

AN AMERICAN CLASSICAL SCHOOLS OF IDAHO PETITION



VALOR
CLASSICAL ACADEMY

VIRTUS • SCIENTIA • FELICITAS

K-12
Opening 2026

Valor Community
P.O. Box 20
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October 16, 2024

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EXECUTIVE SUMMARY

This Petition outlines the plan to open Valor Classical Academy (VCA) in the Valor community in time for the 2026–2027 school year. VCA will serve students from the southern region of the Treasure Valley, including but not limited to Kuna, Boise, and Meridian. VCA will open as a K–6 school in August 2026 and will add an additional grade each year, growing to serve up to 702 students in grades K–12 by the 2032/2033 school year.

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

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

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

INTRODUCTION

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

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

The founding group members of VCA live in Ada County, and most have children or grandchildren who attend or have attended the area school districts. The founding group members seek educational alternatives that would provide a more rigorous and traditional form of education. The founding group has diverse backgrounds, experiences, and training (outlined in Section III). Their efforts are supported by external entities that are recognized as leaders in their respective fields, including BLUUM and Hillsdale College’s Office of K-12 Education. ACSI seeks to meet the demand for greater access to American classical education in the Treasure Valley by opening VCA for the first time at the beginning of the 2026-2027 school year.

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

mission by laying a solid foundation of classical learning in the elementary years, then building on that foundation with a robust inquiry into both the human and natural world—with the arts—that exceeds what many colleges and universities accomplish in the liberal arts and sciences. Thus, VCA will provide the parents of Ada County with an exceptional option among the educational opportunities available to their children. Hillsdale College’s Office of K-12 Education has collaborated with dozens of other classical schools in multiple states to implement an American classical curriculum, and its model has shown success across a wide variety of student and community backgrounds, regardless of geographic location. This includes the IPCSC-authorized Treasure Valley Classical Academy in Fruitland, Idaho Novus Classical Academy in Eagle, and North Idaho Classical Academy in Bonners Ferry. The curriculum is characterized by a strong emphasis on language, rich content in a core curriculum of traditional subjects, and a focus on American historical, literary, and civic inheritance.

MISSION STATEMENT

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

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

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

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

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

VISION STATEMENT

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

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

CORE VIRTUES

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

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

Courage	Courtesy	Honesty
Perseverance	Self-government	Service

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

GROWTH PLAN

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

SECTION I: EDUCATIONAL PROGRAM

The subsections that follow provide a detailed narrative description of the educational program at VCA. Please see Appendix F3 for a succinct overview of the K-12 program.

MEANS

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

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

CURRICULUM OVERVIEW

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

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

and contained in the Hillsdale *K-12 Program Guide 3.2*: a comprehensive scope and sequence;

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

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

SOURCES OF EDUCATIONAL PHILOSOPHY

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

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

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

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

DESCRIPTION OF EDUCATIONAL PHILOSOPHY

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

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

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

VCA will utilize the Hillsdale *K-12 Program Guide 3.2*, which makes use of aspects of the Core Knowledge Sequence, to meet or exceed all Idaho State Standards and benchmarks. The goal

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

PARTNERSHIP WITH HILLSDALE COLLEGE

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

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

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

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

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

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

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

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

INSTRUCTIONAL PRACTICES AND CURRICULUM

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

In the elementary years, VCA will use three key programs in the curriculum: Literacy Essentials: The Journey from Spelling to Reading, Singapore Math Dimensions Series, and the Hillsdale *K-12 Program Guide 3.2*. These programs are designed to lay the foundations of knowledge in the elementary years, and thereby enable students to acquire greater knowledge and understanding of the world as they progress in age and advance in their studies. Learning the fundamentals is comparable to being taught to use a map and compass. Being able to "land-navigate," one can enter into the thickest forests, know where he or she is, appreciate the beauty and complexity of nature, and even reach a precise spot on the map—without fear or confusion but rather with joy and a sense of accomplishment.

In the earliest grades, the curriculum focuses primarily on teaching literacy and numeracy. Both subjects are foundational to a student's education, so the knowledge and habits of thought

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

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

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

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

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

As students mature in their facility with language, the academic program transitions more of their time and intellectual energy into content-based (as opposed to skill-based) facets of the curriculum. The order and content of these subjects from kindergarten through grade eight (8) is derived from the Hillsdale *K-12 Program Guide 3.2* and influenced by the work of the Core Knowledge Foundation. VCA will employ the Hillsdale K-12 curriculum to meet or exceed all Idaho State Standards and benchmarks. The goal of the Hillsdale *K-12 Program Guide 3.2* is to build up knowledge and literacy of the American tradition through a systematic curriculum that eliminates gaps in learning and features “spiraling” wherein students re-encounter subjects they have learned as they reach higher levels of cognition. This sequence was developed to provide comprehensive

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

Although the rhetoric surrounding a classical school often emphasizes the humanities, the sciences are no less important and will not play a secondary role at VCA. The Hillsdale *K-12 Program Guide 3.2* focuses on thematically linked science topics and the biographies and discoveries of great scientists. The coherent order of the scope and sequence allows for regular repetition and mastery of the most important facts and concepts in the sciences, such that students are well versed in the fundamentals by the time they reach the high-school science sequence.

In the high school years, the students will attain higher levels of thought and inquiry. In high school, VCA will follow the Hillsdale College recommended course sequence, as currently laid out in the Hillsdale *K-12 Program Guide 3.2* (see Appendix F3 for K-12 curriculum overview). This comprehensive K-12 scope and sequence lays out the entire curriculum along with curricular maps, subject outlines, curricular components, and detailed supporting materials (e.g. cross-curricular references, pedagogical suggestions, and additional online and digital teacher resources). The high school component includes four years of history, literature, mathematics, and science; three years of foreign language; a semester of composition; a full year of American government; a semester of economics; and a semester each of moral and political philosophy. In history, students begin with the Ancient Civilizations and Europe (500-1815) in grades nine and ten, study American government integrated with the Revolution and Founding period of American

history (1607–present) in grade eleven, and finish with a year of modern European history (1815–present) in grade twelve. In literature, students read great works, usually in their entirety, with an emphasis on ancient and classical literature in grade nine, medieval and British literature in grade ten, American literature in grade eleven, and modern literature in grade twelve. The required track for science is biology in ninth, chemistry in tenth (with occasional exceptions based on attained math level), followed by two additional science classes in grades eleven (usually physics) and twelve (usually astronomy or geology). In mathematics, students will follow a sequence based on their ability levels, beginning with Algebra I (which many students will take in eighth grade). That sequence will be Algebra I, Geometry (including Euclidian proofs), Algebra II, Trigonometry/Pre-Calculus, Calculus I, and in some cases, Calculus II. Students who prefer to take another math course (such as Statistics) in their senior year rather than Calculus may do so. In foreign languages, students will be expected to take at least one year of Latin in high school and two additional years of a foreign language, whether advanced Latin or a modern foreign language.

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

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

It is also important to mention that the Hillsdale *K-12 Program Guide 3.2* receives regular updates based on availability of resources and teacher feedback. VCA will review and update aspects of the educational program as appropriate when new curricular resources are made available.

EXPECTED STUDENT OUTCOMES

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

demonstrate virtuous behavior through schoolwork as well as school and community behavior.

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

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

Those goals are:

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

fosters the virtues and builds good character.” VCA will achieve a 90% or higher positive rating on this prompt each year of operation.

TESTING

The following assessments will be used to monitor student progress:

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

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

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

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

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

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

Overall, the school will meet the state standards by teaching the curriculum in a classical way. Whereas the standards often call for general areas of mastery, such as being able to analyze literary texts in a certain way, the Hillsdale *K-12 Program Guide 3.2* requires mastery of specific subjects and texts that meets or exceeds state standards. For example, in history and literature from kindergarten through second grade, students will have learned the basic symbols and songs of American history and culture, the ancient civilizations of Egypt and Greece, the stories of the early American settlers, the history of the American Revolution, the framing of the U.S. Constitution, numerous fables from Aesop, classic fairy tales, tall tales, the nursery rhymes of Mother Goose, and even the nature of schools in our history through the novels of Laura Ingalls Wilder. Nor does the classical approach simply look at a particular work for a moment, then set it aside, but rather insists upon mastery and often memorization of it so that students may carry that learning with them as a treasure throughout their lives and thereby compare what they learn in their early education to new things they learn in school and in their own experience. Thus, our students in these early grades will memorize traditional sayings, jingles, children's verses, poetry, songs, the opening lines of the Declaration of Independence, the Preamble to the Constitution, American and world geography, and so on. Further, many of these lessons will quite naturally take the form of building character through mastering virtues. For example, reading the tale of John Henry is not simply an exercise in cultural literacy but an invitation to acquire the virtues of self-

reliance and perseverance.

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

UTILIZING STUDENT ASSESSMENT AND PERFORMANCE DATA

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

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

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

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

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

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

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

- Tier 1 (core instruction and universal supports available to all students): Tier 1 consists of the general academic and behavioral instruction and support that is designed and differentiated for all students in all settings. School-wide progress monitoring and screenings are used to ensure that core instruction is effective and to identify students who may need additional support to be successful.
- Tier 2 (supplemental instruction or intervention provided to targeted groups of students): Tier 2 consists of more focused, targeted instruction or intervention and supplemental supports in addition to and aligned with the core instruction provided through Tier 1. For instance, an additional 30 minutes per day may be devoted to reading in a small group (3–6 students), with a focus on building phonemic awareness and proficiency in key linguistic skills such as syllabication, decoding and encoding. Adjustments can be made within Tier 2 to increase time on task or decrease student/teacher ratio.
- Tier 3 (intensive individualized intervention and supports provided to individual students): Tier 3 consists of the most intense (increased time, narrowed focus, very small group or individual) instruction and intervention based upon individual student need. Tier 3 supports are provided in addition to, and aligned with, the core (Tier 1) and supplemental (Tier 2) academic and behavioral instruction, interventions, and supports.

The tiers are not a “set” series of interventions or activities that all students move through. Rather, they are fluid and flexible; students may move from a lower to a higher tier and back again, based on documented need. A student may be successful with Tier 1 supports for behavior and mathematics, require supplemental Tier 2 instruction for reading, and need intensive Tier 3 interventions for writing. As the student progresses and the performance gap with grade level and

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

PLAN FOR SERVING ALL STUDENTS

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

Student Demographics in Planned Attendance Area (Idaho State Report Card data, 2023)

School District	Economically Disadvantaged Students	Students with Disabilities	Hispanic Students	English Language Learners
Idaho	40%	12%	19.2%	6%
Boise Independent School District	36%	13%	14.8%	9%
Kuna School District	27%	14%	14.9%	5%
West Ada School District	23%	11%	12.2%	4%

Sections of Ada County are within VCA's primary attendance area, which will minimally impact three school districts: Boise Independent School District, Kuna School District, and West Ada School District. According to the Idaho Department of Education's Idaho State Report Card, the table above provides information about the student demographics in the planned attendance area.

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

SPECIAL EDUCATION

VCA will adopt and comply with the Idaho Special Education Manual from the Idaho State Department of Education. The school will use the forms for special education as outlined in the Special Education Manual. VCA will also ensure that all facilities are appropriately accessible for students with disabilities. On the school enrollment form, there will be a question asking, "Does your child have an IEP, 504, or any other support plan?" Until special education personnel are

hired, the school leader will answer any questions parents may have about services provided by the school and will have access to expertise in this area through Idaho State Department of Education.

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

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

Special Education/Student Services Coordinator/Director

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

General

The special education coordinator shall:

- Ensure the academic integrity of the school by overseeing the modifications and

accommodations for students in specialized programming;

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

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

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

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

- Oversee mandated educational processes

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

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

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

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

Management of Student Services Department

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

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

needs of students

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

Minimum Job Requirements

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

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

Special Education Evaluation Process

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

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

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

student's IEP.

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

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

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

In its recruiting efforts, VCA will ensure that prospective parents understand that the school is a public school that intends to meet the needs of all students, including those with learning disabilities. The school will also work to ensure that parent and student rights are

protected, including in the handling of personally identifiable information in student special education records. All records will be kept confidential and secure.

Discipline and IEPs

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

ENGLISH LEARNERS

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

- Identification of the primary or home language other than English by administering the

Home Language Survey when students are enrolled.

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

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

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

- In the classroom in a “push-in” setting – teachers assist English language learners with differentiated instruction within the classroom so that students may access the curriculum presented; or
- In a “pull-out” setting – students would be pulled out of the general classroom during non-core instructional time to receive intensive English instruction. In the early grades in

particular, these pull-out sessions may reinforce, further explain, or offer more practice in the classroom lessons, particularly in the areas of phonics, grammar, and reading.

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

Our phonics program is a multi-sensory approach. That is, students hear the explicit sounds of the phonograms spoken by the teacher, say the sounds themselves in a choral response, see the teacher writing the phonograms on the board to form words, continue to say the phonograms as they write the words on paper, then see their own written words, marked with a code that enables them to understand what each phonogram is doing in the word (as when the letter O says its third sound, or the letters CH say their second sound). This multi-sensory way of

teaching helps all students master and commit to memory what they are learning. Thus, students hear, say, see, and write words whose spelling patterns are explained to them, thereby taking “ownership” of correct spelling.

GIFTED AND TALENTED

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

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

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

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

Use of the pictorial to represent numbers does not stop in the elementary grades, however. Particularly with fractions, and then moving into pre-algebra, students must draw on bar modeling to understand how mathematical equations actually work in concept. For example, with bar modeling students can see visually what a fourth of a half is—as it becomes one-eighth—rather

than just following a rote, abstract procedure (multiply the tops of the fractions, multiply the bottoms) which does not explain why that method works conceptually.

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

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

The school will explain the rationale for ability grouping to the parents and provide a culture in which students go to different teachers during “math time” but are not being demoted or put in “second-grade math” as third graders, for example. Schools that have used this approach have been able to bring students who struggle with math up to their grade level more quickly and to build students’ confidence in their own math abilities as they learn to enjoy the puzzles,

patterns, and mysteries of numerical relations. Treasure Valley Classical Academy has shown promising academic results in mathematics using this approach to ability grouping.

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

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

PROFESSIONAL DEVELOPMENT PLAN

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

Professional development is essential to VCA achieving its mission. Though many teachers will likely have a background in classical education, whether in their own K-12 or college experience or in teaching, others will not. While elementary teachers may be very strong and well-trained in their particular academic disciplines, they may not be as well versed in classical

pedagogy as others. Further, even within the classical community there are different ideas concerning what is both classical and most effective. Thus, the school's faculty training will bring together all teachers in all subjects and for all grade levels to create a common conversation about what constitutes the school's mission, vision, pedagogy, and means of promoting good student conduct and progress within a vibrant and cheerful school culture.

Within this framework, professional development will take several forms. There will be a significant amount of attention given to the mission and philosophy of VCA's American classical approach, to common features of classroom management and school decorum, and to school policies and practices, all discussed as a whole faculty. Further, teachers will participate in intensive pre-opening and follow-up training for individual subjects: phonics (Literacy Essentials), mathematics (Singapore Dimensions), grammar (Well Ordered Language), vocabulary (Wordly Wise), composition (Institute for Excellence in Writing), and the comprehensive core curriculum (Hillsdale *K-12 Program Guide* 3.2). Elementary teachers, who teach multiple subjects, should expect to participate in annual training for phonics, grammar, mathematics, literature, history, and science. While it might seem unnecessary for an experienced teacher to sit alongside a teacher new to the school and to the curriculum, all these subjects are both rich and complex enough to warrant repeated inquiry. In addition, both the insights and questions of more experienced teachers can be very helpful to newer teachers and to their veteran colleagues.

The largely subject-based training for upper-school teachers will usually be directed only at the teachers who teach those disciplines, with two provisions. First, all teachers will be given at least an introduction to all subjects taught in the school. Knowing what other teachers are doing in other subjects builds camaraderie, gives teachers a much broader understanding of the school, and

promotes cross-curricular instruction. Second, upper-school teachers should be encouraged to attend much of the elementary training in their subject areas, again for several reasons. Doing so builds a strong alliance between upper-school and elementary teachers. It reveals to all teachers what the grade-level expectations of students are, what students will have learned in the earlier grades, and what they should prepare for in the upper grades. In other words, it fosters vertical integration of the curriculum.

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

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

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

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

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

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

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

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

or her classmates, teachers, and other invited guests.

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

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

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

Teachers will be instructed in the best techniques and the school’s policies and philosophy of what is usually called “classroom management.” The basic strategy is to combine structured

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

FACULTY AND STAFF PERFORMANCE EVALUATION

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

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

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

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

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

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

time follows the adage we teach our early elementary students: “Where there’s a will, there’s a way.”

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

RECRUITING FACULTY AND STAFF

The governing board and school leadership recognize that the availability of classically trained educators is limited, and that American classical education is an even narrower branch of the classical education movement. It is anticipated that VCA may attract a small number of experienced educators from other schools within the Hillsdale K-12 initiative who are interested in living in Idaho’s Treasure Valley or are seeking opportunities for greater responsibility in an American classical school. However, VCA intends to cultivate its own American classical educators by drawing from the existing pool of new and experienced teachers in Idaho and throughout the region. These efforts will be combined with the recruitment of content experts from across the nation. The common threads that will unite successful candidates are: (a) mission alignment, (b) kind-heartedness, and (c) a love of wisdom and a desire to learn. Each teacher employed by VCA

will receive ongoing training in the mission, educational program, and character development practices utilized in an American classical school. Details regarding approaches to teacher professional development are provided earlier in this section. Through those efforts the school leader will create a corps of American classical educators for VCA, with assistance and support from Hillsdale College. This process is unfolding across the United States as the classical education renaissance gains momentum and schools work to form the next generation of classically trained teachers.

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

While many of TVCA's elementary school faculty were recruited from within Idaho, all their upper school faculty are content area experts recruited from across the United States (from New York, Virginia, Texas, Arizona, and California) and 85% have either a master's degree or a doctorate. VCA will pursue similar recruitment patterns, with most elementary school teacher recruitment occurring locally or regionally, combined with a national search for upper school

teaching candidates. To support Idaho-based recruitment efforts, in-state pipelines will eventually be developed. However, there is ample evidence that talented educators from around the country desire to work in American classical schools and will relocate for the opportunity.

ADDITIONAL INFORMATION REQUESTED BY THE CHARTER COMMISSION STAFF

The Charter Commission staff requested an updated attachment of the Hillsdale College Letter of Intent be attached once signatures were completed. The signed attachment is updated in Appendix F (p. 221).

SECTION II: FINANCE AND FACILITIES PLAN

FISCAL PHILOSOPHY AND SPENDING PRIORITIES

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

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

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

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

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

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

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

FINANCIAL MANAGEMENT PLAN

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

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

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

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

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

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

safeguarded from risk.

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

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

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

FINANCIAL HEALTH AND SUSTAINABILITY

Prevention

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

Identification – using National Association of Charter School Authorizers Checklist

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

Management

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

FRAUD AND MISFEASANCE

Prevention

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

Identification

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

Management

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

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

DESCRIPTION OF FACILITY NEEDS

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

Once the school is fully developed, it will serve 702 students, which includes 54 students per grade level. VCA plans to have 3 classrooms in grades K-1 to accommodate 18 students per class and 27 students in each classroom in grades 2 through 6 and beyond. Conceptual financial analysis

conducted in partnership with BLUUM suggests school facility construction be split into two phases. The facility plan was developed based upon this parameter.

FACILITY PLAN

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

FACILITY LOCATION

M3 Companies (Kuna Bluff, LLC) has graciously agreed to donate land to be used for the school facility in the Valor subdivision located in Kuna. The approximately 8-acre donated parcel is situated on the east side of Valor subdivision at the future intersection of Honor Ave and Tiercel Dr. A formal appraisal will be conducted prior to facility construction. The donation agreement was finalized in August 2024 (available for review in Appendix F2.) ACSI is committed to building VCA on the generously donated land in the Valor community. The contractor/builders will use

state-of-the-art technology and techniques to minimize impacts on the surrounding environment as VCA is constructed in the Valor community.

FACILITY NEEDS, COST, AND FUNDING

Based on the proposed floorplan for a fully constructed, permanent facility, VCA anticipates a total cost of \$17,358,000 split between two phases of construction. Phase one building construction is expected to cost approximately \$10,084,000. Phase two is forecast to be an additional \$7,274,000. These estimates are subject to adjustment based on economic conditions (labor and material costs) at the time of construction. Currently, VCA is using a planning factor of \$317 per square foot. Specific financial details for phase one are included in Appendix A and site and floor plans are included in Appendix F2. The next several paragraphs provide details regarding what will be included within each phase of the facility project.

Phase one will provide enough space to open as a K-6 school and operate for four years, growing to a K-9 school, prior to requiring additional construction. This phase includes 22 standard classrooms, two slightly larger rooms to accommodate music and art, two student services rooms, a resource center, a main office, a multi-purpose room, and a kitchen. The total square footage for the phase one facility is 31,812 square feet.

Phase two will expand the school to a K-12 facility and include the addition of 10 standard classrooms, 2 student services rooms, a second art room, a second music room, and an upper school science lab. It will also involve the construction of a dedicated gymnasium. The construction project will occur during year four and be completed prior to the fifth year of operation.

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

Two-Phase Construction Outline

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

Additionally, a note must be made about the outline to provide context for the introduction of one ninth grade classroom in phase one and a second ninth grade classroom in phase two. This is a necessary step to control costs and efficiently utilize space as the student population, academic

program, and facility all undergo expansion. In year four, the art room will temporarily be used to teach ninth grade classes and the art teacher will go to the students in their other classrooms rather than the students coming to the art teacher. When phase two is complete and the fifth year of operation begins, ninth grade courses will occur in one of the newly added classrooms and the art room will be restored to its original purpose.

VCA is also prepared with a contingency plan for deployment if unanticipated factors prevent the construction of the proposed 31,812 square foot facility in advance of the opening year. The contingency plan is a hybrid facility option including a permanent structure of reduced size and an array of modular classrooms. In year one, this would involve the construction of a 12,900 square foot permanent facility with a main office, multi-purpose room, kitchen, resource center, two student services rooms, three standard classrooms, an art room, and a music room. Since smaller facilities tend to cost more per square foot due to fixed expenses, the contingency plan is built around an assumption of a \$337 per square foot cost. This results in a permanent facility cost of \$4,347,300 for the contingency plan. In addition to a permanent facility of reduced size, seven modular units with two classrooms per unit would be required to fulfill all space requirements in the opening year. Modular units are expected to have an all-inclusive cost of \$335,618 each. One additional modular unit would be required per year during years 2-4 to keep pace with the school expansion plan. Additional information about the contingency plan, with supporting documentation, is provided in Appendix A and Appendix F2.

FACILITY FINANCE PLAN

VCA will work with Building Hope to finance approximately 24% of the phase one construction costs. In addition, VCA will request funding of approximately 24% from the State

Revolving Loan Fund. A senior lender will be utilized to secure the remaining funds. It is anticipated that phase one will cost approximately \$10,429,723, resulting in an estimated annual debt service cost of \$594,456. Please note that this is based on a conservative (high) interest rate estimate and that actual costs may be marginally lower.

In order to balance the budget during the initial years of operation and maintain a debt service coverage ratio of 1.2, VCA will utilize a generous grant from the J.A. and Kathryn Albertson Foundation. This grant funding will be gradually reduced throughout the early years of operation until financial sustainability is achieved. The VCA budget has been built out through the 2030–2031 school year, by which time the school will serve 576 students. Starting with that school year, VCA will possess the financial capacity to operate on state and federal funding alone and grant support will no longer be required.

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

During the pre-operational phase and first several years of operation, VCA expects to benefit from a JKAF grant of approximately \$2,000,000. These funds will enable the school to operate all aspects of the educational program at full capacity beginning in year one, as reflected in the proposed budget. Support from JKAF will be gradually reduced in subsequent years until it is no longer necessary. Please note that JKAF has discontinued the practice of writing letters of support for inclusion in charter petitions because direct support is provided through Bluum. The letter of support from Bluum, (Appendix F4), serves as a proxy for JKAF support of this project. These grant funds are available (as documented in the addendum) but cannot be fully committed until VCA is authorized by the Charter Commission.

ADDITIONAL INFORMATION REQUESTED BY THE CHARTER COMMISSION STAFF

The Charter Commission staff requested we reconcile the expected grant funding from JKAF.

Based on a detailed financial budget analysis provided by Bluum, VCA's budgeting process is characterized by prudence and a conservative approach. The school recognizes the importance of fiscal responsibility and sustainability. By adopting a conservative stance in budgeting, VCA aims to ensure that it has the financial resources necessary to provide students with a secure and conducive learning environment while being prepared for any unforeseen financial challenges that may arise. This demonstrates a commitment to the long-term success and stability of the school. The final JKAF grant estimate generated in conjunction with Bluum will be approximately 3 million dollars, as shown in the budget documents. The initial budget estimate included in the report of 2 million dollars should have been adjusted to reflect the final estimate closer to 3 million dollars.

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

The petition statement suggesting that JKAF discontinued writing letters of support for charter petitions because direct support is provided through Bluum is accurate. While there is no formal documentation specifying Bluum's ultimate authority to authorize funds on behalf of JKAF, the support provided is well-established and collaborative. For example, JKAF's financial support of Idaho Novus Classical Academy serves as an example.

Bluum and JKAF maintain a close partnership in supporting public charter schools in Idaho. Bluum acts as an intermediary organization, ensuring that funds and resources are effectively

allocated to these schools. While ultimate authority remains with JKAF, the partnership with Bluum streamlines the process and enhances the impact of support.

In addition to JKAF support, Bluum actively assists in securing federal Charter School Program (CSP) grants, which are crucial sources of funding for charter schools. This further demonstrates their commitment to the charter school community in Idaho.

Bluum collaborates with other philanthropic organizations, like the Charter School Growth Fund, to extend support to schools throughout the state. This collaborative effort reflects a collective commitment to improving education in the state.

Please note that grant support from JKAF is contingent upon successfully navigating the authorization process. Once the Charter Commission authorizes VCA, these school financing options can be discussed in greater depth and actualized.

VCA has already begun to develop the relationships necessary to carry out a thorough and fiscally responsible facility design and construction process. Paradigm of Idaho, Inc. has been retained as an owner's representative. The team at Paradigm is beginning to carry out pre-development, entitlement, and due diligence work so the project can proceed on schedule once authorized. Currently, VCA plans to break ground on our facility in June of 2025.

The Charter Commission staff requested additional information to reconcile the two separate facility options.

ACSI has successfully acquired approximately 8 acres of donated land within the Valor subdivision in Kuna, Idaho (see donation agreement in appendix F.) This donation has an approximate value of 2 million dollars. A facility is proposed to be constructed on this parcel, and this generous donation significantly contributes to the school's success by eliminating land

acquisition costs. In fact, it helps capitalize the financing solution to construct the facility. We propose two facility options utilizing this donated land as this is the most financially feasible path for the school's construction. This approach is similar in concept to the approved and successful charter petitions presented by Idaho Novus Classical Academy and North Idaho Classical Academy.

Facility Option 2 serves as a contingency plan to address any unforeseen circumstances that may delay the construction of the full facilities outlined in Option 1, ensuring they are ready for the opening in Fall 2026. This contingency plan includes a hybrid facility option, which features a smaller permanent structure and a variety of modular classrooms on the donated land (already actualized).

The Charter Commission staff requested draft service contracts agreement from BLUUM for business management services.

Signed service contracts for FY25 and FY26 are attached. These documents are located in Appendix F (pp.238–263).

The Charter Commission staff requested clarification if we would be using the Idaho career ladder pay scale for teachers.

VCA will utilize the Idaho career ladder as a baseline for teachers' salary schedules. VCA maintains leadership flexibility to increase salaries above this baseline for incentive, retention, or recruitment reasons.

SECTION III: BOARD CAPACITY AND GOVERNANCE STRUCTURE

DESCRIPTION OF GOVERNANCE STRUCTURE

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

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

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

During the foundation period of the school the treasurer may, at the request of the board, deposit or disburse the funds of the corporation or render an account of all transactions as

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

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

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

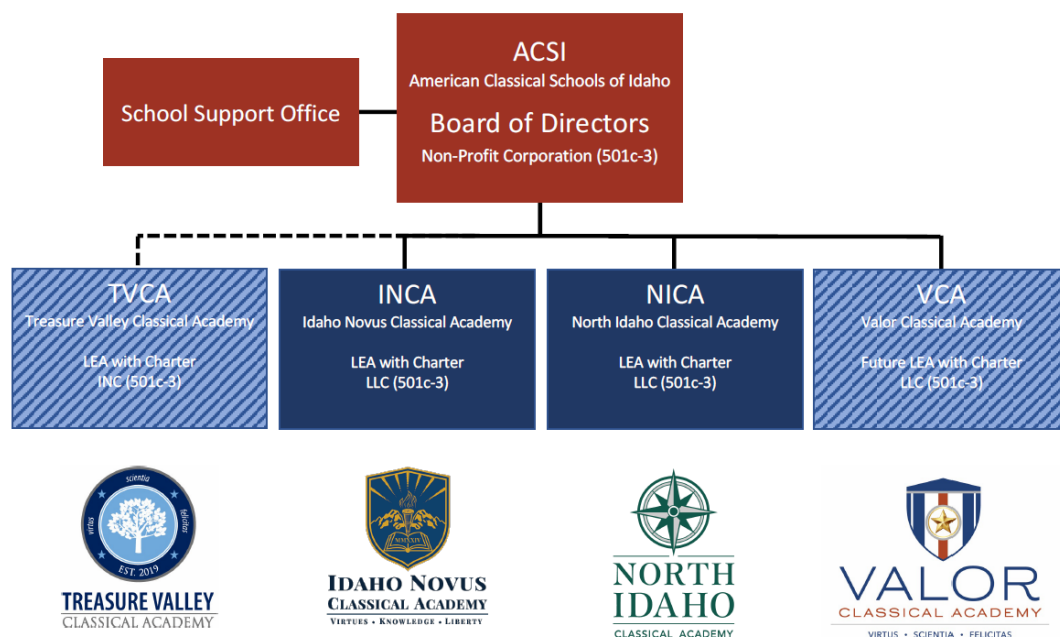
ACSI commits to adhering to all federal and state laws and rules and acknowledges its responsibility for identifying essential laws and regulations and complying with them. This includes Idaho’s Open Meeting and Public Records laws.

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

Article 4 of the ACSI Bylaws in Appendix B provides details on the governing board meetings and open meeting laws.

THE GOVERNING BOARD

VCA shall be governed by the American Classical Schools of Idaho (ACSI) Board of Directors and managed by a school leader pursuant to the school’s charter and duly adopted bylaws. The ACSI organization chart is below for reference and located in Appendix D.



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

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

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

assessments of the school and its programs and operations, with assistance from the CEO. The governing board and CEO will serve as liaison between VCA and the school's authorizer.

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

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

THE SCHOOL LEADER

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

BUSINESS MANAGEMENT

Business management will initially be provided by a team of specialists at BLUUM, who will assist in preparing, planning for, and presenting an annual school budget to the governing board. A BLUUM representative is also expected to be available for governing board regular meetings to report on the financial status of the school and present pertinent information to the governing

board as needed. The BLUUM support staff, in partnership with the ACSI CEO and school leader, will also be expected to keep the governing board apprised of changes in law, regulation, and rules applicable to Idaho public school finances and to ensure that the governing board is made aware of any potential concerns about the school's finances. They will also work cooperatively with the school leader so that both can keep the governing board well informed about the school's long-term financial prospects. Meanwhile, ACSI will actively work on developing a financial management team of its own. During the last fiscal year of business management support from BLUUM, ACSI will assume responsibility for all business management functions and provide those services to VCA indefinitely.

BOARD OF DIRECTORS

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

MARVIN LASNICK

The board chair and a founding board member for Treasure Valley Classical Academy. Professionally, he serves as the Chief Technology Officer of Jobu Vetting, LLC, a privately held software company. He has extensive information technology experience in systems and

application programming, business analytics, project and portfolio management, and cloud computing. He has led teams and projects to optimize product lifecycle management, modernize enterprise platforms, as well as to increase the pace of innovation. Mr. Lasnick also held positions responsible for global IT operations and IT compliance. Mr. Lasnick is a graduate of Boise State University with a B.A. in computer and information systems technology. He lives in Fruitland, Idaho with his wife Reegan and three of their four children.

SAGE DIXON

Mr. Dixon is continuing his service to Boundary and Bonner Counties by serving as the Board representative for the North Idaho Classical Academy. Prior to this position, Mr. Dixon was a member of the Idaho House of Representatives. As a Representative, Mr. Dixon served as Assistant Majority Leader, was chairman of multiple committees, and was appointed to gubernatorial councils and statewide boards. In addition, he has had the opportunity to speak on the virtues of American Federalism at both national and international conferences. Mr. Dixon has coached Lincoln-Douglas debate with the NCFCA and has mentored many young people in legislative procedure through the Patriot Academy and by providing internships in his office.

Mr. Dixon and his wife have been married for 29 years, have seven children, who were primarily educated using the classical model, and have been blessed with two grandchildren. Having been advocates of classical education for many years, the Dixons are thankful that North Idaho has the opportunity to offer this stellar education to local families.

RUTH DAVID

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

STACY SAYLOR

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

JOHN BASSETTI

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

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

BOARD ADVISORS

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

MAJOR GENERAL MARK DILLON

Mr. Dillon, a retired two-star general in the United States Air Force, brings a lifetime of leadership experience to his role as an advisor to the ACSI board. In addition to 33 years of service in the Air Force, he has extensive experience as a leadership consultant and charter school advisor and authorizer. He previously served as a commissioner on the Hawaii Public Charter School Commission and as an advisor to the leadership team of the Hillsdale College Office of K-12

Education. Mr. Dillon is an experienced mentor for school leaders, specializing in leadership, time management, business acumen, organizational culture, fundraising, and human resource management. Currently, he works as the strategic accounts manager of air and space forces for Red Hat, Inc. and operates his own education consulting firm.

DR. JON FENNELL

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

BOARD TRAINING

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

TRANSITION PLAN: COMMUNITY FOUNDING GROUP TO GOVERNING BOARD

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

- Justine Edinger, a dedicated professional with a background in business management, specializing in human resources and finance.
- Steffanie Empey, a homemaker of eight, who has actively participated in planning and executing multiple events and fundraisers, notably the annual memorial book drive for the local library, which she initiated in honor of her late son.
- Scott Naugle, a seasoned school counselor with sixteen years of experience navigating the inner workings of school culture.
- Sher Sears, an entrepreneur and homemaker of four, who has leveraged her expertise in digital marketing and social media branding with a loyal following of 28,000.
- Jenica Sjoberg, a mother of five and with over twenty years' experience in the fields of childcare and preschool education.

- Chad Titmus, founder of the Idaho Novus Classical Academy and dedicated classical academy proponent in the state of Idaho, with over twenty years of experience in construction management.
- Emily Young, a homemaker with four small children who has adeptly managed a demanding schedule and complex logistics in various leadership roles within multiple church organizations.

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

Although not directly relevant to this Petition, it should be noted that ACSI will also eventually govern Treasure Valley Classical Academy in Fruitland in addition to Idaho Novus Classical Academy in Eagle and North Idaho Classical Academy in Bonners Ferry. Other school development projects throughout the state may be forthcoming.

GOVERNING BOARD'S LEGAL COUNSEL

The governing board will work with Chris Yorgason when legal advice is needed. Mr. Yorgason is the premiere independent attorney in Idaho on matters pertaining to charter school law and has already provided valuable advice to ACSI on a variety of topics related to the VCA project.

UPDATED BIOGRAPHY OF MARVIN LASNICK

MARVIN LASNICK

Mr. Lasnick is the board chair for American Classical Schools of Idaho (ACSI) and Treasure Valley Classical Academy (TVCA). He is a father of four and currently lives in Fruitland with his wife of over 30 years and his youngest son. He was born and raised in Fruitland and was in one of the last classes to attend high school in the same building in which TVCA now occupies. His youngest son attends classes in that same building and is benefiting from the ACSI educational model and its focus to form future citizens who uphold the ideals of our country's founding. His only regret is not starting TVCA earlier so his other children could have attended. Providing an educational choice that emphasizes the western traditions and American exceptionalism is what motivated he and his wife to help found TVCA and continues to motivate him to serve on the ACSI board and help grow the model throughout Idaho. Mr. Lasnick is a graduate of Boise State University and owns his own software development company - Kapex Technology, LLC.

SECTION IV: STUDENT DEMAND AND PRIMARY ATTENDANCE AREA

ENROLLMENT CAPACITY

VCA plans to open in the Fall of 2026 with grades K-6. One grade will be added each subsequent year as students advance. Full enrollment is forecast as 702 students if each grade level were filled according to the selected model. Planning and budgeting were conducted based on the assumption that the majority of seats will be filled in grades K-8, with some student attrition occurring in grades 9-12, as reflected in the table below.

VCA Enrollment Expectations by Year

Grade	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10
K	54	54	54	54	54	54	54	54	54	54
1	54	54	54	54	54	54	54	54	54	54
2	54	54	54	54	54	54	54	54	54	54
3	54	54	54	54	54	54	54	54	54	54
4	51	54	54	54	54	54	54	54	54	54
5	51	52	54	54	54	54	54	54	54	54
6	51	51	52	54	54	54	54	54	54	54
7		50	51	51	54	54	54	54	54	54
8			50	51	51	51	51	51	51	51
9				48	48	48	48	48	48	48
10					45	45	45	45	45	45
11						43	43	43	43	43
12							35	35	35	35
Total	369	423	477	528	576	619	654	654	654	654

The model establishes 54 students per grade level as an operational goal. VCA will provide 3 classrooms for kindergarten and first grade students. The remaining grades will be divided into two sections of 27 students. There are several advantages to this approach. A class of 27 students is feasible to teach effectively given several key features of a good classical school: the culture is one of discipline, decorum, and order; the students are self-motivated or strongly encouraged and guided by the teacher and parents to be diligent in their studies; the teacher is focused on fostering

a climate of serious academic accomplishment; and the curriculum is rich, robust, and interesting to the students. The class size permits the grades to be divided into two sections, requiring fewer teachers than would otherwise be needed.

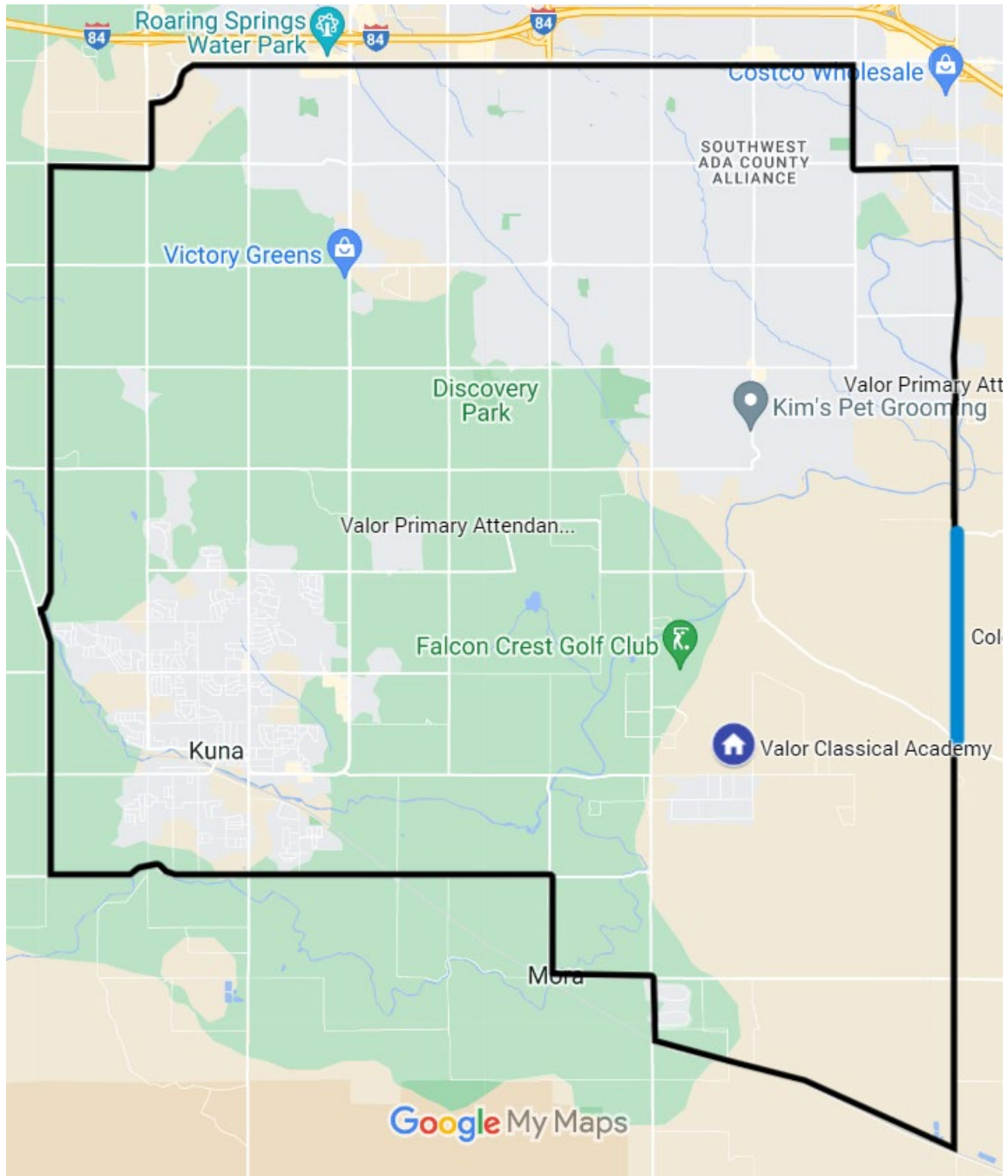
Because of the focus of American classical education on school culture and personal development as well as the planned addition of athletics programs, a growing reputation within the Treasure Valley, an increasing availability of opportunities at VCA as the school matures, and strict attention to developing the desire of families and students to remain at VCA, the attrition rate should be expected to decrease over time. Decreased attrition rates will enable VCA to exceed the listed enrollment goals. VCA also anticipates an increasing, steady pool of students and families as the school grows in reputation and performance and proves to be an excellent educational choice. These predictions are based on the experiences of TVCA, which utilizes the same model in Fruitland, Idaho. Based on the track record at TVCA, which is located in a significantly less populated region of the Treasure Valley, VCA may not experience significant attrition. Student attrition has remained remarkably low at TVCA with a generally solid wait list. TVCA has averaged around a 95% student retention rate throughout the first 5 years of operations. One grade level transition where attrition frequently occurs in charter schools is from eighth to ninth grade. TVCA introduced its inaugural ninth grade for the first time in the 2022-2023 school year with a 96.3% retention rate of the previous year's eighth-grade students. Due to a fairly robust waitlist, TVCA has been able to fill seats that have come open since they began operating.

PRIMARY ATTENDANCE ZONE

The primary attendance zone (PAZ) for VCA is in the south region of the Treasure Valley, including the communities of Kuna, Meridian, and Boise. This primary service area crosses into

the boundaries of the Kuna, Boise, and West Ada School Districts. Falcon Ridge Public Charter School, Project Impact STEM Academy, Gem Prep: Meridian, and Gem Prep: Meridian South are also located within the primary attendance zone. The potential impact of the initial target enrollment of 378 children at VCA on these school districts will be minimal due to the rapid population growth within the primary attendance zone. Letters and copies of the Petition were sent to appropriate school leaders on August 2nd by email. Copies of the letters are provided in Appendix F1.

The PAZ is represented on the next page, created using Google Maps. It should be noted that a high level of intentionality was applied to the selection of communities within the primary attendance zone and the ultimate designation of boundaries. The designers invested substantial time in learning about educational needs in the region, identifying population centers on Google Earth, and crafting a boundary that will provide an adequate student population to achieve full enrollment while simultaneously creating new educational opportunities. ACSI is fully committed to serving all students and visited each community multiple times to craft boundaries that enable most residents of Kuna, south Meridian, and south Boise to also receive the benefits of residency within the zone.



The boundary follows major roadways where practical, but also includes imaginary lines created using coordinates in locations where roadways are absent or are impractical for boundary formation. The blue line on the map identifies coordinates that define imaginary lines in the

boundary. Valor Classical Academy will be constructed in the Valor subdivision in Kuna. The definition of VCA's PAZ is as follows:

- The southwest boundary corner is at the intersection of W King Rd and E Greenhurst Rd/N Black Cat Rd. The boundary line continues northward on E. Greenhurst Rd for ~2.5 miles to where N Black Cat Rd splits from E. Greenhurst Rd. The PAZ is east of this boundary line.
- The boundary line continues northward on N Black Cat Rd for ~5.25 miles until the intersection with W Victory Rd. The PAZ is east of this boundary line.
- The boundary line continues eastward on W Victory Rd for ~1 mile until the intersection with S Ten Mile Rd. The PAZ is south of this boundary line.
- The boundary line continues northward on S Ten Mile Rd for ~0.65 miles until the intersection with W Overland Rd. The PAZ is east of this boundary line.
- The boundary line continues eastward following W Overland Rd for 7 miles to the intersection with S Maple Grove Rd. The PAZ is south of this boundary line.
- The boundary line will follow southward on S Maple Grove Rd for 1 mile to the intersection with W Victory Rd. The PAZ is west of this boundary line.
- The boundary line will follow eastward on W Victory Rd for 1 mile to the intersection with S Cole Rd. The PAZ is south of this boundary line.
- The boundary line will follow south ~10 miles. First on S Cole Rd, then an imaginary line extended south from S Cole Rd (vicinity W Hollilynn Dr, lat 43.522880, long -116.274193) to S Cole Rd (vicinity W Tenmile Creek Rd, lat 43.493369, long -116.274218), and continue southward on S Cole Rd to the intersection with Barker Rd. The PAZ is west of this boundary line.

- The boundary line will follow Barker Rd in a northwest direction for ~3.25 miles to the intersection with S Cloverdale Rd. The PAZ is north of this boundary line.
- The boundary line will follow north on S Cloverdale Rd for ~0.6 miles to the intersection with Kuna-Mora Rd. The PAZ is east of this boundary line.
- The boundary line will follow westward on Kuna-Mora Rd ~1 miles to the intersection of S Eagle Rd. The PAZ is north of this boundary line.
- The boundary line will follow northward ~1 mile from S Eagle Rd to E King Rd. The PAZ is east of this boundary line.
- Boundary line will follow westward ~5 miles on W King Rd to southwest corner of PAZ at the crossing of W King Rd and E Greenhurst Rd. The PAZ is north of this boundary line.

ADMISSIONS

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

VCA founder status will be granted at the sole discretion of the board in consideration of individual material contributions toward the establishment of the school. The minimum threshold to be considered for founder status is 100 volunteer hours dedicated toward school founding

efforts. However, volunteerism alone may not constitute a designation as a founder. No additional founders will be designated after January 1, 2026.

DEMOGRAPHICS

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

Demographics of Communities in Primary Attendance Zone

City/Town	Population	White	Hispanic	Native American	Other	Average Income Per Resident
Kuna	28,050	87.8%	8.8%	0.2%	3.2%	\$83,960
Boise	235,421	81.2%	9.1%	0.6%	9.1%	\$76,402
Meridian	134,801	82.2%	9.0%	0.5%	8.3%	\$93,296

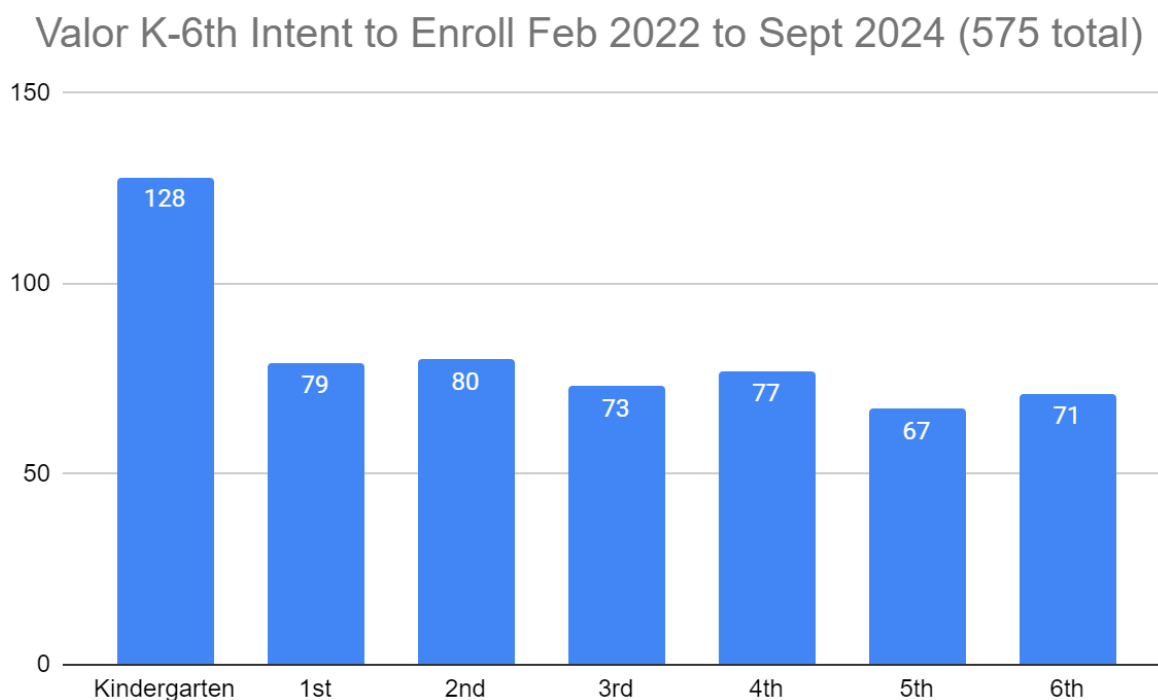
Census.gov (July 2023)

COMMUNITY NEEDS AND MARKET INTEREST

VCA's community founding group started measuring community needs and market interest in 2022 with an online intent-to-enroll form. This form registered family interest in attending an American Classical public charter school. With limited digital marketing and in-person events, they received a high response rate, with 80 families responding, accounting for 125 K-6th potential students. This was the first sign that families in the area desired an American classical education for their children. Since then, the community founding group has facilitated additional information sessions and established a presence at several community events.

Additionally, Facebook has been utilized for focused marketing efforts in communities included in the primary attendance zone. In 2023, 135 additional families completed the intent-to-

enroll application for an additional 226 potential K-6th students. This momentum continued into 2024; through September 2024, an additional 149 families completed the intent-to-enroll form for an additional 224 students. In total, 364 families have completed the intent-to-enroll applications for 575 potential students. These early efforts have contributed to significant interest in VCA, as displayed in the chart below.



VCA has received intent-to-enroll documentation for 575 potential students, which is more than the 378 seats that will be available at the opening. Since VCA is still two school years away from opening, ACSI is confident that the intent-to-enroll figure will continue to rise and exceed the school's initial enrollment capacity. As we continue to reach major milestones in the coming months, marketing and recruitment efforts will increase significantly to generate additional interest in American classical education throughout the primary attendance zone.

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

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

TRANSPORTATION PLAN

Transportation is an important factor for attendance. All VCA planning and budgets include offering bus transportation to students beginning with the first year of operation. This commitment to providing transportation is to ensure that distance will not be a barrier to

attendance for disadvantaged students. Bus routes and potential localized pickup points will be determined once enrollment is finalized and modified annually as the student population grows. All communities within the primary attendance zone will have access to transportation services. At the appropriate time, VCA will follow the transportation bidding process per Idaho Code § 33-1510 or develop its own transportation infrastructure. It is also important to note that ACSI is currently exploring options to establish and develop a transportation system that would be shared between TVCA, INCA, VCA, and subsequent schools.

SCHOOL LUNCH PROGRAM

Nutrition is an essential part of successful learning. No one can focus on learning on an empty stomach. VCA will offer a federally compliant school lunch program. ACSI has developed a food service system that is shared by TVCA and INCA and will incorporate subsequent schools. This program will be based on the successful model currently in place at TVCA. Please refer to Appendix F4 for a letter from the food services provider utilized by TVCA regarding their intent to expand the program to VCA.

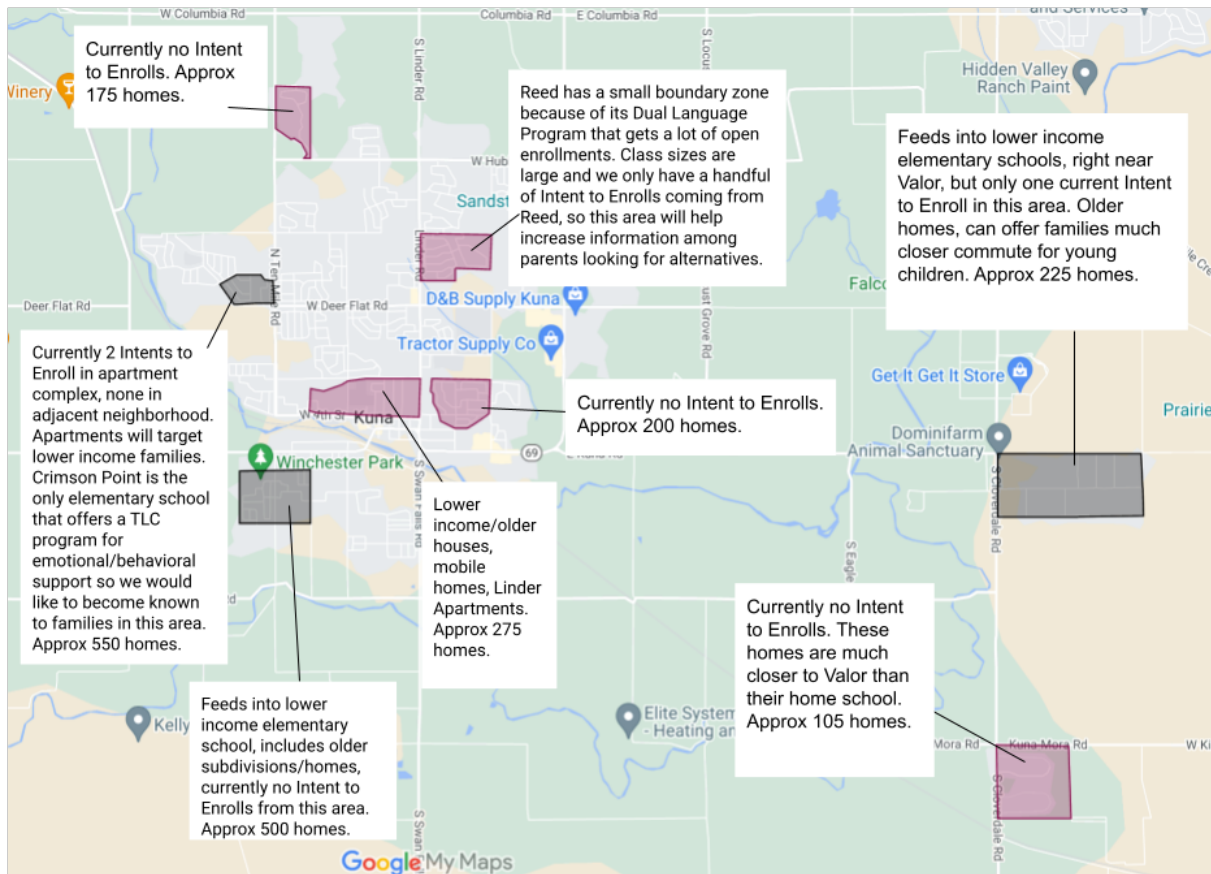
Information to obtain free and reduced lunch will be gathered during the enrollment and registration process. Appropriate documentation will be collected annually to meet the program requirements. Once VCA joins the National School Lunch Program, VCA will adopt all policies required by the program, including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

STRATEGIES FOR ENROLLING UNDERSERVED FAMILIES

VCA intends to reach out to underserved families through information booths at community and local events, focused advertising on Facebook, community mailers and door hangers, community and household presentations, posting at local businesses, preschools, grocers, and banks, as well as radio and/or television advertisements. Many of these marketing methods are already underway through the efforts of the community founding group. Ongoing promotional efforts will emphasize that VCA offers a free public education that is free and accessible to all, with busing and a nutrition programs. VCA has met with the Boys and Girls Club located in Kuna in an effort to reach lower income and working parents. The Boys and Girls Club has offered to partner with VCA on monthly Family Nights, in addition to emailing out information regarding informational sessions and other pertinent information related to VCA's startup. The Boys and Girls Club is also willing to assist VCA students in their homework during their "Power Hour," allowing students to receive assistance in completing homework, should the mandatory homework be a concern for parents that work full time or multiple jobs.

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

VCA plans to complete a door-to-door campaign with door hangers in both Spanish and English to lower income and multi-family housing areas in the Kuna area. The following diagram shows the initial underserved communities projected to be incorporated in this campaign.



The VCA leadership team has a fluent Spanish speaker who will assist with translating social media posts, flyers, and advertising literature into Spanish. She will also participate in outreach events for the local Hispanic communities and assist in filling out any necessary forms or applications as the school moves toward opening.

In the months leading up to the school's lottery, VCA plans to execute a marketing campaign focused on Spanish speaking families. This includes advertising on the local Spanish radio stations, creating Spanish posts to be boosted on Facebook and Instagram, and attending local events such as the Freedom Fiesta held in Kuna in July. Efforts are being made to dub over current marketing videos to maintain consistency in content, while ensuring that English speaking level is not a requirement to access information regarding VCA. VCA leadership will host an in

person session during the lottery period, to allow for parents with limited English and/or technology skills to gain assistance in signing their students up for the lottery.

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

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

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

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

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

One of the primary reasons that VCA has chosen the proven model developed by Hillsdale College is the content rich, classically informed, traditional curriculum and methodology. American classical education has the potential to provide a superb education to any child regardless of their socioeconomic or cultural background. It is an education built on a classical understanding of human nature and is therefore timeless and universally applicable. There are a handful of private schools that provide variants of classical education in the Treasure Valley, and more broadly, in the State of Idaho, but they are not universally accessible. Through the growing opportunity for school choice in Idaho and American classical charter schools specifically, every child who is enrolled at VCA will participate in a model of education that has in recent decades

been largely reserved only for those who can afford it. American classical charter schools change that dynamic and ensure that cost is not a barrier to accessing an education built on the tripart foundation of virtuous living, traditional learning, and civic responsibility. We look forward to working alongside our partners to actualize the plans for VCA and increase the availability of an excellent, tuition-free, American form of classical education in the Treasure Valley.

DIGITAL INTEREST SURVEY

The most recent version of intent-to-enroll results (with all personally identifying information redacted) is now available in Appendix F5. Please note that the results constitute a running record of all our intent-to-enroll data up to this point. The current number of students on our intent-to-enroll list is 575 as of September 24th, 2024. There is a significant marketing campaign underway in Kuna, Boise, and Meridian, so we expect that this list will continue to grow prior to the petition hearing. Additional marketing activities will occur throughout the primary attendance zone during the next calendar year.

ADDITIONAL INFORMATION REQUESTED BY THE CHARTER COMMISSION STAFF

The Charter Commission staff requested that we reconcile the enrollment expectations for year one of operation.

The school's maximum initial enrollment capacity is 378 students for its first year, and VCA school leadership is pursuing this maximum enrollment. However, after a thorough financial budget analysis performed by the leadership teams of VCA and Bluum, it was decided to budget to a more cautious and conservative enrollment expectation of 369 students. While the enrollment

goal remains 378 students, the budget has been aligned to be financially viable with 369 students. By prioritizing this sustainable financial foundation, we are setting ourselves up for long-term success.

The Charter Commission requested additional data to support student demand and interest.

The VCA leadership team is actively working on strategic campaigns aimed at increasing general awareness and interest, resulting in application completion and enrollment. In collaboration with ACSI, VCA is raising funds to support this campaign and generate awareness and interest in reaching potential families. Our efforts will focus within the proposed Primary Attendance Zone. They will include various methods such as social media, school website improvements, flyers/signage, leveraging currently engaged families, traditional marketing, door-to-door campaigns, community events, and virtual and in-person information sessions. We are also partnering with organizations like the Boys and Girls Club in Kuna and targeting outreach specifically to underserved and Hispanic communities.

We are pleased to report a consistent rise in the number of intent-to-enroll students driven by community events, social media, and word-of-mouth referrals. As of November 12, 2024, we have received 253 intent-to-enroll for the 2024 calendar year alone. This is a significant increase over the 120 intent-to-enroll received in 2022. Notably, 80% of the 2024 intent-to-enroll comes from within the proposed Primary Attendance Zone.

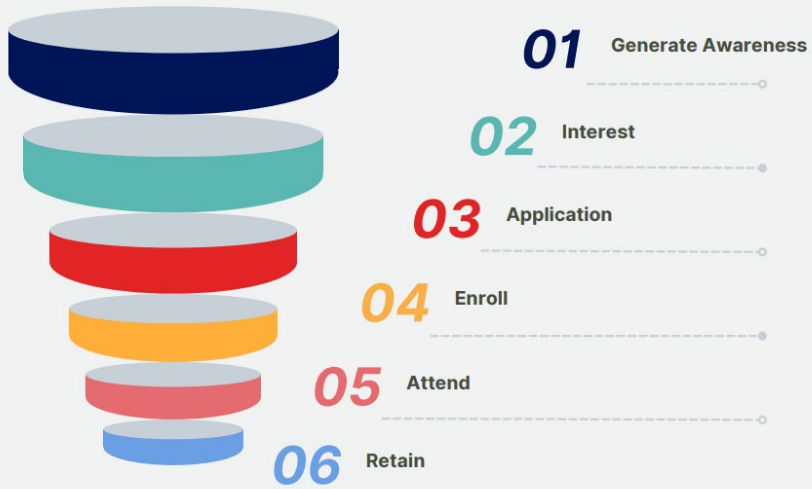
The VCA leadership has worked diligently to maintain updated and accurate Intent to Enroll data. In each bi-monthly newsletter, we encourage recipients to unsubscribe if they are no longer interested, using this feedback as a method to refine our intent-to-enroll list. For the

November/December 2024 newsletter, we transitioned to Mailchimp, simplifying the unsubscribe and disenrollment process. Out of the 450 contacts who received the November/December newsletter, this time through Mailchimp, only seven chose to unsubscribe, reflecting a minimal decrease of 0.87% in our contact list.

In addition, the VCA leadership team is adopting a comprehensive, long-term strategy for enrollment management by leveraging training and resources from Bluum that cover the journey from initial interest to conversion and ongoing retention. This comprehensive approach is similar to the enrollment management process the VCA principal used at Boise State University for academic program enrollment management. The enrollment management process, illustrated in the conversion funnel diagram below, progresses from general awareness of the school to eventual attendance and retention. Here are the key transition stages through the enrollment funnel:

1. Fill the top of the funnel with a general awareness campaign
2. Move potential families from general awareness to interest using intent to enroll forms. Ensure multiple touch points with families to maintain a fresh and accurate list.
3. Transition from interest to submitting a completed application through a lottery system.
4. Move from application submission to finalizing enrollment paperwork.
5. Complete the enrollment process and ensure actual attendance by creating a sense of community and connection to the school.
6. Focus on strategies to retain students year after year.

Concept of Conversion



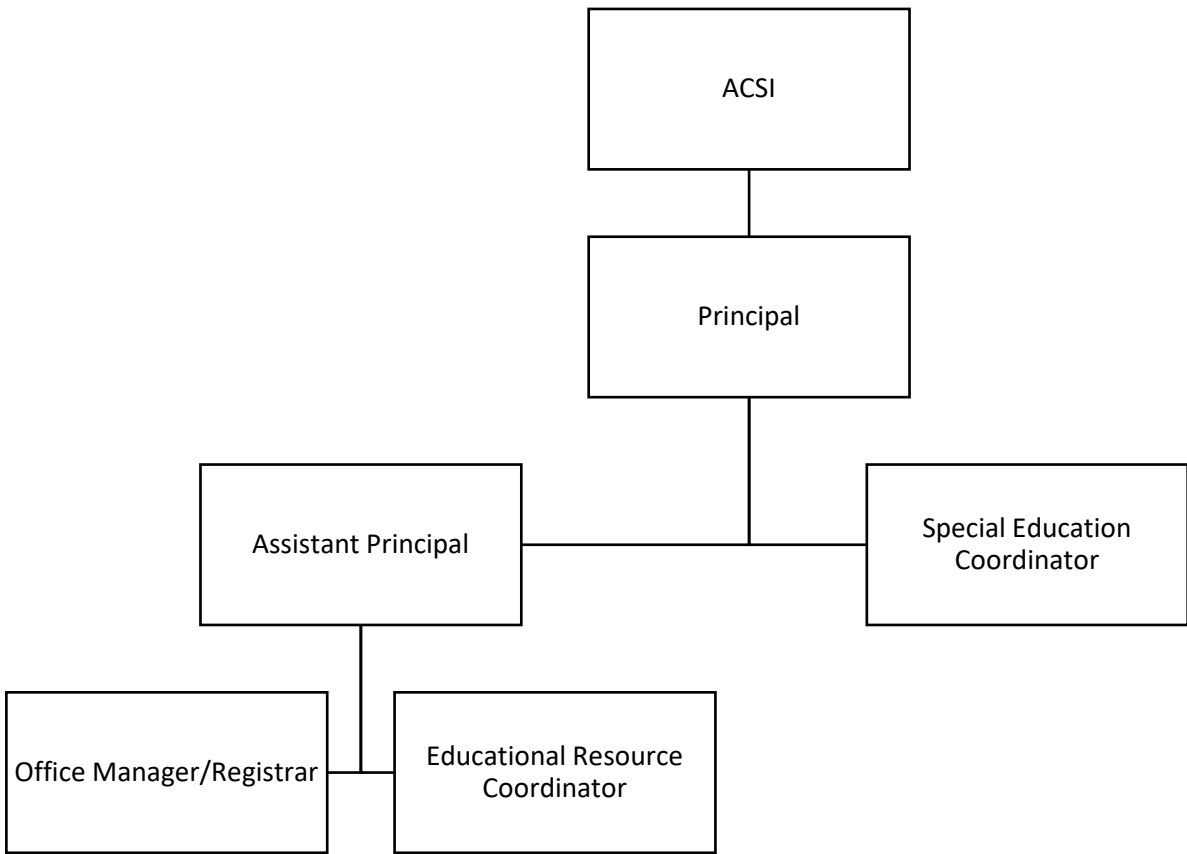
SECTION V: SCHOOL LEADERSHIP AND MANAGEMENT

LEADERSHIP TEAM

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

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

INITIAL LEADERSHIP FRAMEWORK (K-6)



ACSI Board

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

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

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

PRINCIPAL

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

federal laws and regulations. Additionally, the principal is chiefly responsible for community relationships and will establish and maintain an effective community relations program.

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

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

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

ASSISTANT PRINCIPAL

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

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

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

Please note that the founding assistant principal for VCA was already selected. Mrs. Amber Orozco is on a fully funded fellowship from BLUUM. The fellowship is designed to provide her with the time and capacity to launch VCA with fidelity to the model and to receive robust training on all aspects of charter school leadership in Idaho. Part of Mrs. Orozco's fellowship includes observation and collaboration at other classical academies (TVCA and INCA) for additional training regarding how American classical education has been implemented in Idaho. Her resume is

available for review in Appendix D.

SPECIAL EDUCATION COORDINATOR

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

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

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

EDUCATIONAL RESOURCE COORDINATOR

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

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

OFFICE MANAGER/REGISTRAR

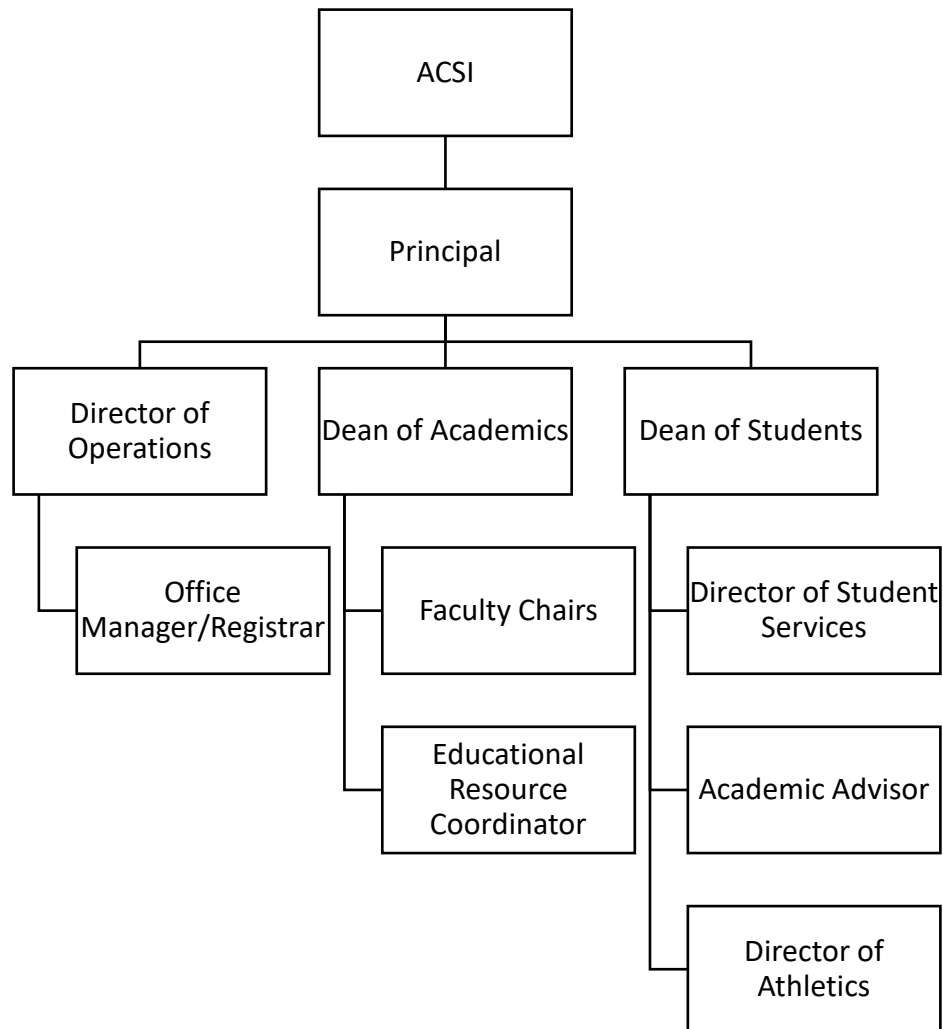
The office manager/registrar reports to the assistant principal. This role includes responsibility for managing the day-to-day operations of the school office, filtering incoming workflow to the appropriate school leader, facilitating the school enrollment process, registering students for classes, tracking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

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

TARGET LEADERSHIP FRAMEWORK (K-12)

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

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



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

DIRECTOR OF OPERATIONS

This position will report to the principal. In a sense, the director of operations is responsible for ensuring that everything occurs on time and as planned. In addition to managing the parameters and pace of day-to-day operations, the director of operations will be responsible for supervision of non-academic programs, facilities management, event planning,

communications, financial compliance, human resources, and facilitation of ancillary services. The director of operations will also be responsible for maintaining relationships, managing contracts with external service providers (such as food service and transportation), and managing school security and emergency response plans. Personnel under the immediate supervision of the director of operations include the office manager/registrar, custodians, and all ancillary services staff.

DEAN OF ACADEMICS

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

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

DEAN OF STUDENTS

This position will report to the principal. Fundamentally, the dean of students shapes, promotes, and preserves the student culture of the school. The dean of students is responsible for student discipline, supervision of all student support services, enforcement of school policies and procedures for behavior, dress code, and attendance, and oversight of extracurricular programs

and post-secondary transition planning. Personnel under the immediate supervision of the dean of students include the director of student services, academic advisor, and director of athletics.

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

DIRECTOR OF STUDENT SERVICES

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

ACADEMIC ADVISOR

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

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

FACULTY CHAIRS

Excellent faculty members will be identified to serve as leaders among their colleagues. In this capacity, they will assist the dean of academics with onboarding of new staff, serve as a

resource, participate in academic decision-making processes for their designated area, and contribute curricular and instructional feedback as necessary. Possible chairs include grade bands K-2, 3-4, 5-6, and upper school (mathematics, science, humanities).

DIRECTOR OF ATHLETICS

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

NOTE ABOUT JOB DESCRIPTIONS

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

BOARD OF DIRECTORS' EVALUATION OF THE SCHOOL LEADER

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

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

KEY EVALUATION QUESTIONS

- Over the past year, did the school accomplish its mission?
- Are the teachers overall competent (preferably masters) in their disciplines, capable in their teaching and leading of children, committed to the mission of the school, eager to improve, and friendly?

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

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

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

Appendix A

Budgets

IDAHO PUBLIC CHARTER SCHOOL COMMISSION

APPENDIX A: BUDGET TEMPLATE

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

Alan Reed, Chairman
Jacob Smith, Director

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:		301	369	423	477
	Pre-Operational Budget	Break-Even Budget Year 1: 2026-2027	Full Enrollment Budget Year 1: 2026-2027	Budget Year 2: 2027-2028	Budget Year 3: 2028-2029
CSP Grant	\$ 1,473,990.00	\$ -	\$ -	\$ -	\$ -
Loans	\$ 10,429,185.00	\$ -	\$ -	\$ -	\$ -
JKAF Fellowship Grants	\$ 130,000.00				
JKAF Startup Grant - Years 1-4	\$ 130,000.00	\$ 1,432,871.00	\$ 1,432,871.00	\$ 846,539.00	\$ 556,800.00
Base Support	NA	\$ 618,287.00	\$ 771,471.00	\$ 991,950.00	\$ 1,227,916.00
Salary and Benefit Apportionment	NA	\$ 1,325,775.00	\$ 1,655,597.00	\$ 2,175,711.00	\$ 2,744,736.00
Transportation Allowance	NA	\$ 175,935.00	\$ 175,935.00	\$ 181,706.00	\$ 187,613.00
Food Reimbursements/Sales	\$ -	\$ 115,885.00	\$ 142,065.00	\$ 167,740.65	\$ 194,663.70
Federal Funds	\$ -	\$ 73,047.00	\$ 91,051.00	\$ 112,655.00	\$ 125,760.00
Special Distributions	NA	\$ 286,394.00	\$ 326,482.00	\$ 432,355.00	\$ 480,274.00
REVENUE TOTAL	\$ 12,163,175.00	\$ 4,028,194.00	\$ 4,595,472.00	\$ 4,908,656.65	\$ 5,517,762.70
Expenditures					
	Pre-Operational Budget	Break-Even Budget Year 1: 2026-2027	Full Enrollment Budget Year 1: 2026-2027	Budget Year 2: 2027-2028	Budget Year 3: 2028-2029
Staff and Benefit Totals	\$ 483,526.00	\$ 2,835,685.00	\$ 2,835,685.00	\$ 3,328,876.00	\$ 3,928,794.00
Educational Program Totals	\$ 89,800.00	\$ 175,264.00	\$ 175,264.00	\$ 259,468.00	\$ 288,663.00
Technology Totals	\$ 269,254.90	\$ 129,827.00	\$ 129,827.00	\$ 136,965.55	\$ 145,254.05
Capital Outlay Totals	\$ 351,409.10	\$ -	\$ -	\$ -	\$ -
Board of Directors Totals	\$ -	\$ 73,600.00	\$ 73,600.00	\$ 74,500.00	\$ 75,427.00
Facilities Totals	\$ 10,429,185.00	\$ 624,568.00	\$ 624,568.00	\$ 682,213.00	\$ 686,181.00
Transportation Totals	\$ 540,000.00	\$ 109,719.00	\$ 109,719.00	\$ 113,626.00	\$ 117,605.00
Nutrition Totals	\$ -	\$ 69,531.00	\$ 85,239.00	\$ 100,644.39	\$ 116,798.22
Other	\$ -	\$ 10,000.00	\$ 10,000.00	\$ 10,000.00	\$ 10,000.00
EXPENSE TOTAL	\$ 12,163,175.00	\$ 4,028,194.00	\$ 4,043,902.00	\$ 4,706,292.94	\$ 5,368,722.27
OPERATING INCOME (LOSS)	\$ -	\$ -	\$ 551,570.00	\$ 202,363.71	\$ 149,040.43
PREVIOUS YEAR CARRYOVER	\$ -	\$ -	\$ -	\$ 551,570.00	\$ 753,933.71
NET INCOME (LOSS)	\$ -	\$ -	\$ 551,570.00	\$ 753,933.71	\$ 902,974.14

Idaho Public Charter School Commission			
Charter Petition: Pre-Operational Budget			
Worksheet Instructions: list revenues, expenditures, and Full-Time Equivalencies (FTE) anticipated during the pre-operational year. Insert rows as necessary throughout the document. Include notes specific to start-up costs (details, sources, etc.) in the Assumptions column.			
Pre-Operational Revenue			
Line Item / Account	Budget		Assumptions / Details / Sources
Donations and Contributions		130,000.00	Only include secured funds. Sum all donations/contributions here. Provide documentation for each donation/contribution as appendices.
Loans		10,429,185.00	Include documentation that provides the lender, term, rate, and total principal.
Grants		130,000.00	Only include secured grants. Provide documentation of grantor, total amount, and any applicable restrictions or requirements.
Other Revenue		1,473,990.00	Include details and documentation as necessary.
REVENUE TOTAL		\$12,163,175.00	
Additional Notes or Details Regarding Revenues:			
Pre-Operational Expenditures			
Section 1: Staffing			
1a: CERTIFIED STAFF	Budget		Assumptions / Details / Sources
Classroom Teachers	FTE	Amount	
Elementary Teachers	-	-	
Secondary Teachers	-	-	
Specialty Teachers	-	-	
Classroom Teacher Subtotals	0.0	-	
Special Education	FTE	Amount	
SPED Director	-	-	
Special Education Teacher	-	-	
Special Education Subtotals	0.0	-	Anticipated % Special Education Students: 10%
Other Certified Staff	FTE	Amount	
School Administrator(s)	2.00	402,000.00	
	-	-	
Other Certified Staff Subtotals	2.0	402,000.00	
CERTIFIED STAFF TOTAL	2.0	402,000.00	
1b: CLASSIFIED STAFF	Budget		Assumptions / Details / Sources
Position	FTE	Amount	
Paraprofessionals- General	-	-	
Paraprofessionals- SPED	-	-	
Admin / Front Office Staff	-	-	
Bus Drivers	-	-	
Food Service Staff	-	-	
Janitorial/Maintenance Staff	-	-	
CLASSIFIED STAFF TOTAL	0.0	-	
1c: BENEFITS	Budget		Assumptions / Details / Sources
Type	Rate	Amount	
Retirement - Certified	15.04%	30,162.00	Rate effective 7/1/2025 per PERSI guidance for School Employees & Resource Officers
Retirement - Classified	13.53%	5,300.00	Rate effective 7/1/2025 per PERSI guidance of "General Members" (Classified Staff, except Resource Officers)
FICA/ Medicare	7.85%	30,754.00	6.2% FICA, 1.45% Medicare, .2% Work Comp
Group Insurance (Medical/Dental)	\$ 8,000	15,310.00	FY2024-2025 Expected cost of Medical, Dental & Vision for American Classical School of Idaho schools
Paid time off (provide assumptions)	0.00%	-	Suspended for multiple years by PERSI
BENEFITS TOTAL		81,526.00	
CERTIFIED & CLASSIFIED STAFF TOTAL		402,000.00	
TOTAL STAFF & BENEFITS TOTAL		483,526.00	
Section 2: Educational Program			
2a: OVERALL EDUCATION PROGRAM COSTS	Budget		Assumptions / Details / Sources
Professional Development		-	
SPED Contract Services		-	Types of anticipated SPED Contractors:
Membership Dues		-	
Other Contract Services (i.e. accounting, HR, management)		-	
Staff Recruiting Costs		-	
Office Supplies		-	
OVERALL EDUCATION PROGRAM TOTAL		-	
2b: ELEMENTARY PROGRAM	Budget		Assumptions / Details / Sources
Elementary Curriculum		50,800.00	Based on costs at Treasure Valley Classical Academy and Idaho Novus Classical Academy
Elementary Instructional Supplies & Consumables		21,000.00	
Elementary Special Education Curricular Materials		-	
Elementary Contract Services (provide assumptions)		-	Types of anticipated Contractors:
ELEMENTARY PROGRAM TOTAL		71,800.00	
2c: SECONDARY PROGRAM	Budget		Assumptions / Details / Sources
Secondary Curriculum		-	Based on costs at Treasure Valley Classical Academy and Idaho Novus Classical Academy

Secondary Instructional Supplies & Consumables	18,000.00	Based on costs at Treasure Valley Classical Academy and Idaho Novus Classical Academy
Secondary Special Education Curricular Materials	-	
Secondary Contract Services (provide assumptions)	-	Types of anticipated Contractors:
SECONDARY PROGRAM TOTAL	18,000.00	
EDUCATIONAL PROGRAM TOTAL	89,800.00	
Additional Notes or Details Regarding Educational Program Expenditures:		

Section 3: Technology		
Line Item / Account	Budget	Assumptions / Details / Sources
Internet Access	-	
Contracted Services	18,757.00	
Technology Software & Licenses	-	
Computers for Staff Use	150,497.90	MacBook Airs for staff use
Computers for Student Use	100,000.00	Chromebooks and carts for student use
Accounting Software	-	
Other Technology Hardware (i.e. document cameras, projectors, etc)	-	
TECHNOLOGY TOTAL	269,254.90	
Additional Notes or Details Regarding Technology Expenditures:		

Section 4: Non-Facilities Capital Outlay		
Line Item / Account	Budget	Assumptions / Details / Sources
Furniture (school-wide)	351,409.10	Include only items not covered via FFE, if applicable.
Kitchen Equipment (warming oven, salad bar, etc.)	-	
Other Capital Outlay (i.e. library, kitchen small wares, maintenance equipment, etc.)	-	
CAPITAL OUTLAY TOTAL	351,409.10	
Additional Notes or Details Regarding Non-Facilities Capital Outlay Expenditures:		
Section 5: Board of Directors		
Line Item / Account	Budget	Assumptions / Details / Sources
Board Training	-	
Legal	-	
Insurance (property, liability, E & O, etc.)	-	
Worker's Compensation Insurance	-	
Audit	-	
BOARD OF DIRECTORS TOTAL	-	
Additional Notes or Details regarding Board of Directors Expenditures:		

Section 6: Facilities Details (consistent with facilities template)

Line Item / Account	Budget	Assumptions / Details / Sources
Mortgage or Lease	-	
Construction	10,429,185.00	
Janitorial Supplies	-	
Facilities Maintenance Contracts (i.e. snow removal; trash; lawn care)	-	
Utilities (i.e. gas, electric, water, etc.)	-	
Phone	-	
Repairs and Maintenance	-	
Safe & Drug Free School Exp	-	
Other Facilities Related Costs (specify)	-	
Grounds Maintenance	-	
Grounds Maintenance - Other Supplies	-	
FACILITIES TOTAL	10,429,185.00	

Additional Notes or Details Regarding Facilities

Expenditures:

Section 7: Transportation

Line Item / Account	Budget	Assumptions / Details / Sources
Daily Transportation	-	
Bus Acquisition	540,000.00	
Other Transportation Costs (specify)	-	
TRANSPORTATION TOTAL	\$540,000.00	

Additional Notes or Details Regarding Transportation

Expenditures:

Section 8: Nutrition

Line Item / Account	Budget	Assumptions / Details / Sources
Food Costs	-	
Non-Food Costs	-	
OTHER TOTAL	-	

Additional Notes or Details Regarding Transportation

Expenditures:

Section 9: Other Expenditures

Line Item / Account	Budget	Assumptions / Details / Sources
Misc Reserve for Unplanned Expenses	-	
Advertising / Web Design	-	
Bank Service Charges	-	
OTHER TOTAL	-	

Additional Notes or Details Regarding Transportation

Expenditures:

Idaho Public Charter School Commission						
Charter Petition: Operational Budgets						
Operational Revenue						
Anticipated Enrollment for Each Scenario:	301	369	423	477		
Line Item / Account	Break-Even Budget Year 1: 2026-2027	Full Enrollment Budget Year 1: 2026-2027	Budget Year 2: 2027-2028	Budget Year 3: 2028-2029	Assumptions / Details / Sources	
Cash on Hand	\$0.00	\$0.00	NA	NA		
Donations and Contributions	-	-	-	-		
Loans	-	-	-	-	See Facility Plan	
Grants	990,300.00	990,300.00	763,100.00	556,800.00	JKAFF Support Grant	
Other Revenue	442,571.00	442,571.00	83,439.00	-		
Entitlement	618,287.00	771,471.00	991,950.00	1,227,916.00	See attached M&O revenue template, all state revenues were computed based on 2024-2025 funding spreadsheets and budgeting documents provided by the Idaho State Department of Education, with 3% inflation added for each year thereafter.	
Salary and Benefit Apportionment	1,325,775.00	1,655,597.00	2,175,711.00	2,744,736.00	Same as above.	
Transportation Allowance	175,935.00	175,935.00	181,706.00	187,613.00	Calculated as 75% of cost based on American Classical School of Idaho cost experience. Valor Classical Academy is planning to manage its own busses, so the reimbursement rate will be higher.	
Food Reimbursements/Sales	115,885.00	142,065.00	167,740.65	194,663.70	Based on per-pupil revenue and participation percentage experience at two existing American Classical Schools of Idaho	
Federal Funds						
Title I	14,168.00	20,000.00	19,911.00	22,453.00	Based on Treasure Valley Classical Academy and Idaho Novus Classical Academy (K5) per-pupil funding levels.	
Title II	5,000.00	5,000.00	7,027.00	7,924.00	Based on Treasure Valley Classical Academy and Idaho Novus Classical Academy (K5) per-pupil funding levels.	
Title IV			10,000.00	10,000.00	Small schools receive \$10,000 annually starting year 2.	
IDEA Special Education	48,160.00	59,040.00	67,680.00	76,320.00	Based on Treasure Valley Classical Academy and Idaho Novus Classical Academy (K5) per-pupil funding levels.	
Medicaid Reimbursements	5,719.00	7,011.00	8,037.00	9,063.00	Based on Treasure Valley Classical Academy and Idaho Novus Classical Academy (K5) per-pupil funding levels.	
Special Distributions						
Charter School Facilities	114,380.00	140,220.00	160,740.00	181,260.00	Computed based on Idaho State Department of Education guidance document, "Special Distributions".	
Content and Curriculum	2,675.00	2,917.00	3,219.00	3,526.00		
Continuous Improvement Plans and Training	6,600.00	6,600.00	6,600.00	6,600.00		
Math and Science Requirement	-	-	-	-		
Professional Development Revenue	22,242.00	22,242.00	25,132.00	28,160.00		
Safe and Drug-Free Schools	-	-	5,717.00	7,224.00		
College & Career Advisors & Student Mentors	-	-	-	9,000.00		
Technology (i.e. infrastructure)	63,737.00	70,003.00	74,979.00	79,956.00		
Literacy Proficiency	75,852.00	83,592.00	155,060.00	163,640.00		
Limited English Proficient (LEP)	908.00	908.00	908.00	908.00		
REVENUE TOTAL	\$4,028,194.00	\$4,595,472.00	\$4,908,656.65	\$5,517,762.70		

Operational Expenditures

Section 1: Staffing

1a: CERTIFIED STAFF	Break-Even Budget Year 1: 2026-2027		Full Enrollment Budget Year 1: 2026-2027		Budget Year 2: 2027-2028		Budget Year 3: 2028-2029		Assumptions / Details / Sources
Classroom Teachers	FTE	Amount	FTE	Amount	FTE	Amount	FTE	Amount	
Elementary Teachers	23.0	1,255,587.00	23.0	1,255,587.00	28.0	1,222,369.00	32.0	1,235,400.00	
Secondary Teachers	-	59,569.00	1.0	59,569.00	5.0	322,793.00	10.3	657,633.00	
Specialty Teachers	-	-	-	-	-	-	-	-	
Classroom Teacher Subtotals	23.0	1,315,156.00	24.0	1,315,156.00	33.0	1,545,162.00	42.3	1,893,033.00	
Special Education	FTE	Amount	FTE	Amount	FTE	Amount	FTE	Amount	
SPED Director	1.00	70,000.00	1.00	70,000.00	1.00	73,500.00	1.00	77,175.00	
Special Education Teacher	-	-	-	-	-	57,089.00	-	60,770.00	
Special Education Subtotals	1.0	70,000.00	1.0	70,000.00	1.0	130,589.00	1.0	137,945.00	Anticipated % Special Education Students: 10%
Other Certified Staff	FTE	Amount	FTE	Amount	FTE	Amount	FTE	Amount	
School Administrator(s)	2.00	207,030.00	2.00	207,030.00	1.00	213,241.00	1.00	219,639.00	
	-	-	-	-	-	-	-	-	
Other Certified Staff Subtotals	2.0	207,030.00	2.0	207,030.00	1.0	213,241.00	1.0	219,639.00	
CERTIFIED STAFF TOTAL	26.0	\$1,592,186.00	27.0	\$1,592,186.00	35.0	\$1,888,992.00	44.3	\$2,250,617.00	

1b: CLASSIFIED STAFF	Break-Even Budget Year 1: 2026-2027		Full Enrollment Budget Year 1: 2026-2027		Budget Year 2: 2027-2028		Budget Year 3: 2028-2029		Assumptions / Details / Sources
Position	FTE	Amount	FTE	Amount	FTE	Amount	FTE	Amount	
Paraprofessionals- General	3.00	100,242.00	3.00	100,242.00	4.00	132,331.00	5.00	163,642.00	
Paraprofessionals- SPED	2.00	50,955.00	2.00	50,955.00	2.00	45,613.00	2.00	40,371.00	
Paraprofessionals- Title	-	16,693.00	-	16,693.00	-	16,505.00	-	18,945.00	
Admin / Front Office Staff	3.00	113,815.00	3.00	113,815.00	3.00	117,229.00	3.00	120,747.00	
Bus Drivers	4.00	110,200.00	4.00	110,200.00	4.00	113,506.00	4.00	116,911.00	
Food Service Staff	1.00	59,280.00	1.00	59,280.00	1.00	61,059.00	1.00	62,890.00	
Janitorial/Maintenance Staff	1.00	50,400.00	1.00	50,400.00	1.00	51,912.00	1.00	53,469.00	
CLASSIFIED STAFF TOTAL	14.0	\$501,585.00	14.0	\$501,585.00	15.0	\$538,155.00	16.0	\$576,975.00	

1c: BENEFITS	Break-Even Budget Year 1: 2026-2027		Full Enrollment Budget Year 1: 2026-2027		Budget Year 2: 2027-2028		Budget Year 3: 2028-2029		Assumptions / Details / Sources
Type	Rate	Amount	Rate	Amount	Rate	Amount	Rate	Amount	
Retirement - Certified	17%	270,766.00	17%	270,766.00	17%	319,569.00	17%	383,337.00	Rate effective 7/1/2026 per PERSI guidance for School Employees & Resource Officers
Retirement - Classified	16%	59,455.00	16%	59,455.00	16%	65,260.00	16%	71,241.00	Rate effective 7/1/2026 per PERSI guidance for "General Members" (Classified Staff, except Resource Officers)
FICA/ Medicare	8%	148,934.00	8%	148,934.00	8%	172,523.00	8%	203,070.00	6.2% FICA, 1.45% Medicare, .2% Work Comp
Group Insurance (Medical/Dental)	\$ 8,500	262,759.00	\$ 8,500	262,759.00	\$ 9,095	344,377.00	\$ 9,732	443,554.00	FY 2025-2026 Expected Cost of Medical, Dental and Vision, incremented 7% in FY27 and 7% in FY28
Paid time off (provide assumptions)	0%	-	0%	-	0%	-	0%	-	Suspended for multiple years by PERSI
BENEFITS TOTAL		\$741,914.00		\$741,914.00		\$901,729.00		\$1,101,202.00	
CERTIFIED & CLASSIFIED STAFF TOTAL	40.0	\$2,093,771.00	41.0	\$2,093,771.00	50.0	\$2,427,147.00	60.3	\$2,827,592.00	
TOTAL STAFF & BENEFITS TOTAL		\$2,835,685.00		\$2,835,685.00		\$3,328,876.00		\$3,928,794.00	

Section 2: Educational Program					
Za: OVERALL EDUCATION PROGRAM COSTS	Break-Even Budget Year 1: 2026-2027	Full Enrollment Budget Year 1: 2026-2027	Budget Year 2: 2027-2028	Budget Year 3: 2028-2029	Assumptions / Details / Sources
Professional Development	10,000.00	10,000.00	32,027.00	33,674.00	Local training and conference travel costs
SPED Contract Services	8,764.00	8,764.00	50,046.00	56,436.00	Speech and occupational therapists.
Membership Dues	-	-	-	-	
Other Contract Services (i.e. accounting, HR, management)	-	-	-	-	
Staff Recruiting Costs	1,500.00	1,500.00	1,545.00	1,591.00	Advertising and outreach tools
Office Supplies	35,000.00	35,000.00	36,050.00	37,132.00	Hardware, Software, Physical Supplies (e.g. ink, paper, etc.)
OVERALL EDUCATION PROGRAM TOTAL	\$55,264.00	\$55,264.00	\$119,668.00	\$128,833.00	
Zb: ELEMENTARY PROGRAM	Break-Even Budget Year 1: 2026-2027	Full Enrollment Budget Year 1: 2026-2027	Budget Year 2: 2027-2028	Budget Year 3: 2028-2029	Assumptions / Details / Sources
Elementary Curriculum	51,000.00	51,000.00	-	-	Based on costs at Treasure Valley Classical Academy and Idaho Novus Classical Academy
Elementary Instructional Supplies & Consumables	51,000.00	51,000.00	80,000.00	81,830.00	Based on costs at Treasure Valley Classical Academy and Idaho Novus Classical Academy
Elementary Special Education Curricular Materials	-	-	-	-	
Elementary Contract Services (provide assumptions)	-	-	10,000.00	10,000.00	
ELEMENTARY PROGRAM TOTAL	\$102,000.00	\$102,000.00	90,000.00	\$91,830.00	
Zc: SECONDARY PROGRAM	Break-Even Budget Year 1: 2026-2027	Full Enrollment Budget Year 1: 2026-2027	Budget Year 2: 2027-2028	Budget Year 3: 2028-2029	Assumptions / Details / Sources
Secondary Curriculum	-	-	-	-	Based on costs at Treasure Valley Classical Academy
Secondary Instructional Supplies & Consumables	18,000.00	18,000.00	49,800.00	68,000.00	Based on costs at Treasure Valley Classical Academy
Secondary Special Education Curricular Materials	-	-	-	-	
Secondary Contract Services (provide assumptions)	-	-	-	-	
SECONDARY PROGRAM TOTAL	\$18,000.00	\$18,000.00	\$49,800.00	\$68,000.00	
EDUCATIONAL PROGRAM TOTAL	\$175,264.00	\$175,264.00	\$259,468.00	\$288,663.00	
Additional Notes or Details Regarding Educational Program Expenditures:					

Section 3: Technology					
Line Item / Account	Break-Even Budget Year 1: 2026-2027	Full Enrollment Budget Year 1: 2026-2027	Budget Year 2: 2027-2028	Budget Year 3: 2028-2029	Assumptions / Details / Sources
Internet Access	-	-	-	-	Based on costs at Treasure Valley Classical Academy and Idaho Novus Classical Academy
Contracted Services	21,900.00	21,900.00	22,557.00	23,234.00	
Technology Software & Licenses	38,924.00	38,924.00	40,639.55	43,490.05	PowerSchool, et cetera
Computers for Staff Use	5,000.00	5,000.00	5,150.00	5,305.00	
Computers for Student Use	58,003.00	58,003.00	62,619.00	67,225.00	2M Subscription
Accounting Software	6,000.00	6,000.00	6,000.00	6,000.00	
Other Technology Hardware (i.e. document cameras, projectors, etc.)	-	-	-	-	
TECHNOLOGY TOTAL	\$129,827.00	\$129,827.00	\$136,965.55	\$145,254.05	
Additional Notes or Details Regarding Technology Expenditures:					

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

Section 5: Board of Directors					
Line Item / Account	Break-Even Budget Year 1: 2026-2027	Full Enrollment Budget Year 1: 2026-2027	Budget Year 2: 2027-2028	Budget Year 3: 2028-2029	Assumptions / Details / Sources
Board Training	6,600.00	6,600.00	6,600.00	6,600.00	Available free of cost through partnerships
Legal	2,000.00	2,000.00	2,000.00	2,000.00	Based on costs at Treasure Valley Classical Academy and Idaho Novus Classical Academy
Insurance (property, liability, E & O, etc.)	30,000.00	30,000.00	30,900.00	31,827.00	Based on costs at Treasure Valley Classical Academy and Idaho Novus Classical Academy
Authorizer Fee	10,000.00	10,000.00	10,000.00	10,000.00	Based on current fees
Worker's Compensation Insurance	15,000.00	15,000.00	15,000.00	15,000.00	Based on costs at Treasure Valley Classical Academy and Idaho Novus Classical Academy
Audit	10,000.00	10,000.00	10,000.00	10,000.00	Based on costs at Treasure Valley Classical Academy and Idaho Novus Classical Academy
BOARD OF DIRECTORS TOTALS	\$73,600.00	\$73,600.00	\$74,500.00	\$75,427.00	
Additional Notes or Details Regarding Board of Directors Expenditures:					

Section 6: Facilities Details					
Line Item / Account	Break-Even Budget Year 1: 2026-2027	Full Enrollment Budget Year 1: 2026-2027	Budget Year 2: 2027-2028	Budget Year 3: 2028-2029	Assumptions / Details / Sources
Mortgage or Lease	544,918.00	544,918.00	594,456.00	594,456.00	See facility options; this mortgage cost assumes the worst-case scenario (highest interest) situation where the funds are borrowed from Building Hope, the state Revolving Loan Fund, and a bank. USDA financing, if available, would be lower-cost (\$961,000) and permanent (rather than refinancing after 5 years).
Construction / Remodeling (if applicable)	-	-	-	-	Based on costs at Treasure Valley Classical Academy and Idaho Novus Classical Academy
Janitorial Supplies	20,000.00	20,000.00	20,600.00	21,218.00	
Facilities Maintenance Contracts (i.e. snow removal; trash; lawn c	-	-	-	-	Based on costs at Treasure Valley Classical Academy and Idaho Novus Classical Academy
Utilities (i.e. gas, electric, water, etc.)	46,450.00	46,450.00	47,844.00	49,280.00	
Phone	-	-	-	-	
Repairs and Maintenance	13,200.00	13,200.00	13,596.00	14,003.00	
Safe & Drug Free School Exp	-	-	5,717.00	7,224.00	
Other Facilities Related Costs (specify)	-	-	-	-	
Grounds Maintenance	-	-	-	-	Based on costs at Treasure Valley Classical Academy and Idaho Novus Classical Academy
Grounds Maintenance - Other Supplies	-	-	-	-	Based on costs at Treasure Valley Classical Academy and Idaho Novus Classical Academy
FACILITIES TOTAL	\$624,568.00	\$624,568.00	\$682,213.00	\$686,181.00	
Additional Notes or Details Regarding Facilities Expenditures:					

Section 7: Transportation					
Line Item / Account	Break-Even Budget Year 1: 2026-2027	Full Enrollment Budget Year 1: 2026-2027	Budget Year 2: 2027-2028	Budget Year 3: 2028-2029	Assumptions / Details / Sources
Daily Transportation	109,719.00	109,719.00	113,626.00	117,605.00	All maintenance, operations, and administrative costs associated with providing transportation via four school buses
Special Transportation (i.e. SPED, field trips, etc.)	-	-	-	-	
Other Transportation Costs (specify)	-	-	-	-	
TRANSPORTATION TOTAL	\$109,719.00	\$109,719.00	\$113,626.00	\$117,605.00	
Additional Notes or Details Regarding Transportation Expenditures:					

Section 8: Nutrition Program					
Line Item / Account	Break-Even Budget Year 1: 2026-2027	Full Enrollment Budget Year 1: 2026-2027	Budget Year 2: 2027-2028	Budget Year 3: 2028-2029	Assumptions / Details / Sources
Food Costs	69,531.00	85,239.00	100,644.39	116,798.22	Based on costs at Treasure Valley Classical Academy and Idaho Novus Classical Academy
Non-Food Costs	-	-	-	-	
NUTRITION TOTAL	\$69,531.00	\$85,239.00	\$100,644.39	\$116,798.22	
Additional Notes or Details Regarding Other Expenditures:					

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

Idaho Public Charter School Commission															July 15 Foundation Pmt, July//August	
Cash Flow Operational Year 1															Contract Payments	
Year 1 Budgeted		JUL	AUG	SEPT	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUNE	Total	JULY	AUGUST
Student Enrollment Capacity	369															
Revenue																
Donations and Contributions	0												\$0.00	\$0.00		
Loans	0												\$0.00	\$0.00		
Grants	990,300	\$990,300.00											\$0.00	\$990,300.00		
Entitlement	771,471		\$385,735.50			\$154,294.20			\$138,864.78			\$61,717.68	\$0.00	\$740,612.16	\$30,858.84	
Salary and Benefit Apportionment	1,655,597		\$827,798.50			\$331,119.40			\$298,007.46			\$132,447.76	\$0.00	\$1,589,373.12	\$66,223.88	
Transportation Allowance	175,935		\$87,967.50			\$35,187.00			\$31,668.30			\$14,074.80	\$0.00	\$168,897.60	\$7,037.40	
Food Reimbursements/Sales	142,065				\$15,785.00	\$15,785.00	\$15,785.00	\$15,785.00	\$15,785.00	\$15,785.00	\$15,785.00	\$15,785.00	\$15,785.00	\$142,065.00		
Federal Funds	91,051				\$10,116.78	\$10,116.78	\$10,116.78	\$10,116.78	\$10,116.78	\$10,116.78	\$10,116.78	\$10,116.78	\$10,116.78	\$91,051.00		
Special Distributions	326,482					83,592.00			\$73,796.00			\$169,094.00		\$326,482.00		
Total Revenue	\$4,152,901.00	\$990,300.00	\$1,301,501.50	\$0.00	\$25,901.78	\$630,094.38	\$25,901.78	\$25,901.78	\$568,238.32	\$25,901.78	\$25,901.78	\$403,236.02	\$25,901.78	\$4,048,780.88	\$104,120.12	\$0.00
Expenditures																
Salaries and Benefits	2,835,685.00	\$0.00	\$0.00	\$236,307.08	\$236,307.08	\$236,307.08	\$236,307.08	\$236,307.08	\$236,307.08	\$236,307.08	\$236,307.08	\$236,307.08	\$236,307.08	\$2,363,070.83	\$236,307.08	\$236,307.08
Education Program	175,264.00	\$0.00	\$0.00	\$17,526.40	\$17,526.40	\$17,526.40	\$17,526.40	\$17,526.40	\$17,526.40	\$17,526.40	\$17,526.40	\$17,526.40	\$17,526.40	\$175,264.00		
Technology Totals	129,827.00	\$0.00		\$12,982.70	\$12,982.70	\$12,982.70	\$12,982.70	\$12,982.70	\$12,982.70	\$12,982.70	\$12,982.70	\$12,982.70	\$12,982.70	\$129,827.00		
Capital Outlay Totals	-	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00		
Board of Directors	73,600.00	\$0.00		\$7,360.00	\$7,360.00	\$7,360.00	\$7,360.00	\$7,360.00	\$7,360.00	\$7,360.00	\$7,360.00	\$7,360.00	\$7,360.00	\$73,600.00		
Facilities	624,568.00	\$52,047.33	\$52,047.33	\$52,047.33	\$52,047.33	\$52,047.33	\$52,047.33	\$52,047.33	\$52,047.33	\$52,047.33	\$52,047.33	\$52,047.33	\$52,047.33	\$624,568.00		
Transportation	\$109,719.00	\$0.00	\$0.00	\$10,971.90	\$10,971.90	\$10,971.90	\$10,971.90	\$10,971.90	\$10,971.90	\$10,971.90	\$10,971.90	\$10,971.90	\$10,971.90	\$109,719.00		
Nutrition	85,239.00	\$0.00	\$0.00	\$8,523.90	\$8,523.90	\$8,523.90	\$8,523.90	\$8,523.90	\$8,523.90	\$8,523.90	\$8,523.90	\$8,523.90	\$8,523.90	\$85,239.00		
Other	10,000.00	\$0.00	\$0.00	\$1,000.00	\$1,000.00	\$1,000.00	\$1,000.00	\$1,000.00	\$1,000.00	\$1,000.00	\$1,000.00	\$1,000.00	\$1,000.00	\$10,000.00		
Total Expenditures	\$4,043,902.00	\$52,047.33	\$52,047.33	\$346,719.32	\$346,719.32	\$346,719.32	\$346,719.32	\$346,719.32	\$346,719.32	\$346,719.32	\$346,719.32	\$346,719.32	\$346,719.32	\$3,571,287.83	\$236,307.08	\$236,307.08
Cash Flow																
Operational Cash Flow		\$938,252.67	\$1,249,454.17	(\$346,719.32)	(\$320,817.54)	\$283,375.06	(\$320,817.54)	(\$320,817.54)	\$221,519.00	(\$320,817.54)	(\$320,817.54)	\$56,516.70	(\$320,817.54)	\$477,493.05	(\$132,186.96)	(\$236,307.08)
Cash on Hand	\$0.00	-	\$938,252.67	\$2,187,706.83	\$1,840,987.52	\$1,520,169.98	\$1,803,545.04	\$1,482,727.50	\$1,161,909.96	\$1,383,428.96	\$1,062,611.42	\$741,793.88	\$798,310.59	\$477,493.05	\$477,493.05	\$345,306.08
Cash End of Period		\$938,252.67	\$2,187,706.83	\$1,840,987.52	\$1,520,169.98	\$1,803,545.04	\$1,482,727.50	\$1,161,909.96	\$1,383,428.96	\$1,062,611.42	\$741,793.88	\$798,310.59	\$477,493.05	\$477,493.05	\$345,306.08	\$108,999.00

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

District/Charter Name: **Valor Classical Academy**

District/Charter Number: **tbd**

- | | |
|---|--------------------|
| 1. Best 28 Weeks Support Units | 16.67 |
| 2. State Distribution Factor - Per Unit - 2026-2027 | \$ 46,279 * |
| 3. Discretionary (line 1 x line 2) | \$ 771,471 |

4. Salary Apportionment: Midterm Support Units **16.67**
(From SBA Template)

Administrative Index	Average Instructional Salary	Average Pupil Services Salary
1.20220	\$54,131.55	\$54,131.55

Total SBA plus Allowances from SBA Template
\$1,328,535

Rev Code

- | | | |
|---|----------------------|--------|
| 5. Estimated Base Support (line 3 + line 4) | \$2,100,006 | 431100 |
| 6. Benefit Apportionment | \$327,062 | 431800 |
| 7. Border Contracts | \$ - | 431500 |
| 8. Exceptional Child Support (not common) | \$ - | 431400 |
| 9. Tuition Equivalency | \$ - | 431600 |
| 10. Transportation Allowance | \$ 175,935.00 | 431200 |
| 11. Prior Year Adjustments (not common) | \$ - | |
| 12. Total Estimated State Support
(lines 5+6+7+8+9+10+11) | \$2,603,003 | |

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

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

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

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

2027-2028 BUDGET WORKSHEETS

ESTIMATING M & O STATE SUPPORT REVENUE

District/Charter Name: **Valor Classical Academy**

District/Charter Number: **tbd**

1. Best 28 Weeks Support Units	20.81
2. State Distribution Factor - Per Unit - 2027-2028	\$ 47,667 *
3. Discretionary (line 1 x line 2)	\$ 991,950

4. Salary Apportionment: Midterm Support Units **20.81**
(From SBA Template)

Administrative Index	Average Instructional Salary	Average Pupil Services Salary
1.24730	\$57,210.79	\$57,210.79

Total SBA plus Allowances from SBA Template
\$1,744,964

Rev Code

5. Estimated Base Support (line 3 + line 4)	\$2,736,914	431100
6. Benefit Apportionment	\$430,747	431800
7. Border Contracts	\$ -	431500
8. Exceptional Child Support (not common)	\$ -	431400
9. Tuition Equivalency	\$ -	431600
10. Transportation Allowance	\$ 181,706.00	431200
11. Prior Year Adjustments (not common)	\$ -	
12. Total Estimated State Support (lines 5+6+7+8+9+10+11)	\$3,349,368	

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

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

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

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

2028-2029 BUDGET WORKSHEETS

ESTIMATING M & O STATE SUPPORT REVENUE

District/Charter Name: **Valor Classical Academy**

District/Charter Number: **tbd**

1. Best 28 Weeks Support Units	25.01
2. State Distribution Factor - Per Unit - 2028-2029	\$ 49,097 *
3. Discretionary (line 1 x line 2)	\$ 1,227,916

4. Salary Apportionment: Midterm Support Units **25.01**
(From SBA Template)

Administrative Index	Average Instructional Salary	Average Pupil Services Salary
1.29410	\$60,238.51	\$60,238.51

Total SBA plus Allowances from SBA Template
\$2,200,525

Rev Code

5. Estimated Base Support (line 3 + line 4)	\$3,428,441	431100
6. Benefit Apportionment	\$544,211	431800
7. Border Contracts	\$ -	431500
8. Exceptional Child Support (not common)	\$ -	431400
9. Tuition Equivalency	\$ -	431600
10. Transportation Allowance	\$ 187,613.00	431200
11. Prior Year Adjustments (not common)	\$ -	
12. Total Estimated State Support (lines 5+6+7+8+9+10+11)	\$4,160,265	

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

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

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

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

IDAHO PUBLIC CHARTER SCHOOL COMMISSION

PETITION FACILITY OPTIONS TEMPLATE

◆ ◆ ◆ ◆ ◆

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

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

Alan Reed, Chairman
Tamara Baysinger, Director

New Charter Petition Facility Option 1						
Location Address	Valor Community Kuna, Idaho					
Facility Information	Anticipate Move-In Date	6/1/2026	Facility Type	New Construction	Facility Status	Confirmed (documentation in Appendix F)
Budget Location	Please indicate if this option is reflected as an expenditure in the budget template. Note: A facility option may be true for only your first year with a different option in subsequent years, or a scaled-down option may be presented in the break-even budget only. Sometimes a facility option is presented as evidence that the petitioners have explored multiple facilities, but only one plan is reflected in the budget.					Year 1-3 Budgets
Vendor/ Developer/ Contractor Information (if applicable)	Company Name:		Bouma USA			
	Physical Address of Home Office:		3033 Orchard Vista Drive Grand Rapids, MI 49546			
	Website Address:		https://boumausa.com/			
	Company Contact:		Paul Bierlein			
	Company Contact Phone Number:		616-481-3307			

Additional Information - Facility Option 1
Land was donated to VCA by M3 companies the developer of the Valor community. The facility will be built on that parcel of land. This facility plan reflects the initial costs associated with a two-phase construction project. Phase 1 involves construction of a school large enough to accommodate grades K-9. Phase 2 will occur during year four of operation and culminate in expansion to a K-12 facility on the donated parcel of land. Phase 1, which is the subject of this facility plan, includes 22 standard classrooms, 2 slightly larger rooms to accommodate music and art, 2 student services rooms, a resource center, a main office, a multi-purpose room (to serve as a temporary gym, cafeteria, and auditorium), and a kitchen. This total size of Phase 1 facility is 31,812 square feet. Cost estimates are based on \$317/sq. ft.

Facility Option 1 - Details

Description of Start-Up Costs	Cost Estimate (Refer to appropriate documentation in Attachments)	Responsible Party (Board or Name of Contractor)	
Land purchase (if applicable)	donated	M3 companies	
Building construction to include land development and 10% contingency (31,812 sqft @ \$317 sqft)	\$10,084,404	Bouma USA	
Bank Loan Fee at 1%	\$ 54,292	Bank	
IHFA Fee for state revolving loan fund	\$ 13,000	IHFA	
Capitalized interest for the construction year before opening	\$ 278,027	Bank	
Total One-Time Costs	\$10,429,723		
Description of Lease/Rent/Purchase Plan			
Annual Lease / Rent / Mortgage Payment	\$595,456 annual combined		
	State RLF	CDFI	Bank
Loan Terms assume: \$ 2,500,000 State Revolving Loan Fund \$ 2,500,000 Loan from CDFI Building Hope \$ 5,429,185 bank loan \$10,429,723	5 years, payment based on 25-year amortization (24% of anticipated facility cost)	5 years, payment based on 25-year amortization (24% of anticipated facility cost)	5 years, payment based on 25-year amortization (52% of anticipated facility cost)
Interest rate	0.0%	3.0%	6.8%
Rate escalator (if applicable, please describe)	None	None	None
In which operating year does the school intend to purchase (if option to purchase is applicable)	Operating Year 0	Operating Year 0	Operating Year 0
Capitalization rate at purchase (if applicable)	None	None	None
Other	N/A	N/A	N/A

New Charter Petition Facility Option 2

Location Address	Valor Community Kuna, Idaho					
Facility Information	Anticipate Move-In Date	6/1/2026	Facility Type	New Construction	Facility Status	Confirmed (documentation in Appendix F)
Budget Location	Please indicate if this option is reflected in the Budget Template (Attachment A1-A4)			Year 1-3 Budgets		
Vendor/ Developer/ Contractor Information (if applicable)	Company Name:		Bouma USA			
	Physical Address of Home Office:		3033 Orchard Vista Drive Grand Rapids, MI 49546			
	Website Address:		http://boumausa.com			
	Company Contact:		Paul Bierlein			
	Company Contact Phone Number:		616-481-3307			

Additional Information - Facility Option 2

Land was donated to VCA by M3 companies the developer of the Valor community. The facility will be built on that parcel of land. This is a contingency plan for use if unanticipated factors prevent the construction of a complete first phase in advance of the 2026-2027 school year.

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

Facility Option 2 - Details

Please describe the costs involved with this option and the structure of any arrangements the school has made (or intends to make) in order to secure and sustain this facility option. Adjust descriptions and add columns as necessary.

Description of Start-Up Costs	Cost Estimate (Refer to appropriate documentation in Attachments)	Responsible Party (Board or Name of Contractor)	
Land purchase (if applicable)	donated	M3 companies	
Building construction to include land development and 10% contingency (12,900 sqft @ \$337 sqft)	\$4,347,300	Bouma USA	
Modular Classroom Units (7x\$270,000 ea)	\$1,890,000	Mobile Modular	
Delivery and set up of modular units (7 x \$21,618 ea)	\$151,326	Mobile Modular	
Modular site work, utility hookups, and professional services	\$308,000		
Bank Loan Fee at 1%	\$19,800	Bank	
IHFA Fee for state revolving loan fund	\$ 13,000	IHFA	
Total One-Time Costs	\$6,987,288		
Description of Lease/Rent/Purchase Plan			
Annual Lease / Rent / Mortgage Payment	\$307,785 annual combined		
	State RLF	CDFI	Bank
Loan Terms assume: \$ 2,500,000 State Revolving Loan Fund \$ 2,500,000 Loan from CDFI Building Hope \$ 1,987,288 bank loan \$6,987,288	5 years, payment based on 25-year amortization (36% of anticipated facility cost)	5 years, payment based on 25-year amortization (36% of anticipated facility cost)	5 years, payment based on 25-year amortization (28% of anticipated facility cost)
Interest rate	0.0%	3.0%	6.8%
Rate escalator (if applicable, please describe)	None	None	None
In which operating year does the school intend to purchase (if option to purchase is applicable)	Operating Year 0	Operating Year 0	Operating Year 0
Capitalization rate at purchase (if applicable)	None	None	None
	N/A	N/A	N/A

Appendix B

Articles of Incorporation and Bylaws



0004869739

**STATE OF IDAHO***Office of the secretary of state, Lawrence Denney***ARTICLES OF INCORPORATION (NONPROFIT)**

Idaho Secretary of State

PO Box 83720

Boise, ID 83720-0080

(208) 334-2301

Filing Fee: \$30.00

*For Office Use Only***-FILED-**

File #: 0004869739

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

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



Chris Yorgason

6200 N MEEKER PLACE
SUITE 200
BOISE, ID 83713

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

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

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

Chris Yorgason

Chris Yorgason

08/25/2022

Date

BYLAWS OF
AMERICAN CLASSICAL SCHOOLS OF IDAHO, INC.

I. PURPOSE

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

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

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

II. MEMBERSHIP

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

III. GOVERNING BOARD

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

A. Authority

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

responsibility for all aspects of operations and day-to-day management of member schools.

3. **Individual Member's Authority.** A member of the Board is a public officer but has no power or authority individually. Powers rest with the Board, and not in the members, either individually or otherwise and these powers must be exercised by the Board at a public meeting in regular or special called meetings, with action duly recorded in its minutes.
4. **Binding Authority.** The Board shall not be bound in any way by any action or statement on the part of any individual Board member except when such a statement or action is in pursuance of specific instructions from the Board. Any such exception shall be stated in the minutes of a Board meeting.
5. **Advanced Notice.** The Board recognizes the importance of timely communication among its members and between the Board and the CEO. The CEO or his/her designee will strive to ensure that the Board is given prior notice of matters submitted by members for deliberation at meetings. Notice should be sufficiently ahead of meetings to comply with the meeting notice requirements under the Idaho Open Meeting laws.

B. **Powers.** The Governing Board's powers and authority are set forth in each member school's charter and the Idaho Code and all applicable laws and regulations. Complete and final control of all matters pertaining to its member schools educational system shall be vested in the Board. The Board shall include the following powers and duties:

1. Those powers as set forth in the member schools charters that are not inconsistent with federal or state laws or constitutions, or as otherwise set forth in the Public Charter Schools Act as amended.
2. Employ the Chief Executive Officer of the ACSI Corporation, establish evaluation criteria for the CEO, and perform annual evaluations of the CEO's performance.
3. To appoint and remove Directors.
4. To provide oversight of the affairs of ACSI and its rules, regulations and policies.
5. To enter into contracts, leases and other agreements which are, in the Board's judgment, necessary or desirable in obtaining the purposes of promoting the interests of ACSI.
6. To act as trustee under any trust incidental to ACSI's purposes, and to receive, hold, administer, exchange and expend funds and property subject to such a trust.
7. To acquire real or personal property, in the name of ACSI, by purchase, exchange, lease, gift, devise, bequest, or otherwise, and to hold, improve, lease, sublease, mortgage, transfer in trust, encumber, convey or otherwise dispose of such property.
8. To borrow money, incur debt, and to execute and deliver promissory notes, bonds, debentures, deeds of trust, mortgages, pledges, hypothecations and other evidences of debt and securities.
9. To indemnify and maintain insurance on behalf of any of its Directors, officers, employees or agents for liability asserted against or incurred by such person in such capacity or arising out of such person's status as such, subject to the provisions of the Chapter 52, Title 33, Idaho Code and limitations noted in these Bylaws.

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

C. Number of Directors

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

D. Appointment of Directors

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

2. Terms of Office

a. The term of office of all members of the initial Board of Directors shall be staggered, by designating approximately one-third of the Directors to one-, two- and three-year terms. Following the expiration of those designated terms, the term of each Director shall continue for three years.

b. The term of office of a Director appointed to fill a vacancy in these Bylaws begins on the date of the Director's appointment and continues for the balance of the un-expired term.

E. Removal of Directors

1. The Board may remove a Director without cause as provided by the Idaho Nonprofit Corporation Act. The board may also remove any Director with cause who:

- a. has failed to attend four or more of the Board's Regular Meetings in any calendar year;
- b. has been declared of unsound mind by a final order of court; has been convicted of any felony;
- c. has been found by a final order or judgment of any court to have breached any duty imposed by the Idaho Nonprofit Corporation Law;
- d. violates the confidence of an executive session (see Section VI.F. below); or
- e. for such other good causes as the Board may determine.

2. Written notice of removal of an appointed director shall be given to the individual and the removal is effective as of the date of notice, unless the notice specifies a future effective date.

F. Resignation by Director

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

G. Vacancies

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

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

IV. PRINCIPAL OFFICE

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

V. MEETINGS OF THE BOARD

- A. Place of Meetings

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

- B. Annual Meetings

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

- C. Regular Meetings

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

- D. Special Meetings

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

- E. Adjournment

A majority of the Directors present at a meeting, whether or not a quorum, may adjourn the meeting to another time and place. Notice of the time and place of holding an adjourned meeting need not be given to absent Directors if the time and place be fixed at

the meeting adjourned, except if the meeting is adjourned for longer than 24 hours. Notice of the adjournment shall be given as specified in these Bylaws.

F. Notices

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

G. Waiver of Notice

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

H. Meeting Agendas.

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

VI. ACTIONS BY THE BOARD

A. Quorum

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

B. Action by the Board

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

C. Committees

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

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

D. Standard of Care

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

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

E. Participation in Voting

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

F. Executive Sessions

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

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

VII. OFFICERS

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

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

- c. give or cause to be given notice of the Board and Committee meetings as required by the Bylaws; and
 - d. have such other powers and perform such other duties as the Board may prescribe.
 - 4. Treasurer. The Treasurer shall assist the Board in the oversight of ACSI schools and ACSI corporation financial management.
- B. Election, Eligibility and Term of Office
- 1. Election. The Board shall elect the officers annually at the Annual Meeting or a Regular Meeting designated for that purpose or at a Special Meeting called for that purpose, except that officers elected to fill vacancies shall be elected as vacancies occur.
 - 2. Eligibility. A Director may hold any number of offices, except that neither the Secretary nor Treasurer may serve concurrently as the Chair.
 - 3. Term of Office. Each officer serves at the pleasure of the Board, holding office until resignation, removal or disqualification from service, or until his or her successor is elected.
- C. Removal and Resignation
- The Board may remove any officer, either with or without cause, at any time. Such removal shall not prejudice the officer's rights, if any, under an employment contract. Any officer may resign at any time by giving written notice to ACSI, the resignation taking effect on receipt of the notice or at a later date specified in the notice.

VIII. ADVISERS TO THE BOARD

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

IX. NON-LIABILITY OF DIRECTORS

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

X. INDEMNIFICATION OF CORPORATE AGENTS

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

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

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

XI. INSURANCE FOR CORPORATE AGENTS

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

XII. SELF-DEALING TRANSACTIONS

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

XIII. OTHER PROVISIONS

A. Fiscal Year

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

B. Execution of Instruments

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

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

C. Checks and Notes

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

D. Construction and Definitions

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

E. Conflict of Interest

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

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

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

F. Interpretation of Charter

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

G. Directors Right to Inspect Corporate Records

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

XIV. AMENDMENT

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

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


Chairman of the Board

CERTIFICATE OF SECRETARY

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


Secretary of the Board



0005873884

**STATE OF IDAHO**

Office of the secretary of state, Phil McGrane

**CERTIFICATE OF ORGANIZATION LIMITED
LIABILITY COMPANY**

Idaho Secretary of State

PO Box 83720

Boise, ID 83720-0080

(208) 334-2301

Filing Fee: \$100.00

For Office Use Only

-FILED-

File #: 0005873884

Date Filed: 8/29/2024 2:40:44 PM

Certificate of Organization Limited Liability Company

Select one: Standard, Expedited or Same Day Service (see descriptions below) Standard (filing fee \$100)

1. Limited Liability Company Name

Type of Limited Liability Company

Limited Liability Company

Entity name

Valor Classical Academy of Idaho, LLC

2. The complete street address of the principal office is:

Principal Office Address

SEAN HUNTER
500 SW THIRD STREET
FRUITLAND, ID 83619

3. The mailing address of the principal office is:

Mailing Address

SEAN HUNTER
500 SW 3RD ST
FRUITLAND, ID 83619-2506

4. Registered Agent Name and Address

Registered Agent

Registered Agent
Sean Hunter
Physical Address:
SEAN HUNTER
500 SW THIRD STREET
FRUITLAND, ID 83619
Mailing Address:
SEAN HUNTER
500 SW 3RD ST
FRUITLAND, ID 83619-2506☒ I affirm that the registered agent appointed has consented to serve as registered agent for this entity.

5. Governors

Name	Address
American Classical Schools of Idaho, Inc.	500 SW THIRD STREET FRUITLAND, ID 83619

Signature of Organizer:

Christopher E Yorgason

Sign Here

08/29/2024

Date

B0942-4162 08/29/2024 2:41 PM Received by Office of the Idaho Secretary of State

Appendix C

Board of Directors

John Bassetti johnbassetti@gmail.com

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

Associations

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

Employment

Stratagroup, IT Auditor, 2020-Present

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

Pankow Builders, IT Director, 2009-2020

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

Pankow Builders, IT Manager, 2006-2009

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

Pankow Builders, IT Systems Engineer, 2001-2004

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

Environmental Resources Management, Geologist, 1997-2001

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

Education

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

RUTH DAVID

| rdavid@idahonovus.org |

LANGUAGES Mandarin, English

EDUCATION | **1996 - BOISE STATE UNIVERSITY**

Bachelor of Science in Nursing

1991 – SAN JOSE STATE UNIVERSITY

Bachelor of Arts in Industrial and Organizational Psychology

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

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

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

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

2004 - Current: School and church volunteer, Boise ID

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

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

- ✔ Registered Nurse at Mother/Baby Unit.

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

- ✔ Supported the Director of Intellectual Properties

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

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

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

- ✔ Assistant to the Quality Systems Manager

Marv Lasnick

mlasnick@kapextechnology.com

Owner/CEO

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

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

Chief Technology Officer

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

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

Project Management Office Manager

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

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

IT Central Team Manager

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

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

Department Manager - Corporate Products and Tools

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

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

EDUCATION & TRAINING

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

COMMUNITY INVOLVEMENT

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

Stacy Saylor

ssaylor@tvacademy.org

Education

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

Hipereon Banking School
Certificate in Commercial Credit and
Lending – 2005

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

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

Key Skills

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

Other Activities

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

Treasure Valley Classical Academy
Finance Committee Volunteer 2021

*How to Save Money by Refinancing
Your Loan*
Webinar with

Mark Medema of the Charter School
Facility Center, 2021

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

Profile

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

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

Background

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

Experience

TVCA Board Member/Treasurer:

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

TVCA Board Member

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

Withdrew son from public school and home-schooled, 2017-2020

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

The Saylor Corp, 2009-2018

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

Banking/Vice President, Credit Officer, Corporate Officer, 1988-2008

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

Sage G. Dixon

Contact 650 A St. Sandpoint, Idaho 83864 208.610.4800 sage@sagedixon.com	Objective I am seeking to be a productive member of the ACSI Board by effectively representing North Idaho Classical Academy as well as by protecting and promoting the ACSI model of classical education throughout the State of Idaho.
Education San Jose State University San Jose, Calif. Finance Studies	Experience <i>Dec. 2014-pres.</i> Idaho State Representative • District 1B <i>May 2004-April 2012, June 2016-pres.</i> Owner/Operator • Covenant Electric, Inc. <i>April 2012-Jun 2014</i> Foreman/Journeyman • RK Electric Responsibilities include: Overseeing daily operations, customer service, managing staff/members of up to 70 people, communicating with executive level management in industry, academia, and politics, crafting and presenting public policy at a statewide and national level.
Key Skills Management Policy Creation Communication Problem-solving	Communication Experience speaking and writing on a statewide, national, and international level in both academic and political settings. Leadership Small Business Owner, Electrical Crew Foreman, Idaho House of Representatives Committee Chairman and Assistant Majority Leader, Board Member and Task Force Chair of National Legislative Organization. References Available upon request.

Mark C. Dillon
Major General, USAF (Retired)

Email: mark79dillon@gmail.com; [REDACTED]

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



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

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

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

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

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

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

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

Jon M. Fennell
Professor Emeritus

██████████
██████████
jfennell@hillsdale.edu

EDUCATION

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

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

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

Boise State University, Advanced Secondary Teacher's Certificate

ACADEMIC POSITIONS (HILLSDALE COLLEGE)

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

IDAHO STATE DEPARTMENT OF EDUCATION

Consultant for Management Information	1976-1980
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CORPORATE EMPLOYMENT

RADIUS SOLUTIONS , Chicago, Illinois Vice President of Operations	2003-2005
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IONA TECHNOLOGIES , Naperville, Illinois District Manager, Global Services	2001-2002
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J.D. EDWARDS , Lombard, Illinois Director of Client Services Client Services Manager Client Manager	1999-2000 1997-1999 1995-1997
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JBA INTERNATIONAL , Livonia, Michigan Senior Consultant and Project Manager	1991-1993
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UNISYS CORPORATION , Blue Bell, Pennsylvania Product Marketing Manager Director, Unisys Business Television Network Manager, Product Launch Marketing Support Consultant	1984 -1991
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ASSOCIATED FOOD STORES , Boise, Idaho Information Technology Manager Systems Analyst	1980-1984
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Appendix C2: Petitioning Group

Name	Title	Role
Mr. John Bassetti	ACSI Board Member	Board of Directors
Mrs. Ruth David	ACSI Board Member	Board of Directors
Mr. Marvin Lasnick	ACSI Board Chair	Board of Directors
Mrs. Stacy Saylor	ACSI Board Member	Board of Directors
Mr. Sage Dixon	ACSI Board Member	Board of Directors
Mr. Sean Hunter	VCA Founding Principal	General Advisor
Mrs. Amber Orozco	VCA Founding Assistant Principal	General Advisor
Mr. Stephen Lambert	TVCA Executive Director and ACSI CEO	Mission Advisor
Mr. Marc Carignan	Bluum Chief Financial Officer	Business Management Consulting
Mrs. Kate French	ACSI Chief Operation Officer	Operation Advisor

Appendix C3: Community Founding Group

Name	Background	Role
Justine Edinger	A dedicated professional with a background in business management, specializing in human resources and finance.	Founder
Steffanie Empey	A homemaker of eight, who has actively participated in planning and executing multiple events and fundraisers, notably the annual memorial book drive for the local library, which she initiated in honor of her late son.	Founder
Scott Naugle	A seasoned school counselor with sixteen years experience navigating the inner workings of school culture.	Founder
Sher Sears	An entrepreneur and homemaker of four, who has leveraged her expertise in digital marketing and social media branding with a loyal following of 28,000.	Founder
Jenica Sjoberg	A mother of five and with over twenty years' experience in the fields of childcare and preschool education.	Founder
Chad Titmus	Founder of the Idaho Novus Classical Academy and dedicated classical academy proponent in the state of Idaho, with over twenty years experience in construction management.	Founder
Emily Young	A homemaker with four small children who has adeptly managed a demanding schedule and complex logistics in various leadership roles within multiple church organizations.	Founder

Appendix D

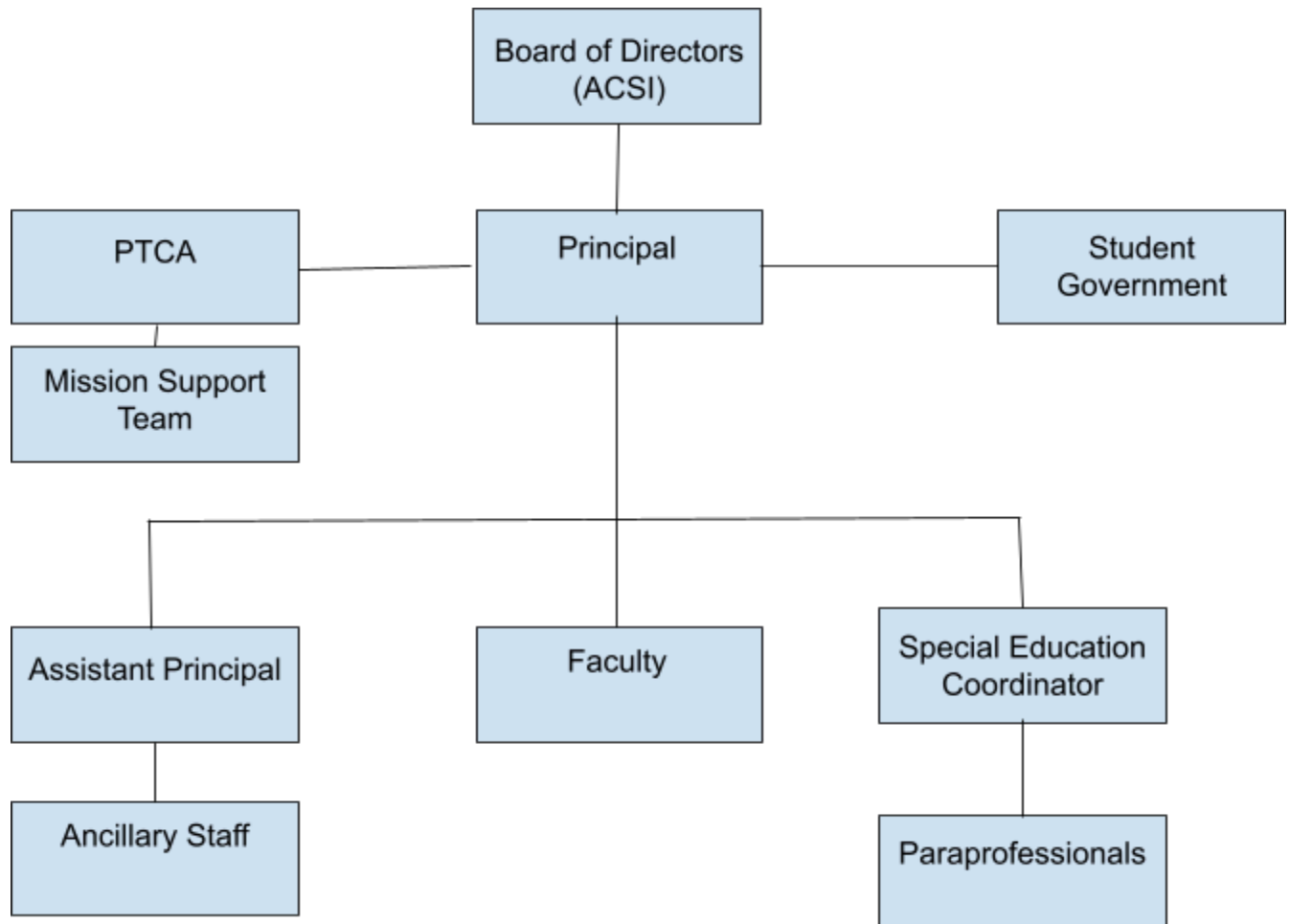
School Administration

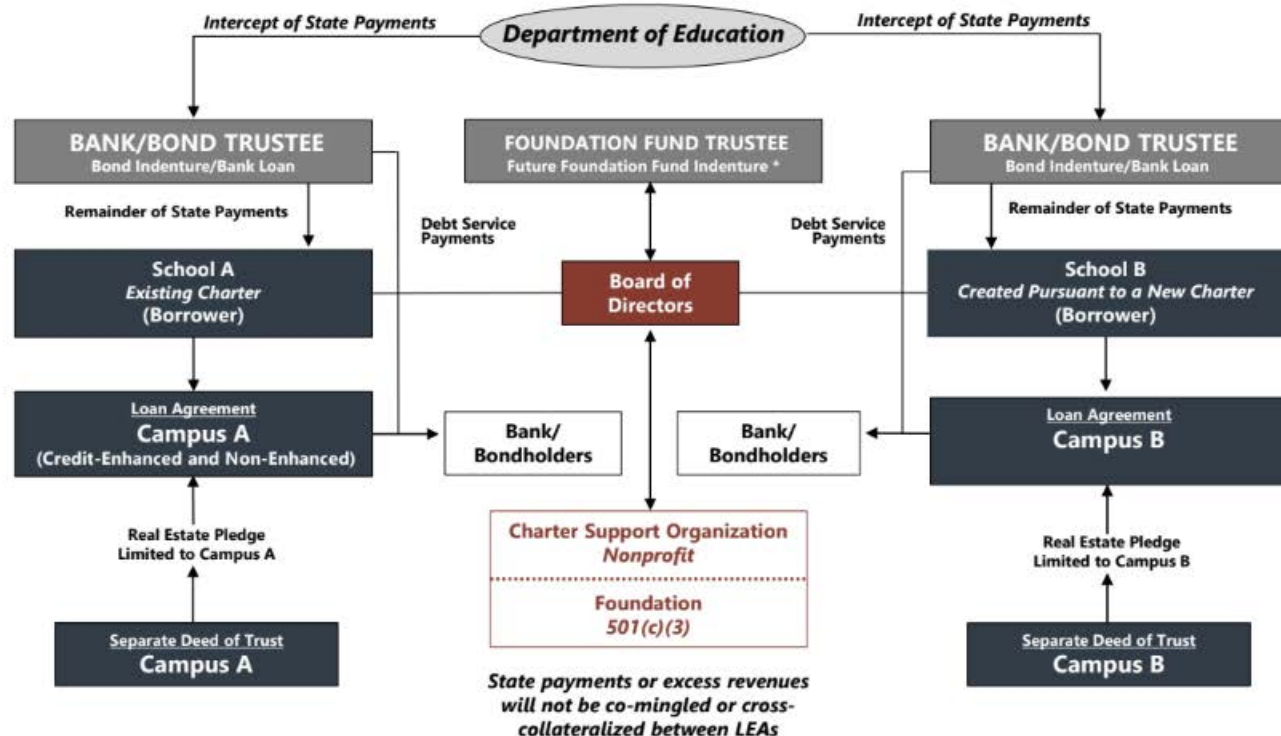
American Classical Schools of Idaho

Organizational Structure



Valor Classical Academy
Initial Organizational Structure
2026-2027 school year





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

LTC Sean Hunter, Founding Principal



Sean Hunter is a seasoned educator with a diverse background encompassing higher education, military service, and K-12 teaching. Sean brings a unique perspective to VCA. His extensive experience includes roles as a Director at Boise State University, where he oversaw various educational programs. These programs included initiatives tailored for rural communities, military personnel, community colleges, specialized partnerships, and online programs. Before joining Boise State, Sean dedicated 15 years to teaching high school physics and coaching the Science Olympiad team in Highland, Indiana. In parallel with his teaching and higher education career, he served as a Lieutenant Colonel in the Idaho Army National Guard for a 21-year military career. This tenure included deployments and leadership responsibilities in Iraq, Haiti, Germany, and the southern border, as well as as part of Idaho's COVID response. Additionally, Sean is a professional development instructor and a higher education consultant.

Sean has earned degrees from Ohio State University and the College of New Jersey, completed the Army's Command and General Staff Officer Common Core, is a Mission 43 leader fellow, a Boise State University Blue Turf Thinker awardee, and a Kentucky Colonel. Sean resides in Boise with his wife, two children, and two dogs.

Sean R. Hunter

3937 E Timbersaw Dr., Boise, ID 83716 (219) 309-6329

seanhunter@boisestate.edu

Career Summary

- Leadership expert and high-achieving management professional with experience in outreach, project management, education, supervision, operations, planning, events, and budgeting.
- Successful track record of innovative solutions, attention to detail, superior problem solving, interpersonal skills, development, multitasking, communication, leadership of diverse groups, conflict resolution, and work ethic.

Professional Experience

Boise State University, Boise, ID: June 2016 to present

Director, Community based Education Outreach Programs Dec 2017 to present

- Overall responsibility for educational programs for currently serving military service members. Transformed Boise State into one of the top ten public universities for military students resulting in 900% growth in military student enrollment in 5 years.
- Developed and implemented Boise State rural education initiative, Community Impact Program. This award winning program delivers place-based academic programs, concurrent enrollment, and professional development to rural communities.
- Provides leadership and oversight of all Boise State's Extended Studies community-based educational outreach centers, staff, and initiatives. This has includes sites located at College of Western Idaho, Gowen Field, Mountain Home AFB, Micron, and Twin Falls (CSI). As the lead Boise State representative, responsible for maintaining productive relationships with partners throughout Boise State's service region and the state of Idaho.
- Overall responsibility for the operational administration of Online Degree Pathway. ODP is the largest online program at Boise State University and generates over \$4 million a year in revenue.
- Facilitates the operational success of Community-Based Educational Outreach activities and initiatives which includes innovative adult and non-traditional student focused academic programs, recruitment, and transfer assistance, community-engaged planning and priority setting, and other efforts that enable Boise State to serve as an anchor institution within the communities we serve.
- Facilitates community connections to non-credit professional development opportunities that enhance the local business community.
- Ensures that community-based educational outreach efforts focus on broadening access, expanding choice, and increasing enrollment for the adult and non-traditional student population throughout Boise State's service region. Efforts include Rapid Educational Prototyping, Hispanic Serving Institution, Amazon, and Idaho Detention programs.
- Education leader on various committees to include Strategic Enrollment, Carnegie Community Engagement, Military and Veterans Coalition, and national committees.
- Have received national recognition for innovation and honored as a Boise State Blue Turf thinker.

Veteran Outreach Coordinator June 2016 to Dec 2017

- Responsible for engagement, recruitment, and shepherding of prospective military members, Veterans, spouses, and dependent students to Boise State University.
- Efforts resulted in a 12% increase in Veteran student enrollment. Quadruple projected growth.
- Establish and maintain cooperative relationships with campus departments and colleges, community organizations, other higher education institutions, businesses, and military. One example of relationship building, I partnered with the BroncoShop and Office of Trademark Licensing to create a campaign to support Operation Hat Trick (a non-profit organization) resulting in Boise State being selected as one of five finalists (out of over 340 universities) for an Excellence in Service Award and earning a donation to a Idaho Veteran Garden.

- Organized campus speakers, film screening, events, promotions, orientation, social media, and staff training. Presented to groups of various sizes on and off campus.

Highland High School, School Town of Highland, IN: August 2001 to June 2016

High School teacher of Physics, Integrated Chemistry/Physics, and AP Physics.

- On average each year, taught over 125 students and mentored 1 new teacher or student teacher
- Coordinated science education within the High School and district wide. Improved science education in Highland by creating and instituting new science programs. To include a complete transformation of 9th grade science education into Integrated Chemistry/Physics. Updating all Physics education into AP/Dual credit education.
- Conducted data collection and analysis of student success versus historical, state, and national data. Spearheading shift in school calendar to facilitate better test scores.

Army National Guard, Boise, Idaho: March 2003 to present

Officer in the Idaho Army National Guard in traditional status (drill and annual training.)

- Currently assigned as Chief of Department of Public Works for Orchard Combat Training Center. Select previous assignments include Engineer officer for Idaho Joint Forces Headquarters, Brigade Engineer for 116th Brigade consisting of over 3,000 personnel, Executive Officer for 116th Brigade Engineer Battalion, and Company Commander for 1613th Engineering Support Company.
- Veteran of a combat tour in Iraq. Army engineer in charge of over 150 construction projects costing over \$252,000,000.
- Led and mentored hundreds of soldiers over my career ranging for small teams (3-4 people) to companies of over a hundred people in a large variety of missions and locations to include Iraq, Haiti, Germany, COVID support, at the National Training Center, and the southwest border.
- In all military positions, I have always been rated very highly and have received numerous awards to include a bronze star, army commendation medals, air force commendation medal, army achievement medals, and combat action badge. Have held a variety of military positions at all levels in the military. Positions details available on request or on LinkedIn.

Education

Master Degree: Education (Physics), Ohio State University, Graduated 2001

Bachelor Degree: Physics, The College of New Jersey, Graduated 1996

Additional Experience

Mission 43:

Cohort 3 Leaders Fellowship

Treasure Valley Pinball / International Flipper Pinball Association

State Representative to IFPA and partner in Treasure Valley Pinball
Established competitive pinball community in Idaho

Professional Development instructor:

Developed and delivered time management and strategic thinking sessions to clients including GoGo Squeez, Boise State University, Boise Zoo, and Oppenheimer Group.

Additional Professional Experience

Melcor Thermoelectrics: June 1996 to June 1997

Thermoelectric Engineer

- Developed and standardized new thermoelectric assemblies product line that is still in usage today.

- Tested and analyzed products(various thermoelectric modules) for endurance and performance.
- Part of a team that designed, build, and tested custom assemblies for various corporations.
- Conducted research and development of new manufacturing techniques for materials.

Purdue University North Central, Westville, IN: August 2014 to present
Dual credit teacher of Physics 220 and 221 courses.

Ohio State University, Columbus, Ohio: September 1997 to March 2001

Instructed numerous undergraduate general Physics classes and labs.

- Conducted teacher workshops to instruct graduate teaching assistants.
- Multi-time recipient of Hazel Brown Teaching Award and OSU Graduate Teaching Award
- Carried out high energy particle physics research at the CLEO detector at Cornell University.

Licenses and Certification

General Science, 5th -12th grade: Indiana Teacher License, valid through April 2019

Physics, 5th -12th grade: Indiana Teacher License, valid through April 2019

Military education

Command and General Staff Officer Common Core: Fort Leonard Wood, MO, Graduated 2021

Engineer Captain Career Course: Fort Leonard Wood, MO, Graduated 2010

Engineer Officer Basic Course: Fort Leonard Wood, MO, Graduated 2006

Officer Candidate School: Camp Atterbury, IN, Graduated 2005

Active Secret Clearance (valid through 2024)

Amber Orozco, Founding Assistant Principal



Following an extensive career in education, Amber Orozco joins the American Classical Schools of Idaho network as founding assistant principal of Valor Classical Academy (VCA). VCA is under development in the Trilogy Valor community in Kuna.

Mrs. Orozco brings considerable experience to her new role. Before entering school leadership, she taught multiple grade levels and subjects in public schools, including history and Spanish at the middle school level, and special education reading and writing classes for elementary grade students. Prior to her teaching career, she worked for various educational programs including those aimed at increasing educational opportunities for migrant farmworkers, low-income populations, and first generation college students.

After completing her undergraduate degree in Political Science from Boise State University, she moved to Texas to attend St. Mary's University and earned a Master's degree in International Relations, upon which she returned home to Idaho. During her tenure as a public school teacher, she returned to school, this time choosing the University of Idaho to complete a Master's degree in Educational Leadership.

AMBER OROZCO

2400 W Sunrise Rim Rd, Boise, ID 83705

Ph: (208) 861-5730

amberorozco49@gmail.com

Professional Summary

Passionate and enthusiastic teacher with over fifteen years of experience working with youth in various capacities.

Skills

- Certifications in 6-12 History and Spanish, K-12 Bilingual Education
- School Event/Fundraiser Planning
- Standards Based Grading
- Student Leadership Adviser (3 years)
- School Leadership Team (2 years)
- PBIS Team (1 year)

Experience

8th Grade U.S. History Teacher, Dual Language Teacher *Aug 2016 – Current*
Kuna Middle School – Kuna, ID

- Teach curriculum in English and Spanish.
- Establish and enforce rules for behavior and procedures for maintaining order among students.
- Adapt teaching methods and instructional materials to meet students' varying needs and interests.
- Assign and grade class work and homework.
- Prepare materials and classrooms for class activities.
- Plan and conduct activities for a balanced program of instruction, demonstration, and work time that provides students with opportunities to observe, question, and investigate.
- Prepare, administer, and grade tests and assignments to evaluate students' progress.
- Establish clear objectives for all lessons, units, and projects and communicate those objectives to students.

Family Helper *Feb 2013 – Aug 2016*
Cavanaugh Family – Boise, ID

- Provided care for children diagnosed with Reactive Attachment Disorder and Asperger's Syndrome; worked on improving social behaviors and decreasing anxiety in social situations.
- Instructed children in health and personal habits; prepared meals and snacks.
- Transported children to schools, social outings, and medical appointments.
- Performed housekeeping and cleaning duties related to children's care.
- Communicated with children's parents or guardians about daily activities, behaviors, and related issues.

Substitute Teacher

Feb 2014 – May 2016

Boise School District – Boise, ID

- Followed lesson plans per teacher requests.
- Set clear expectations to maintain classroom behavior in the teacher's absence.
- Completed additional tasks as needed (subbed last-minute vacancies during prep blocks, lunch duty, etc.)
- Maintained positive working relationships with school staff and became a preferred sub at South Junior High and Timberline High School.

Brand Protection Analyst

Jan 2012 – Feb 2013

MarkMonitor – Meridian, ID

- Manipulated data to perform quality analysis and identify trends.
- Generated standard and custom reports.
- Collaborated with clients and team members to solve ad-hoc requests and implement customized approaches to identified business problems.
- Formulated and effectively communicated data-driven recommendations focused on client needs.

Outreach Specialist

June 2009 – Jul 2010

The University of Texas at San Antonio – San Antonio, TX

- Assisted with recruitment activities to identify eligible applicants for the Upward Bound Program.
- Met with students to review students' individual academic plan, needs assessment, transcript evaluation, and applications for college, financial aid, internships, and scholarships.
- Prepared and conducted outreach workshops and presentations.
- Provided responses to inquiries from students, parents, high schools, community organizations, and the general public.

Student Services Coordinator

January 2008 - May 2009

Boise State University, High School Equivalency “HEP” Program - Boise, ID

- Provided supportive services to residential and commuter students in the HEP program.
- Familiarized students with dormitory and university policies; acted as a liaison with community agencies and university departments in a positive, effective manner to ensure students' physical and emotional needs were met.
- Coordinated cultural activities with students; responsible for planning and implementation of field trips.
- Planned and presented personal development classes involving a variety of topics.
- Conducted weekly meetings with Residential Advisor to maintain effective communication between HEP and University Housing; conducted weekly room checks.
- Documented attendance and activities involving student participation; provided records and quarterly reports for grant writing purposes.

Education

Master of Arts: Educational Leadership

University of Idaho

December 2023

Bachelor of Arts: Political Science

June 2006

Boise State University – Boise, ID

- Minor in Spanish.

Appendix E

Education Service Provider

Not Applicable

Appendix F

Additional Documents

Appendix F

F1 Notification Letters



VALOR

CLASSICAL ACADEMY

VIRTUS • SCIENTIA • FELICITAS

Superintendent Lisa Robert
Boise School District
8169 W. Victory Rd
Boise, ID 83709

Dear Superintendent Roberts,

August 2nd, 2024

I am writing to inform you of a planned charter school in the Valor community development in Kuna. Valor Classical Academy (VCA) is planned to open in August of 2026 and will initially serve 378 students in grades K-6. One grade will be added in each subsequent year until VCA is a K-12 school serving 702 students. The school will operate as an American Classical School utilizing the curriculum developed by the Hillsdale College Office of K-12 Education. The mission of Valor Classical Academy is to train the minds and improve the hearts of students through a classical, content-rich curriculum that emphasizes virtuous living, traditional learning, and civic responsibility.

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

Respectfully,

A handwritten signature in dark ink that reads "Sean Hunter". The signature is fluid and cursive, with a long horizontal stroke extending from the end.

Sean Hunter
Founding Principal
Valor Classical Academy
Kuna, Idaho



VALOR

CLASSICAL ACADEMY

VIRTUS • SCIENTIA • FELICITAS

Superintendent Kim Bekkedahl
Kuna Joint School District
711 E. Porter St
Kuna, ID 83634

Dear Superintendent Bekkedahl,

August 2nd, 2024

I am writing to inform you of a planned charter school in the Valor community development in Kuna. Valor Classical Academy (VCA) is planned to open in August of 2026 and will initially serve 378 students in grades K-6. One grade will be added in each subsequent year until VCA is a K-12 school serving 702 students. The school will operate as an American Classical School utilizing the curriculum developed by the Hillsdale College Office of K-12 Education. The mission of Valor Classical Academy is to train the minds and improve the hearts of students through a classical, content-rich curriculum that emphasizes virtuous living, traditional learning, and civic responsibility.

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

Respectfully,

Sean Hunter
Founding Principal
Valor Classical Academy
Kuna, Idaho



VALOR

CLASSICAL ACADEMY

VIRTUS • SCIENTIA • FELICITAS

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

Dear Superintendent Bub,

August 2nd, 2024

I am writing to inform you of a planned charter school in the Valor community development in Kuna. Valor Classical Academy (VCA) is planned to open in August of 2026 and will initially serve 378 students in grades K-6. One grade will be added in each subsequent year until VCA is a K-12 school serving 702 students. The school will operate as an American Classical School utilizing the curriculum developed by the Hillsdale College Office of K-12 Education. The mission of Valor Classical Academy is to train the minds and improve the hearts of students through a classical, content-rich curriculum that emphasizes virtuous living, traditional learning, and civic responsibility.

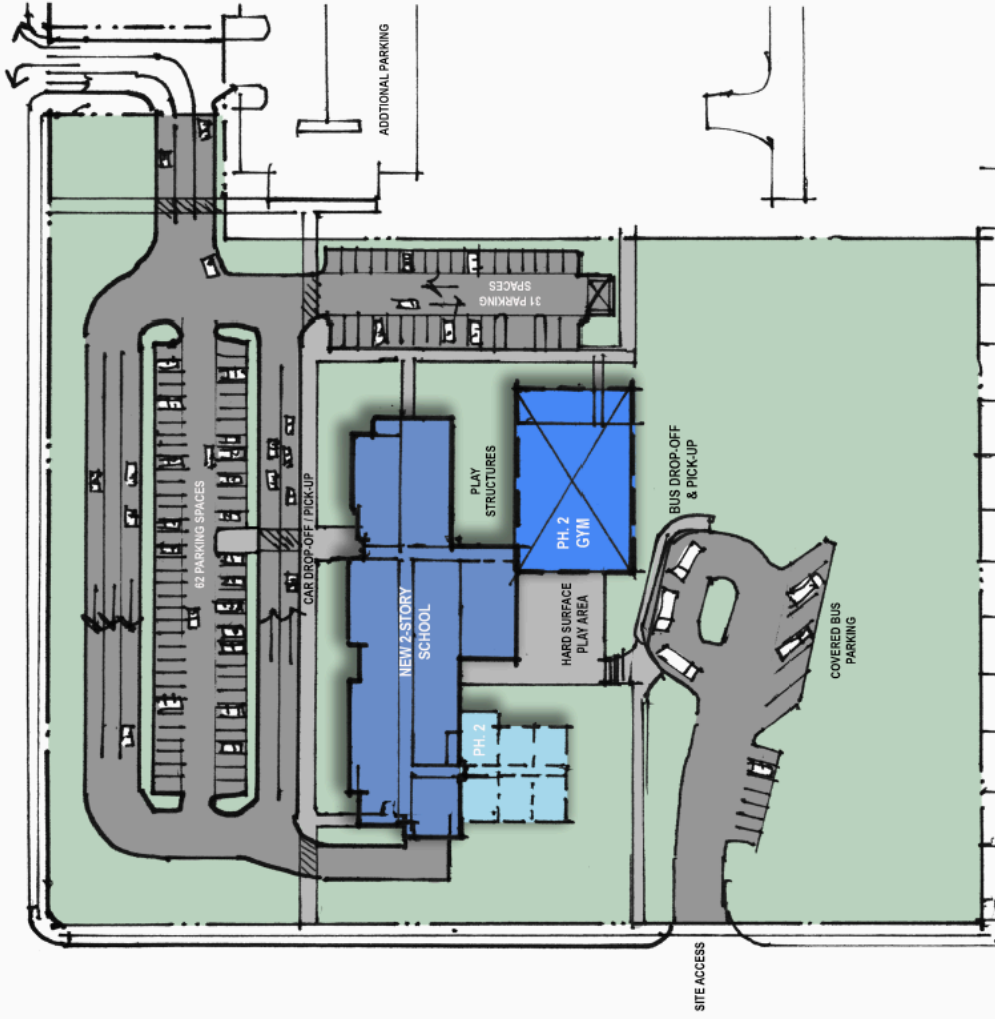
Following a thorough review of attendance boundaries, we determined that our primary attendance zone intersects with your school district. A copy of the petition is included alongside this letter for your review. Our intent is to submit a petition to the Idaho Public Charter School Commission exactly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

Respectfully,

Sean Hunter
Founding Principal
Valor Classical Academy
Kuna, Idaho

Appendix F

F2 Facility Plans and Donation Agreement



OVERALL SITE PLAN

SCHOOL SITE PLAN

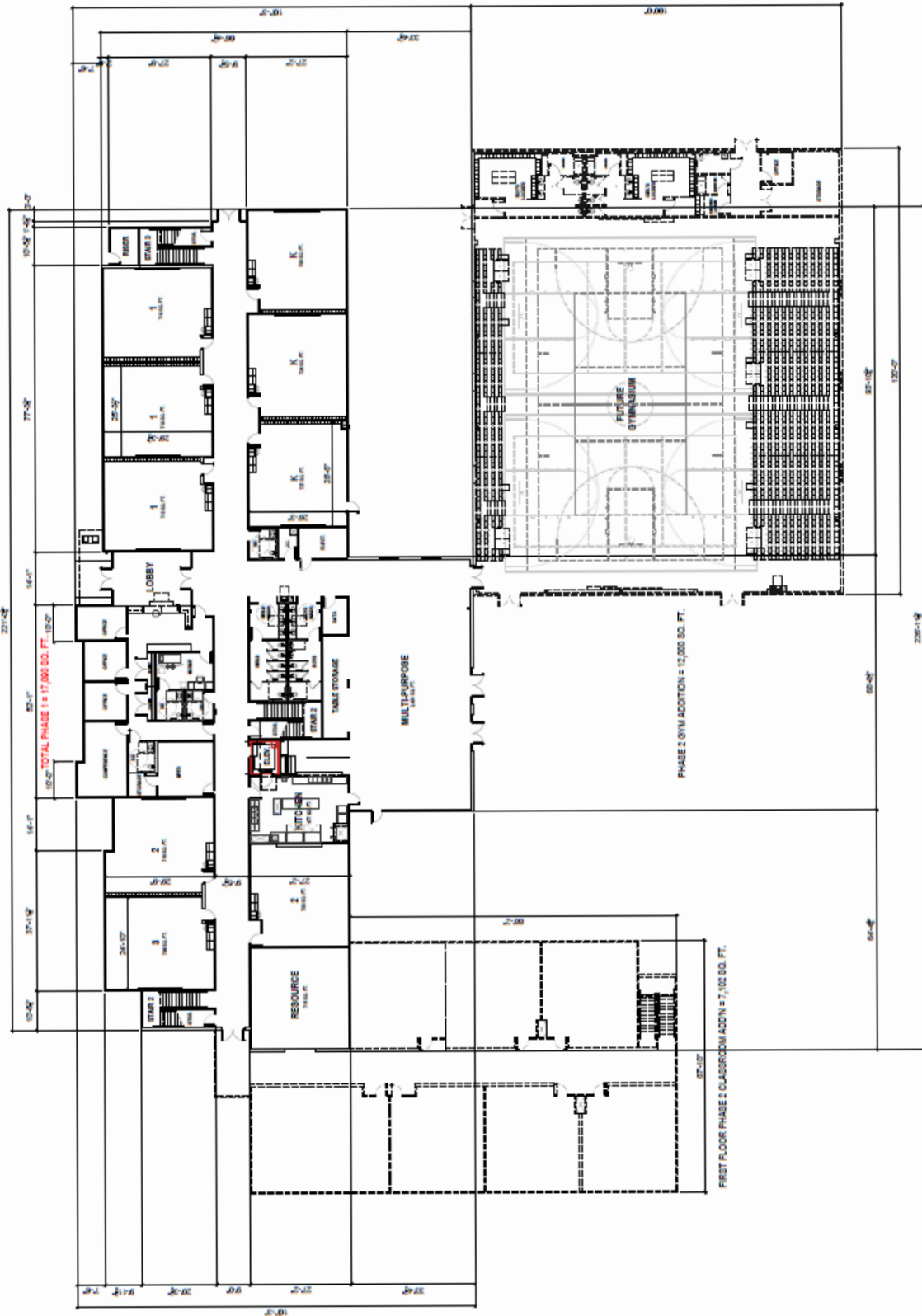
Bouma USA

Valor West Charter School - Option A

KUNA, IDAHO

HENRICKSON
ARCHITECTURE + PLANNING

09.20.24



TOTAL FIRST FLOOR PHASE 1 & 2 = 36,191 SQ. FT.

FIRST FLOOR PLAN

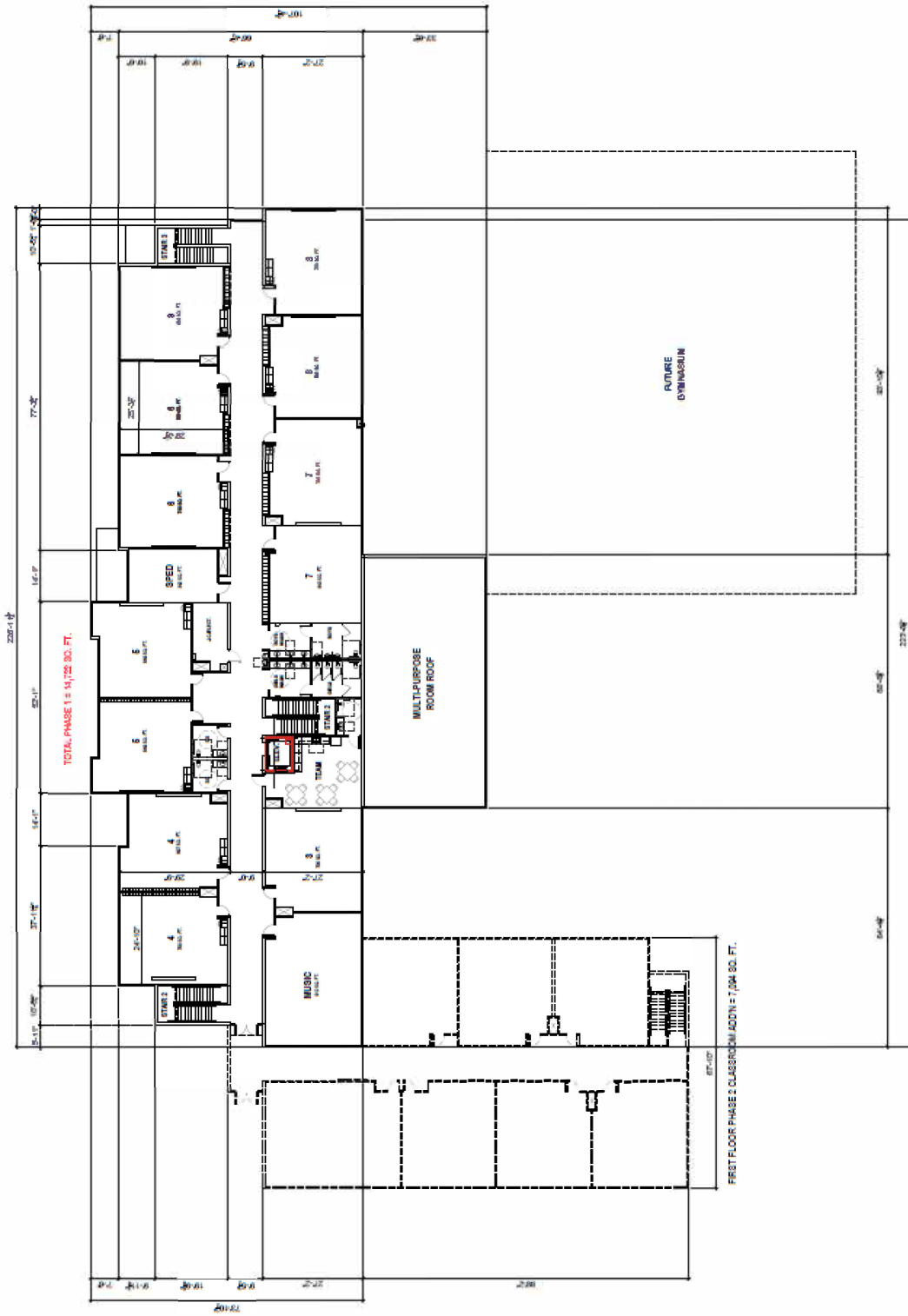
188 VALOR WEST CHARTER SCHOOL

KUNA, IDAHO

Bouma USA



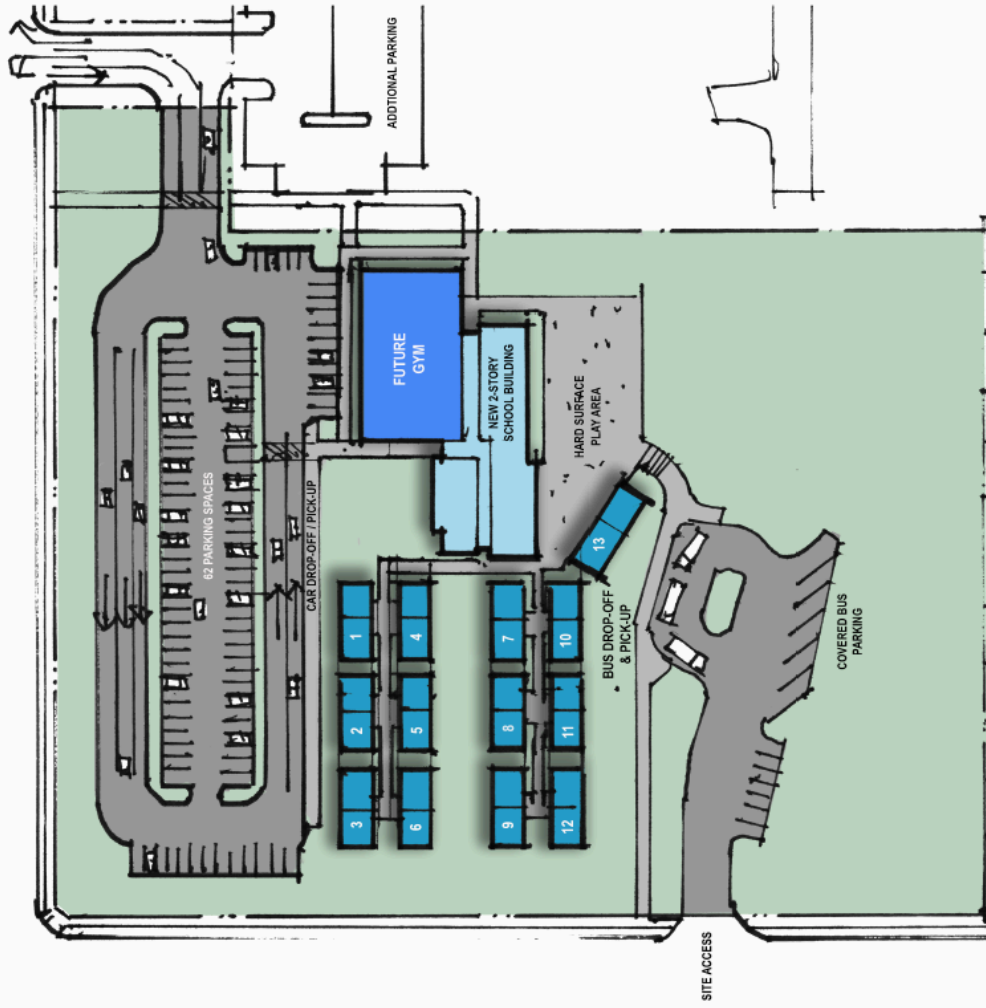
HENRICKSON



TOTAL SECOND FLOOR PHASE 1 & 2 = 21,826 SQ. FT.

SECOND FLOOR PLAN

VALOR WEST CHARTER SCHOOL
KIRK, IDAHO



OVERALL SITE PLAN

09.20.24

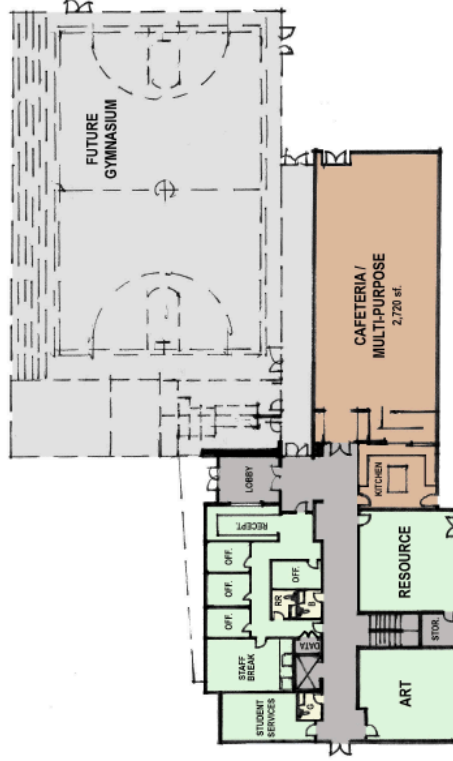
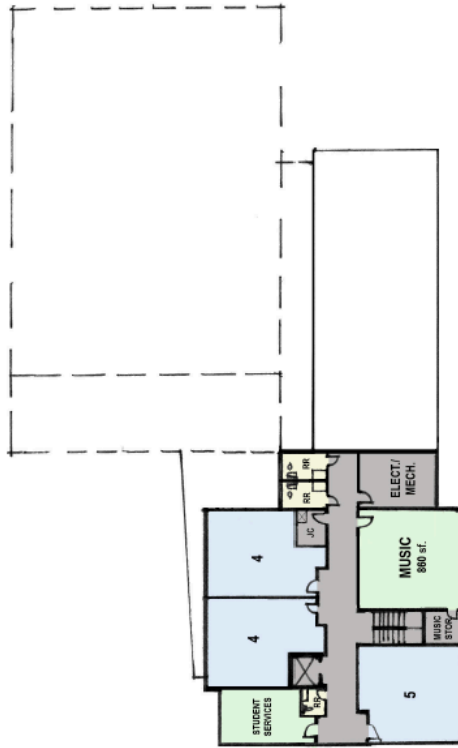
SCHOOL SITE PLAN

Valor West Charter School - Option B

KUNA, IDAHO

Bouma USA | H |

HENRICKSON
ARCHITECTURE + PLANNING



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

SECOND FLOOR PLAN

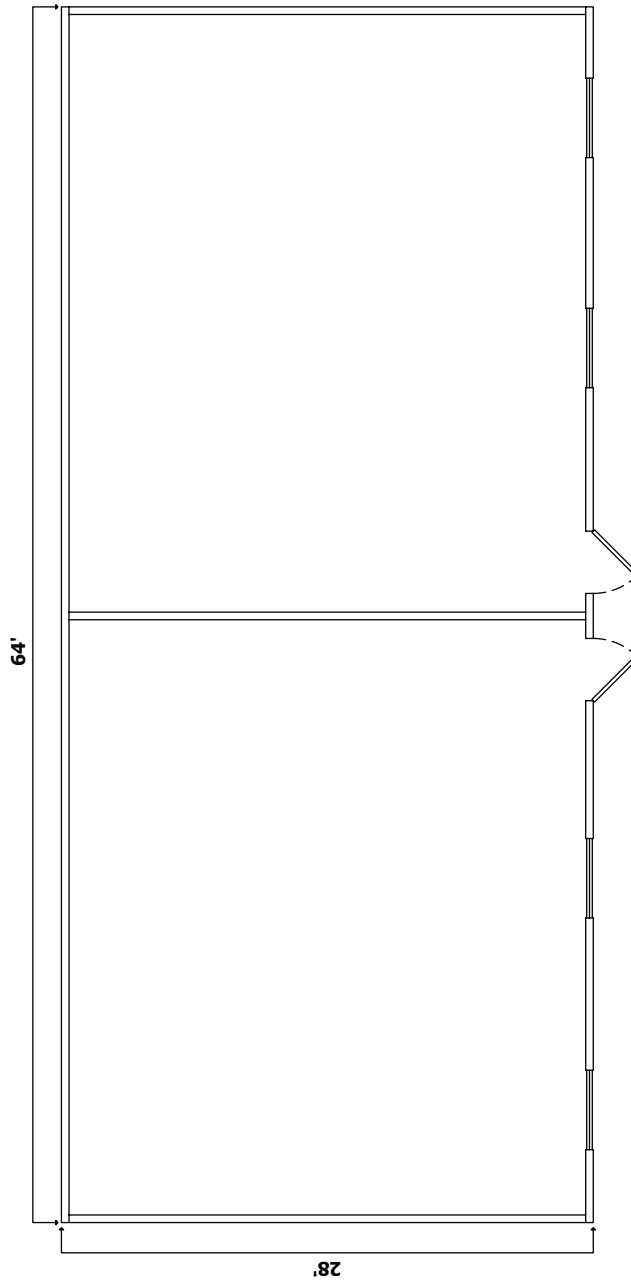
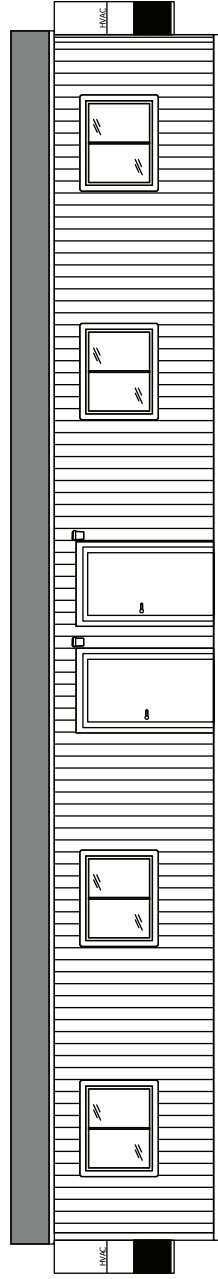
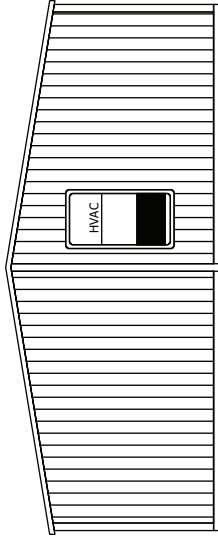
FIRST FLOOR PLAN

Valor West Charter School - Option B



KUNA, IDAHO

HENRICKSON
ARCHITECTURE + PLANNING



- Two 924 square foot classrooms.
- Upgraded vinyl covered wall panels.
- Energy efficient fluorescent lighting.
- Acoustical T-bar ceiling decreases noise from room to room.
- Decorative exterior siding for a modern appearance.
- Our buildings are completely insulated and come with a heating and air conditioning system to provide a comfortable learning environment.

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

Your Local
Sales Professional
Steve Haynie
208.362.7587

28' x 64' Modular Classroom

Classroom, 28x64 WMS (Item2103)

DONATION AGREEMENT

This Donation Agreement (this “**Agreement**”) is made by and between Developer and Donor as more particularly set forth herein.

1. BASIC AGREEMENT TERMS.

- 1.1. **Effective Date:** 9/11/24
- 1.2. **Developer:** American Classical Schools of Idaho, Inc., an Idaho nonprofit corporation, and/or assigns[any assigns must also be a §501(c)(3) organization; see Section 4.3.3]
- 1.3. **Donor:** Kuna Bluff, LLC an Arizona limited liability company (“**Donor**”)
- 1.4. **Property:** Approximately 7.93 acres of land located within the Valor Master Plan, legally described on the attached **Exhibit A** (the “**Property**”).
- 1.5. **Exercise of Option:** For and upon receipt of consideration of One Hundred and No/100 Dollars (\$100.00), Donor hereby grants Developer the option to acquire the Property as a donation from Donor for the purposes and on the conditions set forth herein (the “**Option**”). Developer may exercise the Option by delivering the following to Donor and Escrow Agent on or before five (5) business days following receipt of the School Entitlements, defined below, but in no event later than December 1, 2025 (the “**Option Deadline**”): (a) an unqualified written notice to Donor that Developer is exercising the Option (the “**Exercise Notice**”); and (b) reasonable evidence that Developer has received the School Entitlements, defined below, to construct a public charter school building (the “**School**”);
- 1.6. **School Entitlements and School Entitlements Approval Deadline:** Developer shall obtain entitlements and other approvals from the City of Kuna (the “**City**”) and the Valor Master Association (the “**Association**”) necessary to construct the School on or before December 15, 2025 (the “**School Entitlements Approval Deadline**”), which shall include the following: (a) approvals from the Association of the site plan and architecture; (b) approval from the City for the construction of the School, including design and building permit review; (c) a current performance certificate for the operation of the School; (d) reasonable evidence that Developer has entered into contracts for the construction of the School; and (e) reasonable evidence that Developer has sufficient financing available to construct the School on the Property (collectively the “**School Entitlements**”). As further set forth and without limiting anything contained in Section 4.3.1, prior to submittal to the City for School Entitlements which require City approval, the Developer shall provide the Donor a complete set of the School Entitlements applications for review and approval, which approval shall not be unreasonably withheld or delayed so long as the foregoing substantially conform to and satisfy the requirements of the Preliminary Site Plan attached hereto as **Exhibit B** and made a part hereof. If Developer fails to timely obtain the School Entitlements and fails to provide Donor with the documents and other information set forth

With a copy to:

The M3 Companies, L.L.C.
1673 W. Shoreline Drive, Suite 200
Boise, Idaho 83702
Attn: Mark Tate
Telephone: (208) 939-6263
Email: mtate@m3companiesllc.com

With a copy to:

Clark Wardle LLP
251 E. Front Street, Suite 310
Boise, Idaho 83702
Attn: T. Hethe Clark
Telephone: (208) 388-1000
Email: hclark@clarkwardle.com

- 1.13. **Brokerage:** None
2. **PROPERTY.** The Property includes all of Donor's right, title and interest in the Property, in law and in equity, including all improvements thereon and appurtenances thereto, including (as applicable) minerals and mineral rights, easements, streets, alleys and rights of way adjacent thereto, reversions, water and water rights (whether classified as real or personal property), ditch rights, and ditch or irrigation company shares (if any). The conveyance shall be subject to the following obligations, each of which shall survive Closing:
- 2.1. **Donor's Obligations.** An affiliate of the Donor shall, at its expense: (i) grade the Property in accordance with grading plans which shall be submitted to and approved by Developer on or before sixty (60) days prior to the School Construction Start Date, as defined below; and (ii) construct to ACHD standards the adjacent collector roads commonly known as "Tiercel" and "Five Mile Road," which roads provide access and utilities to the Property and shall be stubbed at a location mutually agreed by Developer and Donor. Such construction shall be completed on or before the date that is sixty days before the School Opening Date, as defined below.
- 2.2. **School Construction Start Date.** Developer shall commence construction of the School on or before one hundred eighty (180) days following the Closing Date (the "**School Construction Start Date**").
- 2.3. **School Opening Date.** Developer shall open the School on or before eighteen (18) months following the School Construction Start Date (the "**School Opening Date**").

3. **TITLE MATTERS.** Not more than five (5) business days from the Effective Date, Developer will cause Escrow Agent to provide Developer and Donor with an ALTA commitment for title insurance, together with legible copies of all documents referenced therein as exceptions (the “**Title Commitment**”). Donor agrees to cure any of the following matters identified in the Title Commitment on or before closing (collectively, the “**Mandatory Cure Items**”): (a) any delinquent real property taxes or assessments related to the Property; (b) any mortgage, deed of trust or similar financial encumbrance (i.e., securing any debt of Donor) affecting the Property; (c) any mechanic’s lien or similar lien affecting the Property caused by Donor (but not caused by the Developer or others); (d) any exception that Donor expressly agrees to remove in writing; and (e) any encumbrance on the Property created by Donor (but not others) after the Effective Date; provided, however, Mandatory Cure Items exclude any matters contemplated by this Agreement and any matters caused by Developer. Developer shall have ten (10) business days after the receipt of the Title Commitment within which to object in writing to any material exception shown thereon that is not a Mandatory Cure Item. Developer and Donor agree to work together in good faith (with Escrow Agent) to endeavor to resolve Developer’s objections to the exceptions prior to the Option Deadline; provided, however, Donor will not be obligated to cure any exceptions (other than Mandatory Cure Items) unless Donor agrees to do so in writing, at which time the exception will be a Mandatory Cure Item as set forth in the written agreement. Any matters set forth in the Title Commitment that are not Mandatory Cure Items will be considered “**Permitted Exceptions.**”
4. **DUE DILIGENCE.**
 - 4.1. **Donor Documents and Information.** Within ten (10) business days of the Effective Date, Donor will provide to Developer copies of any and all documents, contracts, reports, studies, maps, tax billings, topographical surveys, boundary surveys, maps and other information in Donor’s possession or control (the “**Donor Documents**”). Donor agrees to cooperate as reasonably requested by Developer to cause third parties (other than Donor’s attorneys) to deliver relevant information to Developer (at no cost to Donor). Donor Documents will be provided to Developer “as-is” without representation or warranty of any kind by Donor. Developer acknowledges that Donor Documents may contain historic information that is no longer accurate, and will contain information, observations, conclusions and opinions of others. Except for representations and warranties that are expressly set forth in this Agreement, Donor makes no representation or warranty to Developer regarding any Donor Documents, or any information provided by Donor or others respect to the Property, and Developer agrees that Developer will not rely on any documents or information provided by or on behalf of Donor except, and only to the extent, of any express representation or warranty given by Donor to Developer under this Agreement.
 - 4.2. **Property Inspection.** Commencing on the Effective Date through the Closing Date, Donor will provide Developer and Developer’s agents with reasonable access to the Property for

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

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

4.3.1. **Diligent Pursuit of Entitlements.** Developer will diligently pursue the School Entitlements and shall provide Donor with copies of all plans and applications with the City. Donor shall have the right to approve such plans and applications prior to submittal, which approval shall not be unreasonably withheld, conditioned, or delayed so long as Developer's site plan is in general conformance to the Preliminary Site Plan.

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

4.3.3. **Non-Profit Status.** Developer has provided evidence to Donor that Developer, and any assigns, is and will remain a nonprofit entity that has obtained Internal Revenue Code § 501(c)(3) status.

4.3.4. **No Insolvency.** No proceedings under any bankruptcy or insolvency laws have been commenced by or, to Developer's knowledge, against Developer that have not

been terminated. Developer has not made any general assignment for the benefit of creditors. No trustee or receiver has been appointed for Developer.

- 4.3.5. **Legal Proceedings.** To Developer's knowledge, there are no claims, legal actions or other proceedings pending or threatened against Developer that could affect the right, power or ability of Developer to perform all of Developer's obligations under this Agreement.
- 4.3.6. **No Reliance.** Developer will not, and has not, relied on any statement, document or information from Donor or on behalf of Donor except, and only to the extent of, the express representations and warranties of Donor to Developer under the Agreement.
- 4.3.7. **Executive Order.** Developer is not any of the following: (a) a person or entity that is listed in the annex to, or is otherwise subject to the provisions of, Executive Order No. 13224 on Terrorist Financing (effective September 24, 2001) (herein called the "Executive Order"); (b) a person or entity owned or controlled by, or acting for or on behalf of any person or entity that is listed in the Annex to, or is otherwise subject to the provisions of, the Executive Order; (c) a person or entity that is named as a "specifically designated national" or "blocked person" on the most current list published by the U.S. Treasury Department's Office of Foreign Assets Control (herein called "OFAC") at its official website, <http://www.treas.gov/offices/enforcement/ofac>; (d) a person or entity that is otherwise the target of any economic sanctions program currently administered by OFAC; or (e) a person or entity that is affiliated with any person or entity identified in the foregoing clauses (a), (b), (c) or (d).
- 4.3.8. **Charter School Operations.** Developer shall operate a charter school on the Property and shall establish a primary attendance zone that will provide residents within the Valor Community attendance priority (the "**Priority Attendance Zone**"). The "**Valor Community**" shall be defined as residential units or property subject to the Valor Community Master Association covenants conditions and restrictions, as amended from time to time. A map showing the current boundaries of the Valor Community, including the location of the School, is contained on **Exhibit C**. The specific layout and development of the Valor Community may be amended from time to time by Donor in connection with Donor's development thereof. Development of the School Site in accordance with the foregoing and in accordance with the Preliminary Site Plan is a requirement of the Closing and an ongoing requirement that shall survive Closing. This condition will be contained in the Gift Deed conveying the Property to the Developer.
- 4.4. **Donor's Representations and Warranties.** Donor represents and warrants to Developer that the following statements are true and correct in all material respects as of the date of this Agreement and will be true and correct as of the Closing Date. The terms "Donor's

knowledge” or other similar words mean only Donor’s actual knowledge without any constructive knowledge or any duty to inspect or investigation.

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

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

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

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

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

- 4.6. **No Other Representations or Warranties.** Developer acknowledges and agrees that, subject only to Donor's representations and warranties contained in this Agreement or in any document provided by Donor to Developer at closing for the applicable survival period), neither Donor nor any agent, employee or representative of Donor has made, and Developer will not rely upon, any representations or warranties of any kind or nature whatsoever, whether express or implied, oral or written, past, present or future, of, as to, concerning or with respect to the Property, including, without limitation: (a) the nature, quality or condition of the Property; (b) the value of the Property, the future income or profits that may be derived from any operation, development or use of the Property; (c) any costs, expenses, risks or liabilities arising from or attributable to the past or any future ownership of the Property; (d) the costs of owning, operating, repairing or maintaining the Property; (e) the marketability of the Property; (f) the habitability, merchantability or fitness of the Property for a particular purpose; (g) the suitability of soils and soil conditions affecting the Property for purposes of any future construction or development; or (h) the compliance of or by the property or its operation with any laws, rules, ordinances or regulations of any applicable governmental authority, including, without limitation, any environmental law.
5. **ENTITLEMENT.** Developer will, at Developer's expense, employ Developer's best efforts in order to timely obtain the School Entitlements. Donor will cooperate with Developer's efforts and promptly sign any applications, consents, affidavits or other documents reasonably requested by Developer for the School Entitlements. Developer will keep Donor reasonably informed of Developer's efforts, and will notify Donor of any public hearings on Developer's applications for entitlement approvals. Developer agrees that Developer will not cause any entitlement approvals to be finalized or binding on Donor or the Property unless Developer has satisfied the conditions set forth in Section 1.6.
6. **DONOR REVIEW OF SCHOOL ENTITLEMENTS.** Donor will have five (5) business days after receipt of the School Entitlements to review the documents and reasonable evidence provided by Developer therewith (including without limitation the information identified in connection with items (a) - (e) in Section 1.6 above), and to notify Developer of any objections to Developer's documents and reasonable evidence. If Donor does not object in writing within five (5) business days of receipt for any reason, then the School Entitlements shall be deemed to be approved. If Donor delivers an objection to Developer, then Donor and Developer will promptly meet and confer in an attempt to resolve Developer's objections, which shall be resolved prior to the Option Deadline after which time the Option shall terminate and any and all rights under this Agreement shall be terminated and of no further force or effect if such disagreements are not resolved to the satisfaction of Donor.
7. **CLOSING AND RELATED MATTERS.**
- 7.1. **Closing.** The closing for the Property will take place on a mutually convenient date that is not later than the Closing Deadline (the "**Closing Date**").

- 7.2. **Escrow Closing.** The closing will take place at Escrow Agent's office. On or before the Closing Deadline, Developer and Donor will deposit with Escrow Agent all instruments (including the Gift Deed), documents and monies (payable in cash, by wire funds or bank check), as necessary to complete the transaction in accordance with this Agreement. Donor will execute an affidavit of non-foreign status and any affidavits that may be customarily required by Escrow Agent for issuance of the Title Policy and any extended coverage or endorsements reasonably requested by Developer (provided that the affidavits are consistent with Donor's obligations under this Agreement). Developer will pay (a) Escrow Agent's escrow/closing fees, (b) the premium for the Title Policy, and (c) the recording fees for the Gift Deed. Rents and real property taxes and assessments for current calendar year will be prorated as of the Closing Date. All other expenses not specifically referenced in this Agreement and incurred by Donor or Developer with respect to this transaction will be borne and paid exclusively by the party incurring the same without reimbursement. Donor will deliver to Escrow Agent any documents required by the Title Commitment or otherwise by Escrow Agent to demonstrate (x) Donor's power and authority to enter into and perform the transactions contemplated by this Agreement; and (y) the authority of any individual who has executed or will execute documents on behalf of Donor in connection with the transactions.
- 7.3. **Developer's Closing Conditions.** Developer will not be obligated to close if ("**Developer's Closing Conditions**"): (a) Donor is in material default of its obligations under this Agreement as of the Closing Date; (b) any of Donor's representations or warranties to Developer under this Agreement are not accurate as of Closing Date; or (c) Escrow Agent does not provide Donor and Developer with Escrow Agent's irrevocable commitment to issue the Title Policy at closing (through no fault of Developer). If Developer's Closing Conditions are not satisfied or waived by the Closing Deadline, then Donor will be in default of this Agreement and Developer will have the rights set forth in Section 11 (subject to notice to Donor and opportunity to cure as provided therein).
- 7.4. **Donor's Closing Conditions.** Donor will not be obligated to close if ("**Donor's Closing Conditions**"): (a) Developer is in material default of its obligations under this Agreement as of the Closing Date; (b) any of Developer's representations or warranties to Donor under this Agreement are not accurate as of Closing Date; or (c) Developer has not approved Developer's plans in accordance with Section 6. If Donor's Closing Conditions are not satisfied or waived by the Closing Deadline, then Developer will be in default of this Agreement and Donor will have the rights set forth in Section 12 (subject to notice to Developer and opportunity to cure as provided therein).
- 7.5. **School Use Covenant.** The Gift Deed shall include a covenant and deed restriction requiring that (a) Developer commits to Donor that Developer will construct the School on the Property; (b) Developer will not convey the Property (or any part thereof) to any party prior to completing the construction of the School on the Property without Donor's prior written approval; (c) that the use of the Property shall be limited to school and school-

related purposes and (d) the Valor Community shall be a Priority Attendance Zone (collectively, the “**School Use Covenant**”).

- 7.6. **Conveyance of Title.** At Closing, Donor will execute and deliver to Developer a deed of gift (the “**Gift Deed**”) of the form attached as **Exhibit D** and made a part hereof, conveying all of Donor’s right, title and interest in the Property free of any encumbrances made, done or suffered by Donor except (a) taxes and assessments that are not then due and payable; (b) matters of record; (c) matters appearing from a careful inspection and survey of the Property; (d) the Permitted Exceptions; and matters made, done or suffered by Developer. The Gift Deed shall be subject to the School Use Covenant.
- 7.7. **Title Insurance.** At Closing, Developer will cause Escrow Agent to provide Developer with an ALTA standard coverage title insurance policy pursuant to the applicable Title Commitment dated as of the closing and insuring Developer against loss or damage by reason of any defect in Developer’s title to the Property subject only to the printed exclusions and general exceptions shown on the Title Commitment or appearing in the policy form (the “**Title Policy**”). Developer may purchase extended coverage and/or endorsements as desired by Developer, and at Developer’s expense, and Donor will reasonably cooperate with Developer’s efforts. Donor will execute any affidavit or certificate reasonably requested by Donor or Escrow Agent to facilitate the additional insurance coverage, provided that the affidavit or certificate is consistent with Donor’s obligations under this Agreement.
- 7.8. **Possession.** At Closing, Developer will be entitled to possession of the Property.
8. **CONDEMNATION.** Donor agrees to notify Developer of condemnation proceedings related to the Property within twenty (20) days after Donor learns thereof. If the Property is or becomes the subject of a condemnation proceeding prior to the closing, then Developer may, at its option, either (a) elect to terminate this Agreement by giving notice of the termination to Donor and Escrow Agent on or before closing; or (b) elect to acquire the Property despite the condemnation proceeding, and Donor will assign to Developer all rights to any condemnation proceeding or awards at after closing.
9. **CHARITABLE CONTRIBUTION DEDUCTION.** Donor believes that the market value of the Property exceeds any and all consideration provided by Developer to Donor, and the difference is intended by Donor to be a charitable contribution to Developer, and Donor may be entitled to claim a charitable contribution deduction under Code § 170 for the difference. It is further agreed and understood that, other than as set forth herein, Developer has not provided, and will not be required to provide, any goods, services or other thing of value to Donor in connection with this transaction. This Agreement and the related documents will be deemed a contemporaneous written acknowledgment for purposes of the substantiation requirements of Code § 170 and Treas. Reg. § 1.170A-13(f). Developer agrees to provide further information or documentation as Donor may reasonably request from time to time in order to claim a charitable deduction under Internal

Revenue Code § 170, and to IRA Form 8283, Noncash Charitable Contribution Form, to acknowledge receipt of the Property. The parties acknowledge and agree that Donor shall receive any and all tax deductions, credits and other tax benefits arising from the transactions contemplated by this Agreement.

10. **BROKERAGE.** Except as set forth in Section 1.13, each party represents and warrants to the other party that no broker is involved in the transaction on behalf of that party. Each party is solely responsible for any commissions incurred by that party. Each party will indemnify the other party from any claim for brokerage commission in connection with this transaction and arising out of the indemnifying party's conduct.
11. **PRE-CLOSING DEFAULT; REMEDIES.** Neither party will be deemed to be in default under this Agreement unless the non-defaulting party first provides the defaulting party with a written notice of default (which notice will describe the alleged default with particularity) and a period of ten (10) days to cure the default, except the cure period will not serve to extend the Closing Deadline. In the event of a pre-closing default by Donor hereunder, Developer may, as its sole remedy, either (a) terminate this Agreement by notice to Donor and the parties will have no further obligations under the Agreement except for those obligations that expressly survive the termination of this Agreement; or (b) seek specific performance of this Agreement; provided, however if Developer fails to file an action for specific performance within sixty (60) days after the default, then Developer's remedies will be limited to subpart (a) above. In the event of a pre-closing default by Developer hereunder, Donor may terminate this Agreement by notice to Developer as Donor's sole remedy. Developer and Donor agree that the remedies set forth in this Section are reasonable and appropriate considering all of the circumstances existing on the date hereof, including the relationship of the remedies to the range of harm that reasonably could be anticipated, and the anticipation that proving actual damages would be costly, impractical and extremely difficult.
12. **DEVELOPER POST-CLOSING DEFAULT.** In the event of a post-Closing default by Developer hereunder (including, without limitation, any default related to the School Use Covenant), Donor shall first provide Developer with a written notice of default (which notice will describe the alleged default with particularity) and a period of ten (10) days to cure the default. If Developer fails to cure or commence cure of such default, which cure shall not exceed thirty (30) days from written notice, Donor shall be entitled to pursue legal and/or equitable relief in order to enforce this Agreement, including enforcement of the School Use Covenant. All of the foregoing shall survive the Closing of the present transaction.
13. **INDEMNIFICATION.** Developer hereby releases and waives, and shall defend, indemnify and hold Donor harmless for and against any and all suits, damages, liabilities and claims arising from or related to (i) Developer's breach of this Agreement post-Closing; (ii) the ownership, occupation, use or activities upon the Property after the Closing

Date; and (iii) any liens, costs or encumbrances which need to be paid by Developer in order to convey the Property to the Donor in accordance with Section 7.7.

14. **NOTICES.** All notices required or permitted to be given pursuant to this Agreement must be in writing and may be delivered by hand delivery, electronic mail or any other reasonable delivery method to the other party at the applicable addresses set forth in Section 1. Any notice delivered by other than hand delivery or electronic mail must also be concurrently sent to each receiving party by electronic mail (if an electronic mail address is provided for the recipient party). The addresses may be changed from time to time by written notice. Notices will be deemed received upon the earlier of actual receipt (regardless of the method of delivery) or the first attempted delivery if receipt is refused. If Developer or Donor is represented by a broker, then notices given to or received from the broker will be notices given to and received from the represented party. When authorized by a party, notices may be given or received by legal counsel to that party.
15. **MISCELLANEOUS.**
 - 15.1. **Binding Effect; Assignment.** This Agreement will be binding upon and inure to the benefit of the parties and their successors and permitted assigns. Developer may not assign this agreement to any person or entity without Donor's prior consent, and any assignment without Donor's consent will be void.
 - 15.2. **Time.** Time is of the essence in every provision of this Agreement. When used in this Agreement, the term "business day" means any day which is not a Saturday, Sunday or legal holiday in Idaho (i.e., Idaho Code § 73-108). If this Agreement specifies that a time period expires or that an action must be taken on a date which is not a business day, the date will be deemed extended to the next succeeding day which is a business day, and any successive time periods will be deemed extended accordingly.
 - 15.3. **Incorporation by Reference.** All of the exhibits attached to this Agreement and all documents in the nature of exhibits, when executed, are by this reference incorporated in and made a part of this Agreement.
 - 15.4. **Attorneys' Fees.** If either party hereto fails to perform any of its obligations under this Agreement or if any dispute arises between the parties hereto concerning the meaning or interpretation of any provision of this Agreement, then the defaulting party or the party not prevailing in the dispute, as the case may be, will pay any and all costs and expenses incurred by the other party on account of the default and/or in enforcing or establishing its rights hereunder, including court costs and reasonable attorneys' fees and disbursements.
 - 15.5. **Entire Agreement; Exhibits.** This Agreement supersedes and replaces all written and oral agreements previously made or existing between the parties with respect to the subject matter hereof. All exhibits attached to this Agreement and all documents in the nature of exhibits, when executed, are incorporated into this Agreement by this reference.

- 15.6. **No Merger; Survival.** The terms of this Agreement will not merge into closing or with the conveyance deed(s) for the Property but will instead survive closing or termination (except as may be otherwise provided in this Agreement).
- 15.7. **Governing Law.** This Agreement will be construed and interpreted in accordance with, and will be governed by, the laws of the State of Idaho.
- 15.8. **Execution; Counterparts.** This Agreement may be executed electronically (e.g., DocuSign or equivalent) or in counterparty, which counterparts may also be delivered by .pdf. All counterparts will constitute one contract, binding on all parties, even though all parties are not signatory to the same counterpart, or the signatures are not original signatures to the same agreement.
- 15.9. **Modifications.** This Agreement cannot be changed orally, and no agreement will be effective to waive, change, modify or discharge it in whole or in part unless the agreement is in writing and is signed by the parties against whom enforcement of any change is sought.

[end of text; signature page follows]

EXHIBIT A

Legal Description of the Property



IDAHO
SURVEY
GROUP

9955 W Emerald St
Boise, ID 83704

Phone: (208) 846-8570
Fax: (208) 884-5399

Valor West School Site Boundary Description

Project Number 22-171 June 18, 2024

A parcel of land situated in the northeast quarter of southeast quarter of Section 22 and the northwest quarter of the southwest quarter of Section 23, Township 2 North, Range 1 East, Boise Meridian, City of Kuna, Ada County, Idaho, and being more particularly described as follows:

Commencing at the center quarter-section corner of Section 22, Township 2 North, Range 1 East, Boise Meridian;
Thence N89°54'52"E, 2636.28 feet to the quarter-section corner common to Sections 22 & 23, Township 2 North, Range 1 East, Boise Meridian;
Thence S00°02'10"W, 52.53 feet along the section line between Sections 22 & 23, Township 2 North, Range 1 East, Boise Meridian, to the POINT OF BEGINNING:

Thence S89°35'10"E, 427.61 feet;

Thence S00°20'15"W, 122.09 feet;

Thence N89°39'45"W, 78.28 feet;

Thence S00°24'40"W, 514.26 feet;

Thence S69°25'49"W, 36.31 feet;

Thence N89°35'20"W, 481.90 feet;

Thence N00°02'18"E, 627.99 feet;

Thence N45°13'34"E, 30.31 feet;

Thence S89°35'10"E, 149.04 feet to the POINT OF BEGINNING.

The above-described parcel contains 7.93 acres, more or less.



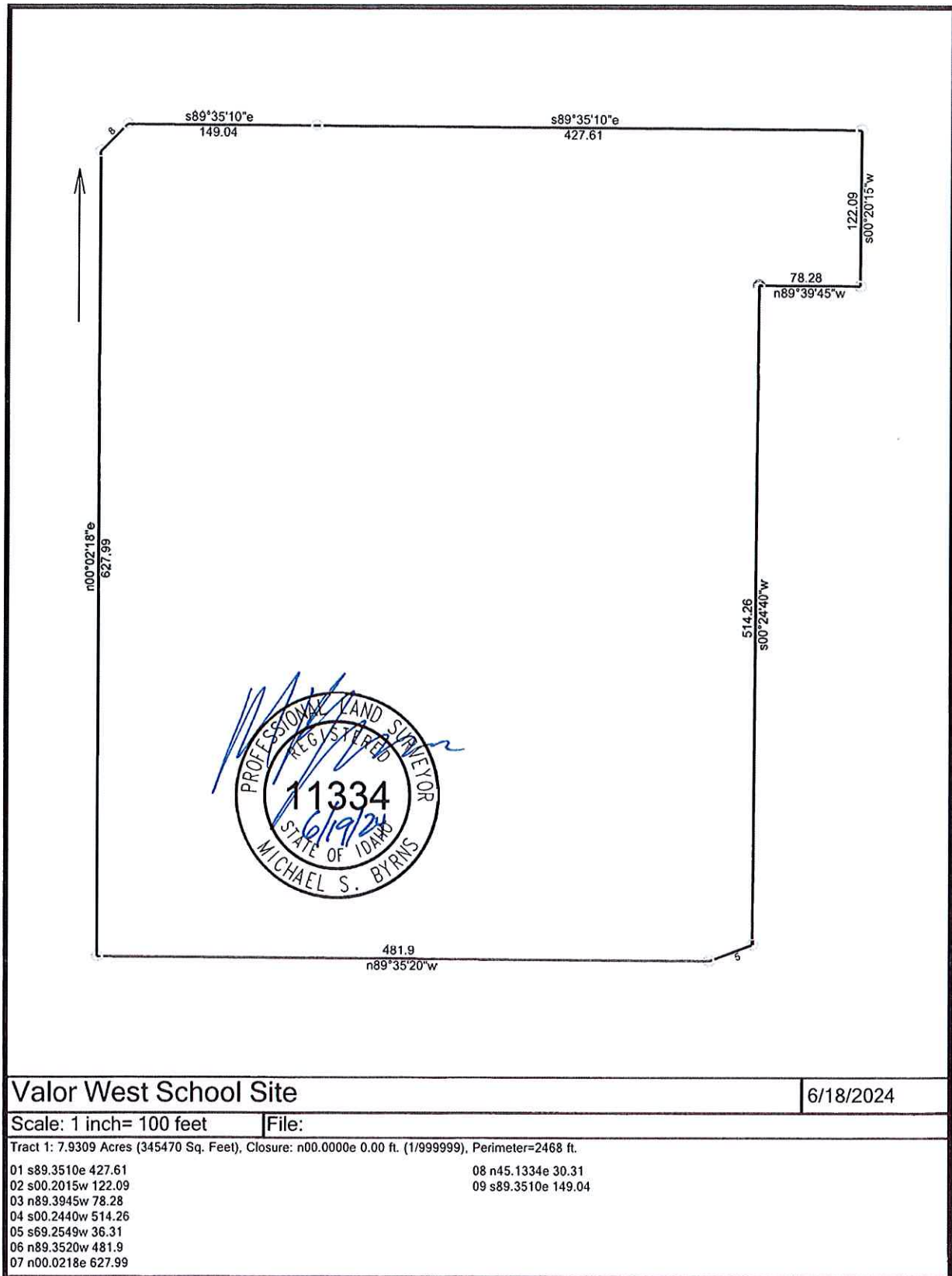


EXHIBIT B
Preliminary Site Plan

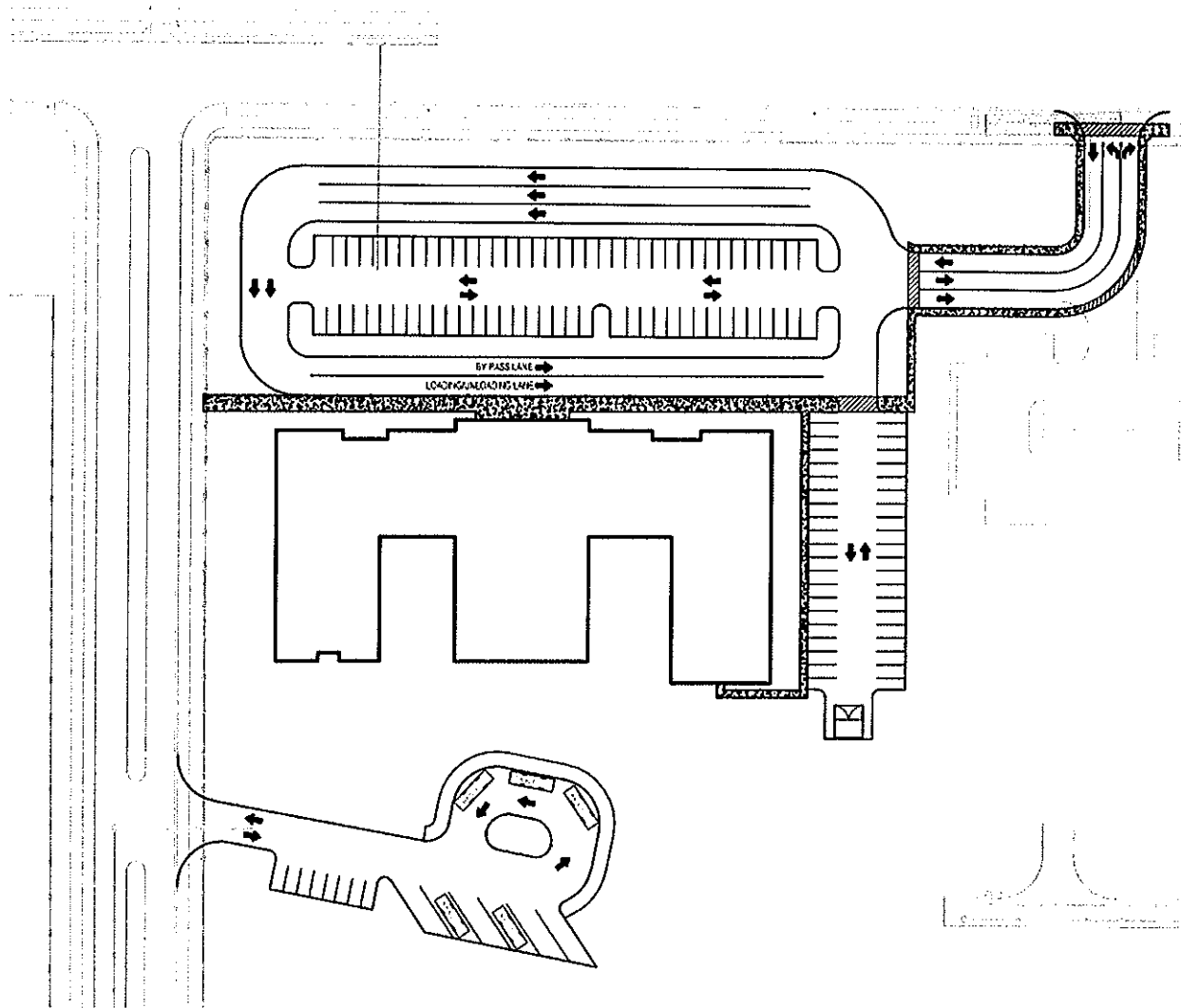


EXHIBIT C

Valor Community Depiction



EXHIBIT D

Form of Gift Deed

After Recording, Return to:

FOR RECORDING INFORMATION

GIFT DEED

(Valor - Charter School Property)

This GIFT DEED is made this _____, 20____, between Kuna Bluff, LLC, an Arizona limited liability company ("**Grantor**") and _____, a _____ ("**Grantee**"), whose current address is _____.

WITNESSETH

AS A GIFT to Grantee, Grantor does hereby grant and convey to Grantee all of the real property located in the County of Ada, State of Idaho, described on **Exhibit A**, attached hereto and made a part hereof (hereafter the "**Property**") to be used for a future elementary school.

TOGETHER with all and singular the tenements, hereditaments, and appurtenances thereunto belonging or in anywise appertaining.

Section 1. Exceptions.

This conveyance by Grantor to Grantee is made subject only to the following exceptions:

- A. All taxes and assessments levied against the Property, including liens and assessments of any irrigation district ("**Taxes**") for the year in which the conveyance is made shall be prorated between Grantor and Grantee as of the date of this Gift Deed. Taxes levied and assessed for the prior year shall be paid by Grantor.
- B. Easements and rights-of-way for roads, ditches, utilities and other purposes and uses, which easements and rights-of-way are of record or are currently visible upon a physical inspection of the Property.
- C. Those certain exceptions identified on **Exhibit B** attached hereto and made a part hereof.

Section 2. Conditions of Conveyance.

TO HAVE AND TO HOLD the Property unto Grantee subject to the following express conditions and covenants, which are accepted and agreed to by Grantee as evidenced by Grantee's execution of this Gift Deed (collectively, "**Grantee's Covenants**"):

- A. Grantee commits to construct a public charter school on the Property consistent with the

requirements of that certain Donation Agreement between Grantor and Grantee dated _____.

- B. Following conveyance to Grantee, at no time and under no circumstances shall the Property or any portion thereof be utilized for any use other than for school purposes and associated uses.
- C. Without the prior written consent of Grantor, which consent shall be within the sole and exclusive discretion of Grantor, at no time and under no circumstances shall the Property, or any portion thereof, or the school to be constructed thereon, be utilized for any use not identified in the foregoing paragraph.
- D. Without the prior written consent of Grantor, which consent shall be within the sole and exclusive discretion of Grantor, Grantee shall not convey the Property, or any portion thereof, to any party prior to completing the construction of the school.
- E. If Grantee determines that it no longer desires to use the Property in accordance with Grantee's Covenants, Grantee may reconvey the Property to Grantor or an assignee designated by Grantor and to no other individual or entity. In such event, the Property shall no longer be subject to any of the foregoing Grantee's Covenants, each of which shall be automatically deemed terminated and of no force or effect.
- F. The school is to be constructed in what is commonly known as the "Valor Community", which includes residential development bounded on the west by S. Cloverdale Road and on the south by E. Kuna Road. Grantee acknowledges and agrees that residents of the Valor Community and any expansions thereof shall have priority to attend the school developed by Grantee on the Property.

Section 3. Term of Grantee Covenants.

- A. The term of the Grantee's Covenants shall commence on the recordation date of this Gift Deed and continue thereafter until the earlier of thirty (30) years or until such time as Grantee reconveys the Property to Grantor or Grantor's assignee as set forth in Section 2.E (the "**Term**"). From and after the expiration of the Term, the Grantee Covenants shall automatically terminate and end and shall be of no further force or effect.
- B. Except as set forth in Section 2, Grantee's Covenants shall be a burden on the Property for the benefit of the Grantor, its successors and assigns, and shall run with the land during the Term.

Section 4. Acceptance.

By its acceptance below, Grantee shall be deemed to have accepted and agreed to comply with the Grantee's Covenants and all conditions and restrictions set forth in this Gift Deed.

[end of text; signatures to follow]

IN WITNESS WHEREOF, the parties have executed this Donation Agreement as of the Effective Date.

DONOR:

KUNA BLUFF, LLC,
an Arizona limited liability company

By: M3 Builders, L.L.C.,
an Arizona limited liability company

Its: Manager

By: The M3 Companies, L.L.C.,
an Arizona limited liability company

Its: Sole member

By: 
William I. Brownlee, Manager

DEVELOPER:

AMERICAN CLASSICAL SCHOOLS OF
IDAHO, INC. an Idaho nonprofit corporation

By: 
Name: Marvin Lasnick
Its: Board Chair

List of Exhibits:

Exhibit A – Legal Description of the Property

Exhibit B – Preliminary Site Plan

Exhibit C – Map of Valor Community Including Depiction of School Site

Exhibit D – Form of Gift Deed

IN WITNESS WHEREOF, Grantor and Grantee have caused their names to be subscribed this _____, 20____.

GRANTOR:

KUNA BLUFF, LLC,
an Arizona limited liability company

By: M3 Builders, L.L.C.,
an Arizona limited liability company

Its: Manager

By: The M3 Companies, L.L.C.,
an Arizona limited liability company

Its: Sole member

By: [do not execute]
William I. Brownlee, Manager

STATE OF _____)
) ss.
County of _____)

This record was acknowledged before me on _____ (date), by William I. Brownlee, Manager of The M3 Companies, L.L.C., the Arizona limited liability company that is the sole member of M3 Builders, L.L.C., the Arizona limited liability company that is the Manager of Kuna Bluff, LLC.

[do not execute]
Signature of Notary Public
My commission expires _____

Name: _____

Its: _____

STATE OF _____)
County of _____) ss.

This record was acknowledged before me on _____ (date), by _____, as _____ of _____.

Signature of Notary Public

My commission expires _____

in (a) - (e) above on or before the School Entitlements Approval Deadline for any reason, Donor shall have the right to instruct the Escrow Agent to (y) cancel escrow; (z) or provide additional time for Developer to obtain the School Entitlements, in Donor's sole discretion. If Donor does not provide additional time, this Agreement and the Option provided herein shall terminate and shall be of no further force or effect and the Donor shall have no obligation to donate the Property to Developer.

- 1.7. **Closing Deadline:** On or before December 15, 2025
- 1.8. **Closing Date:** The date upon which the Gift Deed (defined below) for the Property is recorded conveying title to the Property from the Donor to the Developer.
- 1.9. **Post-Closing Obligations:** See the School Use Covenant in Section 7.5
- 1.10. **Escrow Agent:** Pioneer Title
610 S. Kimball Avenue
Caldwell, Idaho 83605
Escrow Officer: Tammy Kratzberg,
Telephone: (208) 455-7306
Email: tkratzberg@pioneertitle.com
- 1.11. **Developer's Address:** American Classical Schools of Idaho, Inc.
500 SW Third Street
Fruitland, Idaho 83619
Attn: Stephen Lambert
Telephone: (208) 217-0859
Email: slambert@acs-id.org
- With a copy to:
- Christopher E. Yorgason
Yorgason Law Offices, PLLC
6200 N. Meeker Place
Boise, ID 83713
Telephone: (208) 861-3332
Email: chris@yorgasonlaw.com
- 1.12. **Donor's Address:** Kuna Bluff, LLC
4167 N. Marshall Way
Scottsdale, Arizona 85251
Attn: Bill Brownlee
Telephone: (602) 386-1310
Email: bbrownlee@m3companiesllc.com

Appendix F

F3 Hillsdale Letter of Intent and Curriculum Overview

Valor Classical Academy
C/O American Classical Schools of Idaho
Mr. Marv Lasnick
5635 Sunset Road
Fruitland, ID 83619

September 6, 2024

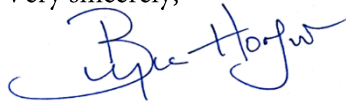
Dear Mr. Lasnick,

We are greatly pleased to inform you that the Hillsdale K-12 Education Office has decided to move forward with your application for founding support and work in common cause to open a school in Kuna. Congratulations! K-12 Office directors in reviewing your application and in conversation with your team noted significant strengths on both accounts. We are excited to pursue this project with you in the hope that it will produce a vibrant classical school in a few short years—strongly benefiting the surrounding community.

In the next few weeks, Hillsdale College will provide you with a formal letter of intent explaining the support that we expect to provide, the conditions for that support, and the manner in which you may refer to a relationship with Hillsdale College. The letter also outlines the benchmarks which over the next years will track the positive development of the founding process. Shortly the members of our Governance Support Team will reach out to you to offer personal congratulations, as well as explain what the assistance of the Hillsdale College K-12 Office will look like over the next months, with particular reference to the letter of intent.

With this decision, and in many other ways, we look forward to supporting you in bringing classical education to the students, families, and teachers of Kuna. May your diligent work find ample reward in this success!

Very sincerely,



Bryce Horswell
Teacher Support Lead
Hillsdale College | K-12 Education Office

CC:

Mr. Stephen Lambert
Lt. Col. Sean Hunter
Mrs. Emily Young

September 20, 2024

Valor Classical Academy
C/O American Classical Schools of Idaho
ATTN: Mr. Marv Lasnick
5635 Sunset Road
Fruitland, ID 83619

Re: Letter of Intent Regarding Valor Classical Academy and Hillsdale

Dear Mr. Marv Lasnick,

This Letter of Intent (the "Letter") summarizes the principal terms and conditions that shall govern the relationship between Hillsdale College and its K-12 Education Office ("Hillsdale") and American Classical Schools of Idaho ("Institution"), in connection with Hillsdale's evaluation of Institution for a potential Candidate Member School Agreement with respect to Valor Classical Academy in Kuna, Idaho. Both Institution and Hillsdale are referenced herein individually as a "party" and collectively as the "parties."

In consideration of Institution's application to be a Supported Founding Effort and Hillsdale's acceptance of that application, the parties intending to be legally bound agree as follows:

1. Term. The Term of this Letter shall commence when both parties have signed the Letter and continue either until (1) Institution's failure to meet any of the Phase I, II, or III Gateways by the stated deadlines, (2) Hillsdale's termination under Section 2(d), or (3) February 1 of Year 0. "Year 0" is the fiscal year before the school opens as stated by Institution in its application. For example, if Institution stated in its application that the school will open in August 2030, "Year 0" would be July 1, 2029 – June 30, 2030; February 1 of Year 0 would be February 1, 2030. Similarly "Year -1" would be July 1, 2028 – June 30, 2029.

If (1) Institution fails to meet any of the Phase I, II, or III Gateways and Hillsdale does not in its sole discretion agree to extend the term of this Letter, or (2) this Letter terminates on February 1 of Year 0 without the parties having signed a Candidate Member School Agreement, then Institution will no longer be considered a Supported Founding Effort but may reapply with Hillsdale to be a Supported Founding Effort.

2. Requirements of Institution.

As a condition of receiving consideration for acceptance as a Hillsdale College Candidate Member School, Institution shall complete the gateways set out below by the stated deadlines:

a. *Phase I Gateways* – By **February 1 of Year -1**, Institution shall complete all of the Phase I gateways in Exhibit A to this Letter, which is attached hereto and incorporated herein.

b. *Phase II Gateways* – By **September 1 of Year 0**, Institution shall complete all the Phase II gateways in Exhibit A to this Letter.

c. *Phase III Gateways* – By February 1 of Year 0, Institution shall complete all the Phase III gateways in Exhibit A to this Letter.

d. *Cooperation with Hillsdale* – During the Term, Institution shall make the appropriate persons available, upon request by Hillsdale, to address any questions and meet during any Hillsdale site visits to Institution's site for the school, as may be reasonably requested by Hillsdale. Institution acknowledges and agrees that all information and statements provided to Hillsdale shall be current, complete, and accurate, and that Institution will promptly inform Hillsdale of any material changes to any information provided or statements. **Significant material changes, including loss of a school leader, loss of a facility, engagement of an Education Service Provider, loss of a charter, or changes to overall school size or grade offerings stated in application require prompt notice to Hillsdale.** Institution acknowledges and understands that these and other similar material changes may, in Hillsdale's sole discretion, result in a termination of this Letter.

e. *Education Service Provider* – If Institution engages an Education Service Provider to provide services for Institution, then as a condition of engaging such Education Service Provider, Institution must require the Education Service Provider to enter a separate license agreement with Hillsdale governing the use of Hillsdale's intellectual property, including the Licensed Training Materials. "Education Service Provider" means any charter management organization or other education service provider that renders services to a school, including, without limitation, marketing, human resource, school management, and other related services.

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

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

b. *School Leadership and Board Governance Support and Training* – Hillsdale shall provide Institution with virtual and in-person training opportunities for school leaders and board members, including for boards a multi-day training session held in the fall of Year -1, and for leaders a Leader Bootcamp in the fall of Year 0. Supported Founding Efforts will be required to cover the cost of travel, but lodging, food, and the training is provided by Hillsdale free of charge.

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

and in connection with Institution's application to the applicable state authorizer for the school. The ultimate responsibility for these matters however continues to rest with Institution.

d. *Vetting Head of School Candidates* – Hillsdale shall assist Institution as part of the hiring process for the Head of School, which shall include interviewing candidates being considered for hire by Institution and providing a recommendation regarding the hire of the position. Institution's decision on a Head of School has a direct impact on Hillsdale's future relationship and affiliation with Institution and the school. **The deadline for hiring a Head of School is September 1 of Year 0, as set out in Exhibit A.**

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

4. Publicity. During the Term, Institution may represent to third parties, in connection with the completion of the Institution's charter for the school and in communications with the applicable state authorizer, that Institution has executed a Letter of Intent with Hillsdale College's K-12 Education Office and is a "Hillsdale College Supported Founding Effort." Institution can also indicate that it is receiving startup guidance from Hillsdale College and plans to use Hillsdale College K-12 curriculum. Institution shall not have any other right to use the names or logos of Hillsdale College. Upon expiration or termination of this Letter, Institution's rights under this Section 4 shall immediately terminate and Institution shall not use Hillsdale College's name in any manner, except as may be mutually agreed upon by the parties in writing.

5. Limited Access to Licensed Works; Ownership. Subject to this Letter, Hillsdale hereby grants to Institution for limited use at the one school contemplated herein, a non-exclusive, nontransferable, revocable license and right to use, access, and reproduce the Licensed Training Materials for strictly educational and non-commercial purposes and strictly within the Institution, and only for the purposes contemplated by this Letter. The Licensed Training Materials and all related content created, purchased or otherwise belonging to or provided by Hillsdale are the sole and exclusive property of Hillsdale, and are protected by this Letter, as well as various state, federal and foreign intellectual property rights, including copyright laws and international copyright treaties and trademark laws. Institution may not download, transmit, copy, store, publish or distribute the Licensed Training Materials in any form or by any means, to any other entity, organization, or school. By agreeing to the terms and conditions of this Letter, Institution shall not become the owner of the Licensed Training Materials but is entitled to use the Licensed Training Materials for educational and non-commercial means as specifically permitted under this Letter. Institution may not alter or attempt to alter or modify any part of the Licensed Training Materials or the information contained therein. Institution agrees that they may not remove any Hillsdale credit or attribution, including attribution to any Hillsdale or other authors. Institution may not provide supplemental materials to the Licensed Training Materials without language making clear

that such material is not part of the original Licensed Training Materials supplied by Hillsdale. Institution also agrees to furnish Hillsdale College with any derivative works created with reference to the Licensed Training Materials, including, but not limited to, applications to state authorizers, grant applications, and alignments between curriculum and state standards.

6. Confidentiality.

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

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

prohibited by applicable law, it shall provide Hillsdale with prompt notice of the legal demand for disclosure and cooperate with Hillsdale in any effort by Hillsdale to obtain a protective order or to otherwise contest such disclosure, at Hillsdale's expense. At the conclusion of this Letter, Institution shall return or destroy, at Hillsdale's option, all Confidential Information and the Licensed Training Materials, and provide confirmation of the same.

7. Termination. Unless otherwise agreed to in writing, the terms of this Letter and access to the Licensed Training Materials will terminate for failure to meet, respectively, the Phase I, II, or III gateway deadlines. Furthermore, Hillsdale reserves the right to terminate the terms of this Letter and access to the Licensed Training Materials immediately upon written notice to Institution. It is further understood and agreed that upon termination, Institution shall immediately cease any and all use of the Licensed Training Materials and any and all related content created or provided by Hillsdale. Institution agrees that upon termination or the receipt of any notice of impending termination that neither Institution nor its employees or representatives shall make or publish any statement having the effect of diminishing, damaging, or otherwise defaming the goodwill, value, or reputation of Hillsdale College.

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

9. Miscellaneous. This Letter may be executed in counterparts, each of which shall be deemed to be an original, but all of which shall constitute one agreement. The headings of the various sections of the Letter have been inserted for reference only and shall not be deemed to be part of this Letter. Each party hereto acknowledges that it is a separate entity and that nothing contained in this Letter shall be deemed to create a joint venture, partnership or any other relationship or require any party to enter into a subsequent transaction.

10. Assignment and Severability. The parties may not assign or transfer their obligations under this Letter. If any provision of this Letter is found to be unenforceable, the remainder shall be enforced as fully as possible and the unenforceable provision shall be modified to the limited extent required to permit its enforcement in a manner most closely approximating the intention of the parties as expressed herein.

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

HILLSDALE COLLEGE

By: 

Print Name: Richard P. Péwé Jr.

Title: VP of Administration & CAO

INSTITUTION

By: 

Print Name: Marvin Lasnick

Title: Board Chair

Exhibit A**Timeline for Phases and Gateways****Phase I (By February 1 Year -1)**

Task	Notes
Each board member will attend either Hillsdale's fall or spring Board Development in Hillsdale, MI	
Provide evidence of regular, monthly meetings, in the form of agendas and meeting minutes	
Complete a draft of the bylaws for the school	
Complete and file IRS Form 1023 to establish federal nonprofit status as a 501(c)(3)	
As part of its charter application, prepare an education plan, which shall include: • a research base for curriculum and performance of similar schools, • a basic explanation of curriculum and instruction, • elementary and middle school schedules, • high school course plan and graduation requirements, • measurable goals and testing, • support for special student populations, and • any necessary curricular alignment documents	
Launch the search for a Head of School by October 31 of Year -1, including website, marketing, job description, and vetting process	
Identify, vet, compare, and engage any Education Service Providers who will be named in the charter application	
Submit fully-completed authorizer application to Hillsdale at least 30 days before due date to authorizer or, if the application has been submitted before signing the Letter, within 30 days of signing the Letter	
Write and approve a plan to identify, interview, onboard, and train future board members	
Determine and approve school opening size and a growth plan for the school. Please note that Hillsdale recommends a first year size of no more than K-6.	
Submit to Hillsdale a bank statement that shows at least a \$50,000 balance in the non-profit's name	
Identify at least three viable school sites in the school's geographic area, including expected development costs, timeline, and contractors (facility costs should not exceed 18% of anticipated revenue)	
Develop and submit three-year budget for Year -1 through first year of school in operation	
Identify, vet, compare, and engage charter school legal counsel	

Task	Notes
Develop a fundraising plan	
Create the school name, mission and vision statements, and school virtues	
If charter, submit fully-completed authorizer application to authorizer (move to Phase II if authorizer deadline is in Phase II)	
If charter, and as possible, meet with authorizer representatives, relevant political officials, or members of the local school board to build support for the school's application	
Start to build a network of support and interest through community events and social networks	
Create a school logo and a basic brochure for the school	
Establish a system for building an interest list, including emails	
Adapt public relations roadmap into a specific plan for school	
Assign public relations and marketing responsibilities	
Create and manage a social media page (which can be private at this juncture)	
Create a newsletter template	
Successful launch of school website with independent URL	
Determine lottery and enrollment process specifics, including any enrollment preferences, which should include, where possible, a preference for transfers from other Hillsdale-selected schools	
Complete board policy manual	

Phase II (By September 1 of Year 0)

Task	Notes
If charter, prepare for the capacity interview with the school's authorizer, expecting questions about all of the following: • management and/or school leadership, • performance of similar schools and research base for school's academic program, • support for student sub-populations, • support for students with special needs, disabilities, and language barriers, • business plan and budget, and • facilities and financing	
Submit to Hillsdale a bank statement that shows at least a \$200,000 balance in the non-profit's name, or documentation of a successful grant application to cover in a timely manner the cost of employing the Head of School	
Continue to build the school's network of support and interest through social media networks, community events, and begin to develop a potential enrollment list	

Task	Notes
Develop additional informational brochures and related materials about the school	
Hire a Head of School that has been successfully vetted by Hillsdale.	Given the Head of School hiring cycle, Hillsdale strongly encourages a Head of School start date of July 1 of Year 0, which means submitting a candidate to Hillsdale by spring of Year -1. At the latest, a candidate should be submitted to Hillsdale for vetting by August 1 of Year 0, since the vetting process can take two weeks or more.
Demonstrate substantial progress and due diligence towards a facility solution that will appropriately serve the needs of the school upon its opening.	
Identify, vet and compare available financing options (as necessary)	
Prepare grant applications (as appropriate)	
Complete a strategic planning process and produce a 5-10 year plan	

Phase III (By February 1 of Year 0)

Task	Notes
Support and provide resources for founding head of school to participate in the Year Zero Leader program	
Announce school location and have executed or satisfied all requisite leases or facility contracts, including for construction or renovation, zoning allowances, and permitting.	
Open student enrollment, unless state law requires otherwise.	

HILLSDALE COLLEGE

K-12 Curriculum Overview

An American Classical Education

	Grammar School (K-6)					
	ELEMENTARY SCHOOL KINDERGARTEN-6TH GRADE					
	Kindergarten	1	2	3	4	5
MATH	Singapore Math <i>Dimensions</i>					
SCIENCE	Life, Physical & Earth Science					
LITERATURE	Classic Children’s Literature, Sayings & Phrases, Poetry					
HISTORY & CIVICS	Intro to American History & Civics	American History & Geography				
		World History & Geography				
READING, WRITING, & SPEAKING	Phonics: Writing, Spelling & Reading <i>Literacy Essentials</i>			Grammar <i>Well Ordered Language</i> Composition <i>Institute for Excellence in Writing</i>		
FOREIGN LANGUAGES	French, Spanish or German				Greek & Latin Roots	
FINE ARTS	Art & Music: History, Theory & Practice					
PHYSICAL EDUCATION	Physical Education					

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

Upper School (7–12)

MIDDLE SCHOOL 6TH–8TH GRADE			HIGH SCHOOL 9TH–12TH GRADE			
6	7	8	9	10	11	12
		Algebra I	Geometry	Algebra II	Trigonometry/ Pre-Calculus	Calculus
	Intro to Life & Chemical Sciences	Conceptual Physics	Biology	Chemistry	Physics or Other Advanced Science	Astronomy or Other Advanced Science
	Classic Literature & Poetry		Ancient Literature	Medieval & British Literature	American Literature	Modern Literature
	America to 1877	America 1877–Present	Ancient World to 500	Europe 500–1815	America 1607–Present	Modern World 1815–Present
				Economics	Moral & Political Philosophy	American Government
				Intro to Moral & Political Philosophy		
			Logic & Rhetoric	Elective		Senior Thesis
Latin Ia	Latin Ib	Latin II	Latin III	Advanced Latin or Other Foreign Language Elective		
			Physical Education, Fine Arts, or Other Electives			

Updated 3-23

Kindergarten

Year at a Glance

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

Grade 1

Year at a Glance

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

Grade 2

Year at a Glance

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

Grade 3

Year at a Glance

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

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Grade 4

Year at a Glance

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

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Grade 5

Year at a Glance

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

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Grade 6

Year at a Glance

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

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Grade 7

Year at a Glance

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

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Grade 8

Year at a Glance

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

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Appendix F

F4 Additional Letters of Support

September 25, 2024

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

Re: Support for Valor Classical Academy

Dear Chairman Reed, Vice-Chair Bair & members of the ID Public Charter School Commission,

I am writing in support of Valor Classical Academy. The Bluum team has been working closely with the leadership team of both Valor Academy and American Classical Schools of Idaho (ACS-I). We are proud to be working with Founding Principal Sean Hunter (ACS-I Veterans Fellowship Program as funded by the Borbonus Family Foundation), and Idaho New School Fellow (funded by the J.A. and Kathryn Albertson Family Foundation) and veteran Idaho educator Amber Orozco.

Valor Classical Academy is also working closely with the Hillsdale College Barney Charter School Initiative on the school's K-12 academic program. This is a worldclass Classical charter school model. We are privileged to have them working in Idaho with partner schools like Valor Academy.

Contingent on approval of the charter school petition from the Idaho Public Charter School Commission, Valor Academy will be eligible for federal Charter School Program grant funding through Bluum of up to \$2 million.

Further, the school will be eligible for matching grant support from the J.A. and Kathryn Albertson Family Foundation. Bluum is also committed to providing resources and support for the school's facility financing efforts, including federal charter credit enhancement support of up to \$700,000 for predevelopment costs association with building and financing a school facility in Kuna.

Please consider this letter as evidence to substantiate availability of the grant funds included in the Valor Academy proposed budget, but know that this funding cannot be guaranteed until after the petitioner achieve the authorization milestone.

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

Should you have any questions or concerns please do not hesitate to reach out to me.

Sincerely,



Terry Ryan
CEO



Bluum In-Kind Support Grant Agreement

Project Title: Bluum In-Kind Support Services

Grantee: VALOR - ACSI (hereinafter ‘Grantee’)
Valor Development, Kuna, Idaho - Address TBD

Contact Person(s): Sean Hunter and Stephen Lambert

Agreement Period: 7/1/2024- 6/30/2025 (Pre-Opening Year)

Total Award: \$17,600 in-kind services

Specifications of the Grant Award:

- 1. Project Description:** To support its partner schools, Bluum is committed to providing high-quality support(s) to select partner schools that elect to take advantage of these Bluum services. The support services Bluum offers include but are not limited to: (1) Back-Office; (2) Special Education; (3) Academic; (4) Branding and Communications; and/or (5) C-Level and Governance. Hereinafter ‘Support Services.’
- 2. Project Objectives.** Make high quality Support Services available to Bluum partner schools free of charge.
 - Ensure timely and accurate reporting of all financial activity as required by federal and state agencies.
 - Ensure timely and accurate reporting of all financial activity as required by nonprofit grantmaking organizations.
 - Empower school leadership and board members in their financial and operational decision-making.
 - Ensure schools establish, staff, and implement their special education systems in compliance with requirements of state and federal special education laws and policies, including timely and accurate completion of student evaluations and student IEPs.
 - Ensure schools have exceptional, innovative education models and services in place that are structured to meet or exceed any/all academic outcomes in grant objectives, authorizer performance certificates, or other applicable state or federal performance metrics.
 - Ensure schools have highly effective marketing tools and systems in place.

- Empower school leadership and board members in their long-term and short-term facilities planning, financing, and development.
 - Support school leaders and boards with governance-related oversight and decision making.
- 3. Support Services Provided and Estimated Value.** Appendix A identifies the category(ies) of Support Services Bluum is providing the Grantee and the estimated value of the in-kind Support Services Bluum will provide under the Agreement.
- 4. Participation Requirements - General.** Bluum will provide oversight and evaluation for this grant. To enable Bluum to provide the Support Services, the Grantee shall: (a) provide information to Bluum as requested, including but not limited to as provided in Appendix A; (b) participate in associated Bluum training and research; and (c) provide Bluum access to its records, data , and other information needed by Bluum to perform the Services, as identified in Appendix A. Grantee agrees to share all academic performance data with Bluum, including but not limited to IRI, ISAT, MAP, SAT. Bluum will maintain all Grantee school records, data and information in a confidential manner and will comply with all rules of confidentiality as required by State and Federal law and school policy, including but not limited to FERPA, HIPPA, et al.
- 5. Retention of Key Personnel.** Bluum recognizes that the participation of Stephen Lambert is critical to the success of the Grantee. If the key personnel noted above ceases to be directly involved in this project, Grantee must immediately notify Bluum CFO Marc Carignan. Upon such notification, Bluum will hold the in-kind grant support, subject to notification of replacement of the personnel. At such time Bluum will make a written determination as to the feasibility of continuing the grant agreement.
- 6. Fiscal Accountability.** This in-kind support has been awarded by Bluum based on the estimated service cost of \$17,600 listed above, and as detailed in Appendix A. All grant support must be utilized for charitable or educational purposes.

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

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

- 7. Further Assurances.** Grantee shall take all such actions reasonably requested by Bluum, and shall comply with the provisions of any future regulations promulgated under IRC Sections 4942 to 4945 that are applicable to the grant, to ensure that the grant (a) will constitute a “qualifying distribution” by Bluum within the meaning of IRC Section 4942(g), (b) will not constitute a “taxable expenditure” by the Foundation within the meaning of IRC Section 4945, and (c) will not violate the USA PATRIOT Act, Executive Order 13224, or any other applicable law, regulation, or order.
- 8. Indemnification.** Grantee acknowledges that Bluum is providing the Support Services for no compensation for the sole benefit of Grantee, and that Bluum has no control over the operations, acts or omissions of Grantee. As such, Grantee shall indemnify, defend and hold Bluum, its directors, affiliates, subsidiaries, employees and representatives harmless from and against any claims, liabilities, losses, damages, fines, penalties, and expenses (including but not limited to reasonable legal fees and costs) (collectively, “Losses”) incurred by Bluum arising out of this grant, the Support Services, Grantee’s operations, or any violation by Grantee of the grant requirements outlined herein, except to the extent such Losses are caused solely by the willful misconduct of Bluum. Bluum agrees to indemnify, defend and hold the grantee school, its affiliates, subsidiaries, assignees, and licensees harmless from and against any Losses resulting from any injury to person or property caused by willful misconduct on the part of Bluum at the Grantee’s school premises. Except for the foregoing indemnification obligation, Grantee hereby releases Bluum from any and all claims and Losses arising out of this grant and the Support Services.
- 9. Insurance.** Bluum and Grantee shall each procure and maintain appropriate industry-standard insurance, including insurance to cover the indemnification obligations set forth herein, including at a minimum the insurance set forth below. Bluum and Grantee shall cause the other to be listed as an additional insured on any applicable liability insurance policy. All such policies of insurance shall include coverage for contractual liability and a standard waiver of subrogation provision.

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

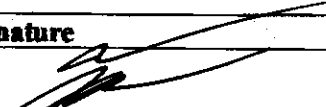
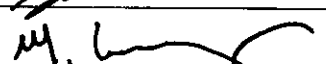
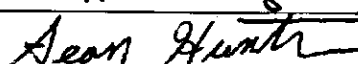
10. Reporting Requirements. Grantee shall submit the following reports to Bluum:

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

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

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

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

Name	Signature	Date
Terry Ryan, CEO Bluum		11/15/24
Marc Carignan, CFO Bluum		11/15/24
Sean Hunter, School Leader, Grantee		11/13/2024

Estimated Value of Support

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

Appendix A-1

Back Office Support Services

702 W Idaho Street, Suite 600

Boise, ID 83702

Back Office Services

Human resources

Monthly Fee

Annual Fee

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.

\$400

of EE's

Annual Fee

Subtotal

Per New Certificated Employee

2

\$200

\$400

Per Existing Certificated Employee

-

\$75

\$-

Per new classified employee

-

\$50

\$-

Per existing classified employee

-

\$-

\$-

2

\$

400

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:

\$- \$-

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)

of EE's

Check Box

Monthly Fee

0 - 25

\$750

25 - 50

\$950

50 - 100

\$1,250

100 +

\$1,500

Revenues, Expenditures, Federal Title I, 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

of EE's

Check Box

Monthly Fee

0 - 25

X

\$800

\$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&L, 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

\$- \$-

Standard 2M Reports ("Budget Report")

Detail report by G/L code

Initiate and manage benefit renewals through insurance broker, all data updates, and reconciling benefits invoices

Monthly A/P transaction report posted to school website

Financial Audit Support - Prepare all CPA firm-requested items and follow-ups

\$- \$-

Monthly bank reconciliations

\$- \$-

Assist with annual budget preparation

\$4,000

Compliance Reporting

Prepare all requested financial reports (see table, next tab / attachment A) and submit to Finance Manager for review and submission, or submit directly with Finance Manager approval

\$- \$-

Grand total - Annual Cost, based on 12-month contract:

\$14,000

Compliance Reporting Schedule:		
Due Date	Dept.	Item
15-Jul	SDE	School District Budgets*
30-Jul	SDE	School Building Demographics Building Additions, Reconfigurations, Deletions*
30-Jul	PCSC	Dashboard (update of school contact info & copy of Support Unit Computation spreadsheet)*
30-Jul	Lender	Quarterly Financial Statements
30-Jul	PCSC	SDE Budget Worksheets*
17-Oct	SDE	District and Charter School Salary Schedules
17-Oct	SDE	ISEE Staff Data Reporting*
17-Oct	SDE	Application and Budgets for IDEA Part B and Preschool Special Education Funds*
17-Oct	PCSC	Independent Audit Report*
28-Oct	SDE	Annual Statement of Financial Condition*
31-Oct	SDE	IFARMS Annual Financial Report*
31-Oct	SDE	Leadership Premiums*
31-Oct	Lender	Quarterly Financial Statements
10-Nov	SDE	Independent Audit Report
10-Nov	Lender	Independent Audit Report
18-Nov	SDE	ISEE Staff Data Reporting*
9-Dec	SDE	ISEE Staff Data Corrections*
19-Dec	SDE	School Facility Maintenance Report*
15-Jan	SDE	Title I-A, Application for Reallocated Funds*
31-Jan	PCSC	2nd Quarter Reporting (Balance Sheet & Budget/Income Statement), Revised Budget if Applicable
31-Jan	Lender	Quarterly Financial Statements
28-Feb	SDE	Indirect Cost Worksheet*
18-Mar	SDE	Certification of Low-Income Student Count for Charter LEAs*
30-Apr	SDE	Notify County Clerks of Budget Hearing
30-Apr	Lender	Quarterly Financial Statements
30-Jun	SDE	Updated Square Footage Numbers for following year*
23-Jun	SDE	Continuous Improvement Plans and Training Reimbursement Request*
26-Jun	SDE	Court-Ordered Tuition Equivalency Report*
30-Jun	SDE	Consolidated Federal and State Grant Application*
SDE – Idaho State Department of Education		
PCSC – Idaho Public Charter School Commission		
Lender - any lending institution requiring reports		
* Based on required formats		

Appendix A-2

Special Education Support Services

Estimated hours of Bluum Support: 32

Hourly Rate: \$50

Total Estimated Support: \$1,600

In consideration of the Special Education Support Services provided by Bluum, Grantee agrees to comply with the following (Check all that apply):

Check All That Apply	School Commitment
	<i>**Items in BOLD may be provided as individual documents from each school or by providing Bluum login access to the Secure Server for Monitoring, Compliance Tracking Tool and SPED Data Application, and State Testing Results Portals</i>
X	Provide Bluum with results of yearly GSFR reviews
X	Provide Bluum with LEA Determinations and monitoring level
X	Provide Bluum notice of all state complaints filed and resolution of the said complaint
X	Provide Bluum access to state testing results portal (ISAT, IRI and IDAA) for students with disabilities
X	Provide Bluum with updated sped percentages (December and May)
X	Provide Bluum special education staffing count (paras, sped teachers etc.) yearly
X	Yearly systems quality review
X	Join Bluum-Supported Idaho Ed Plan Aggregate Site (when available)

Bluum agrees to provide the following Special Education services to Grantee:

Check All That Apply	Bluum Support Service	Est. Hours
	Special Education Systems Quality Review	
	Compliant Practices (Development and Support)	
	Special Education Program Resources	
X	New School Launch Supports	32
	Customized Professional Development	

Appendix A-3

Academic Support Services

Estimated hours of Bluum Support: NA

Hourly Rate: \$50

Total Estimated Support: _____

In consideration of the Academic Support Services provided by Bluum, Grantee agrees to comply with the following:

Check All That Apply	School Commitment
	Provide at least 24-hour notice when rescheduling a previously scheduled appointment
	Providing coach / consultant with regular feedback to ensure their services they provide are high impact

Bluum agrees to provide the following Academic Support Services to Grantee:

Check All That Apply	Bluum Support Service	Est. Hours
	School or network leader executive coaching (weekly, bi-weekly, monthly, quarterly)	
	Site visits for instructional action planning	
	Participation in Bluum led or presented professional development (# of participants x hours)	
	Advisory consulting for board functions (goal setting, leader evaluation, succession planning, and leader selection)	
	Analyze / Synthesize School Map data	

MAP Testing Support

In consideration of the NWEA MAP Testing support provided by Bluum, Grantee agrees to comply with the following:

Conduct, at a minimum, Spring to Spring NWEA MAP Assessment for each grade level K-8 served by the school.
By August 1 of the Grant Year, Provide Bluum with the number of students in grades K-8 (as applicable) who will complete the MAP Assessment (submit to ACotton@bluum.org)
A school choosing to conduct additional K-8 NWEA MAP testing (ie Fall testing) may submit a written request to Bluum no later than August 1 of the Grant Year asking Bluum to cover the cost of the additional testing (submit to ACotton@bluum.org)
Provide Bluum with access to NWEA MAP results (access to portal)

Bluum agrees to provide the following NWEA MAP Testing support to Grantee:

Fund the cost of the school's Spring NWEA MAP testing
Respond within 15 days to a request to fund additional NWEA MAP testing for K-8 students
Provide the school with an analysis of the school's NWEA MAP results

Appendix A-4

Branding and Communications Support Services

Estimated hours of Bluum Support: 40 hours

Hourly Rate: \$50

Total Estimated Support: \$2,000

In consideration of the Communications Support Services provided by Bluum, Grantee agrees to comply with the following:

Check All That Apply	School Commitment
X	Include "How did you hear about our school?" field on lottery and enrollment forms
X	Provide Bluum access to the responses collected to the above field (April and Sept)
X	Provide Bluum access to all available marketing analytics

Bluum agrees to provide the following Communications Support Services to Grantee:

Check All That Apply	Bluum Support Service	Est. Hours
X	Brand Development	20
X	Digital Presence Coaching and Assistance	20
	Strategic Communications Planning	
	PR Coaching and Assistance	

Appendix A-5

C-Level and Governance Support Services

Estimated hours of Bluum Support: NA

Hourly Rate: \$50

Total Estimated Support: ____

In consideration of the Operations and Governance Support Services provided by Bluum, Grantee agrees to comply with the following:

Check All That Apply	School Commitment
	Provide Bluum access to all financial and facilities data and records, as requested
	Identity a Point of Contact(s) on school team for a facilities project (or POCs)

Bluum agrees to provide the following Operations and Governance Support Services to Grantee:

Check All That Apply	Bluum Support Service	Est. Hours
	Board Training	
	Strategic Planning	
	Staffing and Hiring (Job Descriptions, Search, Interviewing)	
	Network/Replication School Launch Support	
	Single Site School Launch Support	
	School Board Policy Support (Review, Interpret, Update)	
	Participate on School Facility Financing or Refinancing Team	



Bluum In-Kind Support Grant Agreement

Project Title: Bluum In-Kind Support Services

Grantee: VALOR - ACSI - (hereinafter 'Grantee')
Valor Development, Kuna, Idaho - Address TBD

Contact Person(s): Sean Hunter and Stephen Lambert

Agreement Period: 7/1/2025- 6/30/2026 (Year 1 of School)

Total Award: \$52,975 in-kind services

Specifications of the Grant Award:

- 1. Project Description:** To support its partner schools, Bluum is committed to providing high-quality support(s) to select partner schools that elect to take advantage of these Bluum services. The support services Bluum offers include but are not limited to: (1) Back-Office; (2) Special Education; (3) Academic; (4) MAP Assessments; (5) Branding and Communications; (6) C-Level and Governance; and/or (7) Medicaid Billing. Hereinafter 'Support Services.'
- 2. Project Objectives.** Make high quality Support Services available to Bluum partner schools free of charge.
 - Ensure timely and accurate reporting of all financial activity as required by federal and state agencies.
 - Ensure timely and accurate reporting of all financial activity as required by nonprofit grantmaking organizations.
 - Empower school leadership and board members in their financial and operational decision-making.
 - Ensure schools establish, staff, and implement their special education systems in compliance with requirements of state and federal special education laws and policies, including timely and accurate completion of student evaluations and student IEPs.
 - Ensure schools have exceptional, innovative education models and services in place that are structured to meet or exceed any/all academic outcomes in grant objectives,

authorizer performance certificates, or other applicable state or federal performance metrics.

- Ensure schools have highly effective marketing tools and systems in place.
- Empower school leadership and board members in their long-term and short-term facilities planning, financing, and development.
- Support school leaders and boards with governance-related oversight and decision making.

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

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

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

6. Fiscal Accountability. This in-kind support has been awarded by Bluum based on the estimated service cost of **\$52,975** listed above, and as detailed in Appendix A. All grant support must be utilized for charitable or educational purposes.

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

- a. To carry on propaganda, or otherwise to attempt, to influence legislation (within the meaning of Internal Revenue Code (“IRC”) Section 4945(d)(1);
- b. To influence the outcome of any specific public election, or to carry on, directly or indirectly, any voter registration drive (within the meaning of IRC Section 4945(d)(2);
- c. To make any grant to an individual or other organization that does not comply with the requirements of IRC Section 4945(d)(3) or (4); or
- d. To undertake any activity for a non-charitable purpose, as defined in IRC Section 170(c)(2)(B);

- e. To provide material support or resources to any individual or entity that Grantee knows, or has reason to know, is an individual or entity that advocates, plans, sponsors, engages in, or has engaged in terrorist activity; or
 - f. To pay administrative indirect costs that are not directly related to the Fellowship as defined in this Agreement.
- 7. Further Assurances.** Grantee shall take all such actions reasonably requested by Bluum, and shall comply with the provisions of any future regulations promulgated under IRC Sections 4942 to 4945 that are applicable to the grant, to ensure that the grant (a) will constitute a “qualifying distribution” by Bluum within the meaning of IRC Section 4942(g), (b) will not constitute a “taxable expenditure” by the Foundation within the meaning of IRC Section 4945, and (c) will not violate the USA PATRIOT Act, Executive Order 13224, or any other applicable law, regulation, or order.
- 8. Indemnification.** Grantee acknowledges that Bluum is providing the Support Services for no compensation for the sole benefit of Grantee, and that Bluum has no control over the operations, acts or omissions of Grantee. As such, Grantee shall indemnify, defend and hold Bluum, its directors, affiliates, subsidiaries, employees and representatives harmless from and against any claims, liabilities, losses, damages, fines, penalties, and expenses (including but not limited to reasonable legal fees and costs) (collectively, “Losses”) incurred by Bluum arising out of this grant, the Support Services, Grantee’s operations, or any violation by Grantee of the grant requirements outlined herein, except to the extent such Losses are caused solely by the willful misconduct of Bluum. Bluum agrees to indemnify, defend and hold the grantee school, its affiliates, subsidiaries, assignees, and licensees harmless from and against any Losses resulting from any injury to person or property caused by willful misconduct on the part of Bluum at the Grantee’s school premises. Except for the foregoing indemnification obligation, Grantee hereby releases Bluum from any and all claims and Losses arising out of this grant and the Support Services.
- 9. Insurance.** Bluum and Grantee shall each procure and maintain appropriate industry-standard insurance, including insurance to cover the indemnification obligations set forth herein, including at a minimum the insurance set forth below. Bluum and Grantee shall cause the other to be listed as an additional insured on any applicable liability insurance policy. All such policies of insurance shall include coverage for contractual liability and a standard waiver of subrogation provision.

Workers Compensation	Statutory
Employer’s Liability - Each Accident - Disease, policy limit - Disease, each employee	\$100,000 \$500,000 \$100,000
General Liability - Each occurrence (Bodily injury & property damage - General Aggregate	\$1,000,000 \$2,000,000

Automobile Liability (Combined single limit - Bodily injury & property damage)	
• Each Accident	\$1,000,000
Professional Liability Insurance	\$1,000,000
• Each claim made	\$1,000,000
• Annual aggregate	\$1,000,000
Errors & Omissions	\$1,000,000

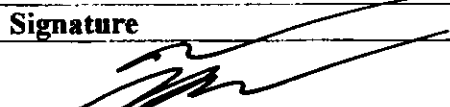
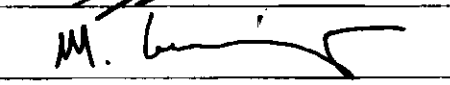
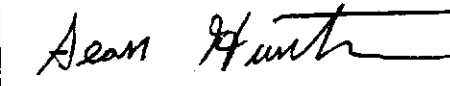
10. Reporting Requirements. Grantee shall submit the following reports to Bluum:

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

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

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

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

Name	Signature	Date
Terry Ryan, CEO Bluum		11/15/24
Marc Carignan, CFO Bluum		11/15/2024
Sean Hunter, School Leader, Grantee		11/13/2024

Estimated Value of Support

A-1 Back Office Support:	\$33,250
A-2 Special Education Support:	\$3,500
A-3 Academic Support:	\$9,425
A-4 Map Assessment Support:	\$0
A-5 Branding and Communication Support:	\$0
A-6 C-Level and Governance Support:	\$6,800
A-7 Medicaid Billing Support:	\$0
Total Est. Value:	\$52,975

Appendix A-1

Back Office Support Services

Estimated hours of Bluum Support: 475

Hourly Rate: \$70

Total Estimated Support: \$33,250

Back Office Services

Human resources

Support maintenance of 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.

Assist with 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:

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

Transparency reports

Revenues, Expenditures, Federal Title I, II, IV, and Federal IDEA Revenue processing tasks consisting of:

Process cash and check transactions, prepare deposits (to be deposited by school staff)

Monthly Financial Statements

Standard 2M Reports ("Budget Report")

Detail report by G/L code

Transparency reports

Financial Audit Support – Prepare all CPA firm-requested items and follow-ups

Monthly bank reconciliations

Assist with annual budget preparation

Compliance Reporting

Assist preparing or prepare all requested financial reports, which typically include:

<i>Item</i>	<i>Due Date</i>	<i>Dept</i>
Record transactions to correct G/L codes		
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 – assist with or complete monthly posting of funds draw-down using Idaho SDE’s CSFGA web site
 Expenditure processing tasks consisting of:
 Electronic storage of all backup to expenditures
 Place orders, issue purchase orders when required
 Process checks semi-monthly
 Track capital expenditures for auditor / SDE
 Loans / Bonds - accurate posting of P&I, monitoring against amortization schedule
 Loans / Bonds - Compute covenant compliance quarterly, include in board reports
 Complete compliance review of each expenditure, feedback for questionable expenditures
 Post expenditures to correct G/L
 Electronically maintain all expenditure backup and approvals
 Support Federal program monitoring - assist with financial sections of checklists, upload all requested financial data.
 Annual ESSER reporting to SDE.

Accounting

2nd Quarter Reporting (Balance Sheet & Budget/Income Statement), Revised Budget if Needed	31-Jan	PCSC
Annual Statement of Financial Condition	28-Oct	SDE
Annual Report to the Secretary of State	Varies	SOS
Application and Budgets for IDEA Part B and Preschool Special Education Funds	17-Oct	SDE
Charter School Budget	15-Jul	SDE
	30-Jul	PCSC
Consolidated Federal and State Grant Application	30-Jun	SDE
Continuous Improvement Plans and Training Reimbursement Request	23-Jun	SDE
Court-Ordered Tuition Equivalency Report	26-Jun	SDE
District and Charter School Salary Schedules	17-Oct	SDE
IFARMS Annual Financial Report	31-Oct	SDE
ISEE Staff Data Reporting Review	17-Oct	SDE
Quarterly Financial Statements	31-Oct	Lender
	30-Apr	Lender
	30-Jul	Lender
School Building Demographics Building Additions, Reconfigurations, Deletions	30-Jul	SDE
School Facility Maintenance Report	19-Dec	SDE
Submit Independent Audit Report	17-Oct	PCSC
	10-Nov	SDE
	10-Nov	Lender

SDE – Idaho State Department of Education

PCSC – Idaho Public Charter School Commission - if school is authorized by the IPCSC

SOS - Idaho Secretary of State

Lender - any lending institution requiring reports

Appendix A-2

Special Education Support Services

Estimated hours of Bluum Support: 50

Hourly Rate: \$70

Total Estimated Support: \$3,500

In consideration of the Special Education Support Services provided by Bluum, Grantee agrees to comply with the following (Check all that apply):

Check All That Apply	School Commitment
	<i>**Items in BOLD may be provided as individual documents from each school or by providing Bluum login access to the Secure Server for Monitoring, Compliance Tracking Tool and SPED Data Application, and State Testing Results Portals</i>
X	Provide Bluum with results of yearly GSFR reviews
X	Provide Bluum with LEA Determinations and monitoring level
X	Provide Bluum notice of all state complaints filed and resolution of the said complaint
X	Provide Bluum access to state testing results portal (ISAT, IRI and IDAA) for students with disabilities
X	Provide Bluum with updated sped percentages (December and May)
X	Provide Bluum special education staffing count (paras, sped teachers etc.) yearly
X	Yearly systems quality review
X	Join Bluum-Supported Idaho Ed Plan Aggregate Site (when available)

Bluum agrees to provide the following Special Education services to Grantee:

Check All That Apply	Bluum Support Service	Est. Hours
	Special Education Systems Quality Review	
X	Compliant Practices (Development and Support)	15
X	Special Education Program Resources	10
X	New School Launch Supports	15
X	Customized Professional Development	10

To facilitate Bluum's ability to effectively provide the above support services, Grantee authorizes the State Department of Education to share special education-related compliance, operations, and student data with Bluum. In accordance with Paragraph 4 of this Agreement, Bluum will maintain confidentiality with respect to all such information.

Appendix A-3

Academic Support Services

Estimated hours of Bluum Support: 145

Hourly Rate: \$65

Total Estimated Support: \$9,425

In consideration of the Academic Support Services provided by Bluum, Grantee agrees to comply with the following:

Check All That Apply	School Commitment
X	Provide at least 24-hour notice when rescheduling a previously scheduled appointment
X	Providing coach / consultant with regular feedback to ensure their services they provide are high impact

Bluum agrees to provide the following Academic Support Services to Grantee:

Check All That Apply	Bluum Support Service	Est. Hours
X	School or network leader executive coaching (weekly, bi-weekly, monthly, quarterly)	32
	Site visits for instructional action planning	
X	Planning and execution of group professional development for school leader (# of participants x hours)	109
X	Advisory consulting for board functions (goal setting, leader evaluation, succession planning, and leader selection)	4
X	Analyze / Synthesize School Map data	

Appendix A-4

MAP Testing Support Services

Number of Students: NA

Cost per Student: NA

Total Estimated Support: NA

MAP Testing Support

In consideration of the NWEA MAP Testing support provided by Bluum, Grantee agrees to comply with the following:

Conduct, at a minimum, Spring to Spring NWEA MAP Assessment for each grade level K-8 served by the school.
By August 1 of the Grant Year, Provide Bluum with the number of students in grades K-8 (as applicable) who will complete the MAP Assessment (submit to ACotton@bluum.org)
A school choosing to conduct additional K-8 NWEA MAP testing (ie Fall testing) may submit a written request to Bluum no later than August 1 of the Grant Year asking Bluum to cover the cost of the additional testing (submit to ACotton@bluum.org)
Provide Bluum with access to NWEA MAP results (access to portal)

Bluum agrees to provide the following NWEA MAP Testing support to Grantee:

Fund the cost of the school's Spring NWEA MAP testing
Respond within 15 days to a request to fund additional NWEA MAP testing for K-8 students
Provide the school with an analysis of the school's NWEA MAP results

Appendix A-5

Branding and Communications Support Services

Estimated hours of Bluum Support: NA

Hourly Rate: NA

Total Estimated Support: NA

In consideration of the Communications Support Services provided by Bluum, Grantee agrees to comply with the following:

Check All That Apply	School Commitment
	Include “How did you hear about our school?” field on lottery and enrollment forms
	Provide Bluum access to the responses collected to the above field (April and Sept)
	Provide Bluum access to all available marketing analytics

Bluum agrees to provide the following Communications Support Services to Grantee:

Check All That Apply	Bluum Support Service	Est. Hours
	Brand Development	
	Digital Presence Coaching and Assistance	
	Strategic Communications Planning	
	PR Coaching and Assistance	

Appendix A-6

C-Level and Governance Support Services

Estimated hours of Bluum Support: 80

Hourly Rate: \$85

Total Estimated Support: \$6,800

In consideration of the Operations and Governance Support Services provided by Bluum, Grantee agrees to comply with the following:

Check All That Apply	School Commitment
X	Provide Bluum access to all financial and facilities data and records, as requested
X	Identity a Point of Contact(s) on school team for a facilities project (or POCs)

Bluum agrees to provide the following Operations and Governance Support Services to Grantee:

Check All That Apply	Bluum Support Service	Est. Hours
	Board Training	
	Strategic Planning	40
	Staffing and Hiring (Job Descriptions, Search, Interviewing)	
	Network/Replication School Launch Support	40
	Single Site School Launch Support	
	School Board Policy Support (Review, Interpret, Update)	
	Participate on School Facility Financing or Refinancing Team	

Appendix A-7

Medicaid Billing Support Services

Estimated hours of Bluum Support: 30

Hourly Rate: \$50

Total Estimated Support: \$1,500

In consideration of the Medicaid Billing Support Services provided by Bluum, and as the Provider of Record, Grantee agrees to provide information to Bluum that adheres to all rules and regulations that govern the School-based Rehabilitative and Health Related Services Program and agrees to be responsible for and to perform each service marked 'X' in the below list:

Check All That Apply	School Commitment
	<i>**Items in BOLD may be provided as individual documents from each school or by providing Bluum login access to the Secure Server for Monitoring, Compliance Tracking Tool and SPED Data Application, and State Testing Results Portals</i>
X	Commitment to maintain the Grantee's Medicaid files in alignment with the Bluum Medicaid Checklist.
X	Commitment to participate in Medicaid information and collaboration sessions put on by the SDE and/or Bluum.
X	Commitment to training school staff to take over direct Medicaid Billing once schools billing systems are operational and the pre-defined training and support has been completed.
X	Ensure that every student for whom Grantee requests Medicaid billing services from Bluum has a Medicaid ID.
X	Ensure that: (1) one-time Parental consents are signed, Primary Care physician notifications requirements are met; (2) students qualify for services listed on the IEP; and (3) all services listed on the IEP and Physician referrals are performed and documented by qualified personnel
X	Ensure that all services and documentation is in accordance with IDEA, and that the compliant billing documentation is accurate with the documented services listed on the IEP and Physician referrals.
X	Ensure that qualified personnel complete and submit timely and accurate information, including but not limited to the IEP cover page and service page, amendments, service delivery logs (records) that meet Medicaid requirements for documenting service delivery and for which Grantee is seeking reimbursement. Grantee will submit such records to Bluum via paper claims or web-based software provided by Bluum, so that Bluum may provide timely and accurate Medicaid claims and reporting.
X	Ensure that certifications and licensures of all practitioners are accurate and up-to-date. Ensure that all practitioners submitting claims are not disqualified to do so by the Department of Health & Welfare or the Center for Medicare and Medicaid Services (CMS). Maintain necessary paperwork related to certifications, licensures, etc. of all qualified staff including contracted services for whose services Grantee is seeking reimbursement
X	Maintain and update all Medicaid Files relative to Individual Education Program (IEP) changes or updates according to Rehabilitative and Health Related Services program guidelines for all services for which Grantee is seeking Medicaid reimbursement. Provide Bluum with the IEP cover page and service page and amendments.
X	Maintain on file and provide Bluum with copies of all recommendations or referrals from a physician or other practitioner of the healing arts for services for which Grantee is seeking reimbursement.

As the consulting and billing agent for Grantee, Bluum is responsible for and agrees to perform each Medicaid Billing service marked 'X' in the list below services to Grantee:

Check All That Apply	Bluum Support Service	Est. Hours
	School-based services Medicaid compliance, administrative, consulting, audit services, based on information documented on the IEP and Physician referral	
	State and federal Medicaid information, liaisons, and updates: Timely and accurate information regarding the rules and regulations associated with the Rehabilitative and Health Related Services Program	
X	Assistance with research and eventual identification of Grantee Medicaid eligible population	10
	Reasonable efforts in securing physician's referrals (See OPT IN provision below)	
X	Upon request, on-site and web training and instruction for Administrators, health related professionals, paraprofessionals, and aides.	10
	Accurate, dependable, and confidential Billing Process. Tracking and Reconciliation of all submitted claims	
	Reports showing the status of all Medicaid transactions and reimbursements	
X	Assistance in Audit Readiness preparation and facilitation to ensure proper procedure and compliance; Interface with the Department of Health and Welfare as appropriate for audit findings	10

PHYSICIAN REFERRAL OPT IN. In the event Grantee does "OPT IN" to have Bluum provide assistance obtaining physician referrals as part of this Agreement the following applies:

Bluum will monitor physician referrals for all students for which Grantee submits Medicaid claims. No claims will be submitted without ensuring that a timely referral has been obtained by Grantee for the services identified in the student's IEP. Bluum will coordinate the referral process with Grantee and make reasonable efforts to obtain a referral on behalf of Grantee. When Bluum has exhausted reasonable means, Bluum will notify Grantee of the names of the students for whom a referral was not obtained along with the reason why. Bluum will maintain and archive referrals from physicians or other practitioners of the healing arts for services for which Grantee seeks reimbursement.

HANDBOOK REVIEW. Both Grantee and Bluum covenant and agree to review the Idaho Medicaid Provider Handbook, Rehabilitative and Health Related Service. Both Parties further agree to abide by the terms contained therein and subsequent orders and or directions as the Idaho Department of Health and Welfare shall provide in reference to the Idaho Medicaid Provider Handbook. Both Parties acknowledge that they have a current copy of the above referenced handbook in their possession.

RECORD KEEPING. Bluum shall maintain complete and accurate records documenting the services provided pursuant to this Agreement and shall submit copies of the records to Grantee within ten (10) working days of the date requested. Additionally, upon reasonable notice Grantee shall have the right to review such records at any time during business hours at Bluum's office.

STUDENT DATA PRIVACY AND SECURITY. The Parties acknowledge their obligation to comply with the Idaho Data Accountability Act.



September 24, 2024

Greetings,

The Healthy Scholars Project is excited to support Valor Classical Academy (VCA) on their journey of forming young hearts and training young minds within the Treasure Valley!

In doing so, we believe that students must be nutritionally sound in order to completely absorb and fully benefit from the rich curriculum VCA has to offer.

Since 2019, The Healthy Scholars Project has supported American Classical Schools of Idaho's inaugural location, Treasure Valley Classical Academy (TVCA) by both developing and facilitating a unique and nutritious School Lunch Program, unlike any other.

In addition to providing students with a healthy balance of nutritious meals and fan favorites, The Healthy Scholars Project goes above and beyond by supporting TVCA with all compliance requirements including but not limited to the NSLP & Health Department.

The following illustrates ongoing support provided to TVCA, which will be mirrored at Valor.

- NSLP Compliance
 - Meal Components
 - Serving Requirements
 - Nutritional Labels
- Commodities
- Vendor Management
- Annual Audits
- Health Inspections
- HACCP plans
- SOPs
- Menu Engineering
- Food Safety
- Warming Process
- Serving Process
- Daily Production Reports
- Lunch Order System
- POS System & Process

As we embark upon School Year (SY) 24-25 have extended our services to TVCA's 2nd campus and ACSI's new location, Idaho Novus Classical Academy (INCA). The above protocols will continue, and the following support will be included to support development, as with INCA:

Construction Stage

- Commercial Kitchen Design
- Architectural Liaison
- Equipment Identification
- Equipment Testing
- Smallware Procurement
- "Pantry" Procurement
- Kitchen Setup & Organization
- Lunch Platform Setup & Training
- POS System Setup & Training
- Marketing Communication Support

BAU

- Meal Deliveries
 - Deliveries to take place 2-3 times per week to ensure ample food supply is always onsite
- Faculty Training
 - HACCP Plans
 - SOPs
 - Food Safety
 - Warming Processes
 - Serving Processes
 - NSLP

We look forward to supporting the team at Valor in their future endeavor and are available to answer any questions.

V/R,

Giorgio Muñoz | Co-Founder, The Healthy Scholars Project | 208.617.0232 | Info@HealthyScholarsProject.com

Appendix F

F5 Intent to Enroll list

			Intent to Enroll Data as of September 30th, 2024											
			Total of 575 intent to enroll students for grades K-6th											
			Additional 81 intent to enroll students for grades 7th+											
ID	Students	Grades	K	1	2	3	4	5	6	7+	City	State	Zipcode	Submitted At
w32ccte	2	4th, 5th, 7th and above					4th	5th		7th and above	Meridian	ID	83642	2/19/2022 22:29:0
8jcdqnsr	2	7th and above, 4th					4th			7th and above	Boise	ID	83709	2/20/2022 1:34:55
wr3ff4ac	2	5th						5th			Boise	ID	83706	2/20/2022 2:29:26
eoasehb	2	2nd, 5th			2nd			5th			Meridian	ID	83642	2/20/2022 4:32:23
n7fd82j7	2	Kindergarten	Kindergarten								Meridian	ID	83642	2/21/2022 18:38:3
m45t3bk	1	Kindergarten	Kindergarten								Meridian	ID	83642	2/22/2022 4:33:26
jwaj3lq0	2	7th and above, 5th						5th		7th and above	Meridian	ID	83642	2/23/2022 5:50:52
8eaaos8	2	2nd			2nd						Meridian	ID	83646	3/8/2022 3:42:13
xs2ov69	3	Kindergarten, 2nd, 4th	Kindergarten		2nd		4th				Meridian	ID	83642	3/8/2022 5:20:58
0dbpn9c	4	Kindergarten, 2nd	Kindergarten		2nd						Meridian	ID	83646	3/8/2022 5:21:08
9hpyock	2	3rd, Kindergarten	Kindergarten			3rd					Meridian	ID	83642	3/8/2022 5:49:15
97h8ou3	1	Kindergarten	Kindergarten								Boise	ID	83713	3/8/2022 10:24:37
7nb7fwfr	2	2nd, Kindergarten	Kindergarten		2nd						Meridian	ID	83646	3/9/2022 5:12:51
o1j2edb	4	1st, 6th, 7th and above		1st					6th	7th and above	Boise	ID	83709	3/28/2022 3:44:37
q423h97	1	2nd			2nd						Meridian	ID	83646	3/28/2022 3:58:56
ukm3xxs	3	4th, 7th and above					4th			7th and above	boise	ID	83704	3/28/2022 22:38:3
g921l2k7	2	4th, 7th and above					4th			7th and above	Meridian	ID	83646	4/3/2022 0:39:13
me4nb0	2	Kindergarten, 3rd	Kindergarten			3rd					Meridian	ID	83642	4/3/2022 4:35:28
1ehebt4	1	4th					4th				eagle	ID	83616	4/3/2022 12:37:29
3jhfczsm	1	1st		1st							Boise	ID	83709	4/3/2022 15:26:47
7uhafqv	4	2nd, 5th, 7th and above			2nd			5th		7th and above	Meridian	ID	83642	4/6/2022 4:12:43
oju4j855	1	7th and above								7th and above	Meridian	ID	83642	4/10/2022 3:49:42
11qcuvs	3	2nd, 7th and above, 6th			2nd				6th	7th and above	Boise	ID	83709	4/10/2022 18:52:2
25hs17a	1	Kindergarten	Kindergarten								Meridian	ID	83642	4/11/2022 11:30:5
twi9d87z	2	5th, 7th and above						5th		7th and above	Nampa	ID	83686	4/11/2022 13:52:5
fkzqrblm	2	3rd, 5th				3rd		5th			Nampa	ID	83651	4/12/2022 3:04:51
8sf1cdsf	2	4th, 3rd				3rd	4th				boise	ID	83704	4/12/2022 17:07:0
6znunlpz	2	Kindergarten, 2nd	Kindergarten		2nd						nampa	ID	83687	4/13/2022 17:26:1
hx6kpz9	1	4th					4th				Meridian	ID	83642	4/13/2022 23:05:5
u3zldto1	1	7th and above								7th and above	Meridian	ID	83642	4/19/2022 22:47:2
a2mb7sl	2	1st, 4th		1st			4th				Meridian	ID	83646	4/19/2022 23:35:0
gpf5t9bn	1	3rd				3rd					Meridian	ID	83642	4/20/2022 1:05:33
svhgqgc	2	7th and above, 4th					4th			7th and above	Meridian	ID	83642	4/22/2022 17:25:0
5j85w7	3	Kindergarten, 1st, 3rd	Kindergarten	1st		3rd					Meridian	ID	83646	4/22/2022 19:25:5
6ysk3yd	3	1st, 7th and above		1st						7th and above	Meridian	ID	83646	4/22/2022 19:33:3
yyprdlc0	1	6th							6th		Meridian	ID	83642	4/24/2022 19:17:4
n5pfy4tb	2	5th, 7th and above						5th		7th and above	Meridian	ID	83642	4/26/2022 16:35:4
s0h1dx2	1	5th						5th			Star	ID	83669	4/28/2022 21:08:3
bh9thsfn	3	5th, 7th and above						5th		7th and above	Meridian	ID	83642	4/29/2022 17:26:4
50xjftfxu	4	5th, 7th and above						5th		7th and above	Boise	ID	83713	4/29/2022 17:54:3
9q69gd3	2	2nd, 5th			2nd			5th			Boise	ID	83709	4/29/2022 18:04:5
48x6wd6	2	Kindergarten	Kindergarten								Meridian	ID	83646	4/30/2022 3:26:27
n6jxim4e	3	2nd, 7th and above			2nd					7th and above	Eagle	ID	83616	4/30/2022 15:38:4
xor3elfp	2	3rd, 5th				3rd		5th			Meridian	ID	83646	5/3/2022 15:05:51

6saiwdq	2	7th and above							7th and above	Meridian	ID	83642	5/10/2022 14:11:4
d1le74el	3	Kindergarten, 2nd, 4th	Kindergarten		2nd		4th			Meridian	ID	83646	5/10/2022 18:22:5
pgs8sxc	4	Kindergarten, 3rd, 6th, 7th	Kindergarten			3rd			6th	7th and above	Boise	ID	83709 5/10/2022 21:49:2
aubk7gd	2	1st, 4th		1st			4th				Meridian	ID	83646 6/4/2022 6:19:28
hfqkdyn	3	4th, 6th, 7th and above					4th		6th	7th and above	SD	92131	6/12/2022 4:08:06
mr6t4a5	2	4th, 7th and above					4th			7th and above	Meridian	ID	83642 7/8/2022 18:20:08
hxuy8k6	2	Kindergarten, 1st	Kindergarten	1st							Meridian	ID	83646 7/16/2022 20:10:3
ojdxjwct	3	4th, 2nd, Kindergarten	Kindergarten		2nd		4th				Meridian	ID	83642 8/27/2022 21:25:4
5csd000	2	6th, 3rd				3rd			6th		Meridian	ID	83642 8/28/2022 4:45:53
3zmjxfh	2	5th						5th			Meridian	ID	83646 9/7/2022 4:30:30
570trl6u	1	1st		1st							Boise	ID	83713 9/10/2022 3:07:54
8c2e5xe	2	4th, 7th and above					4th			7th and above	Meridian	ID	83646 9/14/2022 14:08:4
4gnj7ryx	2	4th, 6th					4th		6th		Boise	ID	83709 9/14/2022 14:28:4
i7lq3xqz	1	5th						5th			Meridian	ID	83646 9/15/2022 0:22:07
moq802	3	2nd, 1st, Kindergarten	Kindergarten	1st	2nd						Meridian	ID	83642 9/30/2022 19:22:5
hg5s0mj	2	3rd, 7th and above				3rd				7th and above	Meridian	ID	83646 10/10/2022 20:47
71yni56t	1	5th						5th			Eagle	ID	83616 10/10/2022 20:51
fgirxigs	4	1st, 3rd, 6th, 7th and above		1st		3rd			6th	7th and above	Meridian	ID	83642 10/10/2022 21:20
06xbuyu	3	4th, 3rd, Kindergarten	Kindergarten			3rd	4th				Meridian	ID	83646 10/10/2022 22:18
82k1huc	2	Kindergarten, 1st	Kindergarten	1st							Kuna	ID	83646 10/12/2022 17:46
vz37lzh	2	2nd, 3rd			2nd	3rd					Boise	ID	83704 10/12/2022 18:04
350k09v	3	Kindergarten, 3rd	Kindergarten			3rd					Meridian	ID	83642 10/13/2022 14:06
x90m9e	1	Kindergarten	Kindergarten								Meridian	ID	83642 10/13/2022 19:13
c5si4pn5	3	2nd, 4th, 6th			2nd		4th		6th		Meridian	ID	83642 10/13/2022 21:15
vxxyiqte	2	3rd, Kindergarten	Kindergarten			3rd					Nampa,	ID	83686 10/13/2022 21:17
b8xr8rl6	2	2nd, 4th			2nd		4th				Kuna	ID	83634 10/13/2022 21:56
67ebmb	1	3rd				3rd					Meridian	ID	83642 10/13/2022 22:20
w7p8oz3	1	Kindergarten	Kindergarten								Meridian	ID	83642 10/14/2022 14:27
bzptz78e	2	7th and above								7th and above	Meridian	ID	83642 10/14/2022 23:32
mei798r	2	7th and above, 5th						5th		7th and above	Boise	ID	83709 10/15/2022 1:12:0
f4arr0os	4	Kindergarten, 3rd, 6th, 1st	Kindergarten	1st		3rd			6th	7th and above	Boise	ID	83646 10/15/2022 3:20:5
zb3y580	3	3rd, 5th, 1st		1st		3rd		5th			Boise	ID	83702 10/15/2022 3:50:0
3jtjr91u	1	7th and above								7th and above	Meridian	ID	83646 10/15/2022 4:11:1
zjn9ea50	2	4th, 2nd			2nd		4th				Nampa	ID	83687 10/15/2022 4:41:2
deac1ua	1	4th					4th				Boise	ID	83709 10/15/2022 4:43:0
u78186v	1	4th, 3rd				3rd	4th				Boise	ID	83709 10/23/2022 16:52
wrgd30z	2	3rd, 7th and above				3rd				7th and above	Meridian	ID	83646 1/13/2023 6:31:27
iiohj1o5f	2	2nd, 4th			2nd		4th				Boise	ID	83709 1/15/2023 22:44:3
47q8my	1	2nd			2nd						Meridian	ID	83642 1/25/2023 17:23:5
n11gao1	2	3rd, 6th				3rd			6th		Meridian	ID	83646 2/3/2023 17:20:47
g0p3bv8	2	5th, 3rd				3rd		5th			Meridian	ID	83642 2/14/2023 18:51:1
3ikz2cuv	1	2nd			2nd						Boise	ID	83702 2/14/2023 19:35:2
fm1jtldr	1	1st		1st							Boise	ID	83713 2/14/2023 19:53:4
g4zmpiz	2	5th, 3rd				3rd		5th			Meridian	ID	83646 2/15/2023 0:57:02
ygaiylmr	3	Kindergarten, 4th, 6th	Kindergarten				4th		6th		Boise	ID	83713 2/15/2023 4:20:52
tkfx57tz6	1	7th and above								7th and above	Boise	ID	83709 2/18/2023 6:46:17
4wjcza5	1	1st		1st							Boise	ID	83709 3/18/2023 21:05:4
ttvmtjxh1	2	Kindergarten, 2nd	Kindergarten		2nd						boise	ID	83709 3/18/2023 23:08:2
xgqjabfe	1	4th					4th				Garden City	ID	83714 3/27/2023 16:42:1

7hzj636	1	Kindergarten	Kindergarten								Meridian	ID	83646	3/27/2023 22:12:1
opel60w	2	2nd, Kindergarten	Kindergarten		2nd						Boise	ID	83705	3/28/2023 3:23:56
jwkwiad	2	Kindergarten, 2nd	Kindergarten		2nd						Nampa	ID	83686	3/29/2023 14:16:5
wl1awn5	2	7th and above, 4th					4th			7th and above	Meridian	ID	83642	3/30/2023 3:43:51
6oknm4	1	Kindergarten	Kindergarten								Meridian	ID	83646	3/30/2023 15:06:5
tzopjvv1	1	6th, 5th						5th	6th		Nampa	ID	83686	3/30/2023 15:39:4
857zdza	3	Kindergarten, 7th and above	Kindergarten					5th		7th and above	Arvade	CO	80403	4/3/2023 12:28:13
8klugh0f	1	1st		1st							Meridian	ID	83642	4/4/2023 0:13:53
blfkehu0	2	3rd, 1st		1st		3rd					Meridian	ID	83646	4/7/2023 21:09:43
et8vg3ty	2	6th, 2nd			2nd				6th		Meridian	ID	83646	4/10/2023 22:48:2
a25j61iu	1	3rd				3rd					Eagle,	ID	83616	4/13/2023 1:10:19
111zd1s	1	6th							6th		Meridian	ID	83642	4/14/2023 15:33:2
1mqhhn	1	1st		1st							Caldwell	ID	83605	4/15/2023 19:30:0
v75e3rh	2	3rd, Kindergarten	Kindergarten			3rd					Meridian	ID	83642	4/17/2023 3:47:15
yebj3md	1	5th						5th			Meridian	ID	83642	4/17/2023 21:24:1
h4ep0ip	3	3rd, Kindergarten, 2nd	Kindergarten		2nd	3rd					Nampa,	ID	83686	4/18/2023 2:33:55
knb22jru	3	4th, 6th, 7th and above					4th		6th	7th and above	Meridian	ID	83642	4/19/2023 15:49:0
ohgyftiq	2	3rd, 6th				3rd			6th		Meridian	ID	83646	4/19/2023 20:48:3
sbsx5wv	1	Kindergarten	Kindergarten								Meridian	ID	83646	4/21/2023 12:04:1
m1b1oih	1	7th and above								7th and above	Nampa,	ID	83687	4/22/2023 1:26:51
57fi72ba	2	2nd, 5th			2nd			5th			Meridian	ID	83646	4/24/2023 4:12:34
jvm8y5jx	1	6th							6th		Caldwell,	ID	83605	4/30/2023 17:45:0
payl9jmi	3	3rd, 2nd, Kindergarten	Kindergarten		2nd	3rd					Boise	ID	83709	5/3/2023 2:58:11
2maddv	3	Kindergarten, 2nd, 5th	Kindergarten		2nd			5th			Meridian	ID	83646	5/4/2023 0:53:13
35jgqwb	1	Kindergarten, 1st	Kindergarten	1st							Meridian	ID	83646	5/4/2023 3:41:00
byjj1yur	2	Kindergarten	Kindergarten								Meridian	ID	83642	5/8/2023 20:24:24
zuwg0up	1	Kindergarten	Kindergarten								Meridian	ID	83646	5/8/2023 23:04:54
hhnrw8z	3	3rd, Kindergarten	Kindergarten			3rd					Meridian	ID	83646	5/9/2023 1:59:29
rs47kr4s	2	6th, 1st		1st					6th		Meridian	ID	83642	5/9/2023 2:57:06
bi7knoas	4	6th, 5th, 3rd, Kindergarten	Kindergarten			3rd		5th	6th		Meridian	ID	83642	5/12/2023 1:50:52
obnrrog	1	1st		1st							Nampa	ID	83687	5/12/2023 14:30:0
kwpa9qf	3	2nd, 5th, 7th and above			2nd			5th		7th and above	Meridian	ID	83646	5/12/2023 15:14:0
xwt50tbp	1	4th					4th				Meridian	ID	83642	5/16/2023 1:37:19
edu35sj	1	1st		1st							Boise	ID	83703	5/16/2023 18:35:2
e8s6jlb4	1	5th						5th			Meridian	ID	83642	5/18/2023 2:55:44
kfhblmrk	3	5th, 3rd, Kindergarten	Kindergarten			3rd		5th			Star	ID	83669	5/23/2023 13:38:3
mbh7o0	4	7th and above, 5th, 3rd, 1st		1st		3rd		5th		7th and above	Meridian	ID	83646	6/2/2023 21:14:22
34dbxnv	4	3rd, 6th, 7th and above				3rd			6th	7th and above	Meridian	ID	83646	6/3/2023 20:47:11
5oon03n	1	2nd			2nd						Meridian	ID	83646	6/4/2023 2:25:36
tqevrig5	1	1st		1st							Meridian	ID	83642	6/8/2023 22:55:57
ckapz6x	1	Kindergarten	Kindergarten								Eagle	ID	83616	6/20/2023 5:04:43
fi36l2cxt	2	5th, 7th and above						5th		7th and above	Nampa	ID	83651	6/20/2023 6:15:57
yee09on	2	6th							6th		Meridian	ID	83646	6/23/2023 2:12:04
y3og1ci5	1	4th					4th				boise	ID	83709	6/23/2023 21:30:5
w6tcel87	1	3rd				3rd					Nampa	ID	83686	6/23/2023 21:35:3
11kxxref	3	6th, 4th, Kindergarten, 7th	Kindergarten				4th		6th	7th and above	Boise	ID	83713	6/23/2023 23:38:3
k102xs6	2	2nd, Kindergarten	Kindergarten		2nd						Meridian	ID	83642	6/24/2023 0:06:47
d6z63tcz	2	4th, 5th					4th	5th			Boise	ID	83713	6/24/2023 0:51:02
wiorgiz9	1	Kindergarten	Kindergarten								Boise	ID	83713	6/24/2023 16:44:5

ii3wbmu	2	Kindergarten, 3rd	Kindergarten			3rd					Kuna	ID	83634	6/24/2023 17:49:1
un1f13a	2	5th, 3rd				3rd		5th			Meridian	ID	83642	6/24/2023 17:59:2
ykzvxq5	2	Kindergarten	Kindergarten								Boise	ID	83702	6/24/2023 18:29:3
w940v2s	1	1st		1st							Kuna	ID	83634	6/24/2023 18:42:3
1idkukvp	1	3rd				3rd					Kuna	ID	83634	6/24/2023 18:43:4
ewu408c	2	2nd, 1st		1st	2nd						Boise	ID	83713	6/24/2023 18:47:1
1ycb9hc	1	3rd				3rd					Meridian	ID	83642	6/24/2023 18:49:2
ajlbnk48	3	7th and above, 3rd, Kinder	Kindergarten			3rd				7th and above	Eagle	ID	83616	6/24/2023 18:52:2
qkkdwoc	1	2nd			2nd						Meridian	ID	83646	6/24/2023 19:15:0
c4x0269	2	Kindergarten	Kindergarten								Boise	ID	83704	6/24/2023 19:17:3
o64kazil	1	1st		1st							Meridian	ID	83642	6/24/2023 19:41:1
05193xn	2	6th, 4th					4th		6th		Meridian	ID	83646	6/24/2023 19:50:0
myum93	2	5th, 6th						5th	6th		Meridian	ID	83642	6/24/2023 20:17:1
pc8sqidz	1	6th							6th		Kuna	ID	83634	6/24/2023 20:53:0
6ltvijzux	4	1st, 4th, 5th		1st			4th	5th			Meridian	ID	83646	6/24/2023 20:55:2
z6qk1urj	3	6th, 2nd, Kindergarten	Kindergarten		2nd				6th		Meridian	ID	83642	6/24/2023 21:44:4
qqvuwv	2	3rd, 7th and above				3rd				7th and above	Meridian	ID	83642	6/24/2023 21:50:3
zrg87s6v	2	Kindergarten, 1st	Kindergarten	1st							Nampa	ID	83686	6/24/2023 22:29:4
8bnne6	4	5th, 6th, 7th and above						5th	6th	7th and above	Boise	ID	83709	6/24/2023 22:50:0
84evrk2	2	Kindergarten, 4th	Kindergarten				4th				Kuna	ID	83634	6/24/2023 23:04:3
dfcc7y4l	2	Kindergarten, 2nd	Kindergarten		2nd						Boise	ID	83709	6/24/2023 23:08:0
fmqx64a	2	Kindergarten, 7th and above	Kindergarten							7th and above	Caldwell	ID	83607	6/24/2023 23:41:3
rrdov5vr	1	Kindergarten	Kindergarten								Nampa	ID	83687	6/24/2023 23:45:3
8nt6cr5y	1	2nd			2nd						Meridian	ID	83642	6/24/2023 23:51:2
drngb5s	1	Kindergarten	Kindergarten								Caldwell	ID	83605	6/24/2023 23:54:3
69n4uwl	2	6th							6th		Meridian	ID	83642	6/25/2023 0:14:23
s7agt1fn	3	1st, 4th, Kindergarten	Kindergarten	1st			4th				Star	ID	83669	6/25/2023 1:12:42
4co9kzg	2	2nd, 5th			2nd			5th			Boise	ID	83709	6/25/2023 1:30:30
5ywjx6h	1	Kindergarten	Kindergarten								Boise	ID	83713	6/25/2023 2:45:23
4l89ol30	1	6th							6th		Meridian	ID	83646	6/25/2023 3:08:02
2l3jvl192	3	4th, 5th, 1st		1st			4th	5th			Meridian	ID	83646	6/25/2023 3:12:34
ru1vichj2	1	2nd			2nd						Kuna	ID	83634	6/25/2023 3:58:56
9wrxgbx	1	Kindergarten	Kindergarten								Meridian	ID	83646	6/25/2023 5:01:03
ldybbjva	4	7th and above, 1st, 4th		1st			4th			7th and above	Star	ID	83669	6/25/2023 16:58:3
26qud0r	2	6th, 2nd			2nd				6th		Meridian	ID	83646	6/25/2023 19:37:4
3zbaqglz	3	7th and above, 6th, 2nd			2nd				6th	7th and above	Meridian	ID	83646	6/26/2023 0:08:39
o9v4csq	4	4th, 5th, 7th and above					4th	5th		7th and above	Boise	ID	83713	6/27/2023 0:04:03
ills1tsi4y	3	Kindergarten, 2nd, 4th	Kindergarten		2nd		4th				Meridian	ID	83642	6/28/2023 14:52:3
iccrq9i0r	1	Kindergarten	Kindergarten								Boise	ID	83709	7/13/2023 20:24:3
9nul17xi	2	Kindergarten, 1st	Kindergarten	1st							Meridian	ID	83646	7/19/2023 20:21:1
v4z2652	3	Kindergarten, 3rd, 6th, 7th	Kindergarten			3rd			6th	7th and above	Meridian	ID	83646	7/21/2023 21:09:4
2l8gckkt	1	Kindergarten	Kindergarten								Boise	ID	83704	7/24/2023 21:59:4
6js34ryd	2	Kindergarten	Kindergarten								Meridian	ID	83642	7/27/2023 16:41:4
xeidn5nz	3	Kindergarten, 6th, 7th and	Kindergarten						6th	7th and above	Boise	ID	83713	8/3/2023 19:09:35
9toctu09	1	6th							6th		Boise	ID	83709	8/4/2023 0:39:43
e8lr2aiuc	2	5th, 3rd				3rd		5th			Meridian	ID	83646	8/4/2023 2:30:27
7kqfgv14	2	6th, 4th					4th		6th		Boise	ID	83709	8/6/2023 15:34:58
5v7lnuxc	2	4th, 2nd			2nd		4th				Meridian	ID	83646	8/6/2023 21:58:59
wm1bv6	2	5th, 1st		1st				5th			Meridian	ID	83642	8/6/2023 22:31:28

grdwq8u	2	2nd, 4th			2nd		4th				Meridian	ID	83646	8/7/2023 16:10:23
ro3hb24	2	Kindergarten, 2nd	Kindergarten		2nd						Eagle	ID	83616	8/7/2023 17:00:38
60swuru	2	4th					4th				Meridian	ID	83642	8/9/2023 0:50:07
y1wz0pl	2	5th, 2nd			2nd			5th			Meridian	ID	83642	8/12/2023 18:45:4
8x8b4vk	2	Kindergarten, 1st	Kindergarten	1st							Boise	ID	83709	8/12/2023 19:17:1
3emr12u	1	6th							6th		Meridian	ID	83642	8/18/2023 15:20:4
cr6lqtz8c	2	7th and above, 6th							6th	7th and above	Meridian	ID	83646	8/19/2023 13:56:4
i9lrc6mg	2	Kindergarten, 1st	Kindergarten	1st							Meridian	ID	83646	8/24/2023 17:41:3
5faddcd	2	6th, 7th and above							6th	7th and above	Star	ID	83669	8/25/2023 20:49:5
0y0n0re	2	6th, 4th					4th		6th		Meridian	ID	83642	9/4/2023 6:15:11
4yyld4p9	2	Kindergarten, 1st	Kindergarten	1st							Meridian	ID	83642	9/12/2023 20:34:5
vnd1m4s	3	2nd, Kindergarten	Kindergarten		2nd						Meridian	ID	83642	9/14/2023 17:39:2
yyishper	2	5th, 7th and above						5th		7th and above	Boise	ID	83709	10/6/2023 19:20:1
fc06j34tu	2	Kindergarten, 2nd	Kindergarten		2nd						Meridian	ID	83642	10/16/2023 2:48:1
h6n112e	3	3rd, 1st, Kindergarten	Kindergarten	1st		3rd					Kuna	ID	83634	10/23/2023 0:22:3
1cwz0sa	2	3rd, 6th				3rd				6th	Meridian	ID	83646	10/27/2023 2:41:0
g7ee7sc	2	1st, Kindergarten	Kindergarten	1st							Meridian	ID	83646	10/30/2023 17:32
fawongz	2	5th, 3rd				3rd		5th			Meridian	ID	83646	11/15/2023 23:44
17an5p2	2	3rd, 7th and above				3rd				7th and above	Nampa	ID	83687	11/19/2023 3:06:3
delxmys	2	4th, 2nd			2nd		4th				Meridian	ID	83642	11/30/2023 2:15:5
2iznnf3e	3	1st, 4th, 7th and above		1st			4th			7th and above	Meridian	ID	83642	11/30/2023 5:13:5
d4xaqef	2	Kindergarten, 2nd	Kindergarten		2nd						Boise	ID	83709	11/30/2023 15:55
axovyt75	2	2nd, 5th			2nd			5th			Meridian	ID	83642	11/30/2023 19:39
0ripp0dk	4	Kindergarten, 6th, 4th, 2nd	Kindergarten		2nd		4th		6th		Kuna	ID	83634	12/12/2023 4:08:4
vnlismz	2	Kindergarten	Kindergarten								Kuna	ID	83634	1/2/2024 22:01:41
rgq9374	1	7th and above								7th and above	Meridian	ID	83642	1/23/2024 16:50:0
3zodw47	2	1st, Kindergarten	Kindergarten	1st							Boise	ID	83706	1/28/2024 3:17:00
jgdzbi7z	3	3rd				3rd					Meridian	ID	83646	2/13/2024 14:49:5
7ftru84k	1	Kindergarten	Kindergarten								Meridian	ID	83642	3/6/2024 3:08:15
f22a11ou	3	1st, 4th, 7th and above		1st			4th			7th and above	Meridian	ID	83646	3/7/2024 20:35:18
xnbc3tm	2	Kindergarten, 2nd	Kindergarten		2nd						Meridian	ID	83642	3/7/2024 20:36:04
2jira4nbu	2	Kindergarten	Kindergarten								Kuna	ID	83634	3/14/2024 3:45:49
akqhip9v	1	1st		1st							Meridian	ID	83642	3/14/2024 3:47:41
zoc19xla	1	Kindergarten	Kindergarten								Nampa	ID	83686	3/14/2024 3:48:02
58vpna4	2	Kindergarten	Kindergarten								Kuna	ID	83634	3/14/2024 4:33:03
l7viob38	2	1st, 3rd		1st		3rd					Meridian	ID	83646	3/14/2024 13:41:1
errx8goc	1	1st, Kindergarten	Kindergarten	1st							Meridian	ID	83642	3/14/2024 15:08:0
h2yh6xz	2	5th, 3rd				3rd		5th			Boise	ID	83706	3/14/2024 15:17:3
6vz1no6	2	2nd, 3rd			2nd	3rd					Nampa	ID	83686	3/14/2024 17:07:0
kcp2knk	3	3rd, 6th, 7th and above				3rd			6th	7th and above	Meridian	ID	83642	3/14/2024 19:05:0
spezsvw	1	1st		1st							Meridian	ID	83642	3/15/2024 0:32:47
iqfua1ln8	1	1st		1st							Nampa	ID	83687	3/15/2024 15:19:0
1g1735c	3	5th, 7th and above						5th		7th and above	Kuna	ID	83634	3/16/2024 15:47:4
3qh71cw	2	4th					4th				Melba	ID	83641	3/16/2024 18:09:0
isxa892z	2	7th and above, 4th					4th			7th and above	Kuna	ID	83634	3/16/2024 18:59:2
sjptfpcnf	2	5th, 3rd				3rd		5th			Kuna	ID	83634	3/16/2024 19:07:3
gfal4y35	1	4th					4th				Kuna	ID	83634	3/16/2024 21:01:3
0p31ei4	1	5th						5th			Kuna	ID	83634	3/16/2024 22:22:2
yaoofvvr	3	2nd, 5th, 7th and above			2nd			5th		7th and above	nampa,	ID	83686	3/17/2024 1:45:41

r8fnubx3	2	3rd, 1st		1st		3rd					Kuna	ID	83634	3/17/2024 4:53:03
jmv7o6lf	2	Kindergarten	Kindergarten								Kuna	ID	83634	3/17/2024 16:03:1
6miq7pa	4	7th and above, 3rd, 5th, 6th				3rd		5th	6th	7th and above	Boise	ID	83709	3/17/2024 17:33:3
3prz1nv	2	2nd		2nd							Kuna	ID	83634	3/19/2024 2:28:50
d6mopijc	4	6th, 4th, 7th and above				4th			6th	7th and above	Meridian	ID	83642	3/20/2024 1:51:17
iep5flu6c	1	1st		1st							Kuna	ID	83634	3/21/2024 3:12:46
2vjahov	1	Kindergarten	Kindergarten								Kuna	ID	83634	4/3/2024 2:05:49
5f0fkg29	1	Kindergarten	Kindergarten								Kuna	ID	83634	4/3/2024 2:14:35
u3yw045	1	1st		1st							Kuna	ID	83634	4/3/2024 2:15:11
iqb3wnn	2	3rd, 6th				3rd			6th		Nampa	ID	83687	4/3/2024 2:33:48
tk8o1o9f	1	Kindergarten	Kindergarten								Kuna	ID	83634	4/3/2024 2:34:26
2h36co7	2	2nd, 3rd		2nd	3rd						Kuna	ID	83634	4/3/2024 2:34:32
zrejcsuth	3	2nd, 5th		2nd			5th				Kuna	ID	83634	4/3/2024 3:00:38
qbzr1oqi	3	Kindergarten, 2nd, 4th	Kindergarten	2nd		4th					Kuna	ID	83634	4/3/2024 4:17:39
0i4x0cg3	1	1st		1st							Kuna	ID	83634	4/3/2024 4:23:06
fidilk6iyx	4	Kindergarten, 4th, 6th, 3rd	Kindergarten			3rd	4th		6th		Nampa	ID	83687	4/3/2024 13:15:58
ecg9mhj	2	5th, 7th and above					5th		7th and above		Boise	ID	83709	4/4/2024 23:36:29
qefuhm9	2	2nd, 6th		2nd				6th			Meridian	ID	83642	4/15/2024 14:38:5
gpkx9ga	1	4th				4th					Meridian	ID	83642	4/23/2024 21:36:5
hex034u	1	2nd		2nd							Kuna	ID	83634	4/24/2024 14:11:3
jwq531o	1	4th				4th					Meridian	ID	83642	4/24/2024 18:17:3
6okcfgg	1	1st		1st							Nampa	ID	83687	4/25/2024 4:44:48
u9nw17u	2	2nd, 5th		2nd			5th				Boise	ID	83709	4/25/2024 14:10:5
8hh1kza	2	1st, Kindergarten	Kindergarten	1st							Meridian	ID	83642	4/25/2024 17:43:3
nvwc0el	2	1st, 4th		1st		4th					Nampa	ID	83687	5/1/2024 7:32:32
0xcjswxv	2	3rd, 5th			3rd		5th				Kuna	ID	83634	5/1/2024 14:47:58
vz5xpa8	1	Kindergarten	Kindergarten								Kuna	ID	83634	5/4/2024 2:25:45
lrmszlp	1	1st		1st							Meridian	ID	83642	5/8/2024 14:30:42
pab2vk1	2	3rd, 6th			3rd			6th			Boise	ID	83709	5/9/2024 13:37:14
opc8hwt	2	5th, 7th and above					5th		7th and above		Nampa	ID	83686	5/14/2024 13:46:4
vo15ueu	3	2nd, 4th, 7th and above		2nd		4th			7th and above		Meridian	ID	83642	5/15/2024 6:05:08
e2futevr	1	1st		1st							Kuna	ID	83634	5/15/2024 15:46:0
p00njt89	1	6th						6th			Boise	ID	83709	5/16/2024 12:54:5
o8i45ufe	4	Kindergarten, 6th, 7th and	Kindergarten					6th	7th and above		Star	ID	83669	5/21/2024 18:54:2
kp1e6wv	1	6th						6th			Kuna	ID	83634	5/22/2024 18:04:4
4f89su6f	1	Kindergarten	Kindergarten								Meridian	ID	83642	5/25/2024 6:11:33
2apwv57	4	Kindergarten, 3rd, 4th, 7th	Kindergarten		3rd	4th			7th and above		Meridian	ID	83642	5/26/2024 21:00:4
eqipdxlq	1	1st		1st							Kuna	ID	83634	5/28/2024 0:08:19
gvv1wxk	1	Kindergarten	Kindergarten								Meridian	ID	83642	5/28/2024 21:54:4
nracge6j	1	Kindergarten	Kindergarten								Kuna	ID	83634	6/2/2024 0:11:53
5vbcfuhg	2	1st		1st							Kuna	ID	83634	6/7/2024 15:49:32
d93eo3b	1	1st		1st							Kuna	ID	83634	6/7/2024 15:55:28
po3z19n	1	3rd			3rd						Kuna	ID	83634	6/8/2024 14:31:35
m7xfr46	2	2nd, 5th		2nd			5th				Kuna	ID	83634	6/11/2024 17:05:5
tyus0qm	1	2nd		2nd							Kuna	ID	83634	6/12/2024 7:00:41
gx1iidxr	1	2nd		2nd							Kuna	ID	83634	6/12/2024 15:19:2
jue3anp	2	7th and above, 6th						6th	7th and above		Kuna	ID	83634	6/13/2024 2:10:11
ft1u0h1c	2	3rd, Kindergarten	Kindergarten		3rd						Kuna	ID	83634	6/13/2024 12:11:0
k6077rh	2	4th, 2nd		2nd		4th					Boise	ID	83709	6/13/2024 13:39:0

tw3lz6j	1	Kindergarten	Kindergarten								Kuna	ID	83634	6/13/2024 15:52:0
embzpl1	3	Kindergarten, 2nd, 4th	Kindergarten		2nd		4th				Kuna	ID	83634	6/15/2024 3:17:44
w6br7pu	1	3rd				3rd					Boise	ID	83709	6/18/2024 0:33:57
llz3igihe	1	1st		1st							Kuna	ID	83634	6/19/2024 2:48:23
z1kteehx	1	1st		1st							Kuna	ID	83634	6/19/2024 14:06:2
ely5kz7r	2	1st, 2nd		1st	2nd						Kuna	ID	83634	6/19/2024 14:25:3
1129kcy	3	Kindergarten, 3rd, 4th	Kindergarten			3rd	4th				Kuna	ID	83634	6/19/2024 21:33:3
xfgw17a	1	1st		1st							Kuna	ID	83634	6/23/2024 2:27:45
m3c7qfg	3	6th, 5th, 1st		1st				5th	6th		Kuna	ID	83634	6/23/2024 3:06:46
a7wcfos	1	5th						5th			Folsom	CA	95630	6/25/2024 0:51:23
76q16sw	2	6th, 7th and above							6th	7th and above	Kuna	ID	83634	6/27/2024 14:30:2
e8zyxuz	2	2nd, 6th			2nd				6th		Kuna	ID	83634	6/28/2024 0:01:29
3e2rw8lg	2	Kindergarten, 5th	Kindergarten					5th			Kuna	ID	83634	6/28/2024 2:57:48
rrfu1n01	4	Kindergarten, 6th, 4th, 7th	Kindergarten				4th		6th	7th and above	Kuna	ID	83634	6/28/2024 11:45:0
r9qstaia	4	1st, 7th and above, Kinder	Kindergarten	1st						7th and above	Kuna	ID	83634	6/30/2024 16:35:1
f1petf1d	3	2nd, 4th, 7th and above			2nd		4th			7th and above	Boise	ID	83709	7/23/2024 4:37:48
71sns0o	2	2nd, Kindergarten	Kindergarten		2nd						Meridian	ID	83642	7/24/2024 16:07:0
al7tz97j	1	Kindergarten	Kindergarten								Kuna	ID	83634	8/3/2024 15:44:01
r1m8sgv	3	4th, 6th					4th		6th		Kuna	ID	83634	8/3/2024 17:50:14
6bmjtim	2	3rd, 5th				3rd		5th			Nampa	ID	83686	8/3/2024 18:31:03
rvkjb1m	2	Kindergarten, 4th	Kindergarten				4th				Kuna	ID	83634	8/3/2024 18:32:04
cv98llma	1	6th							6th		Kuna	ID	83634	8/3/2024 20:26:34
st63esof	3	1st, 4th, 6th		1st			4th		6th		Kuna	ID	83634	8/3/2024 21:44:16
7gz4q1u	2	3rd				3rd					Kuna	ID	83634	8/3/2024 21:55:23
fny4lsx5	1	Kindergarten	Kindergarten								Kuna	ID	83634	8/3/2024 21:59:07
cvverp3c	1	1st		1st							Kuna	ID	83634	8/3/2024 22:08:36
3ypi0bfp	1	Kindergarten	Kindergarten								Kuna	ID	83634	8/3/2024 22:08:47
5gfhc3y	1	Kindergarten	Kindergarten								Kuna	ID	83634	8/3/2024 22:42:26
tjcdsgso	3	4th, 6th, 7th and above					4th		6th	7th and above	Kuna	ID	83634	8/3/2024 23:24:46
j9oi6fw	3	1st, 2nd, 5th, 7th and above		1st	2nd			5th		7th and above	Kuna	ID	83634	8/4/2024 3:06:56
94uyq2n	1	1st		1st							Nampa	ID	83651	8/4/2024 6:34:58
3sw6hpu	3	Kindergarten, 2nd, 4th	Kindergarten		2nd		4th				Kuna	ID	83634	8/4/2024 17:58:09
s8g6elyj	2	3rd, 5th				3rd		5th			Kuna	ID	83634	8/4/2024 18:40:03
syczifts0	1	Kindergarten	Kindergarten								Kuna	ID	83634	8/4/2024 19:50:15
2sxc47w	1	Kindergarten	Kindergarten								Kuna	ID	83634	8/4/2024 21:32:12
chd9owv	2	6th							6th		Kuna	ID	83634	8/4/2024 22:19:06
7hz7khq	1	Kindergarten	Kindergarten								Kuna	ID	83634	8/4/2024 23:50:53
p3cjftpa	2	Kindergarten	Kindergarten								Kuna	ID	83634	8/5/2024 0:08:26
1qy9fb7	1	Kindergarten	Kindergarten								Nampa	ID	83686	8/5/2024 0:20:45
bejw98lx	1	5th						5th			Nampa	ID	83686	8/5/2024 4:07:15
6fz8suus	1	Kindergarten	Kindergarten								Kuna	ID	83634	8/5/2024 20:35:07
9a6g0bs	2	6th, 4th					4th		6th		Kuna	ID	83634	8/5/2024 21:09:24
6yc0f5pr	1	1st		1st							Kuna	ID	83634	8/5/2024 23:03:26
uxe4o1n	2	1st, 4th		1st			4th				Meridian	ID	83646	8/6/2024 3:54:41
s3itr3as	2	1st, 7th and above		1st						7th and above	Nampa	ID	83686	8/6/2024 14:36:20
u6hpukk	1	Kindergarten	Kindergarten								Kuna	ID	83634	8/6/2024 16:30:47
8626gux	1	Kindergarten	Kindergarten								Kuna	ID	83634	8/7/2024 15:23:15
rc03s6c	2	4th, 6th					4th		6th		Kuna	ID	83634	8/7/2024 17:14:50
6763uwr	2	4th, 7th and above					4th			7th and above	Kuna	ID	83634	8/7/2024 17:51:10

046lhx0r	1	Kindergarten	Kindergarten								Kuna	ID	83634	8/7/2024 18:27:33
dkctzetw	3	Kindergarten, 6th, 3rd	Kindergarten			3rd			6th		Kuna	ID	83634	8/7/2024 18:39:35
qdp6z03	1	1st		1st							Kuna	ID	83634	8/8/2024 3:13:11
fwmvjy8	2	2nd, Kindergarten	Kindergarten		2nd						Kuna	ID	83634	8/8/2024 18:19:27
v3ilm3n9	2	6th, 4th					4th		6th		Kuna	ID	83634	8/8/2024 22:05:24
k3v5uun	2	2nd			2nd						Kuna	ID	83634	8/9/2024 1:41:00
840mp7	1	3rd				3rd					Kuna	ID	83634	8/9/2024 13:30:38
4jes5jtlg	3	1st		1st							Meridian	ID	83642	8/18/2024 5:44:24
4afgh3p	4 and more	2nd, 5th, 4th, 7th and above			2nd		4th	5th		7th and above	Kuna	ID	83634	8/20/2024 16:02:2
yy40rve	1	7th and above								7th and above	Boise	ID	83709	8/20/2024 19:23:0
w3rjv4d0	1	1st		1st							Boise	ID	83709	8/28/2024 20:07:5
23tjhjejc	2	6th, 3rd				3rd			6th		Kuna	ID	83634	8/30/2024 22:56:2
pq0l8qa	1	1st		1st							Meridian	ID	83642	8/31/2024 23:59:2
wxlp6wv	2	1st		1st							Kuna	ID	83634	9/6/2024 2:22:30
				1st							Kuna	ID	83634	
xpxfvp34	2	4th, 1st		1st			4th				Meridian	ID	83642	9/7/2024 1:53:55
dwh8bsu	1	Kindergarten	Kindergarten								Kuna	ID	83634	9/7/2024 2:58:46
k8svjkikt	2	Kindergarten	Kindergarten								Kuna	ID	83634	9/7/2024 19:35:58
ivromatk	3	3rd, 5th, Kindergarten	Kindergarten			3rd		5th			Kuna	ID	83634	9/12/2024 17:37:0
6u2h4j5x	4 and more	Kindergarten, 6th, 7th and	Kindergarten						6th	7th and above	Meridian	ID	83642	9/12/2024 20:40:3
vz7pvlng	2	7th and above, 6th							6th	7th and above	Kuna	ID	83634	9/14/2024 15:36:0
s5ln18zh	4 and more	6th, 2nd, 7th and above			2nd				6th	7th and above	Meridian	ID	83642	9/16/2024 18:33:2
6wb31zi	2	5th, 2nd			2nd			5th			Meridian	ID	83642	9/17/2024 15:28:1
e9pvfqbc	2	2nd, 7th and above			2nd					7th and above	Kuna	ID	83634	9/22/2024 5:36:55
1k9fdquj	1	Kindergarten	Kindergarten								Kuna	ID	83634	9/23/2024 17:48:2
rg8p9b9	2	3rd, 6th				3rd			6th		Kuna	ID	83634	9/23/2024 17:59:1