
 260 on appeal.

258 **30. TIME IS OF THE ESSENCE IN THIS AGREEMENT.**

BUYER'S Initials (MAY) Date 01-16-2019

SELLER'S Initials (SD) Date 01/16/2019

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PROPERTY ADDRESS: TBD Lincoln Rd Caldwell ID 83605 ID#: 1162019JD

31. **CLOSING:** On or before the closing date, BUYER and SELLER shall deposit with the closing company all funds and instruments necessary to complete this transaction. Closing means the date on which all documents are either recorded or accepted by an escrow agent and the sale proceeds are available to SELLER. The closing shall be no later than (Date) 03/31/2019

The parties agree that the CLOSING COMPANY for this transaction shall be Pioneer Title located at 100 10th Ave S Nampa. If a long-term escrow /collection is involved, then the long-term escrow holder shall be

32. **POSSESSION:** BUYER shall be entitled to possession upon closing or date at am pm.

33. **PRORATIONS:** Property taxes and water assessments (using the last available assessment as a basis), rents collected, interest and reserves, liens, encumbrances or obligations assumed, and utilities shall be prorated upon closing or as of date BUYER to reimburse SELLER for fuel in tank Yes No N/A. Dollar amount may be determined by SELLER's supplier.

34. **REPRESENTATION CONFIRMATION:** Check one (1) box in Section 1 and one (1) box in Section 2 below to confirm that in this transaction, the brokerage(s) involved had the following relationship(s) with the BUYER(S) and SELLER(S).

Section 1:

- ☒ A. The brokerage working with the BUYER(S) is acting as an AGENT for the BUYER(S).
☐ B. The brokerage working with the BUYER(S) is acting as a LIMITED DUAL AGENT for the BUYER(S), without an ASSIGNED AGENT.
☐ C. The brokerage working with the BUYER(S) is acting as a LIMITED DUAL AGENT for the BUYER(S) and has an ASSIGNED AGENT acting solely on behalf of the BUYER(S).
☐ D. The brokerage working with the BUYER(S) is acting as a NONAGENT for the BUYER(S).

Section 2:

- ☒ A. The brokerage working with the SELLER(S) is acting as an AGENT for the SELLER(S).
☐ B. The brokerage working with the SELLER(S) is acting as a LIMITED DUAL AGENT for the SELLER(S), without an ASSIGNED AGENT.
☐ C. The brokerage working with the SELLER(S) is acting as a LIMITED DUAL AGENT for the SELLER(S) and has an ASSIGNED AGENT acting solely on behalf of the SELLER(S).
☐ D. The brokerage working with the SELLER(S) is acting as a NONAGENT for the SELLER(S).

Each party signing this document confirms that he has received, read and understood the Agency Disclosure Brochure adopted or approved by the Idaho real estate commission and has consented to the relationship confirmed above. In addition, each party confirms that the brokerage's agency office policy was made available for inspection and review. EACH PARTY UNDERSTANDS THAT HE IS A "CUSTOMER" AND IS NOT REPRESENTED BY A BROKERAGE UNLESS THERE IS A SIGNED WRITTEN AGREEMENT FOR AGENCY REPRESENTATION.

35. **ASSIGNMENT:** This Agreement and any rights or interests created herein may may not be sold, transferred, or otherwise assigned.

36. **ACCEPTANCE:** This offer may be revoked at any time prior to acceptance and is made subject to acceptance on or before (Date) 01/17/19 at (Local Time in which PROPERTY is located) 4:00 A.M. P.M.

BUYER'S Initials (MM) Date 01-16-2019

SELLER'S Initials (SD) Date 01/16/2019

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JULY 2018 EDITION

RE-24 VACANT LAND PURCHASE AND SALE AGREEMENT

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InstantFORMS

JULY 2018 EDITION

RE-24 VACANT LAND PURCHASE AND SALE AGREEMENT

Page 7 of 7

PROPERTY ADDRESS: TBD Lincoln Rd Caldwell ID 83605 ID#: 1162019JD

37. BUYER'S SIGNATURES:

☐ SEE ATTACHED BUYER'S ADDENDUM(S): _____ (Specify number of BUYER addendum(s) attached.)
☐ SEE ATTACHED BUYER'S EXHIBIT(S): _____ (Specify number of BUYER exhibit(s) attached.)

☐ BUYER does currently hold an active Idaho real estate license. ☐ BUYER is related to agent.

BUYER Signature Mike Mussell BUYER (Print Name) _____
Date 01-16-2019 9:13 AM MST Time _____ ☐ A.M. ☐ P.M. Phone # _____ Cell # _____
Address _____ E-Mail _____
City _____ State _____ Zip _____ Fax # _____

☐ BUYER does currently hold an active Idaho real estate license. ☐ BUYER is related to agent.

BUYER Signature _____ BUYER (Print Name) _____
Date _____ Time _____ ☐ A.M. ☐ P.M. Phone # _____ Cell # _____
Address _____ E-Mail _____
City _____ State _____ Zip _____ Fax # _____

38. SELLER'S SIGNATURES: On this date, I/We hereby approve and accept the transaction set forth in the above Agreement and agree to carry out all the terms thereof on the part of the SELLER.

☐ SIGNATURE(S) SUBJECT TO ATTACHED COUNTER OFFER
☐ SIGNATURE(S) SUBJECT TO ATTACHED ADDENDUM(S) # _____
☐ SIGNATURE(S) SUBJECT TO ATTACHED EXHIBIT(S) # _____

☐ SELLER does currently hold an active Idaho real estate license. ☐ SELLER is related to agent.

SELLER Signature [Signature] SELLER (Print Name) _____
Date 01/16/2019 Time 1/16/2019 1:12:39 PM MST ☐ A.M. ☐ P.M. Phone # _____ Cell # _____
Address _____ E-Mail _____
City _____ State _____ Zip _____ Fax # _____

☐ SELLER does currently hold an active Idaho real estate license. ☐ SELLER is related to agent.

SELLER Signature [Signature] SELLER (Print Name) _____
Date 01/16/2019 Time 1/16/2019 2:35:57 PM MST ☐ A.M. ☐ P.M. Phone # _____ Cell # _____
Address _____ E-Mail _____
City _____ State _____ Zip _____ Fax # _____

LATE ACCEPTANCE

If acceptance of this offer is received after the time specified, it shall not be binding on the BUYER unless BUYER approves of said acceptance within _____ calendar days (three [3] if left blank) by BUYER initialing HERE (_____) (_____) Date _____. If BUYER timely approves of SELLER's late acceptance, an initialed copy of this page shall be immediately delivered to SELLER.

F15. Mussell Construction Working Cost Estimate on a 40,000 square foot facility

Working Cost Breakdown Caldwell Charter School

Category Number	Category	Budget Amount
01.21.17.O	Miscellaneous	\$ 160,714
01.41.35.OH	SWPPP Design, Erosion Control	\$ 4,304
01.52.10.EQ	Rental Equipment	\$ 31,056
01.71.23O	Surveying	\$ 6,247
03.00.00.S	Concrete Foundation, Flatwork, Cast in Place Concrete	\$ 624,834
05.00.00.S	Metal Fabrications	\$ 13,831
06.10.00.S	Rough Carpentry	\$ 456,082
06.20.00.S	Interior Architectural Woodwork	\$ 200,643
07.21.00.S	Bituminous Dampproofing	\$ 3,816
07.21.00.S	Insulation	\$ 61,102
07.25.01.S	Metal Roof Panels, TPO Roofing, Sheet Metal Flashing& Trim, Roof Accessories	\$ 439,915
08.10.00.M	Alum Door Hardware	\$ 25,248
08.10.00.S	HM Doors&Frames, Windows, Pre-finished Wood Doors, Finish Hardware	\$ 134,385
08.33.01.S	3'4"x5'0" Stainless Steel Door	\$ 8,341
08.33.01.S	5'x4' Aluminum Door	\$ 3,359
08.43.00.S	Aluminum Framed Entrances & Storefronts, Door Hardware, Glazing	\$ 97,129
09.24.23.S	Stucco	\$ 108,886
09.29.00.S	Gypsum Board	\$ 114,267
09.30.00.S	Tiling	\$ 22,134
09.51.00.S	Acoustical Ceiling Panels Certain Teed HHF-497-HRNC	\$ 88,548
09.60.00.S	Carpet tile, Walk Off tile, Sheet Vinyl, Sports floor, Rubber base	\$ 102,486
09.91.00.S	Painting (materials & labor)	\$ 65,759
10.00.00	Marker & Tack Boards, Display Case, Interior Signs & Cast Letters, Toilet Compartments, Cubicle Curtain, Corner Guards, Toilet Room Access, Fire Extinguisher & Cabinets, Flagpole, Projection Screens	\$ 77,277
11.31.00.S	Residential Appliances & Food Service Equipment	\$ 177,732
11.52.13.M	Projection Screens	\$ 3,461
12.20.00	Horizontal Louver Blinds	\$ 3,884
12.66.00.M	Telescoping Bleachers	\$ 8,873
21.00.00.S	Fire Sprinkler Systems - Bid to MCI	\$ 139,311
22.00.00.S	Plumbing	\$ 355,025
23.00.00.S	Heating & Cooling	\$ 780,676
26.00.00.S	Electrical	\$ 754,229
28.00.00.S	Alarm System	\$ 31,056
31.23.16.S	Excavations , Sewer, Storm Drain, Waterline	\$ 132,060
32.02.16.S	Asphalt Paving , Striping & Markings	\$ 85,071
32.31.00.S	Chain Link Fence & with Gates	\$ 35,759
Subtotal:		\$ 5,357,500
Connect to Sewer		\$ 165,179
Subtotal:		\$ 5,522,679
OH @ 6%		\$ 331,361
Profit @6%		\$ 331,361
Grand Total:		\$ 6,185,400

F16. Quote and Flyer for Portables from Design Space Modular Buildings



4055 S Eagleson Rd
Boise, ID 83705
Phone: 208-362-7587

Quotation

Customer:	Mosaics Public School	Ship To:	Caldwell ID
Attention:	Anthony Haskett ahaskett@bluum.org		
Phone #:	208-249-1226		

Date: 1/9/2019	Terms: Upon Invoice	Ship Via: Common Carrier
Salesperson: Steve Haynie	Quotation good for 30 days, subject to availability	

Qty.	Description		
1	28x64 - 1800 square feet		
	Purchase new portable \$130K / ADA ramp \$9K		
Lease Pricing			
Building Charges			
Lease Rate:	Based upon 36 Mo. Lease Term	Monthly	1,400.00
ADA ramp			275.00
ID PPT			40.00
	Total Monthly (excluding Taxes)		1,715.00
	Total Rental for Term		61,740.00
One Time Charges (Billed at start of Lease)			
Delivery			2,000.00
Install with ramp			4,900.00
Anchors/ wood skirting			4,000.00
		Sub-Total	10,900.00
One Time Charges (Billed at end of lease)			
Return Delivery:			2,000.00
Tear down			4,900.00
Remove anchors/skirting			1,500.00
		Sub-Total	8,400.00
Estimate for power / permit \$10K			
Blinds/ rain gutters not included		Total	\$81,040

- Sales Tax is not included in your quote above. Sales Tax (6%) is charged on all the materials and the monthly pricing including DOH fee's.
- DOH fee's and Sale Tax will be included on all invoices
- If buildings need to be rolled or nosed into place there will be additional costs.
- Please add \$65 for each additional tiedown; if required. If site is un-level or tires, axels & hitches need
- Set-up cost based on 1,500 p.s.f. soil bearing capacity.
- Pricing is based upon others providing all permits, fees, taxes, licenses, utility connections and

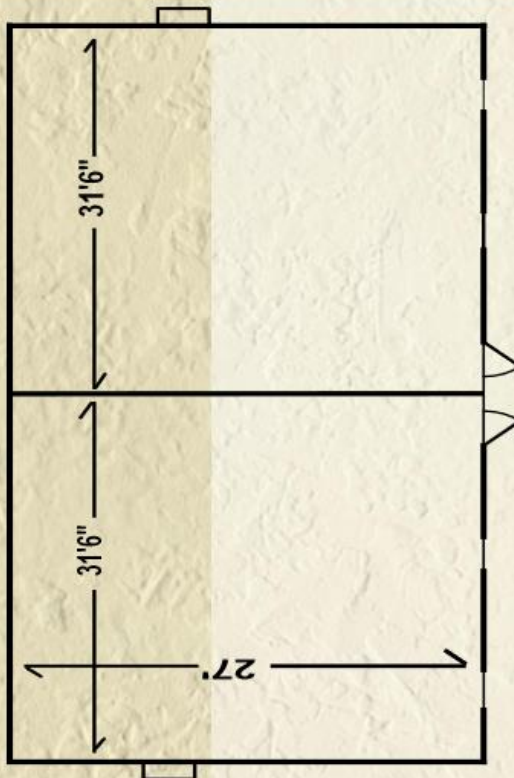
Need Additional Classroom Space Fast?



Actual building
may vary



**We have brand new spacious
classroom buildings available and
ready for immediate delivery.**



This spacious and energy efficient modular classroom building is 64 feet long and 28 feet wide and includes the following features and amenities:

- Two oversized classrooms
- Up-grades vinyl covered wall panels for a friendly teaching environment
- Sound Reducing T-bar Ceiling, reduces noise traveling from a room to room
- Energy efficient fluorescent lighting, won't put a squeeze on your utility budget
- Decorative exterior siding for a contemporary and professional appearance
- Central Heating and Air Conditioning, provides a comfortable working environment

There's no time like the present to make your vision of additional classroom space a reality in a very short period of time. Telephone our office today and speak to your local sales representative for a complete price quotation.

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F17. Specific Roles and Responsibilities of Board and Administrator

Specific Board and Administrator Roles and Responsibilities

The Board shall:	The Administrator shall:
Select the Executive Director and delegate to him/ her all necessary administrative powers	Serve as the chief executive officer of MOSAICS Public School.
Adopt policies for the operations of the school system and review administrative procedures	Recommend policies or policy changes to the Board and develop procedures that implement Board policy.
Formulate a statement of goals reflecting the philosophy of MOSAICS Public School.	Provide leadership in the development, operation, supervision and evaluation of the educational program.
Adopt annual objectives for improvement of MOSAICS Public School.	Recommend annual objectives for improvement of MOSAICS Public School.
Approve curriculum, textbooks, and courses of study.	Recommend curriculum, textbooks, and courses of study.
Approve the annual budget.	Prepare and submit the annual budget.
Approve expenditures in any budget category when expenditures in that category exceed, or are reasonably anticipated to exceed, previously approved expenditure levels by \$3,000 or more	Inform the Board whenever expenditures exceed, or are reasonably anticipated to exceed, previously approved expenditure levels by \$3,000 or more; and recommend to the Board an approach regarding the expenditure(s) at issue
Employ certificated and classified staff, in its discretion, upon recommendation of the Administrator	Recommend candidates for employment as certificated and classified staff.
Authorize the allocation of certificated and classified staff	Recommend staff needs based on student enrollment, direct and assign teachers and other employees of the schools under his/her supervision; shall organize, reorganize and arrange the administrative and supervisory staff, including instruction and business affairs, as best serves MOSAICS Public School, subject to the approval of the Board.
Approve contracts for construction, remodeling, or major maintenance.	Recommend contracts for major construction, remodeling or maintenance.
Approve payment of vouchers and payroll.	Recommend payment of vouchers and payroll
Approve proposed major changes of school plant and facilities.	Prepare reports regarding school plant and facilities' needs.
Assure that appropriate criteria and processes for evaluating staff are in place.	Establish criteria and processes for evaluating staff.
Appoint citizens and staff to serve on special Board committees, if necessary.	Recommend formation of ad hoc citizens' committees.
Conduct regular and special meetings.	As necessary attend all Board meetings and all Board and citizen committee meetings, serve as an ex-officio member of all Board committees

	and provide administrative recommendations on each item of business considered by each of these groups
Serve as final arbitrator for staff, citizens and students.	Inform the Board of appeals and implement any such forthcoming Board decisions.
Promptly refer all criticisms, complaints, and suggestions called to its attention to the Administrator.	Respond and take action on all criticism, complaints, and suggestions as appropriate
Authorize the ongoing professional enrichment of its administrative leader as feasible.	Undertake consultative work, speaking engagements, writing, lecturing, or other professional duties and obligations
Approve appropriate Charter School expenditures recommended by the Executive Director for the purpose of ongoing Charter School operations	Diligently investigate and make purchases that benefit the most efficient and functional operation of MOSAICS Public School.

F18. State Test Results for Districts in the Primary Attendance Area

2017-18 State Test Results

Below are the compiled ISAT results for the districts in the Primary Attendance Area of MOSAICS Public School. Many of Notus School District's results were not included as much of the proficiency data was redacted.

Percent of Students Proficient or Advanced ELA ISAT (17-18)

	<i>Caldwell</i>	<i>Vallivue</i>	<i>Middleton</i>	<i>Notus</i>	<i>State</i>
Grade 3	41.35%	57.97%	52.25%	*	49.88%
Grade 4	42.59%	57.03%	68.01%	*	50.46%
Grade 5	38.07%	61.33%	56.35%	*	55.22%
Grade 6	35.59%	52.56%	50.17%	*	53.38%
Grade 7	35.45%	54.90%	49.71%	*	54.11%
Grade 8	36.73%	61.16%	58.33%	19.05%	53.87%

Percent of Students Proficient or Advanced Math ISAT (17-18)

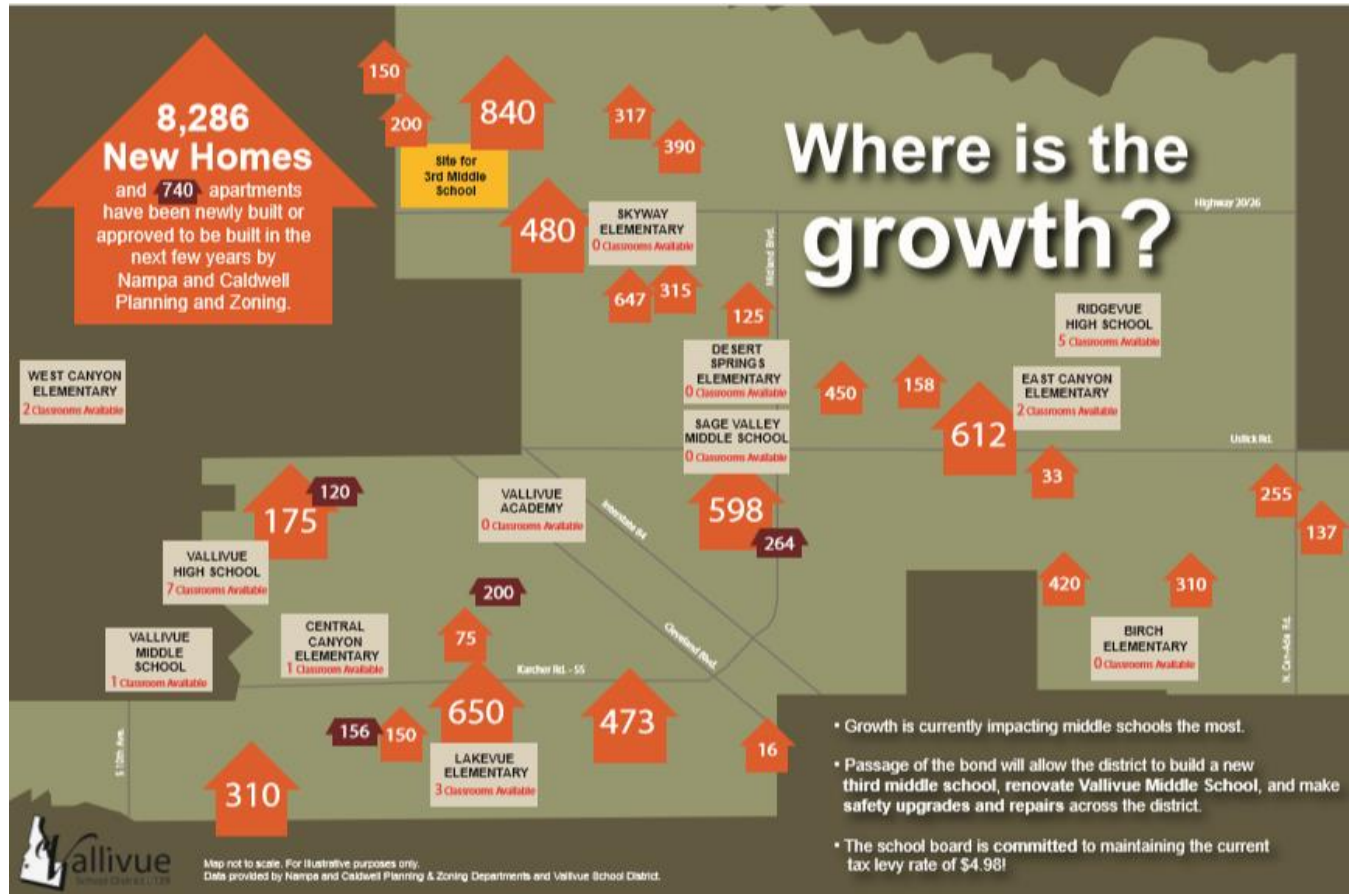
	<i>Caldwell</i>	<i>Vallivue</i>	<i>Middleton</i>	<i>Notus</i>	<i>State</i>
Grade 3	38.03%	59.18%	51.90%	21.88%	52.17%
Grade 4	34.14%	53.19%	61.61%	21.88%	48.19%
Grade 5	18.30%	46.53%	44.95%	*	43.06%
Grade 6	27.58%	38.49%	50.34%	*	43.78%
Grade 7	26.83%	37.83%	44.06%	*	43.88%
Grade 8	21.43%	35.99%	41.86%	*	41.08%

Percent of Students Proficient or Advanced Science ISAT (17-18)

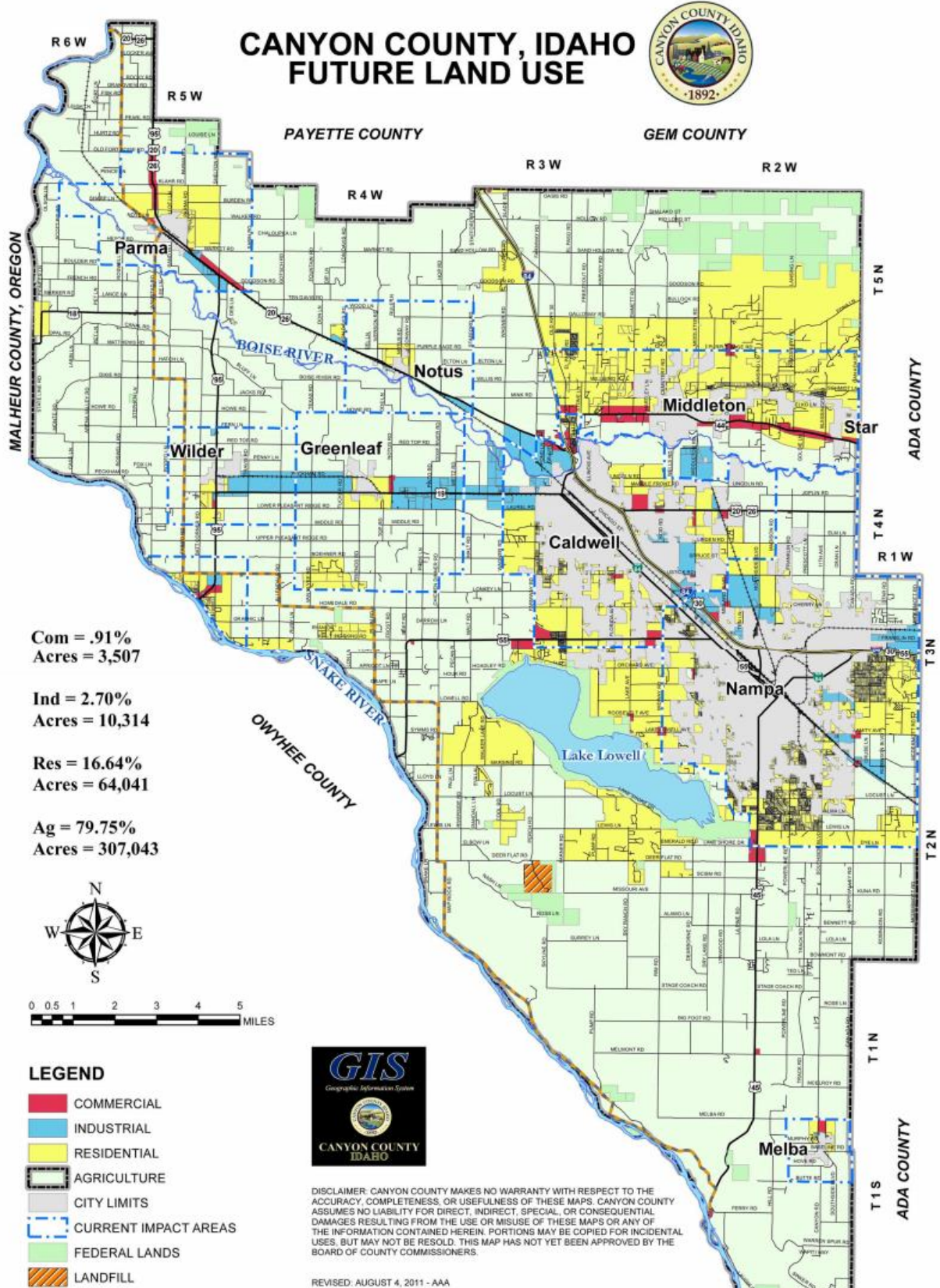
	<i>Caldwell</i>	<i>Vallivue</i>	<i>Middleton</i>	<i>Notus</i>	<i>State</i>
Grade 5	37.79%	70.53%	65.15%	*	65.06%
Grade 7	27.82%	42.72%	51.74%	*	51.30%

Fig. Vallivue School District Growth Projections

The area near Skyway Elementary and the proposed site for the 3rd middle school are within 3 miles of the proposed MOSAICS site location. Much of the growth will occur in the MOSAICS attendance area.



F20. Canyon County Future Land Use Map



F21. Letters of Support from Community Members



January 17th, 2019

Mosaics Public School

Dear Anthony Haskett,

On Behalf of Treasure Valley Community College Caldwell Center, I want you to know how excited we are to learn of your efforts to establish a new charter school in Canyon County. Your vision for creating more opportunities for students to connect with STEAM fields is a welcome addition to all of the innovative work being done throughout the region.

Thank you for reaching out to TVCC, meeting with us and offering the opportunity to partner in your efforts to increase access to science and art careers to students in our community. We look forward to serving your students as part of our effort to serve all students in the region. Focusing on education for students who are low income and underrepresented, as Mosaic has pledged, is important for our community and the population we both serve. We look forward to building relationships in our community in hope that these efforts will provide access to higher education offerings for local students.

We have been serving students in Canyon County since 2004, but as a community college established in 1962, our history includes educating Idaho residents from Canyon, Owyhee, Payette and other Idaho counties for more than 55 years. Like you, we believe an educated citizenry is vital to not only economic growth, but also to providing a foundation for healthy, supportive families and communities.

I look forward to working with you to find ways we might be able to assist students in our community.

Sincerely,

A handwritten signature in blue ink that reads "Kaitlin".

Kaitlin Brookshire
TVCC Caldwell Center Director
kbrookshire@tvcc.cc
208-455-6860

3505 Manchester Drive
Caldwell, Idaho 83605

January 18, 2019

RE: Proposed MOSAICS School Letter of Support

To Whom It May Concern:

I would like to heartily support the proposed MOSAICS charter school as an educational alternative in Caldwell, Idaho. I have worked in various capacities as an educator and librarian in Idaho for many years. For several months I have had the pleasure of working with Anthony Haskett in my capacity as Caldwell Public Library's Youth Services Supervisor. Mr. Haskett has provided STEAM (science, tech, engineering, art and math) programming at the library for Caldwell's youngest kids, ages 0-5, as well as our school age students and their families. These programs highlight two things: the excitement that kids can experience while learning science and math, as well as the need for STEAM education in Caldwell. Parents appreciate the ideas they get from STEAM programs at the library. I have had several parents mention they would be interested in the MOSAICS school concept. Library families love the pop-up programs we've had, and eagerly look forward to upcoming events.

I firmly believe that families need educational alternatives to meet both the specific needs of their children and their overarching goals for education. STEM is a critical component of 21st century education. I believe parents will continue to seek out school options that equip their children to participate in the science, technology, and math-focused jobs of the future. The inclusion of art (the 'a' in STEAM) in teaching about science and math makes even abstract concepts accessible to young learners. Art is simultaneously engaging, concrete, and inspiring. Thus, the proposal of MOSAICS to incorporate all elements of STEAM learning provides a solid foundation for today's students.

The future for Caldwell is bright, both in terms of educational opportunity and growth potential for businesses and entrepreneurs. For communities like Caldwell, those that struggle to provide all children an opportunity to contribute and thrive, education is the key to this bright future. Options like a math, science, and arts school will give Caldwell students the opportunity to develop confidence and enthusiasm for the complex concepts that their lives will require.

These are just a few of the reasons I support the addition of the proposed MOSAICS school to Caldwell. Please do not hesitate to contact me with any questions or requests for further information.

Sincerely,



Fiona May
fionafmay@gmail.com | 208.409.2700



January 17, 2019

Mosaic Public School

Dear Anthony Haskett,

On behalf of the Caldwell Chamber of Commerce Education Committee, we would like to welcome a new charter school to the Caldwell community. We appreciate your vision to create opportunities for children in our community in the STEAM field.

Thank you for reaching out to the Caldwell Chamber of Commerce and becoming a member of the Education Committee. The Education Committee strives to serve families ensuring there are quality educational opportunities for all students as this in turn, supports healthy businesses in the region. The Caldwell Chamber values any assets that will increase community growth, which extends to education and schools that offer curriculum and opportunities that align with family needs and the values of our community.

We look forward to continuing our partnership and are grateful for your participation in the Caldwell Chamber of Commerce Education Committee. Please let us know if you have any questions or concerns.

Sincerely,

Mike Durning
Chairman
Caldwell Chamber of Commerce

February 8, 2019

Re: Mosaics Public School

To Whom It May Concern,

As a resident and community partner of the Caldwell Community I would like to welcome Mosaics Public Charter School.

The vision to create options and opportunities, creating awareness of STEAM careers to minority and less fortunate children of our community is much appreciated.

Increasing the opportunity of minority students to attend a STEAM focused school, creating resources with quality instruction will create success in the lives of children who are less likely to succeed without focused preparation.

Thank you for selecting Caldwell as your location for Mosaics Public Charter School. Caldwell is a wonderful community and look forward in continuing to work with you in future community events that make our city a great place to live.

Sincerely,

A handwritten signature in black ink that reads "Virginia Fuentes". The signature is written in a cursive style with a large, stylized "V" and "F".

Virginia Fuentes



BLUUM
LET LEARNING GROW

March 7, 2019

To: Idaho Public Charter School Commission
Chairman Alan Reed
Vice-Chair Brian Scigliano
Sherrilynn Bair
Kelly Murphey
Wanda Quinn
Kathleen "Kitty" Kunz
Nils Peterson

Re: Support for Mosaics Public School

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

I am writing in support of the charter school petition for Mosaics Public School. My name is Terry Ryan and I am CEO of Bluum. Bluum is organized to seek out, vet and support innovative leaders and high-performing school models. Anthony Haskett and Mosaics are exactly the type of individual and school that we want to support and help grow in Idaho.

It is my pleasure to write this letter of support for the team at Mosaics. Four years ago Bluum launched the Idaho New School Fellowship, and the fourth cohort of fellows included Anthony Haskett. Anthony is a native Idahoan who has committed himself to the education of the state's children. He's been a teacher in Treasure Valley schools, earned his Idaho Administrator Credential, and has worked in school administration in a top public charter school in the Idaho Arts Charter. Anthony is an outstanding educator. In working closely with him over the last year I can also say he is an outstanding individual who believes in serving others.

Anthony, in launching Mosaics, has brought together an outstanding team. His founding board members include a seasoned charter school board member, one of Idaho's best and longest serving charter administrators, and various community experts in education, public finance and business. Mosaics education model is innovative and unique. Anthony has spent more than a year studying options, visiting schools across the country and building his academic model. Mosaics will provide students across Canyon County with a personalized approach to STEAM learning and instruction that few other schools in Idaho currently offer.

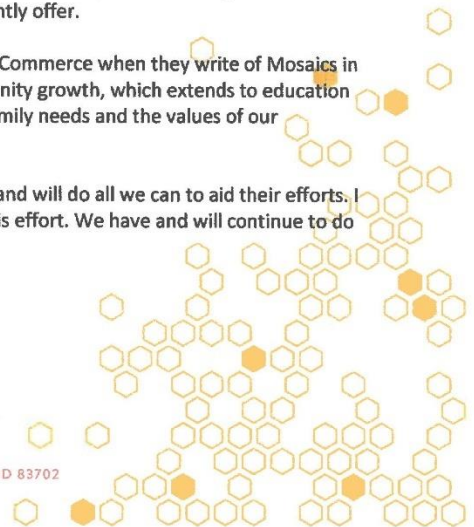
I whole-heartedly endorse the sentiment of the Caldwell Chamber of Commerce when they write of Mosaics in their letter of support: "we value any assets that will increase community growth, which extends to education and schools that offer curriculum and opportunities that align with family needs and the values of our community."

Bluum is committed to supporting the work of Anthony and Mosaics and will do all we can to aid their efforts. I encourage the Idaho Public Charter School Commission to support this effort. We have and will continue to do so into the future.

Sincerely,


Terry Ryan
Chief Executive Officer

1010 W JEFFERSON ST, SUITE 201 BOISE, ID 83702
BLUUM.ORG



Monique N. Michel-Duarte

Po Box 1392

Nampa, ID 83653

March 2, 2019

To Whom It May Concern:

I'm writing this letter in support of MOSAICS school and the future students who will be fortunate enough to attend, and the staff who will be fortunate enough to work and create there. My experience with Idaho Arts Charter as both a parent and a professional dance instructor has led me to become involved and do what I can to ensure that the arts are accessible to all students, from all areas of the Treasure Valley. It would be very exciting to be able to welcome a new charter school into the area that would focus on the visual arts and music for the students. I feel the school would be a valuable asset to the community as a whole. I am happy to share my support for this new endeavor and remain hopeful to see it through to fruition.

Sincerely,



Monique N. Michel-Duarte,

Director, Instructor, Ballet Folklorico Mexico Lindo

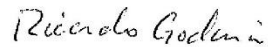
To whom it may concern:

Subject: Mosaic Charter School Caldwell, Idaho

My name is Ricardo Godina and was born and raised in the Caldwell area. I am also the chairman of the Health and Technology Career Conference. Working in high tech industry for 15yrs at H/P and Jabil Circuit and, industry I knew little about. I see a huge opportunity to introduce our Latino students into the STEAM fields. In the state of Idaho we have about 3% of our Latinos seeking careers in STEM as they are not prepared.

So I absolutely support the work of MOSAICS bringing STEAM education to Caldwell. It will better prepare our students for the future jobs.

Sincerely,



Ricardo Godina

Employment and Training Specialist

Hispanic Healthcare and Careers Conference Chairman

317 Happy Day Blvd. Suite 180

Caldwell, Idaho 83607

Phone: 208-454-8604

Cell: 208-602-1807

F22. Prospective Term Sheet from Building Hope



April 1, 2019

Anthony Haskett, Director
Mosaics Public Charter School
710 Vista Terrace
Nampa, ID 83686

Jackie Collins, Board Member
c/o Idaho Arts Academy
1220 5th St. N
Nampa, Idaho 83687

Dear Mr. Haskett and Ms. Collins:

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 \$2,520,000 (the "Loan") for the acquisition of land and construction of a new charter school located at TBD Lincoln Road, Caldwell, ID 83605 (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:	Mosaics Public Charter School
School/Tenant:	Mosaics Public Charter School
Project:	Mosaics Public Charter School
Purpose:	To provide subordinate financing for the acquisition of vacant land and construction of a school facility (the "Project") located at the Property.
Senior Lender Requirement:	Borrower shall secure a senior loan commitment for up to \$4,680,000 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:	Up to \$2,520,000
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 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 lessee, (iv) UCC filing on all Furniture Fixtures and Equipment within the school, (v) other security interest as reasonably required by the Lender

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Prepayment Fee:	None
Loan Fee:	1% of the actual Loan amount due and payable at the time of closing (estimated to be \$25,200). The loan fee shall not be due if the loan does not close for any reason which is the result of Lender's action.
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 commissioned 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 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.
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

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	- 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 (1) 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	AIA 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.

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,



Seth Whetzel
Manager of Lending & Portfolio Management
Office: (202) 591-1101
Fax: (202) 457-1980
swhetzel@bhope.org

Accepted and Agreed by Mosaics Public Charter School:

Name: Anthony Haskett
Title: Director
Date: 4/1/19

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F23. Analysis of Charter Schools Serving Canyon County

2017-18 Enrollment Figures		
Nampa Area		
	<i>Student Enrollment</i>	<i>Percentage of Total Student Population</i>
Nampa School District	14,227	84.6%
Nampa Charter Schools*	2,593	15.4%
Nampa Area Total	16,820	
*Idaho Arts, Gem Prep: Nampa, Legacy, Victory, Liberty, Pathways		
Caldwell Area		
	<i>Student Enrollment</i>	<i>Percentage of Total Student Population</i>
Middleton School District	4,031	19.4%
Vallivue School District	8,772	42.2%
Caldwell School District	6,424	30.9%
Caldwell Area Charter Schools^	1,572	7.6%
Caldwell Area Total	20,799	
^Thomas Jefferson, Heritage Community, Vision		
Canyon County		
	<i>Student Enrollment</i>	<i>Percentage of Total Student Population</i>
Canyon County Traditional School District	36,309	90%
Canyon County Charter Schools	4,165	10%
Canyon County Total	40,474	

2017-18 Enrollment Figures (as found on SDE Historical Enrollment)	
Nampa School District ¹	14,227
Caldwell District	6,424
Wilder District	519
Middleton District	4,031
Notus District	412
Melba Joint District	846
Parma District	1,078
Vallivue School District ²	8,772
Gem Prep Nampa	290
Victory Charter School	400
Legacy Charter School	313
Liberty Charter School	414
Pathways in Education	106
Idaho Arts Charter School	1,070
Heritage Community Charter	513
Vision Charter School	697
Thomas Jefferson	362

¹NSD enrollment was adjusted to separate out Idaho Arts' enrollment

²VSD enrollment was adjusted to separate out Thomas Jefferson's enrollment

2025-26 Projected Enrollment Figures (Assumption: No Gain in Students)		
Nampa Area		
	<i>Student Enrollment</i>	<i>Percentage of Total Student Population</i>
Nampa School District	13,245	78.7%
Nampa Charter Schools**	3,575	21.3%
Nampa Area Total	16,820	
**Includes Idaho Arts, Pathways, and Gem Prep: Nampa continued expansion		
Caldwell Area		
	<i>Student Enrollment</i>	<i>Percentage of Total Student Population</i>
Caldwell Area Districts (Middleton, Caldwell, Vallivue)	17,567	84.5%
Caldwell Area Charter Schools ^^	3,232	15.5%
Caldwell Area Total	20,799	
^^Includes Forge International, Elevate Academy, and MOSAICS		
Canyon County		
	<i>Student Enrollment</i>	<i>Percentage of Total Student Population</i>
Canyon County Traditional School District	33,867	83.7%
Canyon County Charter Schools	6,607	16.3%
Canyon County Total	40,474	
In addition to the charter numbers included for the 2017-18 analysis, the the 2025-26 projections include the following schools and projected enrollments	Schools	Enrollment
	Forge International	653
	Elevate Academy	467
	MOSAICS Public School	540
	Gem Prep: Nampa Expansion	292
	Pathways Continued Expansion	200
	Idaho Arts Charter Expansion	490

F24. Waitlists of Nampa School District Charter Schools

Information obtained from Idaho Charter School Network on May 1, 2019

Idaho Charter School Wait Lists May 2019							
Grade	Gem Prep: Nampa	Pathways: Nampa	Idaho Arts Charter School	Liberty Charter School	Legacy Charter School	Victory Charter School	
K	162	0	192	197	111	130	
1	66	0	101	117	110	115	
2	71	0	64	167	110	125	
3	61	0	90	171	84	109	
4	10	0	59	167	121	105	
5	49	0	59	236	169	158	
6	26	0	69	263	139	122	
7	22	0	48	280	137	174	
8	1	0	57	269	86	167	
9	0	11	41	257	0	184	
10	0	11	27	255	0	166	
11	0	5	8	213	0	115	
12	0	2	0	104	0	76	
Total	468	29	815	2696	1067	1746	6,821

F25. Letter of Grant Support from JKAFF



J.A. and KATHRYN
ALBERTSON FAMILY
FOUNDATION

May 3, 2019

Tamara L. Baysinger
Director
Idaho Public Charter School Commission
650 W. State St., #307
Boise, ID 83720-0037

Dear Ms. Baysinger,

The J.A. and Kathryn Albertson Family Foundation ("JKAFF") is working closely with Mosaics Public School, and the team at Bluum to help determine JKAFF grant support and conditions for the school.

Anthony Haskett has been working closely with Mosaics' board of directors and Bluum over the past year as an Idaho New School Fellow. Anthony's Fellowship has been funded by JKAFF. We are impressed with the progress that Anthony and the Mosaics' team has made in designing and launching their school.

Contingent on approval from the Idaho Public Charter School Commission in June we expect to approve start-up grant support for Mosaics at our August board meeting. To date, JKAFF has approved 13 Bluum proposals for a total direct investment of \$18.3 million in Idaho Public Charter Schools.

We are excited about the prospects of a high-performing public charter school serving needy student populations in Caldwell, and surrounding communities.

Regards,

Roger Quarles
Executive Director