



Submitted to the Idaho Public Charter School Commission

Originally Submitted May 6, 2025

Resubmitted July 14, 2025

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## Executive Summary, Distinctives, Pillars, Vision, Mission

### Executive Summary

What's in a name? Brabeion, from the Greek  $\beta\rho\alpha\beta\epsilon\iota\omega\upsilon$  meaning "prize" or "reward," embodies the pursuit of excellence. Brabeion Academy embraces this call to victory, offering a tuition-free, open-enrollment, public charter school in Canyon County, Idaho, and surrounding areas, where students are developed as champions, achieving academic excellence, personal growth, and societal impact through a values-centered education with a pioneering focus on sport. As Idaho's first public school of sport, Brabeion Academy integrates athletic development into its core, fostering discipline, teamwork, and resilience alongside intellectual and ethical growth.

Built on three pillars—Ethical Foundations, Critical Reasoning, and Physical Development & Athletics—Brabeion Academy equips students to excel in integrity, intellect, and physical vitality, with a distinctive emphasis on sport as a catalyst for whole-person development. Brabeion Academy will provide an education for grades K-8, utilizing practices similar to those found in individualized home education, with plans to expand to secondary grades and offer pathways to Associate's degrees or professional certifications by graduation, including sport-related credentials. To enhance its rigorous academic program, Brabeion Academy has applied to become a Hillsdale Curriculum school.

As Idaho's first public school of sport, Brabeion Academy will offer families a free alternative to private schooling, welcoming all students regardless of background who agree to uphold a code of ethics (see Appendix F) aligned with universal values of respect, integrity, and responsibility. By leveraging a carefully crafted curriculum, comprehensive teacher training, and robust athletic programs, Brabeion Academy will establish an educational environment where students gain a robust academic foundation while being grounded in the principles of ethical reasoning, thoughtful civic engagement, and physical excellence through sport.

Canyon County, as the immediate charter impact area, consists of several public school districts with a high number of students who qualify for free and reduced lunch. Brabeion Academy will serve an area in which nearly 50% of students qualify for free or reduced lunch, according to the Idaho Department of Education. Proficiency rates in the area are also concerning, with less than half of students proficient in English Language Arts and less than 40% proficient in Math on the 2023-2024 ISAT.

While some private schools exist in Canyon County and the surrounding areas, their tuition costs exclude many families, and no public school options offer an education utilizing practices similar to individualized home education with a sport-centered focus. Brabeion Academy addresses this gap by providing a free, values-driven, and sport-focused educational option for families seeking a holistic education for their children.

## Our Distinctives

Brabeion Academy stands apart through the following unique features:

- **First Public School of Sport in Idaho:** As Idaho's first public school of sport, Brabeion offers a tuition-free alternative to private schooling, welcoming all students who agree to uphold a code of ethics aligned with universal values, making a values-centered, sport-focused education accessible to a broader community.
- **Rhetoric and Argumentation Curriculum:** Brabeion's dedicated rhetoric and argumentation curriculum empowers students to articulate ideas persuasively and think critically, fostering skills in debate, public speaking, and logical reasoning. Integrated across subjects, this focus prepares students to engage confidently in civic discourse and lead in an AI-driven world, aligning with the Critical Reasoning pillar.
- **Hillsdale 1776 Curriculum Integration:** Brabeion has been approved to use Hillsdale 1776 Curriculum, a rigorous, classical program emphasizing American history, civics, and ethical principles. This distinctive curriculum equips students with a deep understanding of the nation's founding values, fostering informed citizenship and critical thinking in a values-centered, sport-focused environment.
- **Gender-Separated Sub-Cohorts for Tailored Learning:** Within each cohort, gender-separated sub-cohorts are utilized to tailor physical education and, for elementary grades, occasionally academic instruction to boys' and girls' needs—such as kinesthetic, competitive activities for boys and collaborative, discussion-based projects for girls—ensuring personalized education that enhances engagement, academic growth, and athletic development.
- **Strategic Use of Teachers and Aides:** Teachers focus on high-impact tasks like lesson planning, direct instruction, assessment development, and data analysis to drive student growth, while aides, under teacher supervision, provide crucial instructional support in classrooms and comprehensive supervision during reinforcement periods.
- **Biweekly Assessments for Growth:** Biweekly, short-duration assessments, developed and analyzed by teachers, provide frequent data to maximize student growth outcomes, allowing for timely interventions and personalized instruction to ensure continuous academic and athletic progress.
- **Emphasis on Physical Development & Athletics:** A strong focus on Physical Development & Athletics sets us apart as Idaho's first public school of sport, with daily physical education for all grade levels and competitive athletic programs fostering whole-person growth in a values-centered environment, preparing students to excel physically and honor their potential.
- **Ethical Foundations in Curriculum:** The curriculum, integrating ethical principles through resources aligned with the Hillsdale Curriculum equips students to understand and apply a values-based perspective, a unique focus for a public charter school that prepares students for thoughtful engagement and learning.

## Our Pillars

### Pillar 1: Ethical Foundations

#### What It Means

Ethical Foundations at Brabeion Academy means grounding all aspects of education in universal principles of integrity, respect, and responsibility, using these values as the ultimate authority to shape curriculum, culture, and character. It reflects a commitment to teaching students to live out ethical standards, uphold their principles, and understand the world through a values-centered lens.

#### Why This Pillar?

Ethical Foundations is the cornerstone of Brabeion Academy because it ensures that every student's education is rooted in enduring principles, equipping them to navigate a complex world with a strong moral identity. By centering education on ethics, we prepare students to be champions, living out their values with conviction and making a positive impact on society.

#### How It Shapes Our Model

This pillar manifests in a deep and recurring study of the American experience in history, civics, literature, and social studies, where ethical principles serve as a primary lens to highlight the values-based heritage in America's founding documents. Through a rigorous, mastery-based curriculum aligned with the Hillsdale Curriculum, rooted in individualized home education practices, students are equipped to explain, uphold, and deeply comprehend a values-based perspective, ensuring a balanced academic foundation across subjects like math, science, literature, history, and social studies, and fostering character rooted in ethical standards within a diverse community.

character alongside academic rigor and discipline, ensuring alignment with Brabeion's mission.

### Pillar 2: Critical Reasoning

#### What It Means

Critical Reasoning at Brabeion Academy encompasses the development of critical thinking, rhetoric, argumentation, and problem-solving skills, all grounded in a values-based framework. It equips students to think deeply, argue persuasively, and solve problems effectively, preparing them to engage with the world as thoughtful leaders in an AI-prevalent future.

#### Why This Pillar?

Critical Reasoning is essential because it empowers students to uphold their principles and engage with complex ideas in a rapidly changing world, ensuring they can lead with wisdom and clarity. In an AI-driven future, the ability to think critically and solve problems from a values-based perspective will set our students apart as innovative, principled leaders who excel in their endeavors.

#### How It Shapes Our Model

This pillar is supported by individualized, mastery-based instruction, ensuring deep proficiency in foundational skills like literacy and math, which form the basis for critical thinking, all within a values-based framework. Students are guided to express, support, and thoroughly grasp this perspective, with a specific focus on problem-solving through engaging methods like logic puzzles and interactive group challenges, preparing them to be premier problem solvers in an AI-driven world.

### Pillar 3: Physical Development & Athletics

#### What It Means

Physical Development & Athletics at Brabeion Academy reflects a commitment to nurturing the whole person—body, mind, and character—through daily physical education and competitive athletic programs. It fosters health, discipline, and teamwork, preparing students to excel physically with a values-centered purpose.

#### Why This Pillar?

Physical Development & Athletics is vital because it recognizes that students are created as whole beings, with physical health being integral to their personal and intellectual growth. By prioritizing daily physical activity and sport, we cultivate discipline and resilience, preparing students to honor their potential and compete in a way that reflects their values, embodying the call to be champions in all areas of life.

#### How It Shapes Our Model

This pillar is embodied in a strong commitment to physical development and health, ensuring daily physical education and competitive athletic programs to promote whole-person growth in a values-centered environment. Students are encouraged to appreciate their physical abilities and gain a clear understanding of this approach, with the cohort model enhancing this pillar through gender-separated sub-cohorts that tailor physical education to boys' and girls' needs, supported by teacher aides to maximize engagement and development in alignment with Physical Development & Athletics.

### Vision

Brabeion Academy strives to deliver an innovative and dynamic parent-first model of education that nurtures lifelong learners who are capable of being champions, excelling in integrity, intellect, and physical vitality through sport, to impact the world positively.

### Mission

Brabeion Academy's mission is to equip students to effectively understand, articulate, and apply ethical principles while fostering academic excellence, moral character, and athletic achievement, serving all children in Canyon County and the surrounding area through a values-centered, sport-focused education. The curriculum and athletic programs will be implemented, studied, and proven to produce excellent results, and with the support of the community, Brabeion Academy is confident in achieving its educational and athletic goals.

## Tab A – Educational Program

Brabeion Academy is built on a home education-style model, emphasizing a parent-centric approach that empowers parents to actively partner in and guide their children's education while integrating three core pillars—Ethical Foundations, Critical Reasoning, and Physical Development & Athletics. This model delivers a comprehensive education for students in grades K-8, with plans to expand to K-12. As Brabeion grows, the educational program will incorporate advanced academics, leadership opportunities, and competitive athletics to prepare students for higher education and meaningful societal contributions, with a distinctive emphasis on sport as a catalyst for whole-person development.

The parent-centric model employs a cohort structure with alternating classroom engagement days, gender-separated sub-cohorts, and a curriculum anchored in rigorous academic standards through resources like the Hillsdale 1776 Curriculum, Core Knowledge Language Arts (CKLA), Core Knowledge Science (CKSci), Saxon Math, and OPENPhysEd. This framework equips students to excel in integrity, intellect, and physical vitality, with strong parental involvement.

### Description of Educational Philosophy

Brabeion Academy's educational philosophy centers on the belief that education thrives when parents are active leaders, supported by a home education-style model that develops the whole person—character, intellect, and body. This philosophy is guided by three foundational pillars:

1. **Ethical Foundations:** Education fosters integrity, respect, and responsibility, grounding students in ethical principles that guide decision-making and interactions. Parents partner with educators to reinforce these values.
2. **Critical Reasoning:** Students develop analytical, problem-solving, and reasoning skills, preparing them to engage thoughtfully with complex ideas. Parents support these skills through discussions and projects.
3. **Physical Development & Athletics:** Physical vitality is integral to personal growth, with a distinctive emphasis on sport as a catalyst for discipline, resilience, and teamwork. Parents encourage athletic engagement to support whole-person development.

This philosophy prioritizes parental leadership, intellectual depth, and physical vitality through sport. Brabeion's home education-style model blends teacher-guided instruction with parent-led reinforcement, ensuring parents remain central. By integrating ethical principles and critical reasoning across subjects and fostering a school culture of integrity, collaboration, and athletic excellence, Brabeion equips students to excel in character, intellect, and physical vitality, with parents as key partners.

### Cohesive Educational Model: Interconnecting Principles

Brabeion Academy's educational program is built upon a set of carefully integrated principles that, while distinct, are meticulously designed to work in concert, forming a cohesive and powerful model for our targeted student population. Far from being competing elements, our critical thinking style approach (which incorporates classical elements), emphasis on physical

development and athletics, parent-centric approach, blended learning model, and gender-separated sub-cohorts are mutually reinforcing foundations that collectively foster our mission of cultivating integrity, intellect, and physical vitality, all firmly rooted in our three core pillars: Ethical Foundations, Critical Reasoning, and Physical Development & Athletics.

The interconnection of these principles is as follows:

1. **Critical Thinking Style Approach with Classical Elements (Supports Critical Reasoning):** Our curriculum incorporates rich classical texts and foundational knowledge, delivered through a critical thinking style approach that directly strengthens the Critical Reasoning pillar. Unlike a purely teacher-focused, lecture-based classical model, Braberon Academy's methodology actively involves students in inquiry, debate, discussion, and analysis. This approach empowers students to grapple with complex ideas, synthesize information, and develop strong reasoning skills, making learning an active and engaging process. This curriculum is foundational for *all* students, providing a consistent, participatory academic experience whether learning in-person or during Reinforcement Days.
2. **Physical Development & Athletics (Directly Aligns with Physical Development & Athletics):** Integral to our Physical Development & Athletics pillar, daily physical activity and competitive athletics are not extracurricular add-ons but core components. They instill discipline, perseverance, teamwork, resilience, and a deep understanding of ethical competition. These character traits, forged on the field and in the gym, directly complement the intellectual discipline cultivated through our critical thinking curriculum, reinforcing our Ethical Foundations. Students learn the value of hard work, delayed gratification, and ethical conduct in a tangible way, directly contributing to their holistic development.
3. **Parent-Centric Approach & Reinforcement Days (Supports Ethical Foundations & Critical Reasoning):** Our parent-centric model, manifested through the flexible Reinforcement Days, is designed to empower parents as primary educators and reinforces the Ethical Foundations pillar by ensuring shared values and a consistent home-school environment. When parents actively participate in their child's learning (whether as learning coaches at home or through structured support), it strengthens the home-school connection, reinforces shared values, and provides individualized academic and character support. This support aids in the development of Critical Reasoning skills as parents work alongside their children. The ability for parents to attest to providing resources and supervision at home or to utilize the On-Campus Supervised Learning option seamlessly integrates parental involvement with equitable access for all students.
4. **Blended Learning Model (Enables All Three Pillars):** The Reinforcement Days model (the "blended learning" aspect) is an intentional design choice that provides the structural flexibility necessary to effectively implement and enable all three pillars. It allows for concentrated in-person instruction when students are on campus, maximizing direct teacher interaction and collaborative learning crucial for Critical Reasoning. On Reinforcement Days, students have the flexibility for deeper individual study at home *or*

access to a structured, supervised learning environment on campus. This model supports continuity of learning, provides equitable access to all resources (live/recorded lessons, aide support), and enhances adaptability, ensuring that instruction remains consistent with our rigorous, active learning approach regardless of location. This flexibility also supports the time commitment needed for robust Physical Development & Athletics.

5. **Gender-Separated Sub-Cohorts (Optimizes Achievement of Pillars):** The implementation of gender-separated sub-cohorts is a pedagogical choice designed to optimize learning environments by minimizing potential distractions and allowing for instruction and athletic development to be tailored to the specific needs and learning styles often observed within each gender. This focused environment enhances active academic engagement, thereby strengthening Critical Reasoning, and allows for more targeted Physical Development & Athletics activities. Within the larger school community, these sub-cohorts come together for school-wide events, assemblies, and collaborative projects, fostering a broader sense of community and reinforcing Ethical Foundations while preserving the benefits of tailored instruction.

#### **Cohesion for the Targeted Student Population:**

These principles are cohesive because they all converge on the holistic development of the child—mind, body, and character—which is precisely what our targeted student population seeks. Families drawn to Brabeion Academy are those who value:

- ❑ **Rigorous, Active Academics:** Directly fostered by our critical thinking style approach, enhancing Critical Reasoning.
- ❑ **Strong Character and Ethical Development:** Cultivated through our parent-centric model and the inherent values in our athletics program, bolstering Ethical Foundations.
- ❑ **Comprehensive Physical Well-being:** Directly addressed by our emphasis on Physical Development & Athletics.
- ❑ **Active Parental Involvement and Empowerment:** Supported by the flexible Reinforcement Days model.
- ❑ **Structured and Supportive Environment:** Provided by the blended model with on-campus options and aide support, ensuring consistent progress across all pillars.
- ❑ **Optimized Learning Conditions:** Achieved through gender-separated cohorts, which enhance the delivery of instruction tailored to each pillar.

Each element reinforces the others: the development of Critical Reasoning supports the ethical decision-making in Ethical Foundations, while Physical Development & Athletics instills the discipline necessary for both intellectual rigor and ethical conduct. The parent-centric blended model provides the structural flexibility to integrate these diverse elements effectively, ensuring that every student receives a well-rounded education that nurtures their Ethical Foundations, Critical Reasoning, and Physical Development & Athletics within a connected and supportive community.

## Instructional Practices and Curriculum

Brabeion Academy's instructional practices and curriculum are designed to fulfill its mission of fostering ethical foundations, critical reasoning, and physical development within a parent-centric, home education-style model. The school integrates teacher-guided instruction with parent-led reinforcement, supported by a cohort model that alternates classroom engagement days for smaller class sizes and gender-separated sub-cohorts to address the unique learning needs of boys and girls.

### Instructional Practices

- **Teacher-Guided and Parent-Led Instruction:** Educators provide structured lessons, discussions, and interactive activities during classroom engagement days, emphasizing ethical decision-making and analytical skills. Parents who are willing reinforce learning through activities like discussions, projects, or athletic practice, aligning with the home education-style model and supporting ethical foundations and critical reasoning.
- **Cohort Model with Gender-Separated Sub-Cohorts:** The cohort model alternates classroom engagement days, enabling smaller class sizes for tailored instruction. Gender-separated sub-cohorts customize learning to boys' and girls' needs—such as competitive, sport-based activities for boys and collaborative, discussion-based tasks for girls—enhancing engagement and supporting the Physical Development & Athletics pillar. Parents reinforce learning, participate in school events like annual ethics and reasoning presentations, and collaborate with teachers to ensure continuity.
- **Technology-Supported Learning:** Technology facilitates synchronous and asynchronous learning, enabling parents to support student progress on non-classroom days. Digital tools promote critical reasoning, such as creating presentations for analytical projects, aligning with the Critical Reasoning pillar.
- **Biweekly Progress Checks:** Teachers develop short, biweekly formative assessments to track student progress, shared with parents to guide reinforcement and enable timely interventions, supporting academic achievement and critical reasoning.
- **Daily Physical Activities:** Each day includes physical education and athletic activities, tailored to boys' and girls' needs through gender-separated sub-cohorts, with a focus on sport to foster discipline and teamwork. Parents reinforce physical engagement through family activities, aligning with the Physical Development & Athletics pillar.
- **Parent Training and Support:** Brabeion Academy equips parents to lead reinforcement days through targeted training and accessible resources, ensuring all families can effectively support their child's education. Annual workshops guide parents on using curricula like Core Knowledge Language Arts and Saxon Math, with sessions on facilitating discussions, managing projects, and integrating ethical and analytical activities.

### Addressing Diverse Learning Styles within Gender-Separated Sub-Cohorts

Brabeion Academy strategically utilizes gender-separated sub-cohorts to create optimized learning environments, recognizing that while there may be *general* developmental and

learning style tendencies between boys and girls, individual students within any group will exhibit a wide range of learning styles. Our approach is not to rigidly categorize students, but to employ this structure as a flexible pedagogical tool to enhance our ability to provide varied, engaging, and highly effective instruction for every child. Brabeion Academy acknowledges that many conventional educational settings can inadvertently create learning environments more conducive to the learning styles or developmental stages of one gender over another, a dynamic sometimes observed to the detriment of younger boys. Therefore, we are committed to actively designing conditions that equally support and engage all students.

The application of gender-separated sub-cohorts varies by grade level:

- **Kindergarten through Grade 6 (K-6) - Flexible Academic Separation:**
  - For K-6 students, academic instruction generally occurs within their mixed-gender primary cohorts. However, teachers may occasionally utilize gender-separated sub-cohorts for specific academic activities when deemed beneficial to create a more conducive learning environment. This flexibility allows teachers to adapt to the general developmental differences and energy levels often observed between genders at these ages. For example, a group of highly energetic 7-year-old boys who need to move might take a math lesson outdoors, using nature as a canvas for their learning, while girls in the same cohort remain in the classroom for a different approach to the same concept.
  - During such occasional separations, the cohort aide assigned to that specific group is always present, ensuring continuous supervision and support, regardless of whether they are participating in a separated group or remaining in the primary learning space. Concurrently, the other cohort aide supports the main instructional group or supervises the reinforcement activities.
  - Within both mixed-gender and any occasional gender-separated academic groupings, teachers are trained and expected to implement a wide array of differentiated instructional strategies to address individual learning styles (visual, auditory, kinesthetic, reading/writing, etc.). The use of occasional gender separation is *another tool* in the teacher's toolkit to facilitate personalized learning, not a replacement for comprehensive differentiation.
- **Grades 5-12 - Consistent Physical Education Separation:**
  - Beginning in Grade 5 and continuing through secondary school (Grades 7-12), gender-separated sub-cohorts are a consistent feature specifically for Physical Education (PE) classes. This allows for athletic instruction and competitive activities to be tailored to the distinct physiological and developmental stages of boys and girls, maximizing engagement, skill development, and overall physical literacy in a focused environment.
  - For academic subjects in Grades 7-12, students will generally be in mixed-gender classes, with gender separation primarily reserved for PE.

## Overall Approach to Learning Styles:

Regardless of the grouping, Brabeion Academy's teachers prioritize meeting individual student needs. The flexibility to occasionally use gender-separated academic groups in K-6, combined with consistent gender separation in PE from Grade 5 onwards, provides teachers with enhanced opportunities to:

- ❑ **Vary Instructional Methods:** Actively incorporate diverse teaching strategies (e.g., hands-on projects, debates, visual aids, discussions, movement-based learning) to cater to all learning styles.
- ❑ **Optimize Engagement:** Design activities that resonate with students' developmental stages and general learning tendencies while still offering broad appeal.
- ❑ **Provide Targeted Support:** Utilize the cohort aide model to ensure consistent supervision and academic assistance for all students, whether learning in a separated group, a mixed group, or accessing the on-campus option on Reinforcement Days.

This nuanced approach ensures that Brabeion Academy provides a highly adaptable, supportive, and engaging learning environment where every student's individual learning style is addressed, promoting comprehensive academic growth and holistic development within our unique educational model.

## Implementation of Physical Development & Athletics

Brabeion Academy's commitment to physical development and competitive athletics is a foundational pillar of our educational model, extending beyond the typical offerings of public or private schools in Idaho. We believe that robust physical activity and athletic engagement are integral to holistic student development, fostering discipline, teamwork, and resilience.

Unlike other schools, Brabeion Academy dedicates an unprecedented one hour of physical education daily for all students, ensuring consistent engagement in active and healthy lifestyles. This daily commitment significantly exceeds the typical 15-30 minutes of physical education offered by most elementary schools in Idaho, representing two to four times the amount of daily physical activity.

To facilitate this comprehensive athletic program, Brabeion Academy has strategically allocated a substantial portion of its operational budget to athletic development. Our financial commitment to athletics is unparalleled among charter schools in Idaho, demonstrating our dedication to providing top-tier athletic opportunities.

Our leadership structure reflects this prioritization. Rather than an Athletic Director, Brabeion Academy employs a full-time, year-round 'Sporting Director.' This unique, year-round position ensures continuous oversight and development of our athletic programs, from curriculum integration to competitive sports. The Sporting Director's role encompasses planning, coaching supervision, and the development of innovative physical activity initiatives, including family physical activities for remote-learning students.

Furthermore, we recognize the critical role of highly qualified and dedicated coaches in student athletic development. Brabeion Academy offers coaching stipends that are demonstrably higher than those found in any other public or private school in Idaho, allowing us to attract and retain exceptional coaching talent.

Implementation of physical development and athletics will include:

- **Daily Structured Physical Education:** All students, regardless of grade level will participate in one hour of structured physical education daily, integrated into the regular school schedule. This daily commitment to physical education is at least two to four times the amount offered by most elementary schools in the state. Additionally, secondary students will have the opportunity to select a sport-specific training elective or a general training elective each semester, providing an additional period of dedicated physical training and development. This ensures consistent engagement in active and healthy lifestyles, from foundational physical literacy to advanced skill-specific training for various sports.
- **Gender-Separated Physical Activities:** Beginning in Grade 5, all physical activities and athletic training will be conducted in gender-separated groups. This approach is designed to tailor instruction and activities to the specific developmental needs and learning styles of boys and girls as they progress through adolescence, fostering an environment where all students can maximize their engagement, academic growth, and athletic development.
- **Competitive Athletic Programs:** Brabeion Academy will offer a robust array of competitive athletic programs across various sports, with teams forming as enrollment allows. Details regarding specific sports offerings, team structures, and competition schedules will be formalized prior to school opening, involving student and parent input to ensure broad interest and participation.
- **Dedicated Facilities and Resources:** In addition to dedicated office space for the Sporting Director and coaches, our facility plans allocate a significant amount of space to athletic facilities, including gyms, weight rooms, and other specialized areas, to support daily physical education and competitive athletic training.

This comprehensive approach to physical development and athletics is designed to cultivate well-rounded individuals who excel both academically and physically.

### Addressing the "Reinforcement Days" Model

The application notes that Brabeion Academy utilizes a blended learning model. To clarify, the term "home education days" is not entirely accurate. Instead, we use the term Reinforcement Days to describe the non-in-person instruction days for all grades. Brabeion Academy is specifically designed to foster a strong community-oriented learning environment, even with the alternating in-person and Reinforcement Day schedule.

**For grades K-6:**

Brabeion Academy employs a cohort-based model for grades K-6 to maximize personalized instruction while empowering parents in their children's education. Each grade is divided into two cohorts (Cohort 1 and Cohort 2), each with approximately 30 students. These cohorts follow an alternating schedule for in-person instruction with the teacher of record.

On Reinforcement Days (days when a cohort is not receiving in-person instruction from the teacher of record), parents have a choice:

- ❑ **Option 1: Home Learning:** Parents may choose to keep their child at home to complete assignments and reinforce concepts learned during in-person instruction.
- ❑ **Option 2: On-Campus Supervised Learning:** Alternatively, students may attend school on Reinforcement Days and be supervised and aided by a dedicated cohort aide. The aide is located in an adjacent room to the in-person classroom, separated by a removable, accordion-style wall. This allows for easy access to the teacher and continuity of learning.

Regardless of the chosen option on Reinforcement Days, students have access to the following resources:

- ❑ **Live, Synchronous Video:** Students can watch a live stream of the in-person instruction occurring that day.
- ❑ **Recorded Lessons:** All lessons are recorded and saved to a secure, private portal (similar to Google Classroom), accessible to both parents and students at any time.

The schedule operates on a two-week cycle. For example:

- ❑ **Week 1:** Cohort 1 attends in-person instruction on Monday, Wednesday, and Friday. Cohort 2 attends in-person instruction on Tuesday and Thursday.
- ❑ **Week 2:** Cohort 1 attends in-person instruction on Tuesday and Thursday. Cohort 2 attends in-person instruction on Monday, Wednesday, and Friday.

This alternating schedule ensures that each cohort receives a balanced amount of in-person instruction while providing flexibility for families.

### **For Secondary (Grades 7-12):**

Secondary students (grades 7-12) are required to attend school daily. While cohorts are similarly generated for organizational purposes, home learning is *not* an option for secondary students unless pre-approved by school administration for a limited duration and for specific, extenuating circumstances.

Secondary teachers are encouraged to structure their lessons into smaller segments to facilitate in-person instruction for each cohort. For example, lecture days might be split between Monday/Tuesday and Wednesday/Thursday, with Fridays dedicated to group work or independent learning assignments. These activities are supported by both the in-classroom aide and the aide dedicated to the cohort not receiving direct instruction on that day.

Secondary classrooms emphasize active engagement with the content through critical thinking activities such as debates and thoughtful inquiry, in addition to teacher-led instruction.

#### **Teacher and Aide Structure:**

In both elementary and secondary grades, Brabeion Academy provides dedicated aide support to enhance instruction and reinforce learning:

- **Elementary (K-6):** Each elementary teacher of record works with two dedicated cohort aides. These aides are assigned to a specific cohort and support students whether they are receiving in-person instruction from the teacher or are on their Reinforcement Day. This ensures consistent support and familiarity for students within their learning group.
- **Secondary (7-12):** Each secondary teacher has two dedicated aides. One aide supports the teacher directly within the in-person classroom. The other aide is dedicated to supporting the cohort that is not receiving direct instruction from the teacher on a given day, facilitating their work in the adjacent classroom.

#### **Reconciliation of Blended Learning with Community-Oriented Environment:**

Brabeion Academy intentionally leverages its unique instructional model to cultivate a robust and dynamic community. The alternating in-person schedule for K-6 students, coupled with the daily on-campus requirement for secondary students, ensures consistent and meaningful face-to-face interaction. During their in-person days, students engage deeply in collaborative learning activities, group projects, and direct teacher interaction, which are foundational to building strong peer relationships and a shared classroom culture.

Furthermore, the deliberate cohort structure itself fosters close-knit learning communities within each grade level. Students consistently learn alongside the same peers, building strong bonds and a sense of belonging. The option for K-6 students to attend "On-Campus Supervised Learning" on their Reinforcement Days provides daily opportunities for social interaction and collaborative work even when not directly with their teacher of record.

Beyond the classroom, Brabeion Academy's distinctive emphasis on physical development and competitive athletics (as detailed in a preceding section) serves as a powerful catalyst for community building. Team sports, daily physical activities, and school-wide events provide numerous avenues for students to interact, develop teamwork, and forge friendships across cohorts and grade levels. Parental involvement, a core tenet of our model, also extends to community engagement, with parents actively participating in school events, supporting athletic programs, and collaborating with educators, thereby reinforcing the school's communal fabric.

Through these integrated approaches—structured in-person learning, consistent cohort groups, on-campus options, and robust extracurricular and athletic programs—Brabeion Academy ensures that its blended learning model actively strengthens, rather than diminishes, its commitment to a vibrant, community-oriented learning environment.

## Ensuring Equitable Participation on Reinforcement Days

Brablon Academy is primarily an in-person school, committed to providing a robust educational experience through direct teacher instruction and on-campus engagement. While our blended learning model offers flexibility for K-6 students on Reinforcement Days, it is critical to clarify that our program is *not* a virtual or remote schooling option. Central to our educational philosophy is a deeply parent-centric approach, empowering families to play a significant role in their child's education. We are deeply committed to ensuring that all students, regardless of their families' home circumstances or ability to serve as "learning coaches," have equitable opportunities for full participation and academic success.

The core mechanism for ensuring this equitable access, particularly for students who may lack the necessary tools (such as computers or reliable internet connectivity) or consistent parental attention at home, is the On-Campus Supervised Learning option. For K-6 students, on their Reinforcement Days (when they are not receiving direct in-person instruction from their teacher of record), families have the choice to send their child to school or keep them home.

- **Flexible, Parent-Empowered Choice for Home Learning:** The decision to utilize home learning on Reinforcement Days is a flexible one, made by parents on a day-by-day basis. This empowers parents to actively tailor their child's learning environment and integrate school and home life in a way that best suits their family's needs. Parents can choose to keep their child home for as much or as little of the Reinforcement Day schedule as they deem appropriate throughout the school year, provided they meet the attestation requirements detailed below. This allows for hundreds of permutations, highlighting our commitment to parental autonomy within a structured academic framework.
- **Parental Attestation for Home Learning:** Families choosing for their K-6 student to remain at home on Reinforcement Days will be required to attest that they have access to all necessary tools, including a computer and reliable internet connectivity, to enable the student to complete their work and fully engage with the synchronous and asynchronous lessons. Furthermore, this attestation will confirm that at least one parent is available to provide supervision and support for the student's learning activities throughout the Reinforcement Day. This attestation ensures that home-based learning, chosen by the parents, is supported by adequate resources and oversight.
- **Dedicated Cohort Aide Support for On-Campus Learning:** Students opting for On-Campus Supervised Learning are supervised and directly aided by their dedicated cohort aide. This aide is located in an adjacent classroom, providing immediate support, answering questions, assisting with assignments, and ensuring focused engagement with the day's learning objectives. The aide's role is crucial in facilitating the same level of attention and guidance that students might receive from a parent at home, ensuring parity in academic support.
- **Full Access to Instruction and Resources:** Whether on campus with the aide or at home, all students have live, synchronous video access to the in-person instruction being delivered by their teacher of record. Furthermore, all lessons are recorded and

saved to a secure and private portal, accessible at any time. This ensures that every student, regardless of their location, receives the same core instructional content and can revisit lessons as needed. The on-campus option provides a consistent, structured learning environment with access to all necessary school resources, including technology and internet, if a student's home environment cannot provide them.

- ❑ **Preventing Digital Divide Disadvantage:** For students who do not have access to a computer or reliable internet connectivity at home, attending school for On-Campus Supervised Learning is the expected pathway to ensure their full and unimpeded participation. This option directly addresses potential inequities stemming from disparities in home resources, providing a school-supported solution that negates the need for families to provide technology or connectivity for Reinforcement Days.
- ❑ **No Additional Cost:** This On-Campus Supervised Learning option is provided at no additional cost to families, removing financial barriers to equitable participation and reinforcing that access to the full program is available to all.

By providing this staffed On-Campus Supervised Learning environment, alongside clear parental attestation requirements for home-based learning, and offering flexible parental choice, Brabeion Academy proactively addresses the challenge of varying home resources and parental availability. This ensures that all students can attend school daily if needed, receive direct support and supervision, and fully participate in and benefit from the academic program to the same extent as all other students, firmly establishing our identity as an in-person, community-focused institution.

### Clarifying Expectations for Parental Involvement on Reinforcement Days

Brabeion Academy recognizes that family circumstances and capacities for involvement will vary. Our model is specifically designed to ensure all students receive comprehensive support and equitable access to learning, regardless of their parents' ability or willingness to provide direct instruction or intensive supervision on Reinforcement Days.

- ❑ **No Requirement for Parent-Led Instruction:** Brabeion Academy does not require parents to act as primary instructors for course material during Reinforcement Days. Our "Parent-Centric Model" focuses on collaboration and partnership, empowering parents who *wish* to engage more deeply, rather than imposing an instructional burden. We understand that parents may not have the time, pedagogical expertise, or specific knowledge of course material to effectively instruct their children.
- ❑ **Robust On-Campus Supervised Learning Option:** For students whose parents are unable or unwilling to supervise or facilitate learning at home, Brabeion Academy provides a dedicated and fully supported On-Campus Supervised Learning environment on Reinforcement Days.
  - ❑ Students opting for this on-campus model are housed in a dedicated section of the classroom, separated by an accordion wall, from the direct instruction group.

- They receive direct supervision from a dedicated cohort aide who answers questions, assists with assignments, and ensures a productive learning environment.
- Additionally, Master Teachers are available to float throughout the building, providing further academic assistance and support to students in these reinforcement groups as needed.
- For elementary cohorts, aides are also available to answer questions from students who are learning remotely, ensuring a consistent support channel.
- **Empowering Interested Parents through Training:** For parents who desire to be actively involved in supporting their child's learning on Reinforcement Days, Brabeion Academy offers a comprehensive Parent Training Plan. This plan equips parents with strategies for academic reinforcement, guiding ethical discussions, facilitating critical reasoning exercises, and supporting athletic activities, ensuring they have the knowledge and resources to engage effectively if they choose to.

In summary, Brabeion Academy's model is built with flexibility and strong school-based support at its core. While we encourage active parental engagement through our Parent Training Plan, we ensure that every student's learning and progress are fully supported by qualified Brabeion staff, guaranteeing equitable educational outcomes irrespective of varying levels of parental involvement at home.

### Clarifying Classroom Separation and Staffing Model

Brabeion Academy's classroom structure of approximately 60 students per "class" refers to the total number of students assigned to a particular grade-level cohort. This model is meticulously designed to optimize learning environments through our flexible alternating attendance schedule and dedicated staffing, all while upholding our commitment as a primarily in-person school.

The daily operation of this classroom model is structured as follows:

#### 1. **Structured Alternating On-Campus and Reinforcement Days:**

- To optimize in-person instruction and provide focused reinforcement, each grade-level cohort of approximately 60 students is divided into two groups that alternate their days for direct, in-person teacher instruction on campus as mentioned in the prior section.
- This means that on any given school day, approximately 30 students from the cohort are on campus for direct instruction, engaging in core academic lessons with the lead teacher.
- The other approximately 30 students from the cohort are on their Reinforcement Day. These students are either completing assignments from home or, if families choose, are present on campus in the On-Campus Supervised Learning environment.

## **2. Accordion Wall Function: Separating Daily Learning Environments:**

- The large physical classroom space, designed for the full 60-student cohort, is divided by an accordion wall down the center.
- This wall's primary function is to separate the two distinct learning environments occurring simultaneously on any given day:
  - One side of the wall houses the approximately 30 students who are receiving direct, in-person instruction from the lead teacher.
  - The other side of the wall houses the approximately 30 students who are on their Reinforcement Day and are utilizing the On-Campus Supervised Learning option. This ensures a focused and distinct learning atmosphere for each group.

## **3. Teacher and Aide Deployment for Optimized Support:**

- The one lead teacher for the grade cohort is stationed with the approximately 30 students receiving direct in-person instruction. This teacher is directly responsible for delivering core curriculum and facilitating active learning.
- One dedicated teaching aide (cohort aide) is also assigned to this instructional side of the classroom, providing immediate support, small-group assistance, and individual guidance to the 30 students during their direct instruction time. This creates an exceptionally favorable student-to-adult ratio of at most 15:1 for core academic learning, providing fantastic individualized attention.
- The other dedicated teaching aide (cohort aide) is deployed to the side of the classroom housing the approximately 30 students on their On-Campus Supervised Learning Reinforcement Day. This aide provides supervision, answers questions, assists with assignments, and ensures a productive environment for independent and collaborative reinforcement activities. Since some students on Reinforcement Day will be learning from home, the actual number of students on campus for supervised learning will fluctuate, resulting in an impressive student-to-adult ratio of at most 30:1 for this segment. Furthermore, the master teacher will also be available to provide additional assistance and oversight to this group as he/she is available to do so.

## **4. Integration of Gender-Separated Sub-Cohorts:**

- As detailed in our section "Addressing Diverse Learning Styles within Gender-Separated Sub-Cohorts," gender-separated activities are employed flexibly. When occasional academic gender separation is utilized for K-6 students to provide a more conducive learning environment (e.g., for specific subjects or activities), these sub-cohorts would be formed and managed within the approximately 30-student direct instructional group or the 30-student on-campus reinforcement group, leveraging the flexible classroom setup and the presence

of the teacher and aide. In Grades 7-12, gender separation is primarily for Physical Education.

This operational model ensures that Brabeion Academy maximizes in-person teacher impact for core instruction while providing robust, supervised support for reinforcement days, maintaining excellent student-to-adult ratios, and strategically leveraging classroom space to cater to diverse learning needs within our commitment to in-person academic excellence.

### Learning Management System and Curriculum Access

Brabeion Academy will utilize a robust combination of platforms to ensure seamless access to online curriculum, facilitate instruction, and support the blended learning model for all students and parents.

Our primary Learning Management System (LMS) will be Skyward. Skyward will serve as the central hub for:

- ❑ **Gradebook and Progress Tracking:** Parents and students will access real-time grades, assignments, and academic progress reports through Skyward.
- ❑ **Communication:** It will be the primary platform for official school-wide and teacher-to-parent communications, announcements, and calendars.
- ❑ **Assignment Submission:** Students will submit assignments through Skyward, where teachers can provide feedback.

Complementing Skyward, Brabeion Academy will leverage Engageli ([engageli.com](https://engageli.com)) as our cutting-edge virtual learning environment. Engageli represents a significant leap forward in digital education, designed to be a game-changer for our students and teachers. Its innovative features are specifically chosen to maximize engagement and learning outcomes within our unique model:

- ❑ **Immersive Synchronous Experience:** Engageli goes beyond traditional video conferencing by creating an interactive, collaborative virtual classroom. It will host the live streaming of in-person classroom instruction for students on their Reinforcement Days, enabling them to not just watch, but actively participate in real-time discussions, breakout sessions, and collaborative activities, even from a remote location. This fosters a sense of presence and belonging that mirrors the in-person experience.
- ❑ **Intelligent Recorded Lesson Repository:** All classroom lessons are automatically recorded and securely stored within Engageli. This is more than just a video archive; Engageli's intelligent platform allows for searchable content within recordings, enabling students and parents to quickly find specific segments for review, reinforcement, or catching up on missed content. This ensures continuity and equitable access to all instructional materials with enhanced efficiency.
- ❑ **Dynamic Interactive Learning Tools:** Engageli provides a rich suite of interactive tools, including virtual whiteboards, adaptable breakout rooms for small group collaboration, instant polls for real-time checks for understanding, and a robust Q&A function. These

features promote dynamic participation and allow teachers to provide immediate, personalized feedback, transforming passive viewing into active learning.

- **Seamless Curriculum Integration:** While core assignments and grades will reside in Skyward, curriculum resources (e.g., digital textbooks, supplemental readings, videos, and activity instructions) will be directly linked or integrated within Engageli. This creates a cohesive learning pathway, ensuring easy access to all necessary materials during daily lessons and Reinforcement Days.

The rationale for this dual-platform approach is to combine Skyward's comprehensive administrative and gradebook functionalities with Engageli's specialized, innovative interactive and recording capabilities. This creates a cohesive, highly engaging, and user-friendly digital learning ecosystem that directly supports our mission to cultivate integrity, intellect, and physical vitality. This strategic integration ensures that curriculum content is delivered with maximum impact, progress is transparently tracked, and both students and parents are fully empowered within the school's unique instructional model.

### Strategic Staff Deployment and Responsibilities for Optimized Instruction

Brabeion Academy's staff deployment model is intentionally designed to maximize the impact of every adult on student learning, ensuring that teachers can focus on high-leverage instructional tasks while cohort aides provide comprehensive support and supervision. This strategic allocation of roles directly enables our unique instructional practices and flexible class schedule.

#### Teacher Responsibilities and Deployment:

Teachers at Brabeion Academy are specialists in their content areas and architects of student growth. Each teacher is assigned up to 60 students, divided into two distinct cohorts (e.g., Cohort 1 and Cohort 2 of a particular grade level). Teachers maintain a consistent daily schedule focused entirely on in-person instruction, alternating which cohort they teach on specific days. Their responsibilities are strategically focused on tasks that directly impact academic outcomes:

- **Continuous In-Person Instruction:** Every day the school is open for instruction, teachers are actively engaged in delivering direct, in-person instruction. On any given instructional day, the teacher leads one of their assigned cohorts.
- **Lesson Planning and Curriculum Development:** Teachers have dedicated time built into their daily schedule, including a significant one hour for planning and preparation, in addition to an hour for lunch. This ample prep time is considered extraordinary and allows teachers to engage in in-depth lesson planning, refining curriculum, developing innovative instructional materials, and preparing for upcoming units without sacrificing direct instruction time.
- **Assessment Development and Data Analysis:** Teachers utilize their prep time for creating robust assessments, analyzing student performance data from recent instruction, identifying areas for intervention or enrichment, and tailoring future

instruction based on these insights. This data analysis is frequently conducted in collaboration with Master Teachers to gain deeper insights and strategic guidance.

- **Individualized Student Support Planning:** Teachers develop individualized support plans for students needing additional help, collaborating with cohort aides and Master Teachers to ensure seamless execution during direct instruction and reinforcement periods.
- **Professional Development and Collaboration:** Teachers engage in ongoing professional development and collaborative planning with peers, receiving coaching from Master Teachers to continuously refine their instructional practices. This ensures they are employing effective, research-based instructional methods (as described on Page 9 of the application, regarding methods like active learning, Socratic seminars, and project-based learning).

**The Role of Master Teachers:** Brabeion Academy employs dedicated Master Teachers who do not have assigned cohorts, but instead serve as expert instructional coaches and mentors. They float throughout the building, providing additional support and assistance. Their responsibilities include coaching other teachers, aiding classroom teachers with analyzing data from formative assessments, and offering specialized instructional support and intervention, particularly for students who are struggling to gain mastery, ensuring an extra layer of academic assistance across the school.

#### **Cohort Aide Responsibilities and Deployment:**

Cohort aides are integral members of the instructional team, providing essential support that liberates teachers to focus on their specialized roles. For each teacher assigned a total of up to 60 students (divided into two cohorts), there are two dedicated cohort aides assigned to that grade level or teaching team, ensuring comprehensive support on every school day. Aides operate under the direct supervision of the lead teacher, with their assignment structure varying by grade level:

- **Elementary (K-6): Aides Assigned to Cohorts**
  - In elementary grades, each student cohort has its own dedicated aide (e.g., Grade 3 Cohort 1 Aide and Grade 3 Cohort 2 Aide). This aide "follows" their assigned cohort throughout their alternating schedule.
  - When an elementary cohort is receiving direct in-person instruction from the teacher, their assigned aide is with them in the classroom, providing immediate support to students, assisting with small-group activities, and helping manage classroom logistics. This contributes to the exceptionally favorable student-to-adult ratio of at most 15:1 for core academic learning.
  - When an elementary cohort is on their Reinforcement Day and utilizing the On-Campus Supervised Learning option in the adjacent classroom, their assigned aide is with them, providing supervision, answering questions, assisting with assignments, and ensuring a productive environment for independent and

collaborative reinforcement activities. They are also available to answer questions from students learning remotely on their Reinforcement Day, providing consistent support regardless of location.

□ **Secondary (7-12): Aides Assigned to Teachers**

- In secondary grades, the two aides are directly assigned to the teacher. This means one aide consistently functions as the "in-person classroom" aide, and the other consistently functions as the "reinforcement day classroom" aide for that teacher's cohorts.
- The aide assigned to the in-person classroom supports the teacher with the approximately 30 students receiving direct instruction. This aide provides immediate support, helps with classroom management, and assists individual student needs, contributing to the student-to-adult ratio of at most 15:1 for core academic learning.
- The aide assigned to the reinforcement day classroom is deployed to the adjacent side of the classroom, separated by the accordion wall, where students on their Reinforcement Day are utilizing the On-Campus Supervised Learning option. This aide provides direct supervision, answers questions, assists with assignments, and ensures a productive environment.

□ **Common Aide Responsibilities Across All Grades:**

- Since some students on Reinforcement Day will be learning from home, the actual number of students on campus for supervised learning will fluctuate, resulting in an impressive student-to-adult ratio of at most 30:1 for this segment.
- Aides across all grades handle essential administrative tasks such as preparing instructional materials, organizing classroom resources, tracking attendance, and assisting with communication, further freeing up teacher time for their high-impact roles.

**Synergy and Impact on Learning:**

This strategic staff deployment model creates a powerful synergy that enhances instructional practices and supports every student's academic journey:

- **Optimized Teacher Focus:** By maintaining a consistent direct instruction role and providing ample prep time, teachers gain invaluable focus for planning, assessing, and analyzing data, leading to more targeted and effective instruction.
- **Unparalleled Student Support:** Students receive continuous adult support throughout their day. On instructional days, the teacher-aide partnership ensures highly individualized attention. On Reinforcement Days, the dedicated aide provides a supervised and productive on-campus learning environment. Furthermore, dedicated Master Teachers are available to provide additional assistance and oversight to both

instructional and reinforcement groups as needed, ensuring that all students on campus have the resources to succeed and addressing struggling learners proactively.

- **Reinforcement of Instructional Practices:** This model directly supports Brabeion's unique instructional practices (e.g., active learning, individualized practice, Socratic method) by ensuring teachers have the time to plan deeply and implement them effectively, while aides provide the necessary logistical and student-level support for their success, and Master Teachers offer expert coaching and specialized intervention.

This clear delineation of roles, supported by excellent student-to-adult ratios across all learning environments, ensures that both teachers and aides are deployed where they can have the most significant impact, driving student growth and fostering academic excellence within Brabeion Academy's distinctive educational framework.

## Research Basis

Brabeion Academy's educational model, particularly its K-6 cohort structure and gender-separated sub-cohorts, is grounded in research demonstrating the benefits of stable, community-oriented learning environments. One key benefit of cohort-like structures in K-12 settings is the fostering of a strong sense of community, which has significant positive effects on student outcomes. Research has consistently demonstrated that a positive school climate, characterized by students feeling connected, safe, and respected, is strongly associated with a decrease in behavioral problems and an increase in prosocial behavior (Battistich et al., 1995)<sup>1</sup>. When students experience a sense of belonging within their learning environment, they are more likely to be academically motivated and engaged in their studies (Anderman, 2003)<sup>2</sup>. These findings highlight the importance of creating stable and supportive groups of students, which is a core feature of Brabeion's K-6 cohort model, where students learn in consistent groups with alternating classroom engagement and parent-guided reinforcement days.

Furthermore, elements of cohort models, such as the creation of smaller learning communities within larger schools, can facilitate more personalized instruction and stronger student-teacher relationships. Darling-Hammond (2010)<sup>3</sup> emphasizes that smaller learning environments allow teachers to better understand individual student needs, differentiate instruction to meet those needs, and provide more individualized support. This increased attention and connection between students and teachers is a critical factor in promoting academic achievement and overall student well-being. Brabeion's gender-separated sub-cohorts enhance this

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<sup>1</sup> Battistich, V., Schaps, E., Solomon, D., & Watson, M. (1995). Effects of an elementary school program to enhance prosocial behavior on children's academic achievement. *Journal of Child Development, 66*(6), 1476-1492.

<sup>2</sup> Anderman, L. H. (2003). Academic and social perceptions as predictors of change in middle school students' motivation. *The Journal of Experimental Education, 72*(1), 5-22.

<sup>3</sup> Darling-Hammond, L. (2010). *The flat world and education: How America's commitment to equity will determine our future.* Teachers College Press.

personalization by tailoring instruction to boys' and girls' learning styles, such as competitive, kinesthetic activities for boys and collaborative, discussion-based tasks for girls. Research by Sax (2005)<sup>10</sup> supports single-gender instruction, showing that tailored environments can improve engagement and academic outcomes by addressing developmental differences, aligning with Brabeion's commitment to Critical Reasoning and whole-person development.

The parent-centric approach for grades K-6 is supported by research on family engagement. Epstein (2018)<sup>11</sup> demonstrates that active parental involvement in education significantly boosts student achievement, motivation, and socio-emotional development, particularly when schools provide structured support like workshops and resources. Brabeion's annual parent workshops, online tutorials, and parent portal empower parents to guide learning, ensuring accessibility for diverse families. This model fosters Ethical Foundations by reinforcing values like responsibility and respect at home, complementing the school's sport-focused culture.

For grades 7-12 maintaining gender-separated sub-cohorts to preserve the benefits of smaller, tailored learning communities. The daily structure of the cohort model continues to support strong student-teacher relationships and personalized instruction, as noted by Darling-Hammond (2010). The integration of dual credit and IDLA coursework, along with sport-related pathways like coaching certifications, aligns with research on career-technical education, which enhances college and career readiness (Stringfield & Stone, 2017)<sup>12</sup>. By grounding its K-12 model in these evidence-based practices, Brabeion ensures a robust, mission-aligned education that prepares students to excel in integrity, intellect, and physical vitality.

## Curriculum Review and Selection Process

Brabeion Academy is committed to utilizing a curriculum that is rigorous, research-based, aligned with Idaho Content Standards, and deeply consistent with our core pillars of Ethical Foundations, Critical Reasoning, and Physical Development & Athletics.

**Initial Curriculum Adoption:** The initial selection and adoption of Brabeion Academy's core curriculum was made by the Board, based on extensive research and evaluation against the comprehensive criteria outlined below. This foundational curriculum was chosen to align seamlessly with our mission, pedagogical approach, and the specific needs of our blended learning model. This included the adoption of the Hillsdale 1776 curriculum.

**Hillsdale Curriculum School Status:** Brabeion Academy has been approved to utilize the Hillsdale 1776 Curriculum and has formally applied to become an official Hillsdale Curriculum School. Pending final approval of this application, some modifications to our overall curriculum

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<sup>10</sup> Sax, L. (2005). *Why gender matters: What parents and teachers need to know about the emerging science of sex differences*. Doubleday.

<sup>11</sup> Epstein, J. L. (2018). *School, family, and community partnerships: Preparing educators and improving schools*. Routledge.

<sup>12</sup> Stringfield, S., & Stone, J. R. (2017). The labor market imperative for CTE: Changes and challenges for the 21st century. *Peabody Journal of Education*, 92(2), 166-179.

may be implemented to ensure full alignment with Hillsdale's comprehensive curriculum school requirements. This potential future alignment is a key consideration in our ongoing curriculum review process. Documentation regarding Brabeion Academy's affiliation with Hillsdale College and approval to use 1776 Curriculum is provided in Appendix F.

**Ongoing Curriculum Review and Future Modifications:** Any future changes or additions to the curriculum will follow a systematic and collaborative process, ensuring all content areas continue to meet our high standards and remain responsive to student needs and evolving best practices:

1. **Leadership and Stakeholder Involvement:** The Chief Academic Officer (CAO) will lead the ongoing curriculum review process, working closely with the Head of Schools, lead teachers, and content specialists. This team effort will actively solicit input from all teaching staff, as well as incorporate valuable feedback from parents. The Board's Education Committee will also be involved in an oversight capacity.
2. **Needs Assessment and Research:** The process will continuously involve a thorough needs assessment to ensure alignment with Idaho Content Standards and Brabeion Academy's educational goals. Ongoing research will be conducted on evidence-based curricula and instructional materials that support our distinctives.
3. **Criteria for Selection:** All curriculum considerations, whether for new adoption or modification, will be evaluated against a comprehensive set of criteria, including:
  - ❑ Alignment with Idaho Content Standards: Demonstrated correlation to state-mandated learning objectives for all relevant grade levels and content areas.
  - ❑ Alignment with Brabeion's Pillars: Effectiveness in fostering ethical foundations, critical reasoning skills, and integrated physical development.
  - ❑ Research-Based Pedagogy: Evidence of efficacy in diverse learning environments and support for student mastery.
  - ❑ Parent-Centric Design: Suitability for parent-led reinforcement and clarity of resources provided for parental involvement.
  - ❑ Cohesion and Integration: Capacity to integrate cohesively with other chosen curricula across subjects to provide a seamless educational experience.
  - ❑ Accessibility: Adaptability for diverse learners, including those with special needs and English Language Learners.
  - ❑ Resource Requirements: Feasibility within the school's operational budget and resource availability.
4. **Pilot and Evaluation (as applicable):** For significant new curriculum options, a pilot phase may be implemented with relevant teachers to gather practical feedback on implementation, student engagement, and effectiveness before broader adoption.

5. **Formal Recommendation and Finalization:** Based on the collaborative review and evaluation by the academic leadership and staff, the CAO will provide formal recommendations to the Board. The Board will have the ultimate authority for final approval and adoption of any curriculum changes.
6. **Ongoing Monitoring and Adaptation:** Curriculum effectiveness will be continuously monitored through student performance data (formative and summative assessments, including ISAT results), ongoing teacher feedback, and parent surveys. Curriculum materials will be reviewed regularly to ensure ongoing relevance, alignment with standards, and effectiveness in meeting student needs. Adjustments and refinements will be made as necessary to optimize learning outcomes.

## Curriculum

As mentioned in the prior subsection, Brabeion Academy has been approved to use the Hillsdale 1776 Curriculum and is applying to become an official Hillsdale Curriculum School. This curriculum, combined with Core Knowledge Language Arts (CKLA), Core Knowledge Science (CKSci), Saxon Math, OPENPhysEd, The Thinking Toolbox, The Fallacy Detective, and Spanish for You!, forms a robust, parent-centric framework that aligns with Idaho State Standards and emphasizes integrity, analytical skills, and physical vitality through sport. Each curriculum below includes a bullet point specifying the Idaho Content Standards it aligns with, based on the Idaho State Department of Education's standards for K-8.

- Hillsdale 1776 Curriculum:
  - **Overview:** A K-8 curriculum (with plans for high school expansion) focused on American history and civics, using primary sources like the Declaration of Independence and U.S. Constitution, supplemented by PragerU resources to foster ethical and analytical engagement with civic concepts.
  - **Subjects:** Social Studies (History and Civics, K-8).
  - **Parent Role:** Parents reinforce lessons through family discussions and projects, such as analyzing founding documents to explore ethical governance.
  - **Idaho Content Standards Alignment:** Aligns with Idaho Social Studies Standards, including History (K-8: SS.K-2.H.1, SS.3-5.H.1) and Civics and Government (K-8: SS.K-2.CG.1, SS.3-5.CG.1), by addressing historical knowledge, civic processes, and primary source analysis.
  - **Alignment with Pillars:** Supports the Ethical Foundations and Critical Reasoning pillars.
- Core Knowledge Language Arts (CKLA):
  - **Overview:** A comprehensive language arts curriculum emphasizing reading, writing, spelling, and comprehension through content-rich texts and read-alouds, designed for parent involvement, as you noted for its rigor (April 19, 2025, 16:21).
  - **Subjects:** English Language Arts and Spelling (K-8).
  - **Parent Role:** Parents engage students with read-alouds and writing to foster analytical skills.
  - **Idaho Content Standards Alignment:** Aligns with Idaho English Language Arts/Literacy Standards (K-8: ELA-Literacy.RL.K-8, RI.K-8, W.K-8, SL.K-8), developing

reading comprehension, writing proficiency, and speaking/listening skills through sequential, content-rich instruction.

- **Alignment with Pillars:** Supports the Critical Reasoning and Ethical Foundations pillars.
- Core Knowledge Science (CKSci):
  - **Overview:** An inquiry-based science curriculum (OpenSciEd-based for grades 6-8) that engages students in real-world scientific problems through hands-on investigations.
  - **Subjects:** Science (K-8).
  - **Parent Role:** Parents guide hands-on activities and discussions to extend scientific inquiry and ethical considerations in science.
  - **Idaho Content Standards Alignment:** Aligns with Idaho Science Standards (K-8: SCI.K-8.PS, LS, ESS; NGSS-aligned), covering physical, life, and earth sciences through inquiry-based learning and scientific practices.
  - **Alignment with Pillars:** Supports the Critical Reasoning and Ethical Foundations pillars.
- Saxon Math:
  - **Overview:** A mastery-based math curriculum emphasizing incremental learning, problem-solving, and conceptual understanding through a structured approach.
  - **Subjects:** Math (K-8, progressing from Saxon Math K to Algebra ½).
  - **Parent Role:** Parents support practice and problem-solving during parent-guided reinforcement days to build analytical skills.
  - **Idaho Content Standards Alignment:** Aligns with Idaho Mathematics Standards (K-8: Math.K-8.CC, OA, NBT, MD, G, NS, EE, SP), providing sequential instruction in number sense, operations, algebra, geometry, and data analysis.
  - **Alignment with Pillars:** Supports the Critical Reasoning pillar.
- OPENPhysEd:
  - **Overview:** A physical education curriculum providing structured, inclusive activities to promote health, fitness, and teamwork, with an emphasis on sport as a catalyst for whole-person development.
  - **Subjects:** Physical Education (K-8).
  - **Parent Role:** Parents support physical activities through family exercises and participation in school athletic events.
  - **Idaho Content Standards Alignment:** Aligns with Idaho Physical Education Standards (K-8: PE.K-8.1, PE.K-8.2), promoting motor skills, physical fitness, and social responsibility through sport and teamwork.
  - **Alignment with Pillars:** Supports the Physical Development & Athletics pillar.
- Rhetoric & Argumentation (Grades 7-8):
  - **Overview:** Uses *The Thinking Toolbox* (grade 7) and *The Fallacy Detective* (grade 8) to develop critical thinking, reasoning, and argumentation skills, emphasizing ethical discourse.
  - **Subjects:** Rhetoric & Argumentation (7-8).

- **Parent Role:** Parents facilitate discussions and practice exercises to reinforce reasoning and ethical argumentation skills.
- **Idaho Content Standards Alignment:** Aligns with Idaho English Language Arts/Literacy Standards for Speaking and Listening (6-8: ELA-Literacy.SL.6-8.1, SL.6-8.4), fostering effective communication and reasoned argumentation.
- **Alignment with Pillars:** Supports the Critical Reasoning and Ethical Foundations pillars.
- Spanish for You! (Elective, Grades 7-8):
  - **Overview:** A conversational Spanish curriculum designed for independent and parent-led learning, focusing on practical language skills.
  - **Subjects:** Spanish Elective (7-8).
  - **Parent Role:** Parents support language practice and activities.
  - **Idaho Content Standards Alignment:** Aligns with Idaho World Language Standards (6-8: WL.6-8.COMM, WL.6-8.CONN), supporting communication and cultural connections in a second language.
  - **Alignment with Pillars:** Supports the Critical Reasoning pillar.

The curriculum is content-rich, parent-centric, and aligned with Idaho State Standards, empowering parents to lead while ensuring integrity, analytical development, and physical vitality through sport. Educators and parents collaborate to balance flexibility with alignment to Brabeion's mission and pillars. (See Appendix F for detailed curriculum descriptions.)

### Expected Student Outcomes

Brabeion Academy will evaluate its educational program through SMART outcomes (Specific, Measurable, Ambitious and Attainable, Reflective of the school's mission, and Time-Specific):

- By the conclusion of Brabeion Academy's third year (2028-29), 90% of continuously enrolled students will achieve proficiency or higher on the ISAT Reading and Math sections, reflecting the Critical Reasoning pillar.
- During years 3-5, Brabeion's ISAT scores will surpass those of local Canyon County districts, demonstrating the effectiveness of its parent-centric curriculum.
- Once high school grades are established, Brabeion will achieve a 90% graduation rate by its third graduation cohort, ensuring college and career readiness.
- Annual parent feedback surveys will target an 85% satisfaction rate regarding their child's ethical development, critical reasoning skills, and athletic growth, aligning with the Ethical Foundations, Critical Reasoning, and Physical Development & Athletics pillars.
- Students in grades 5-8 will demonstrate critical reasoning and ethical foundations through annual presentations (e.g., debates or analytical speeches on civic or ethical topics), with 90% achieving proficiency, supported by parental guidance, aligning with the Ethical Foundations and Critical Reasoning pillars.

### Reconciling Ambitious Proficiency Goals

Brabeion Academy recognizes the rigorous nature of its stated goal to achieve 90% proficiency in reading (literacy) and mathematics by Year Three of operations, particularly when viewed against current statewide, district, and other charter school averages. We acknowledge that

these proficiency rates are generally lower than our targets, highlighting the significant challenge these benchmarks represent. However, our proficiency targets are not arbitrary; they are a foundational element of Brabeion Academy's identity, reflecting our core belief that high targets naturally yield high results. We are committed to academic excellence and will not lower the bar, as to do so would only diminish the effort and achievement we expect from our students and ourselves. This ethos mirrors our sports focus: Winners win. They compete and strive until they succeed. Lowering the bar does nothing but reduce the impetus to work harder and achieve true mastery. Our ambitious goals are a direct reflection of our confidence in Brabeion Academy's uniquely designed and intentionally integrated educational model, which fundamentally differs from traditional public and charter school structures in ways that are specifically engineered for accelerated academic growth and mastery.

Our expectation of 90% proficiency is achievable due to the synergistic impact of several core distinctives:

1. **Deeply Parent-Centric Model with Flexible Reinforcement Days:** Unlike conventional models, Brabeion Academy actively leverages and empowers the critical role of parents as partners in education. The flexible Reinforcement Days are designed to provide opportunities for highly individualized and consistent academic reinforcement, whether through direct parental engagement at home or via the On-Campus Supervised Learning option. This strong home-school partnership creates a continuous learning environment that extends beyond the traditional school day, significantly enhancing the depth and pace of learning, particularly in foundational subjects like literacy and math.
2. **Guaranteed Equitable Access via On-Campus Supervised Learning:** Recognizing that not all families can provide direct home support, our commitment to 90% proficiency extends to *all* students. The On-Campus Supervised Learning option ensures that students whose parents are unable to serve as learning coaches, or who lack necessary home resources, receive consistent, supervised, and aided academic support on Reinforcement Days directly at school. This eliminates disparities in learning opportunities and ensures every student benefits from dedicated reinforcement time, thereby closing achievement gaps proactively.
3. **Rigorous Critical Thinking Approach with Classical Elements:** Our curriculum is built upon a robust, active, and critical thinking approach that incorporates the depth and rigor of classical elements. This methodology encourages deep conceptual understanding and mastery, rather than rote memorization or superficial coverage. For mathematics, this means emphasizing foundational number sense, problem-solving, and logical reasoning from an early age. For literacy, it means a comprehensive approach to phonics, fluency, comprehension, and the analytical reading of rich texts. This depth of instruction, coupled with active student engagement, builds a stronger and more enduring understanding crucial for high proficiency.
4. **Dedicated Cohort Aides for Personalized Support:** The presence of dedicated cohort aides throughout the day, in both in-person and on-campus supervised learning environments, provides an unparalleled level of individualized attention and small-

group support. This additional adult presence allows for immediate interventions, targeted re-teaching, and personalized academic coaching for students struggling with concepts in reading and math, ensuring no student falls behind unnoticed.

5. **Focus on Foundational Mastery:** Our curriculum and instructional practices prioritize deep mastery of foundational skills in reading and math in the early grades. This strong foundation ensures students are well-prepared for increasingly complex concepts in subsequent years, building a cumulative knowledge base that supports sustained high proficiency.
6. **Continuous Data-Driven Instruction and Intervention:** Brabeion Academy will implement a robust system of continuous assessment and data analysis to monitor student progress in reading and math. Teachers and cohort aides will utilize this data to inform daily instruction, identify students needing additional support, and implement targeted interventions proactively, ensuring that learning challenges are addressed swiftly and effectively.

While current proficiency rates in other models may differ, Brabeion Academy's intentionally designed, integrated approach – combining intensive instruction, embedded daily reinforcement, ubiquitous personalized support, and empowered parental partnership – creates an environment where a significantly higher percentage of students are equipped to achieve and sustain advanced proficiency levels. Our 90% proficiency goal reflects not just ambition, but a strategic and unique pathway to student mastery.

## Testing

Brabeion Academy will participate in state-mandated testing and implement additional assessments to monitor student progress, aligning with its mission and pillars, with parents receiving regular updates to support reinforcement:

- State-Mandated Testing:
  - ISAT 2.0 (3-8, Math and ELA): Evaluates core subject proficiency (Critical Reasoning).
  - ISAT Science (5, 7): Assesses scientific knowledge.
  - WIDA Access 2.0: Measures language proficiency for English Language Learners.
  - SAT Exam (11, once established): Assesses college readiness.
  - IELA (K-12, LEP only): For Limited English Proficient students.
- Additional Assessments:
  - **Biweekly Progress Checks:** Teacher-developed assessments shared with parents for personalized instruction (Critical Reasoning).
  - **Saxon Math Assessments:** Built-in diagnostics to ensure mastery, monitored by parents (Critical Reasoning).
  - **Iowa Test of Basic Skills (ITBS):** Administered in K-8 (budget permitting) to assess progress against national norms.
  - **End-of-Course Assessments:** Evaluate mastery across subjects, ensuring alignment with curriculum goals.

- **Civics Test:** Starting in grade 8, students take a test based on the 100 U.S. Citizenship questions, with a 90% passing grade expected, assessing ethical and analytical understanding of civics (Ethical Foundations, Critical Reasoning).
- **End-of-Year Ethics and Reasoning Presentation:** Students in grades 5-8 demonstrate critical reasoning and ethical foundations through parent-supported debates or speeches on civic or ethical topics, scored for clarity, reasoning, and integrity (Ethical Foundations, Critical Reasoning).

The Chief Academic Officer will ensure accuracy, collaborating with parents and educators to highlight the value of assessments for student growth.

### Plan for Serving All Students

Brabeion Academy is committed to serving all students, regardless of background, socio-economic status, or ability, ensuring every student thrives with parental leadership.

- **Gifted and Talented:** The rigorous curriculum offers advanced learning opportunities. Saxon Math's mastery-based approach allows students to progress at their own pace, while parent-led analytical projects and debates (e.g., using The Thinking Toolbox) foster critical reasoning and ethical decision-making (Ethical Foundations, Critical Reasoning).
- **Special Education:** Brabeion will follow the Idaho Special Education Manual, hiring a certified special education teacher and providing services like IEPs and adaptive technology per IDEA requirements. Parents will be active IEP team members, ensuring alignment with reinforcement days.
- **English Learners:** Following Idaho's EL Guidance, Brabeion will administer Home Language Surveys and WIDA Access Placement Tests, providing ESL support. CKLA's structured approach and parental support help ELLs progress at their own pace, fostering critical reasoning.
- **At-Risk Students:** Identified through biweekly assessments and teacher-parent observations, at-risk students receive tutoring, mentoring, and behavioral support, with parents guiding interventions during reinforcement days to reinforce ethical behavior and analytical skills.

### High School Expansion Plan

Brabeion Academy will expand to grades 9-12 through a phased rollout, adding one grade annually starting with grade 9 in Year 2 (2027-28), grade 10 in Year 3 (2028-29), grade 11 in Year 4 (2029-30), and grade 12 in Year 5 (2030-31), serving 740 students by Year 5.

The curriculum extends K-8 programs, including the Hillsdale 1776 Curriculum for social studies, supplemented by *The Golden Thread* for World Civilization in grade 9. Saxon Math continues through grades 9-12 (except grade 10, with semester-long Business/Finance Math and Statistics courses), with Ramsey's Personal Finance and Economics as non-math-based electives. The Odell Education High School Literacy Program fosters critical thinking, while Carolina Certified OpenSciEd High School provides phenomena-driven science (biology, physics, chemistry, electives). Rhetoric and Argumentation uses *The Art of Argument* (grade 9), *Discovery of*

*Deduction* (grade 10), *The Argument Builder* (grade 11), and a Senior Project (grade 12). Students complete two years of foreign language (e.g., Spanish or others via dual credit/IDLA, grades 7-12) and either a professional certificate or one year toward an Associate's degree. These curricula and course offerings will ensure compliance with Idaho's High School Graduation Requirements.

Extensive support for dual credit (e.g., College of Western Idaho) and IDLA coursework enables flexible foreign language and elective options and certificate/degree pathways, coordinated by a dedicated high school counselor. Partnerships with CWI support dual-enrollment, ensuring college or career readiness. This expansion aligns with Brabeion's mission as Idaho's first public school of sport, equipping students to excel in Ethical Foundations, Critical Reasoning, and Physical Development & Athletics, with a 90% graduation rate targeted by the third high school cohort, preparing champions for college, careers, and societal impact.

### Professional Development Plan

Brabeion's professional development ensures staff are equipped to implement the parent-centric curriculum and uphold the school's mission, with training tailored to support parental leadership and the three pillars. Annual training includes:

- ❑ **Charlotte Danielson Framework:** Training on evaluation criteria and performance expectations.
- ❑ **Curriculum Training:** Focus on Hillsdale 1776 Curriculum, CKLA, CKSci, Saxon Math, OPENPhysEd, The Thinking Toolbox, The Fallacy Detective, and Spanish for You!, emphasizing parent-led reinforcement and alignment with Idaho Standards.
- ❑ **Parent-Centric Model:** Training on collaborating with parents to support reinforcement days, including strategies for guiding families in ethical discussions, critical reasoning exercises, and athletic activities.
- ❑ **Ethical Foundations:** Training on fostering integrity and responsibility through curriculum (e.g., Hillsdale 1776's civic principles) and classroom practices, with parent involvement.
- ❑ **Critical Reasoning:** Training on developing analytical skills through parent-supported debates, primary source analysis (Hillsdale 1776), and rhetoric instruction (The Thinking Toolbox, The Fallacy Detective).
- ❑ **Physical Development & Athletics:** Tailoring OPENPhysEd activities to boys' and girls' needs in gender-separated sub-cohorts, with emphasis on sport as a catalyst for discipline and teamwork, and guidance on involving parents in athletic activities.
- ❑ **Technology Integration:** Using technology for synchronous/asynchronous learning and analytical projects, with tools parents can access during reinforcement days.
- ❑ **Differentiated Instruction:** Strategies for supporting diverse learners, including ELL and special education students, in collaboration with parents to foster ethical and analytical growth.

Training begins in summer 2026, with additional sessions throughout the year, provided by curriculum experts and educational consultants. Parents will be invited to select sessions to enhance their role as educational leaders.

### Staff Performance Evaluation

Brabeion's evaluation system ensures high-quality instruction and alignment with the parent-centric mission:

- ❑ **360-Degree Assessments:** Feedback from the principal, master teachers, peers, and parents, emphasizing collaboration with families and alignment with ethical foundations.
- ❑ **Master Teacher Involvement:** Quarterly evaluations by master teachers, providing mentorship on parent engagement, ethical instruction, and curriculum delivery.
- ❑ **Classroom Observations:** Scheduled observations by CAO/principal using the Charlotte Danielson Framework, assessing planning, classroom environment, instruction, and parent communication, with focus on fostering critical reasoning and ethical behavior.
- ❑ **Performance Ratings:** Rated as Unsatisfactory, Basic, Proficient, or Distinguished, with feedback and improvement plans for low ratings.
- ❑ **Documentation:** Feedback and interventions recorded in personnel files.
- ❑ **Probationary Measures:** Applied for repeated Unsatisfactory ratings or issues impacting the parent-centric model, at the principal's discretion.

This process supports continuous improvement and collaboration with parents.

## Parent Training Plan

Brabeion Academy's Parent-Centric Model relies on a strong home-school partnership, particularly for Reinforcement Days. To empower parents as effective co-educators, Brabeion provides a comprehensive and structured Parent Training Plan.

### 1. Foundational Training & Orientation (Prior to School Commencement):

All parents will complete mandatory initial training covering:

- ❑ **Brabeion Model & Reinforcement Days:** Overview of school philosophy, academic standards, and parent roles in supporting flexible Reinforcement Days.
- ❑ **Learning Ecosystem Navigation:** Hands-on training for the Learning Management System (LMS), digital resources, and communication platforms.
- ❑ **Core Academic Reinforcement:** Practical strategies for literacy, mathematics, time management, and study habits, aligned with Brabeion's curriculum.

### 2. Specialized & Ongoing Training Modules (Throughout the School Year):

Brabeion offers workshops and accessible resources (in-person, webinars, on-demand portal) for continuous parent development in key areas:

- ❑ **Guiding Ethical Discussions:** Training on facilitating Socratic discussions using curated materials (dilemmas, literature, case studies). Master Teachers will co-lead these workshops, offering expert guidance.

- ❑ **Facilitating Critical Reasoning:** Workshops introducing critical thinking frameworks and exercises (e.g., logical fallacies, problem-solving heuristics). Parents receive activity kits and digital tools. Master Teachers will guide adaptation for diverse learners.
- ❑ **Supporting Athletic & Physical Activities:** Training on age-appropriate physical activity, health, and safety, with ideas for engaging activities fostering sportsmanship and resilience.
- ❑ **Data Literacy for Parents:** Training on interpreting student assessment data to understand progress and identify areas for reinforcement. Guidance on using insights for collaborative planning. Master Teachers will also assist during parent-teacher conferences to interpret data and suggest tailored home activities.

### 3. Delivery Methods & Continuous Support:

- ❑ **Flexible Access:** All training is available through a combination of in-person workshops, live online webinars, and an extensive on-demand video/document library via the Parent Portal.
- ❑ **Direct & Expert Support:** Parents can consult individually with teachers and access Master Teachers for specialized academic guidance.
- ❑ **Community & Resources:** Parent forums foster peer-to-peer support, and the parent portal is continuously updated with new resources.

This streamlined Parent Training Plan ensures Brabeion Academy's families are actively empowered and supported as integral co-educators, fostering a robust home-school partnership that drives exceptional student achievement and holistic development.

### Daily Schedule

A detailed daily schedule can be located in Appendix F. The schedule provides precise times and subjects for all students and certified staff.

## Tab B – Financial and Facilities Plan

### Financial Plan

Brabeion Academy's financial plan is designed to support its mission of delivering a tuition-free, public charter school education emphasizing academic excellence, personalized learning, and athletic achievement in Canyon County, Idaho. The plan ensures fiscal sustainability through diversified revenue streams, conservative expenditure projections, and a robust contingency fund, aligning with the school's innovative cohort model, performance-based compensation, and facility needs. Our budget leverages the newly updated Idaho State Department of Education (SDE) budget forms (released April 2025), included in Appendix A for five full years, as required by the Idaho Public Charter School Commission (IPCSC) policies.

These forms, combined with conservative enrollment assumptions and precise calculations of SDE special distributions, underscore the plan's rigor. Notably, we assume no increased state appropriations, despite Idaho's historical 2-5% annual growth, and exclude state transportation funding while providing a structured transportation program, reinforcing our fiscally conservative approach.

### Revenue Projections

Revenue projections are grounded in conservative enrollment assumptions, the latest SDE budget forms, and meticulous calculations of state and federal funding. Enrollment starts at 485 students in Year 1 (2026-27) and grows to 740 by Year 5 (2030-31), with Average Daily Attendance (ADA) set at 96% of enrollment to account for absences, ensuring caution. The SDE budget forms provide a structured framework, incorporating all special distributions per Idaho Code. No state transportation funding is included, despite a planned transportation program, further demonstrating fiscal conservatism.

- ❑ **M&O State Support:** Calculated using the SDE's updated budget forms, based on Salary Based Apportionment and support unit calculations. Projected at \$3,599,270 in Year 1, increasing to \$5,978,493 by Year 5, reflecting enrollment growth and inflationary adjustments, with no assumed increase in state appropriations despite historical trends.
- ❑ **Charter School Facilities:** Allocated at \$176,928 in Year 1, rising to \$269,952 by Year 5, based on ADA and SDE special distributions formulas.
- ❑ **Special Distributions:** Includes College and Career Advisors (\$9,000-\$18,000), Digital Content & Curriculum (\$3,000-\$6,000), Literacy Intervention (\$87,340-\$95,280), Math and Science Requirement (\$0-\$62,000), Professional Development (\$18,700-\$24,450), and Safe and Drug Free Schools (\$8,305-\$11,620), calculated per SDE guidelines.
- ❑ **Federal Funds:** Projected at \$450,000 in Year 1, growing to \$683,132 by Year 5, including Title I, IDEA, and other grants, aligned with SDE protocols and comparable federal fund allocations for charter schools with similar student body populations.
- ❑ **CSP Grant:** \$166,667 annually for Years 1-3 to support startup costs, per SDE-approved charter funding.
- ❑ **Grants and Donations:** \$80,000 annually from private donors and community partnerships, conservatively estimated.

- **Facility Use Fees:** \$5,000 annually from community rentals of athletic facilities, a modest projection.
- **Revolving Loan Fund:** \$50,000 in pre-opening year (2025-26), repaid in Years 2-4, per SDE loan guidelines.

Total Revenues:

- Year 1: \$4,604,210
- Year 2: \$5,225,122
- Year 3: \$6,195,820
- Year 4: \$6,450,764
- Year 5: \$7,186,226

### Expenditure Projections

Expenditures align with the cohort model, utilizing certified teachers and cohort aides to support alternating classroom engagement days for K-8, optimizing instructional efficiency. The budget incorporates performance pay for certified staff, paid quarterly, and a 30% benefits rate (health, dental, PERSI, and long-term disability) to attract top talent. Higher insurance and utilities costs reflect the 80,000 to 100,000 square foot athletic-focused facility. A structured transportation program is included without relying on state transportation funding, underscoring fiscal prudence.

### Staff Costs

- **Certified Administration:** Head of School (\$100,000-\$106,136), Chief Academic Officer (\$90,000-\$95,523, serving multiple roles), Principal (\$90,000-\$92,720 starting Year 3), SPED Director (\$80,000-\$84,909). Total: \$270,000 in Year 1, \$379,288 by Year 5.
- **Classified Administration:** Sporting Director (\$80,000-\$84,909), Finance Director, Operations Director, IT Supervisor (\$60,000-\$63,682 each). Total: \$260,000 in Year 1, \$275,955 by Year 5.
- **Certified Instructional Staff:** Master Teachers (\$70,000-\$74,295), Elementary Teachers (\$315,000-\$334,330), Secondary Teachers (\$90,000-\$279,613), PE Teachers (\$78,750-\$127,171), Arts & Music Teachers (\$22,500-\$47,761). Total: \$610,000 in Year 1, \$1,017,804 by Year 5.
- **Classified Instructional Staff:** Cohort Aides (\$540,000-\$801,901, 18-26 FTE), Librarian (part-time, \$25,000-\$26,534), Substitutes (\$20,000-\$24,000). Total: \$565,000 in Year 1, \$849,435 by Year 5.
- **Certified Pupil Services:** Counselors (\$50,000-\$53,068), SPED Teachers (\$90,000-\$141,883). Total: \$140,000 in Year 1, \$245,701 by Year 5.
- **Classified Pupil Services:** Athletic Trainer (\$40,000-\$42,455), Nurse (part-time, \$20,000-\$20,604 starting Year 3), SPED Assistants (\$60,000-\$94,132). Total: \$70,000 in Year 1, \$157,191 by Year 5.
- **Other Staff:** Office Staff (\$62,500-\$138,436), Facilities Staff (\$50,000-\$90,443), Maintenance (\$50,000-\$53,068, contracted), Drivers (\$60,000-\$80,000, contracted), Grant Writer (\$12,000, contracted). Total: \$112,500 in Year 1, \$275,947 by Year 5.

- **Additional Compensation:**
  - **Certified Performance Pay:** \$225,000-\$379,051, paid quarterly to incentivize excellence.
  - **Classified Performance Pay:** \$31,875-\$57,911.
  - **Coaches Stipends:** \$20,000-\$120,000 for athletic programs.
  - **Benefits (30% of salaries):** Long-Term Disability (\$168,614-\$262,188), Health and Dental Insurance (\$604,500-\$910,000), PERSI (\$247,566-\$378,577).

**Total Staff Costs:**

- Year 1: \$3,497,055
- Year 2: \$3,784,007
- Year 3: \$4,402,655
- Year 4: \$5,145,260
- Year 5: \$5,410,048

**Operational Costs**

- **Facilities:** Lease-to-own agreement for an 80,000 to 100,000 square foot athletic-focused facility, with \$500,000-\$1,000,000 annually. Pre-opening renovation costs of \$1,000,000-\$2,000,000 funded through grants, donations, and other potential revenue sources. Building Safety & Security (\$5,000), Athletic Facilities (\$10,000-\$55,000), Athletic Equipment/Travel (\$6,000-\$100,000).
- **Transportation:** Vehicles (\$75,000 pre-opening, \$15,000 annually), Maintenance/Fuel (\$15,000-\$25,000), fully funded without state transportation revenue, reflecting fiscal conservatism.
- **Technology:** SIS/ERP (\$12,198-\$18,611), Engageli (\$4,850-\$7,400), Pear Assessment (\$4,850-\$7,400), Technology (\$10,000 annually after \$250,000 pre-opening).
- **Other Operations:** Marketing (\$10,000), Legal (\$10,000), Supplies (\$48,500-\$74,000), Purchased Services (\$50,000), ICRMP Insurance (\$40,000-\$50,000, elevated for facility size), Curriculum and Materials (\$10,000 annually after \$100,000 pre-opening), Teacher Training (\$15,000-\$19,000), Utilities (\$72,000-\$87,516, elevated for facility size), Miscellaneous (\$25,000-\$50,000).
- **Contingency:** 3% of operational costs, \$129,914-\$210,569, for unforeseen expenses.
- **Loan Repayment:** Revolving Loan Fund (\$16,667 in Years 2-4).

**Total Operational Costs (with Contingency):**

- Year 1: \$963,311
- Year 2: \$1,171,926
- Year 3: \$1,354,791
- Year 4: \$1,623,705
- Year 5: \$1,819,497

**Total Expenditures:**

- Year 1: \$4,460,366
- Year 2: \$4,972,599

- Year 3: \$5,774,113
- Year 4: \$6,785,632
- Year 5: \$7,229,545

### Financial Sustainability

- **Surplus/Deficit:** Surpluses in Years 1-3 (\$143,844-\$421,707) build a cumulative reserve fund of \$818,074 by Year 3, offsetting deficits in Years 4-5 (\$334,869 and \$43,318) due to increased staffing and facility costs. The reserve fund ends at \$439,887 by Year 5. Year 6 projections indicate a return to a budget surplus.
- **Contingency Fund:** Grows from \$129,914 to \$849,677 by Year 5, ensuring resilience.
- **Debt Management:** The \$50,000 Revolving Loan Fund is repaid by Year 4.
- **Cost Management:** The cohort model optimizes staffing with certified teachers and aides, and performance pay enhances retention without excessive salary increases, which are set at 1.5% per year. Elevated insurance (\$40,000-\$50,000) and utilities (\$72,000-\$87,516) are offset by facility use fees and grants. Excluding state transportation funding while providing a transportation program highlights fiscal prudence.
- **Conservative Assumptions:** Enrollment assumes 96% ADA, revenue excludes state appropriation increases (despite historical trends), and no transportation funding is included, ensuring a prudent outlook supported by five years of SDE budget forms in Appendix A.

### Financial Oversight

- **Finance Director:** Manages budgeting, accounting, and SDE compliance, reporting to the Head of School and Board.
- **Annual Audits:** Conducted by an independent CPA for transparency and compliance as required by Idaho Code.
- **Board Oversight:** The Finance Committee reviews monthly reports, approves budgets, and monitors reserves and contingency funds.
- **Grant Writer:** Secures \$80,000 annually to support facility renovations and programs.

### Budget Template vs Our Budget

Rather than fight with the outdated budget template provided by the Commission, we want to draw your attention to the sophisticated and granular budget workbook we spent countless hours preparing.

While we understand that using a template may make things easier for the Commission to quickly review, it is certainly not customer oriented. The template itself is incredibly out-of-date by including special appropriations that no longer exist, missing others that do, and also missing critical pieces of information that are fundamental to the actual finance of a school.

We have tried to use the budget template, but its many flaws make doing so unnecessarily difficult. Still, we have updated it and have done our best to use it as the Commission requires. Still, the budget workbook we developed provides all the information required in the budget

template and more. The data is linked with a tremendous amount of granularity down to the staff level.

When it comes to which budget is "right" in analyzing Brabeion Academy, it is, without a doubt, our budget workbook. The statute doesn't mandate the use of a budget template, it just requires that we provide a budget, which we have. We are asking that the Commission and staff use our budget as the definitive source of our school finance projections.

### **Pre-Opening Funding Strategy**

Brabeion Academy aims to secure donor funding to finance the pre-opening costs. A vigorous fundraising campaign is underway and hopefully progress will be able to be provided at the hearing before the Commission.

In addition to fundraising, Brabeion is actively fostering relationships with national, third-party organizations, such as Building Hope, to aid in providing pre-open funding. The difficulty, as the Commission is well aware, is that most of these organizations will not fully engage until a charter has been issued. This presents a bit of a chicken and egg dilemma. However, we are confident that our strong financial plan in combination with our unique model and highly qualified board will ensure that requisite funding is achieved so as to effectuate our pre-opening strategy.

Application has been made to the IRS for 501(c)3, which is a helpful, and often times necessary, component to receiving philanthropic giving. We hope to have our application approved by the first half of Q3 2025.

### **General Statement of Fiscal Solvency and Pre-Operation**

We want to go on record as stating that although we do not currently have letters of intent or commitments from organization to fund our pre-open operations, we don't believe this is a statutory basis for denial. Yes, it would be nice if we had them, but they are not a requirement. The statute states that authorizers should ask for evidence of anticipated funds, but does not list that as a reason for denial. When the legislature rewrote the charter school statute in 2023, it was to make opening a charter school less cumbersome, not more.

The Commission would be wise to revisit the historical basis for the charter movement – parents and community members seeking alternative form of education for their children. While today's charter model has been taken over by large organizations that isn't the heart of it.

We are an independent charter school with only limited affiliations (most notably Hillsdale College). We have chosen that path because we want to provide maximum flexibility to our parents. We do not desire to have our decision making to be dictated by a third party.

Our proposed budget is very conservative. The budget assumes that our certified staff will be on the very low end and subsequently receive less support from the state. If calls and messages we have received in the past three months from interested educators is any indication, our staff will be made up of veteran, highly educated educators.

We will likely not have letters in hand or donors willing to publicly commit to funds until after a charter is approved. The new conditional approval is made for situations like ours. It is our goal

to be able to prove that we will have the enrollment and support we are so confidently asserting that we will achieve. But we need to be approved first. We continue to diligently reach out to potential funders and will continue to do so.

Our board has spent hours and hours in meetings with potential donors and national groups. Everyone is excited about our school, but they have to know it is a real possibility before they'll commit. If with conditional approval in hand, we can go back to these same individuals and groups and give them the concrete evidence they are looking for that we are worth investing in.

## **Facilities Plan**

Brabeion Academy's facilities plan is comprehensive, detailed, and realistic, designed to support its mission as Idaho's first public school of sport, emphasizing academic excellence, critical reasoning, and physical development & athletics. The plan addresses the acquisition of an 80,000 to 100,000 square foot lease-to-own facility within 5 miles of the Garrity and I-84 Interchange in Nampa, Idaho, either a repurposed retail or industrial building, to serve 485 students across 9 grades (K-8) in Year 1 (2026-27) and 740 students (K-12) by Year 5 (2030-31).

The plan details anticipated facility needs with specific space allocations, a strategic search and acquisition process, financial feasibility, operational considerations, and explicit compliance with Idaho statutes and administrative rules for safety, maintenance, and facility standards.

A third potential option has come to our attention and is being explored. Snake River Elementary was recently closed by the Nampa School District and may be a good short-term option for Brabeion Academy while funding and renovation for a more expansive facility becomes available. Communication has been sent to the Nampa School District and we are awaiting their response. As you probably understand, school districts are slow to reply in the summer months.

## **Anticipated Facility Needs**

The facility will be 80,000 to 100,000 square feet (indoor space), accommodating enrollment growth and meeting Idaho statutes and rules for educational facilities, including Idaho Code § 33-1613 (safe facilities), § 33-918 (maintenance plans), § 33-122 (sanitation and safety), IDAPA 24.39.60 (Uniform School Building Safety), and IDAPA 08.02.04 (School Facilities). Lower grades (K-8) will be physically separated from high school grades (9-12) through dedicated wings or floors to minimize commingling, enhancing safety and age-appropriate environments, per IDAPA 08.02.04 standards for facility planning. Additional athletic facilities, including locker rooms, will likely be needed by Year 5, with solutions such as an athletic bubble evaluated in Year 3 based on enrollment trends. The following table summarizes indoor space types:

Space Type	Number (Year 1)	Number (Year 5)	Square Footage per Unit	Total Sq Ft (Year 1)	Total Sq Ft (Year 5)	Regulatory Compliance
Classrooms (K-8, 9-12 by Year 5)	9	16	1,000	9,000	16,000	IDAPA 08.02.03, 30 sq ft/student; Idaho Code § 33-1613
Cohort Aide Rooms	9	13	1,000	9,000	13,000	IDAPA 08.02.03; Idaho Code § 33-5206, § 33-1613
Science Labs	1	2	1,200	1,200	2,400	Idaho Code § 39-8001 et seq.; IDAPA 24.39.60
Special Education Rooms	2	3	600	1,200	1,800	Idaho Code § 33-2002, IDEA; IDAPA 24.39.60
Library/Media Center	1	1	1,500	1,500	1,500	IDAPA 08.02.03; Idaho Code § 33-1613
Administrative Offices (Elementary)	1	1	2,000	2,000	2,000	Idaho Code § 33-5205, § 33-1613
Administrative Offices (Secondary/Charter)	0	1	2,000	0	2,000	Idaho Code § 33-5205, § 33-1613
Athletics Office	1	1	2,500	2,500	2,500	Idaho Code § 33-5206, § 33-1613
Cafeteria (Multipurpose Room)	1	1	3,000	3,000	3,000	IDAPA 16.02.19 (if used); Idaho Code § 33-1613
Multipurpose Room/Recital Hall	1	1	5,000	5,000	5,000	Idaho Code § 33-5206, § 33-1613
Arts & Music Room	1	1	2,000	2,000	2,000	Idaho Code § 33-5206, § 33-1613
Gymnasium (High School-Size)	1	1	7,000	7,000	7,000	IHSAA Standards; IDAPA 24.39.60;

Space Type	Number (Year 1)	Number (Year 5)	Square Footage per Unit	Total Sq Ft (Year 1)	Total Sq Ft (Year 5)	Regulatory Compliance
						Idaho Code § 33-1613
Weight/Exercise Rooms (Gender-Separated)	4	4	2,000	8,000	8,000	Idaho Code § 33-5208; IDAPA 24.39.60
Locker Rooms (Gender-Separated)	2	6	1,500	3,000	9,000	Idaho Code § 18-8701 et seq.; IDAPA 24.39.60
Restrooms (Male)	3	4	800	2,400	3,200	IDAPA 24.39.80; Idaho Code § 33-1613
Restrooms (Female)	3	4	800	2,400	3,200	IDAPA 24.39.80; Idaho Code § 33-1613
Restrooms (Gender-Neutral, Students)	2	2	200	400	400	Idaho Code § 18-8701 et seq.; IDAPA 24.39.60
Restrooms (Gender-Neutral, Faculty)	2	2	200	400	400	Idaho Code § 18-8701 et seq.; IDAPA 24.39.60
Faculty Workroom	1	1	800	800	800	Idaho Code § 33-5206, § 33-1613
Faculty Lounge	1	2	800	800	1,600	Idaho Code § 33-5206, § 33-1613
Common Areas/Hallways	N/A	N/A	N/A	6,400	8,800	IBC 2018; IDAPA 24.39.60
Total Indoor Space				68,000	93,600	

### Detailed Space Descriptions and Statutory Compliance

- Classrooms (K-8, 9-12 by Year 5):
  - **Year 1:** 9 classrooms for 485 students (K-8, ~54 students per grade), each 1,000 sq ft, providing ~30 sq ft per student for ~30 students per classroom (accounting for cohort splits), compliant with IDAPA 08.02.03 (instructional space standards) and

Idaho Code § 33-1613 (safe facilities). Located in a dedicated K-8 wing to minimize commingling, with fire-resistant materials and emergency exits per IDAPA 24.39.60.

- **Year 5:** 16 classrooms (7 for K-6, 9 for 7-12), each 1,000 sq ft, in separate wings/floors, ensuring grade separation per IDAPA 08.02.04 (facility planning). Includes smartboards and flexible seating for gender-separated sub-cohorts.
- **Features:** Adjoined to cohort aide rooms via accordion-style walls, supporting alternating engagement days, per Idaho Code § 33-5206. Electrical and lighting systems comply with IDAPA 24.39.60 (building safety).
- Cohort Aide Rooms:
  - **Year 1:** 9 rooms, each 1,000 sq ft, in the K-8 wing, serving ~30 students per sub-cohort, compliant with IDAPA 08.02.03 and Idaho Code § 33-1613. Each includes at least 5 desktop computers and wireless connectivity, per Idaho Code § 33-5208.
  - **Year 5:** 13 rooms (9 for K-8, 4 for 9-12), in respective wings, with accordion walls for flexibility, per Idaho Code § 33-5206. Safety features (e.g., non-slip flooring) align with IDAPA 24.39.60.
- Science Labs:
  - **Year 1:** 1 lab, 1,200 sq ft, in the K-8 wing, equipped with sinks, gas lines, fume hoods, and safety features (e.g., eyewash stations, fire extinguishers), compliant with Idaho Code § 39-8001 et seq. (fire safety) and IDAPA 24.39.60 (hazardous materials).
  - **Year 5:** 2 labs total, with one in K-8 wing and a second in high school wing, accommodating ~30 students with 40 sq ft per student for safety, per IBC 2018 and IDAPA 24.39.60. Ventilation and plumbing meet Idaho Code § 33-122 (sanitation).
- Special Education Rooms:
  - **Year 1:** 2 rooms, each 600 sq ft, in the K-8 wing, with adaptive technology (e.g., assistive listening devices, adjustable desks), compliant with IDEA, Idaho Code § 33-2002, and IDAPA 24.39.60 (accessibility).
  - **Year 5:** 3 rooms, with 1 in the high school wing, ensuring privacy, soundproofing, and ADA-compliant fixtures, per Idaho Code § 56-701A.
- Library/Media Center:
  - **Year 1-5:** 1 media center, 1,500 sq ft, centrally located, with digital/physical resources, compliant with IDAPA 08.02.03 and Idaho Code § 33-1613. Includes flexible seating for ~50 students, wireless access, and fire alarms per IDAPA 24.39.60.
- Administrative Offices:
  - **Year 1:** 2,000 sq ft, in K-8 wing, with secure storage for records, compliant with Idaho Code § 33-5205 and § 33-1613. Electrical systems and egress routes meet IDAPA 24.39.60.
  - **Year 5:** 2,000 sq ft, in high school wing, with secure storage for records, compliant with Idaho Code § 33-5205 and § 33-1613. Electrical systems and egress routes meet IDAPA 24.39.60.

- Athletics Office:
  - **Year 1-5:** 1 office, 2,500 sq ft, in the athletic wing, housing coaches' offices, Sporting Director's office, PE teachers' offices, athletic trainers room, and a lecture hall/film room, per Idaho Code § 33-5206 and § 33-1613. Includes workstations, AV equipment, and safety features per IDAPA 24.39.60.
- Cafeteria (Multipurpose Room):
  - **Year 1-5:** 1 cafeteria, 3,000 sq ft, centrally located, serving as a multipurpose room, compliant with Idaho Code § 33-1613. If used for food service, includes a kitchen meeting IDAPA 16.02.19 (sanitation) and Idaho Code § 33-2202, with fire suppression systems per IDAPA 24.39.60.
- Multipurpose Room/Recital Hall:
  - **Year 1-5:** 1 room, 5,000 sq ft, located in athletic wing, serving as a recital hall for performances and assemblies, compliant with Idaho Code § 33-5206 and § 33-1613. Includes stage lighting, AV equipment, and emergency exits per IDAPA 24.39.60.
- Arts & Music Room:
  - **Year 1-5:** 1 room, 2,000 sq ft, near the recital hall, with soundproofing, instrument/art supply storage, and space for ~30 students, per Idaho Code § 33-5206 and § 33-1613. Acoustic panels and lighting comply with IDAPA 24.39.60.
- Gymnasium (High School-Size):
  - **Year 1-5:** 1 gymnasium, 7,000 sq ft, in the athletic wing, compliant with IHSAA standards, Idaho Code § 33-1613, and IDAPA 24.39.60 (structural safety). Features limited stands (~200 seats), safety flooring, and retractable hoops, with sprinklers and egress routes per IBC 2018.
- Weight/Exercise Rooms (Gender-Separated):
  - **Year 1-5:** 4 rooms (2 male, 2 female), each 2,000 sq ft, in the athletic wing, with strength training equipment, compliant with Idaho Code § 33-5208 and IDAPA 24.39.60 (ventilation, safety). Additional facilities planned by Year 5, evaluated in Year 3.
- Locker Rooms (Gender-Separated):
  - **Year 1:** 2 rooms (1 male, 1 female), each 1,500 sq ft, in the athletic wing, with showers, lockers, and ADA-compliant fixtures, per Idaho Code § 18-8701 et seq. and IDAPA 24.39.60.
  - **Year 5:** 6 rooms (3 male, 3 female), each 1,500 sq ft, in the athletic wing, with showers, lockers, and ADA-compliant fixtures, per Idaho Code § 18-8701 et seq. and IDAPA 24.39.60.
- Restrooms:
  - **Year 1:** Compliant with IDAPA 24.39.80 (1 toilet per 25 male students, 1 per 20 female students, 1 lavatory per 25 students) and Idaho Code § 33-1613:
    - 485 students (~50% male/female): 10 male toilets, 12 female toilets, 20 lavatories.
    - 3 male restrooms (800 sq ft, 4 toilets/4 lavatories), 3 female restrooms (800 sq ft, 4 toilets/4 lavatories), 2 gender-neutral student restrooms (200 sq ft, 1

toilet/1 lavatory), 2 gender-neutral faculty restrooms (200 sq ft, 1 toilet/1 lavatory).

- **Year 5:** 740 students: 15 male toilets, 19 female toilets, 30 lavatories.
  - 4 male restrooms (800 sq ft, 4 toilets/4 lavatories), 4 female restrooms (800 sq ft, 5 toilets/4 lavatories), 2 gender-neutral student restrooms, 2 gender-neutral faculty restrooms.
  - **Compliance:** ADA-accessible fixtures (e.g., grab bars, 60-inch turning radius), per Idaho Code § 56-701A and IDAPA 24.39.60, with plumbing per Idaho Code § 33-122.
- **Faculty Workroom:**
  - **Year 1:** 1 room, 800 sq ft, centrally located, with workstations and storage, compliant with Idaho Code § 33-5206 and § 33-1613. Electrical systems meet IDAPA 24.39.60.
- **Faculty Lounge:**
  - **Year 1-5:** 1 room, 800 sq ft, near administrative offices, with seating and kitchenette, compliant with Idaho Code § 33-5206 and § 33-1613. Fire safety features align with IDAPA 24.39.60.
  - **Year 5:** 2 rooms, 800 sq ft each, one near elementary administrative offices and a second near high school/charter administrative offices. Compliant with Idaho Code § 33-5206 and § 33-1613. Fire safety features align with IDAPA 24.39.60.
- **Common Areas/Hallways:**
  - **Year 1:** 6,400 sq ft for hallways, stairwells, and communal spaces, with separate K-8 and high school pathways, compliant with IBC 2018, IDAPA 24.39.60, and Idaho Code § 33-1613.
  - **Year 5:** 8,800 sq ft, accommodating increased enrollment, maintaining grade separation per IDAPA 08.02.04.
- **Accessibility:** Fully compliant with ADA and Idaho Code § 56-701A, per IDAPA 24.39.60:
  - Elevators (1,000 sq ft load capacity), if necessary.
  - Ramps with 1:12 slope maximum, if necessary.
  - Accessible restrooms, doorways (32-inch clearance), and adaptive technology (e.g., braille signage).
  - 8 accessible parking spaces (per ADA for 200 spaces). Verified during remodeling, per Idaho Code § 33-1613.

## Outdoor Play Areas/Fields Requirements

Brabeion plans to include outdoor play areas and athletic fields, compliant with Idaho Code § 33-5208 and § 33-1613:

- **Size and Features:** Approximately 20,000 sq ft (2-3 acres) for on-campus facilities, including:
  - Multi-purpose fields for soccer and track, with possible artificial turf and lighting, meeting IHSA standards.
  - K-8 play areas with age-appropriate equipment (e.g., climbing structures), separated from high school fields per IDAPA 08.02.04.

- Fencing, safety surfacing, and accessible pathways, per Idaho Code § 39-8001 et seq. and IDAPA 24.39.60.
- **Safety and Maintenance:** Annual inspections per Idaho Code § 33-1613 and IDAPA 24.39.60, with maintenance (e.g., turf repair, equipment checks) included in the \$50,000-\$53,068 annual budget, per Idaho Code § 33-918.
- **Contingency Plan:** If on-campus space is unavailable or limited, Brabeion will pursue an MOU with entities like the College of Western Idaho (CWI) or the City of Nampa (e.g., Idaho Center) or other nearby partner for off-site access, per Idaho Code § 33-5206, ensuring regular use for physical education and sports, with transportation budgeted (\$10,000-\$20,000 annually).
- **Evaluation:** Additional outdoor facilities will be assessed in Year 3 (2028-29) based on enrollment trends, per Idaho Code § 33-918.

#### Maintenance and Facility Safety Reviews

Brabeion Academy will implement a robust maintenance and safety review program to ensure ongoing compliance with Idaho statutes and rules, prioritizing student and staff safety, per Idaho Code § 33-1613, § 33-918, § 33-122, IDAPA 24.39.60, and IDAPA 08.02.04:

- Annual Safety Inspections:
  - Per Idaho Code § 33-1613 and Title 39, Chapter 80, Brabeion will contract a qualified independent inspector, certified by the Division of Occupational and Professional Licenses (DOPL), to conduct an annual inspection of the facility by June 30 each school year. The inspection will assess compliance with IDAPA 24.39.60, covering:
    - **Structural Integrity:** Building stability, roof conditions, and load-bearing capacity, per IBC 2018.
    - **Fire Safety:** Alarms, sprinklers, extinguishers, and egress routes, per Idaho Code § 39-8001 et seq.
    - **Electrical Systems:** Wiring, outlets, and grounding, per IDAPA 24.39.60.
    - **Plumbing and Sanitation:** Water quality, restroom fixtures, and drainage, per Idaho Code § 33-122.
    - **HVAC and Ventilation:** Air quality and temperature control, per IDAPA 24.39.60.
    - **Accessibility:** ADA-compliant features (e.g., ramps, elevators), per Idaho Code § 56-701A.
  - Inspection results will be submitted to DOPL and presented to the Brabeion Board of Directors by August 1 annually, per Idaho Code § 33-1613, with corrective actions budgeted (\$25,000-\$50,000 annually) and tracked in the maintenance plan.
- Ten-Year Maintenance Plan:
  - Per **Idaho Code § 33-918**, Brabeion will adopt the Idaho State Department of Education's best practices maintenance plan, customizing a ten-year plan for construction, renovation, and maintenance, aligned with IDAPA 08.02.04 and the *Guide for Planning Educational Facilities*. The plan will include:

- **Preventive Maintenance:** Annual HVAC servicing, roof inspections, and equipment checks (\$10,000-\$20,000/year).
  - **Renovations:** Classroom expansions (Years 2-5), athletic facility upgrades (Year 3), and restroom additions, per Idaho Code § 33-918.
  - **Emergency Repairs:** Contingency fund (\$129,914-\$849,677) for unforeseen issues (e.g., plumbing failures), per IDAPA 24.39.60.
- The plan will be reviewed annually by the Facilities Staff and Finance Director, submitted to the Board, and updated to reflect enrollment growth and facility needs, per Idaho Code § 33-918.
- Facility Safety Reviews:
  - Monthly safety reviews by Facilities Staff will assess hazards (e.g., loose railings, electrical faults), per IDAPA 24.39.60, with findings reported to the Operations Director and addressed within 30 days.
  - Annual fire drills (4/year), lockdown drills (2/year), and evacuation drills (2/year) will be conducted, compliant with Idaho Code § 33-1613 and IDAPA 24.39.60, coordinated by the Operation Director.
  - Cooperation with state agencies (e.g., Idaho State Fire Marshal, DOPL), per Idaho Code § 33-122, will ensure compliance with fire codes, building safety, and sanitation standards, with legal support (\$10,000/year) for regulatory guidance.
- Maintenance Operations:
  - Contracted maintenance services (\$50,000-\$53,068/year) and Facilities Staff (\$50,000-\$90,443) will handle daily upkeep (e.g., cleaning, minor repairs), per Idaho Code § 33-918.
  - A maintenance log will track all activities, inspections, and repairs, submitted to DOPL annually, per Idaho Code § 33-1613.
  - Budgeted utilities (\$72,000-\$87,516) ensure operational reliability, with energy-efficient systems (e.g., LED lighting) compliant with IDAPA 24.39.60.

## Facility Search and Acquisition Strategy

- Timeline:
  - **May 15, 2025:** Issue RFP to potential general contractors for remodel, publicly posted per Idaho Code § 67-2805.
  - **May 15, 2025:** Brabeion Board of Directors and Brabeion's commercial real estate agent, Ben Fulcher, will finalize search criteria and identify 3-5 retail or industrial buildings within 5 miles of the Garrity and I-84 Interchange, compliant with Idaho Code § 33-5205.
  - **May 30, 2025:** Select contractor to advise on compliance with ADA, IDEA, Idaho Code § 39-4109 (building codes), IDAPA 24.39.60, and local ordinances and to sign an agreement to perform building remodel contingent upon IPCSC petition approval.
  - **June 2025:** Begin negotiations on intent to lease agreement with property owner.
  - **July 2025:** Sign intent to lease agreement with property owner.

- **August 2025:** Await IPCSC charter approval.
- **September 2025:** Expand search radius by 10 miles (to ~15 miles) if no facility is found by September 30, 2025.
- **October 2025-March 2026:** Begin Phase 1 remodeling (9 classrooms, 9 cohort rooms, 1 science lab, athletics office, arts & music room, gymnasium, restrooms, faculty spaces, ADA features), compliant with IDAPA 24.39.60 and Idaho Code § 33-1613.
- **April-June 2026:** Complete remodeling, obtain Certificate of Occupancy by August 1, 2026, verified by DOPL, per Idaho Code § 39-4109.
- **Years 2-5 (2027-31):** Phase 2-3 remodeling (7 additional classrooms, 4 cohort rooms, 2 science labs, 1 special education room, additional restrooms), per IDAPA 08.02.04.
- Search Criteria:
  - **Location:** Within 5 miles of the Garrity and I-84 Interchange, expandable to 15 miles by September 30, 2025.
  - **Zoning:** Compliant with educational use (e.g., C-2 or I-1), verified through Planning and Zoning Department, per Idaho Code § 67-6511.
  - **Cost:** Lease-to-own payments (\$500,000-\$1,000,000/year), remodeling costs (\$1,000,000-\$2,000,000), per Idaho Code § 33-5208.
  - **Safety:** Free of hazards (e.g., asbestos, lead), verified by engineer reports, per Idaho Code § 39-3601 and IDAPA 24.39.60.
  - **Suitability:** Retail or industrial buildings with open floor plans, high ceilings (25-40 feet) for gymnasium, and grade-separated wings, per IDAPA 08.02.04.
  - **Expansion Potential:** Space for K-12 growth and athletic facilities, with 2-3 acres preferred for outdoor fields if feasible, per Idaho Code § 33-5208.
- Potential Options:
  - **Repurposed Retail Buildings:** Vacant big-box stores (e.g., former Shopko, Sears) with 80,000+ sq ft, suitable for classrooms and athletic conversions.
  - **Repurposed Industrial Buildings:** Warehouses with large spaces and high ceilings, ideal for gymnasium and grade-separated wings.
  - **Leased School Buildings:** Existing educational facilities to reduce remodeling costs. New construction is not feasible, per Idaho Code § 33-5208.
- Real Estate Expertise:
  - **Ben Fulcher:** Treasure Valley native and commercial real estate agent, guiding site selection, lease negotiations, and zoning compliance, per Idaho Code § 33-5205.
  - **Tom Moore:** Brabeion board member with over 30 years of commercial real estate and financing experience.
  - **Selected Contractor:** Advises on remodel compliance with **ADA, IDEA, Idaho Code § 39-4109, IDAPA 24.39.60**, and local ordinances, ensuring safety per **Idaho Code § 33-1613**.

## Financial Feasibility of the Facility Plan

- Budget Considerations:

- **Lease-to-Own Payments:** \$500,000 in Year 1, increasing to \$1,000,000 by Year 5, covered by Charter School Facilities funding (\$176,928-\$269,952) and M&O State Support (\$3,599,270-\$5,978,493), per **Idaho Code § 33-5208**.
- **Remodeling Costs:** \$1,000,000-\$2,000,000 in pre-opening year, funded through donations and other financial instruments still being explored.
- **Utilities:** \$72,000-\$87,516 annually, compliant with **IDAPA 24.39.60** (energy efficiency).
- **Maintenance:** Contracted services (\$50,000-\$53,068) and Facilities Staff (\$50,000-\$90,443), per **Idaho Code § 33-918**.
- **Insurance:** ICRMP Insurance (\$40,000-\$50,000), per **Idaho Code § 33-5204**.
- **Athletic Facilities:** \$10,000-\$55,000 for maintenance, \$6,000-\$100,000 for equipment/travel, with additional facilities budgeted in Year 3, per **IHSAA standards**.
- **Outdoor Fields:** Off-site MOU transportation costs (\$10,000-\$20,000) included in transportation budget, per **Idaho Code § 33-1501**.
- Funding Sources:
  - **Grants and Donations:** \$80,000 annually from Treasure Valley businesses and athletic organizations.
  - **CSP Grant:** \$166,667 annually (Years 1-3).
  - **Revolving Loan Fund:** \$50,000, repaid in Years 2-4.
  - **State Support:** Supports lease and operational costs.
- Contingency Planning:
  - **Site Unavailability:** Expand search radius to 15 miles by September 30, 2025, or lease modular classrooms/existing school facility (~\$200,000-\$300,000), covered by contingency fund, per **Idaho Code § 33-5206**.
  - **Delayed Occupancy:** Contractor penalties and modular facilities ensure August 1, 2026, opening, per **Idaho Code § 33-5205**.

## Operational Considerations

- Safety and Security:
  - **Expertise:** Miguel DeLuna, Brabeion board member with over 35 years of law enforcement experience ensures robust safety protocols, compliant with **Idaho Code § 33-1613** and **IDAPA 24.39.60**.
  - **Measures:** Keycard access, visitor management, 24/7 surveillance, fire alarms, sprinklers, and emergency exits, per **Idaho Code § 39-8001 et seq.** and **IBC 2018**, with separate K-8 and high school access points.
  - **Training:** Annual drills (4 fire, 2 lockdown, 2 evacuation), per **IDAPA 24.39.60**, with \$5,000 for maintenance.
- Transportation:
  - Purchase of compliant vehicles, including traditional school buses, shuttle buses and passenger vans (\$75,000 pre-opening), and an additional vehicle annually (\$15,000), maintenance/fuel (\$15,000-\$25,000), per **Idaho Code § 33-1501**, with ADA-compliant buses for off-site fields if needed.

- **Food Service:**
  - Brabeion Academy will explore the possibility of implementing a National School Lunch Program (NSLP) by Year 2 (2027-28). If pursued a kitchen facility will be compliant with IDAPA 16.02.19. Any food service program will be limited so that it is conducted in revenue neutral manner with all expenses fully reimbursed by federal and state NSLP funds.
- **Technology Infrastructure:**
  - Wireless facility with 1 Gbps Wi-Fi, per **Idaho Code § 33-5208**. 9 cohort aide rooms (Year 1, 13 by Year 5), 4 secondary computer labs (120 computers total by Year 5); smartboards, SIS/ERP (Skyward), and cybersecurity, with \$250,000 pre-opening and \$10,000 annually, compliant with **IDAPA 24.39.60** (electrical safety).
- **Special Education and Operations:**
  - Board member Julie Dillehay, a retired school counselor and certified special education director, ensures compliance with **IDEA, Idaho Code § 33-2002**, and operational efficiency in grade-separated wings, per **IDAPA 08.02.04**.

## Implementation Timeline

- **2026-27 (Year 1):** Open with 485 students, operationalize Phase 1, implement safety and maintenance plans, per **Idaho Code § 33-1613**.
- **2027-28 (Year 2):** Expand to 520 students, begin Phase 2 (2 classrooms/cohort rooms).
- **2028-29 (Year 3):** Serve 625 students, add second science lab, evaluate athletic facilities and outdoor fields, per **Idaho Code § 33-918**.
- **2029-30 (Year 4):** Grow to 680 students, enhance facilities.
- **2030-31 (Year 5):** Reach 740 students, finalize enhancements (16 classrooms, 13 cohort rooms, etc.), per **IDAPA 08.02.04**.

## Risk Management

- **Site Unavailability:** Expand search radius or lease modular classrooms (~\$200,000-\$300,000), per **Idaho Code § 33-5206**.
- **Facility Delays:** Contractor penalties and modular facilities, per **Idaho Code § 33-5205**.
- **Cost Overruns:** Contingency fund (\$129,914-\$849,677), per **Idaho Code § 33-5209**.
- **Regulatory Compliance:** Ben Fulcher, contractor, and Julie Dillehay ensure adherence to **ADA, IDAPA 24.39.80, Idaho Code § 39-4109, § 33-1613**, and **IBC 2018**, with legal support (\$10,000).

This Facilities Plan, with detailed indoor allocations (68,000 sq ft in Year 1, 93,600 sq ft by Year 5), outdoor field requirements (20,000 sq ft with MOU contingency), explicit compliance with **Idaho Code § 33-1613, § 33-918, § 33-122, IDAPA 24.39.60**, and **IDAPA 08.02.04**, robust maintenance and safety reviews, grade separation, additional athletic facilities by Year 5, gender-neutral restrooms, faculty spaces, wireless technology, expert leadership (Miguel DeLuna, Tom Moore, Julie Dillehay, Ben Fulcher), and an RFP by May 15, 2025, positions Brabeion Academy to secure a safe, compliant, mission-aligned facility for transformative education in Canyon County.



## Tab C – Board Capacity and Governance Structure

### Board Composition and Roles

Brabeion Academy's governing board comprises five dedicated members, each with a distinct role to ensure effective leadership and alignment with the school's mission of fostering Ethical Foundations, Critical Reasoning, and Physical Development & Athletics. The board's composition balances expertise in education, finance, policy, and safety for comprehensive oversight:

- Miguel DeLuna, President: Leads organization on behalf of the board. In coordination with the chair, Mr. DeLuna sets strategic agendas. Leads charter safety plan and other related activities. Fiduciary and legal authority of the charter.
- Branden Durst, Chair: Leads board meetings, sets strategic agendas along with President, and ensures decisions and board policies reflect Brabeion Academy's commitment to academic rigor and student achievement. Mr. Durst liaises with the IPCSC, community stakeholders, and partners, such as those involved in the planned Memorandum of Understanding (MOU) for outdoor athletic fields. Mr. Durst coordinates long-term planning, such as the facilities lease-to-own strategy.
- Tom Moore, Vice Chair/Treasurer: Supports the Chair, chairs meetings in their absence, and leads property acquisition and development. Also oversees financial planning, reviews budgets, and ensures fiscal accountability. Mr. Moore collaborates with the school leader to monitor expenditures and explore funding options or the Charter School Facilities Program.
- Julie Dillehay, Secretary: Maintains official records, including minutes and policy manuals, and spearheads board policy development aligned with Idaho charter school laws. Also leads student support initiatives, including counseling and special education. Mrs. Dillehay ensures board policy compliance with Idaho's educational regulations, particularly for Individualized Education Programs (IEPs).
- Laura Warden, Director: Mrs. Warden provides a critical parent perspective and deep expertise in curriculum development and personalized learning. Leveraging over 15 years of home education experience, she guides the Academy in designing innovative educational programs that are responsive to diverse student needs and learning styles. Her contributions ensure that the board's decisions are informed by the realities of family-centered education and a commitment to empowering students for success.

This structure promotes collaboration, accountability, and mission-driven governance.

### Qualifications and Expertise

The board's expertise spans critical areas for charter school governance, ensuring Brabeion Academy addresses academic, operational, and financial challenges:

- Miguel DeLuna: A 35-year law enforcement veteran, Mr. DeLuna served with Oakland Unified School Police Services and as Driver Bodyguard for the Oakland Unified School District Superintendent. His experience informs policies on campus safety and facilities planning, ensuring a secure environment for learning and athletics.

- Julie Dillehay, MCE, MCouns, EdS, LCPC: A Treasure Valley native and Licensed Clinical Professional Counselor, Mrs. Dillehay served as a school counselor in West Ada and Vallivue School Districts. Her expertise ensures robust student support systems and compliance with Idaho's special education laws.
- Branden Durst, MPA, EdS: A former superintendent and Idaho legislator, Mr. Durst holds an Ed.S. in Executive Educational Leadership and MPA. His policy expertise drives governance strategies and supports Brabeion Academy's athletic and academic programs.
- Tom Moore: Mr. Moore has owned and operated CB Realty Advisors, a commercial and real estate development firm for over thirty years. Mr. Moore has personally been involved in over a half billion dollars worth of real estate development. His financial acumen ensures fiscal sustainability, overseeing funding strategies for the facilities and other capital expenditures.
- Laura Warden: Mrs. Warden is a veteran homeschooler with over 15 years of home education experience. As the creator of 'A Christian Delight Directed Curriculum,' she brings deep expertise in personalized learning methodologies, curriculum development, and fostering interest-led education that covers core subjects. Her extensive background provides an invaluable parent perspective to the board, ensuring the Academy's programs are uniquely responsive to family needs and diverse student learning styles. She contributes to upholding Brabeion's commitment to foundational values and empowering students through innovative educational pathways.

These qualifications enable the board to advance Brabeion Academy's vision of "Victory Through Excellence" through academic and athletic achievement.

## **Governance Structure**

Brabeion Academy's board operates under a policy governance model, emphasizing strategic leadership, transparency, and accountability:

- Roles and Responsibilities: The board sets policies, approves budgets, hires and evaluates the school leader, and monitors academic and financial performance. The Chair ensures mission alignment, the Vice Chair focuses on student welfare, the Secretary maintains records and board policies, and the Treasurer safeguards fiscal integrity, as detailed in the bylaws (Appendix B).
- Meeting Schedule: Monthly meetings occur on once per month at date and time certain, with special meetings called with 48 hours' notice. Meetings comply with Idaho's Open Meeting Law (Idaho Code § 74-201 et seq.), with agendas posted 24 hours in advance on the school's website, at the main office. Public comment periods engage parents and community members.
- Decision-Making Process: A quorum of three members is required for decisions, made by majority vote. Strategic decisions involve consensus-building with input from the school leader, staff, parents, and partners (e.g., College of Western Idaho MOU) to the greatest extent practicable. Decisions are informed by data, such as student performance metrics and financial projections, and documented in minutes.

- Committees: Standing committees (Finance, Governance, Facilities) and ad hoc committees (e.g., Curriculum Review, Fundraising) address specific needs. Committee composition and leadership will be determined at the first annual meeting each year as outlined in the bylaws.
- Policy Development: The Secretary leads the creation of a policy manual covering student discipline, staff hiring, and facilities management. Policies are reviewed annually to align with Idaho law and the school's pillars.

This framework ensures Brabeion Academy operates efficiently and transparently.

## Legal Compliance

Brabeion Academy's governing board is organized as a nonprofit corporation under the Idaho Nonprofit Corporation Act (Idaho Code § 30-21-101 et seq.), as formalized in the Articles of Incorporation (Appendix B). The board has filed these articles with the Idaho Secretary of State. The school is pursuing IRS 501(c)(3) tax-exempt status, with an application submitted to comply with federal regulations. Board activities, including meetings and financial oversight, adhere to Idaho's public charter school laws (Idaho Code § 33-5201 et seq.) and federal nonprofit requirements.

The bylaws (Appendix B) outline legal and ethical standards, including compliance with open meeting laws and fiduciary duties. The conflict-of-interest policy ensures decisions prioritize the school's mission.

The Board has also voted to retain Chris Yorgason as charter attorney to ensure legal compliance.

## Board Development

The board is committed to continuous improvement through professional development and strategic recruitment:

- Training Plan: Annual training, conducted by a board selected board trainer, covers charter school law, financial oversight, student achievement metrics, and governance best practices. National organizations, like the National Charter Schools Institute, provide additional training on strategic planning. New members complete a six-hour onboarding program within 90 days, focusing on Idaho Code § 33-5201 et seq. Training in 2026 will prioritize facilities funding, given the lease-to-own agreement.
- Recruitment Strategy: The board maintains 4–7 members, recruiting for skills like fundraising or athletic program development as needed, per the bylaws (Appendix B). The process includes public nominations, interviews, and vetting for mission alignment, prioritizing Treasure Valley candidates.
- Evaluation and Succession: Annual self-assessments, using the Idaho Charter School Network's governance rubric, evaluate performance in mission alignment and stakeholder engagement. Results inform training and recruitment. Staggered three-year terms and officer elections (Appendix B) ensure continuity.

This approach ensures the board guides Brabeion Academy's growth effectively.

## Board Member Transitions and Expertise

The Brabeion Academy governing board has not formally or informally discussed the possibility of any current board members transitioning to school employees if the application is approved. Should such a possibility arise in the future, the board commits to adhering strictly to all relevant guidelines set forth in its bylaws, as well as any applicable Idaho statutes and other regulatory requirements, to ensure proper governance and to mitigate potential conflicts of interest. Furthermore, the board is committed to maintaining a robust level of expertise, and continuously seeks to add members to ensure that should a vacancy arise for any reason, the board is able to operate in accordance with its bylaws and fill that vacancy with a competent individual who can add value.

## Relationship with School Leader

The board will hire a qualified school leader to manage operations while providing strategic oversight:

- **Hiring Process:** The board will prioritize candidates with the requisite experience, understanding and alignment with Brabeion Academy's pillars with a goal to hire a school leader by October 2025.
- **Evaluation:** The school leader will be evaluated annually on student academic growth (ISAT scores), staff retention, budget adherence, and facilities progress (e.g., Certificate of Occupancy by August 1, 2026). A rubric aligned with the school's mission will guide feedback.
- **Communication and Collaboration:** Monthly reports from the school leader will detail academic, financial, and operational updates. Quarterly strategy sessions align on goals, like expanding athletic facilities or implementing the Hillsdale 1776 Curriculum. An open-door policy encourages dialogue.
- **Five Year Strategic Plan:** The board, in conjunction with the school leader, will develop a five year strategic plan identify SMART metrics in which to measure charter success, progress and objectives.
- **Autonomy and Accountability:** The school leader has operational autonomy within board-approved policies. The board ensures accountability through reporting and evaluations.

This relationship balances autonomy with oversight, enabling mission achievement.

## Tab D – Student Demand and Primary Attendance Area

### Student Demand

#### Enrollment Projections:

- Brabeion Academy projects conservative enrollment for its K-8 program, starting with 485 students in Year 1 (2026-2027), growing to 740 students by Year 5 (2030-2031). This assumes a maximum of 60 students per grade (K-8) in Year 1, and adding additional grade levels in the four subsequent years. Our enrollment is conservative, especially for our initial eighth grade cohort, which is only projected at 75% of capacity. This reflects historical trends with other charter schools. All other grade levels are calculated at a rate of 55 per grade level.
- These projections align with growing populations within the immediate attendance area, which is one of the fastest growing for young families in all of Idaho. While our location drives demand, so does our innovative educational model, which will be the first of its kind in all of Idaho.

#### Evidence of Demand:

While the evaluation notes a decline in enrollment within certain traditional public school districts in the proposed primary attendance area from 2020 to 2024, Brabeion Academy's enrollment projections are robustly supported by broader demographic trends and strong community interest in alternative educational models. The Boise Metropolitan Statistical Area (MSA) has experienced significant population growth, particularly among young families. The Boise Metro's overall population now exceeds 800,000 people, and as the Boise Valley Economic Partnership (BVEP) states, "Over 800,000 people live in the Boise Metro, and we're welcoming more every day. In fact, our growth from 2020-2023 ranks our region the 8th fastest growing metro in the US."<sup>7</sup>

This substantial regional growth naturally translates to an increasing school-aged population. The observed decline in traditional public school enrollment, when viewed against this backdrop of booming overall population growth, indicates a burgeoning demand for educational options that better align with family values and educational aspirations, rather than a shrinking student pool.

This increased student demand is further substantiated by the American Community Survey (ACS) which details population trends, particularly for families with children, within Ada and Canyon counties. As can be seen in the charts provided in Appendix F, there are an estimated over 150,000 school aged children in Ada and Canyon Counties and that number will continue to grow over time.

These demographic indicators, combined with the proven appeal of specialized charter models, reinforce our conviction that "if you build it, they will come," ensuring that Brabeion Academy will meet and sustain its projected enrollment goals.

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<sup>7</sup> <https://bvep.org/why-boise/workforce-demographics/>

- Community interest is evidenced by the vast youth athletics ecosystem in the attendance area. In addition, Brabeion has begun soliciting families to sign interest in enrollments forms, collected through digital channels, targeting families seeking sport-focused, academically rigorous programs. While exact numbers are still being compiled, we will be prepared to share the results at our hearing.
- The Boise MSA's student population is significant, with 63,089 students enrolled in traditional public school districts and approximately 8,500 students in charter schools in 2023-2024, based on Average Daily Attendance (ADA) data from the Idaho State Department of Education. The tables provided in Appendix F summarize the ADA for traditional public school districts and charter schools in Ada and Canyon Counties over the past five years (2019-2024), along with year-over-year (YoY) percentage changes and grades served for charter schools, demonstrating stable or growing enrollment trends.
- Many charter schools throughout the attendance area report considerable waitlists. Notably, every Hillsdale-affiliated charter school in Idaho currently maintains extensive waiting lists, underscoring a clear preference among families for alternative educational models.

#### Unique Appeal:

- Brabeion stands out as Idaho's first public school of sport, integrating Physical Development & Athletics as a core pillar alongside Ethical Foundations and Critical Reasoning. The cohort model fosters community and personalized instruction.
- The flexible schedule, with classroom engagement days and reinforcement days, accommodates diverse family needs while maintaining academic rigor, appealing to the families in our attendance area.

### Primary Attendance Area

#### Geographic Scope:

- Brabeion's primary attendance area encompasses Canyon County and Ada County, with a focus on eastern Nampa and western Meridian. The proposed facility, located near this county line, ensures accessibility for families across both counties, supporting enrollment within a 10-mile radius from the Garrity I-84 Interchange. This area includes urban, suburban, and rural communities, reflecting the regions diverse population. See Appendix F for a map illustrating the proposed attendance area.
- Western Boundary – East side of Farmway Road and Kent Ranch Road
- Northern Boundary – South side of Purple Sage Road, New Hope Road and Beacon Light Road
- Eastern Boundary – West side of Five Mile Road and North Highway 55
- Southern Boundary – North side of Kuna Road and Missouri Avenue

#### Demographic Analysis:

- Canyon County has a population of approximately 240,000, with a significant youth demographic (about 25% under 18). The region's 48% free or reduced lunch eligibility

reflects economic challenges, particularly in Nampa and Caldwell, where poverty rates are higher than the state average.

- The attendance area includes families seeking alternatives to underperforming schools, as evidenced by ISAT data showing 42% ELA proficiency and 35% Math proficiency in 2023-2024, below state averages. Brabeion's rigorous curriculum and sport focus aim to address these gaps.
- Growth in housing developments, particularly in Nampa, supports enrollment projections, with over 2,000 new homes planned in the next five years, increasing the school-age population.

#### Impacted School Districts

Given Brabeion Academy's unique, sport-centric mission, every district throughout Ada and Canyon Counties could be impacted by the creation of our charter. Subsequently, all public school districts in these counties were noticed of Brabeion's intent to apply for a charter and a copy of this petition. However, West Ada and Nampa School Districts are likely to experience the great impact due to geographic proximity.

#### Transportation Considerations

Brabeion Academy will explore transportation options based on student enrollment and budgetary feasibility. We intend to leverage recent changes in Idaho law, specifically House Bill 396, which allows for the reimbursement of transportation provided by non-school buses. This may enable us to utilize a wider range of vehicle options to expand our transportation capacity and better serve our student population. A comprehensive transportation plan, ensuring safety and compliance with all applicable Idaho statutes, will be finalized following IPCSC approval and a thorough assessment of student needs and available resources.

The ability to purchase non-school buses is a fundamental paradigm shift in student transportation. Many non-public schools have successfully utilized non-school buses for decades increasing access to transportation services at significantly lower costs. For example, a used shuttle bus that can transport 12-14 students can regularly be acquired for a fraction of the cost compared to a traditional school bus. In addition, alternative transportation vehicles, like shuttle buses, often do not require the driver to have a CDL and also can utilize a standard auto mechanic. These are tremendous advantages both financially and operationally.

With regard to an estimated number of students who may be afforded transportation services, that is difficult to estimate without knowing the geographic distribution of our student body. However, we are considering using a "hub and spoke" type of approach for areas where student body density is limited. This system is one where locations are identified in under served areas and parents bring their children to pick up locations and then the children are then returned to that same location where parents again meet them.

To be clear, we have not decided definitively on this approach, but it is one of many that we are exploring to maximize access to the transportation program.

## Tab E – School Leadership and Management

### School Leadership and Management

#### Leadership Structure

Brabelon Academy's leadership structure is designed to support its mission of fostering Ethical Foundations, Critical Reasoning, and Physical Development & Athletics through a cohort-based, rigorous academic model. The structure evolves over the first five years to accommodate growth and operational needs, as outlined in the organizational chart (Appendix D). The key leadership roles are phased in as follows:

- **Year One (Certified)**
  - **Head of Schools:** Oversees all school operations, strategic planning, and alignment with the charter's mission. Co-manages curriculum implementation. Reports to Board.
  - **Chief Academic Officer (CAO):** Co-manages curriculum implementation, master teacher support, federal programs and assessment coordination. Also serves as schoolwide principal until year 3 and then becomes secondary principal and oversees elementary principal. Reports to Head of Schools.
  - **Special Education Director:** Oversees all pupil services and special education. Assists in writing individual education plans and 504s. Leads the identification and contracting of school psychologist and speech language pathologist. Hires, manages and evaluations all pupil service staff. Reports to Head of Schools.
  - **Master Teacher:** Provides teacher mentoring to all teachers and quarterly evaluations in conjunction with CAO/principal. Supports teachers in biweekly formative assessment development and analysis to improve instruction and student achievement. Reports to CAO.
- **Year One (Classified)**
  - **Sporting Director:** Oversees all athletics related tasks and responsibilities in conjunction with Head of Schools. Develops and implements a competition schedule for school sponsored athletics. Conducts outreach to potential collegiate and professional scouts to aid student-athlete exposure. Co-manages physical education department with CAO. Provides expertise in training for student-athletes and coaches. Responsible for hiring all coaches. Reports to Head of Schools.
  - **Finance Director:** Oversees all finance related tasks and responsibilities in conjunction with Head of Schools. Ensures proper and timely reporting of all financial reports. Manages the identification and contracting of annual auditor. Reports to Head of Schools.
  - **Operations Director:** Oversees all transportation, facilities and related responsibilities. Responsible for human resources function and charter compliance with all federal and state employment law in conjunction with charter attorney Chris Yorgason. Responsible for identifying facilities contractors and transportation drivers. Responsible for acquisition of all vehicles for

transportation and athletics programs, with permission from Head of Schools and Board. Reports to Head of Schools.

- **IT Supervisor:** Oversees all technology related responsibilities including procurement (pending Board and Head of Schools approval), maintenance, e-Rate maximization, and related tasks. Reports to Head of Schools.
- Year Two: No changes in leadership.
- Year Three (Certified)
  - **Elementary Principal:** Responsible for administration of Brabeion Academy elementary (K-6). Includes hiring and evaluation of instructional staff and cohort aides. Reports to CAO.
- Year Four (Certified)
  - **Master Teacher (7-12):** Provides teacher mentoring to all secondary teachers and quarterly evaluations in conjunction with CAO/principal. Supports teachers in biweekly formative assessment development and analysis to improve instruction and student achievement. Reports to CAO.
- Year Five: No changes in leadership.

The organizational chart (*see Appendix D*) reflects the Year One structure, with additional roles added and color coded for subsequent years.

In addition to aforementioned leadership roles, unique to Brabeion Academy, each academic teacher is assigned two cohort aides to assist with administrative tasks and supervision of students.

The Board of Directors will oversee a rigorous hiring process, including interviews, reference checks, and credential verification. All staff and contractors will be required to pass a criminal background check prior to employment in accordance with Idaho law.

#### Professional Development

The leadership team will engage in ongoing professional development to support Brabeion's mission and operational goals:

- **Annual Training:** Workshops on charter school leadership, curriculum implementation, and Idaho compliance (e.g., Idaho Charter School Network).
- **Mission-Aligned Development:** Training on fostering Ethical Foundations (e.g., character education), Critical Reasoning (e.g., inquiry-based learning), and Physical Development & Athletics (e.g., sports program design).
- **Specialized Training:** Role-specific development, such as special education law, financial management, or athletic coaching certifications.
- **Collaboration:** Participation in professional learning communities with other Idaho charter schools.

Head of Schools and CAO will create an annual professional development plan, incorporating feedback from leadership evaluations.

### Governance and Oversight

The Brabeion Academy Board of Directors, as detailed in Section C and Appendix C, provides strategic oversight. The Board will:

- Evaluate the Head of Schools annually based on student outcomes, financial stability, and mission alignment.
- Approve budgets, policies, and the lease-to-own facility plan (*see Appendix B*).
- Monitor compliance with the IPCSC Performance Framework.
- Engage stakeholders through regular meetings and surveys.

The Head of Schools will submit monthly reports on academic, financial, and operational metrics, with the Board once per quarter or as needed.

## Operational Management

Brabeion Academy will implement systems to ensure effective operations:

- **Financial Management:** The Finance Director will monitor the budget, including any loans payments with annual independent audits.
- **Compliance:** A compliance calendar will track IPCSC, state, and federal deadlines.
- **Facilities:** The Operations Manager will maintain the school facility, including athletic spaces in coordination with the Sporting Directors, to support Physical Development & Athletics.
- **Communication:** The leadership team will use newsletters, the brabeion.org website, and town halls to engage stakeholders.

## Evaluation and Continuous Improvement

The leadership team will drive continuous improvement through:

- **Data Analysis:** Regular review of student performance, attendance, and athletic participation data.
- **Stakeholder Feedback:** Annual surveys to assess satisfaction and mission alignment.
- **Leadership Evaluations:** Annual reviews tied to mission pillars and operational goals.
- **Strategic Planning:** Annual updates to the strategic plan to reflect growth and IPCSC expectations.

By phasing in a mission-driven leadership team and implementing robust management systems, Brabeion Academy will create a dynamic learning environment that upholds its commitment to Ethical Foundations, Critical Reasoning, and Physical Development & Athletics.

## Coaching and Athletic Training Staff

Brabeion Academy is committed to fostering athletic excellence and holistic student-athlete development through a cadre of elite, highly skilled coaches and dedicated athletic support staff. Unlike many traditional public schools where coaching duties are often tied to full-time teaching or classified positions, Brabeion prioritizes recruiting top-tier athletic talent based solely on coaching prowess and ability to cultivate high-performing student-athletes.

All athletic-related programs, including the recruitment, retention, and ongoing training of coaches and athletic department staff, will be under the direct, full-time oversight of Brabeion Academy's Sporting Director. This critical, year-round leadership position underscores our profound commitment to athletics, functioning akin to a Deputy Superintendent or Assistant Head of School for the entire athletic domain. The Sporting Director ensures a cohesive vision, consistent program quality, and strategic development across all athletic endeavors.

To ensure we can attract and retain the very best, Brabeion has committed a dedicated budget to provide competitive stipends for its coaches. This strategic investment allows us to recruit individuals with extensive experience in collegiate, professional, or high-level club sports, offering unparalleled instruction and mentorship. Our goal is to provide an athletic experience that rivals, and often surpasses, that offered by expensive club sports programs, thereby democratizing access to top-tier athletic development for families who might not otherwise afford such opportunities. This commitment ensures that our students receive exceptional athletic training and preparation for higher-level competition, fostering both skill development and a lifelong love of sport.

Beyond coaching, the safety and well-being of our student-athletes are paramount. Brabeion Academy will employ a certified Athletic Trainer who will provide essential on-site injury prevention, assessment, and rehabilitation services during athletic activities. Crucially, this Athletic Trainer will also serve as the afternoon school nurse, ensuring comprehensive health oversight for all students during critical after-school hours. All coaching staff, the Athletic Trainer, and any personnel involved in our athletic programs will undergo rigorous vetting processes, including comprehensive criminal background checks and professional reference verification, in full compliance with Idaho law. This commitment to thorough screening ensures a safe, professional, and supportive environment for our students.

Finally, we want to lay to rest any concerns about violations of Title IX. We are well aware of the requirements to equally fund our boys and girls athletic programs and we will adhere to these requirements with the strictest of commitment. Our gender separated training ensures that there is always a one-to-one match in opportunity and funding.

## Tab F – Virtual or Blended Learning Model

### A Unique Model

Brabeion Academy is not a virtual school based upon the definition provided in Idaho Code § 33-5202A, but we proposed to offer a modified blended learning model for grades K-6 to provide scheduling flexibility for parents while ensuring robust in-person instruction. Our model prioritizes classroom engagement days and synchronous lessons, with space always available for students to attend in person at our facility. This approach supports our mission of fostering Ethical Foundations, Critical Reasoning, and Physical Development & Athletics through a cohort-based, parent-centric approach.

It is critical to underscore that Brabeion Academy is fundamentally an in-person educational institution, operating with a robust brick-and-mortar presence. While our innovative model incorporates structured 'Reinforcement Days' that leverage technology for enhanced learning, this approach is distinctly different from a fully virtual school or a traditional blended learning model. We therefore are not required to provide additional details outlined in Idaho Code § 33-5205(3).

Our core commitment remains fostering a strong, community-oriented learning environment through consistent in-person engagement, with Reinforcement Days designed to extend, rather than replace, the comprehensive on-campus experience. The school does not constitute a virtual school as defined by Idaho law, nor is it a blended school in the conventional sense of students routinely splitting time between fully online and in-person instruction throughout the week. Instead, our design ensures a primary emphasis on daily, direct interaction within our physical school community.

For grades K-6, students participate in classroom engagement days (alternating days) with certified teachers delivering in-person instruction. On reinforcement days, parents may choose to support learning at home using provided materials (grades K-6 only), but in-person attendance remains an option every day. Parents may also opt to have their child attend any part of the day as well. In addition, all lessons are live streamed and recorded for synchronous and asynchronous learning. To be clear, Brabeion is not a virtual school and our modified blended learning model differs from typical blended models due to the option for all students to attend school daily.

This flexibility benefits families while maintaining academic rigor. Starting in seventh grade, daily in-person attendance is mandatory to prepare students for secondary education, with synchronous lessons delivered in cohort rooms or athletic facilities.

Our facility supports this model through nine classrooms and nine cohort rooms in Year 1 (each 1,000 sq ft), increasing to 16 classrooms and 13 cohort rooms by Year 5. Adjacent cohort rooms with removable walls allow seamless transitions between whole-group instruction and small-group activities, enhancing personalized learning and community building.

Brabeion's modified blended learning model ensures all students have access to daily high-quality, in-person education, with flexible scheduling as a parental choice, not a virtual substitute. By leveraging synchronous instruction and adaptable facilities, we create a

dynamic, mission-aligned learning environment that meets Idaho's educational standards and family needs.

### **Ensuring Student Privacy in Remote Learning**

Brabeion Academy is committed to protecting student privacy during synchronous and asynchronous remote learning activities, including classroom recordings. All recordings of classroom sessions will be used solely for educational purposes, such as allowing absent students to catch up on missed lessons or enabling students to review complex concepts. Prior to any recording that includes student participation, parents/guardians will be informed and provide explicit consent. Recordings will be securely stored on encrypted servers with access restricted only to authorized instructional staff and students enrolled in the relevant course. Clear guidelines will be established regarding the appropriate use and sharing of these recordings, strictly prohibiting unauthorized distribution. Recordings will be retained only for the duration necessary to fulfill their educational purpose and will be deleted thereafter, in compliance with all relevant privacy regulations and school policies. Student names or other personally identifiable information will be redacted where feasible and appropriate, particularly for recordings intended for broader review or extended storage, to further safeguard privacy.

## Appendix A – Budget Template

IDAHO PUBLIC CHARTER SCHOOL COMMISSION  
**APPENDIX A: BUDGET TEMPLATE**  
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Idaho Public Charter School Commission  
304 North 8<sup>th</sup> Street, Room 242  
Boise, Idaho 83702

Phone: (208) 332-1561  
[chartercommission.idaho.gov](http://chartercommission.idaho.gov)

Alan Reed, Chairman  
Jenn Thompson, Director

UPDATED 2/5/20

<b>Financial Summary</b>					
Worksheet Instructions: This page will auto-populate as you complete the Pre-Operational and Operational Budget tabs.					
<b>Revenue</b>					
Anticipated Enrollment for Each Scenario:		485	540	520	625
	Pre-Operational Budget	Break-Even Year 1 Budget	Full Enrollment Year 1 Budget	Year 2 Budget	Year 3 Budget
Cash on Hand/ Other Revenue Sources	\$0.00	\$450,000.00	\$501,030.93	\$499,500.00	\$554,455.00
Contributions/ Donations	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Loans	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Grants	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Base Support	NA	\$1,161,549.00	\$1,260,462.00	\$1,288,593.00	\$2,123,453.00
Salary and Benefit Apportionment	NA	\$2,437,721.00	\$2,725,091.00	\$2,806,004.00	\$3,380,593.00
Transportation Allowance	NA	\$0.00	\$0.00	\$0.00	\$0.00
Special Distributions	NA	\$303,273.00	\$303,273.00	\$380,059.00	\$440,818.00
<b>REVENUE TOTAL</b>	-	<b>\$4,352,543.00</b>	<b>\$4,789,856.93</b>	<b>\$4,974,156.00</b>	<b>\$6,499,319.00</b>
<b>Expenditures</b>					
	Pre-Operational Budget	Break-Even Year 1 Budget	Full Enrollment Year 1 Budget	Year 2 Budget	Year 3 Budget
Staff and Benefit Totals	\$269,180.71	\$3,331,532.25	\$3,331,532.25	\$3,589,581.64	\$4,210,995.39
Educational Program Totals	\$100,000.00	\$158,500.00	\$165,000.00	\$174,375.00	\$187,256.00
Technology Totals	\$351,470.00	\$23,898.00	\$26,381.00	\$35,478.00	\$40,219.00
Capital Outlay Totals	\$425,000.00	\$5,000.00	\$5,000.00	\$5,000.00	\$5,000.00
Board of Directors Totals	\$0.00	\$66,000.00	\$66,000.00	\$76,000.00	\$76,000.00
Facilities Totals	\$2,515,000.00	\$637,000.00	\$637,000.00	\$751,350.00	\$875,891.00
Transportation Totals	\$0.00	\$77,000.00	\$88,000.00	\$103,500.00	\$115,000.00
Nutrition Totals	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Other	\$810,000.00	\$30,000.00	\$30,000.00	\$45,000.00	\$60,000.00
<b>EXPENSE TOTAL</b>	<b>4,470,650.71</b>	<b>\$4,328,930.25</b>	<b>\$4,348,913.25</b>	<b>\$4,780,284.64</b>	<b>\$5,570,361.39</b>
<b>OPERATING INCOME (LOSS)</b>	<b>(4,470,650.71)</b>	<b>\$23,612.75</b>	<b>\$440,943.68</b>	<b>\$193,871.36</b>	<b>\$928,957.61</b>
<b>PREVIOUS YEAR CARRYOVER</b>		-	\$23,612.75	\$464,556.43	\$658,427.79
<b>NET INCOME (LOSS)</b>	<b>(4,470,650.71)</b>	<b>\$23,612.75</b>	<b>\$440,943.68</b>	<b>\$193,871.36</b>	<b>\$928,957.61</b>

Idaho Public Charter School Commission Charter Petition: Pre-Operational Budget		
Worksheet Instructions: list revenues, expenditures, and Full-Time Equivalencies (FTE) anticipated during the pre-operational year. Insert rows as necessary throughout the document. Include notes specific to start-up costs (details, sources, etc.) in the Assumptions column.		
Pre-Operational Revenue		
Line Item / Account	Budget	Assumptions / Details / Sources
Donations and Contributions		Only include secured funds. Sum all donations/contributions here. Provide documentation for each donation/contribution as appendices.
Loans		Include documentation that provides the lender, term, rate, and total principal.
Grants		Only include secured grants. Provide documentation of grantor, total amount, and any applicable restrictions or requirements.
Other Revenue		Include details and documentation as necessary.
<b>REVENUE TOTAL</b>	<b>50.00</b>	
<p>Additional Notes or Details Regarding Revenue: Without having a charter in hand, giving loans and grants are nearly impossible to receive. We have communicated with many groups and they've all told us the same thing: "Call us back when you've been approved." We continue to reach out potential donors and have received some interest, but, again, we keep hearing the same thing. We are confident that once our charter has been approved, the funding will be made available to us due to our unique educational plan and conservative budget, which have set us up for success.</p>		

**Pre-Operational Expenditures**

**Section 1: Staffing**

1a: CERTIFIED STAFF		Budget		Assumptions / Details / Sources
	FTE	Amount		
Classroom Teachers	0.0	-		
Elementary Teachers	0.0	-		
Secondary Teachers	0.0	-		
Specialty Teachers	0.0	-		
Classroom Teacher Subtotals	0.0	-		Average classroom size:
Special Education	0.2	13,333.00		
SPED Director / Coordinator	0.0	-		Start May/ June 2026
Special Education Teacher	0.2	13,333.00		
Special Education Subtotals	0.2	13,333.00		Anticipated % Special Education Students:
Other Certified Staff	1.0	85,000.00		
Lead Administrator	0.2	15,000.00		Hiring process for lead administrator will begin as soon as charter is approved
Assistant Administrator	0.8	70,000.00		Start May/ June 2026
Other Certified Staff Subtotals	1.0	85,000.00		
<b>CERTIFIED STAFF TOTAL</b>	<b>1.3</b>	<b>98,333.00</b>		

1b: CLASSIFIED STAFF		Budget		Assumptions / Details / Sources
Position	FTE	Amount		
Paraprofessionals- General	0.0	-		
Paraprofessionals- SPED	0.0	-		
Admin / Front Office Staff	1.3	83,500.00		Sporting Director starts 01/2026. Finance, Operations and IT start 05/2026. EA starts 03/2026
<b>CLASSIFIED STAFF TOTAL</b>	<b>1.3</b>	<b>83,500.00</b>		

1c: BENEFITS		Budget		Assumptions / Details / Sources
Type	Rate	Amount		
Retirement		24,004.13		Based upon PERSI rates for educational and non-educational employees.
Workers comp		-		
FICA/Medicare		18,010.25		Workers comp included in this calculation
Group Insurance		30,333.33		Based upon \$13,000 per year per FTE.
Paid time off (provide assumptions)		-		
<b>BENEFITS TOTAL</b>		<b>72,347.71</b>		

<b>CERTIFIED &amp; CLASSIFIED STAFF TOTAL</b>	<b>196,833.00</b>		
<b>TOTAL STAFF &amp; BENEFITS TOTAL</b>	<b>269,180.71</b>		

Section 2: Educational Program		
Za: OVERALL EDUCATION PROGRAM COSTS	Budget	Assumptions / Details / Sources
Professional Development	-	
SPED Contract Services	-	Types of anticipated SPED Contractors:
Other Contract Services (i.e. accounting, HR, management)		We intend on utilizing Skyward SIS/ERP, this cost is accounted for below in Technology.
Office Supplies	15,000.00	
Membership Dues (if applicable)		
<b>OVERALL EDUCATION PROGRAM TOTAL</b>	<b>15,000.00</b>	
Zb: ELEMENTARY PROGRAM		
Budget	Assumptions / Details / Sources	
Elementary Curriculum	30,000.00	Much of our curriculum is open source.
Elementary Instructional Supplies & Consumables	18,000.00	
Elementary Special Education Curricular Material	10,000.00	
Elementary Contract Services (provide assumption)		Types of anticipated Contractors:
<b>ELEMENTARY PROGRAM TOTAL</b>	<b>58,000.00</b>	
Zc: SECONDARY PROGRAM		
Budget	Assumptions / Details / Sources	
Secondary Curriculum	10,000.00	
Secondary Instructional Supplies & Consumables	7,000.00	
Secondary Special Education Curricular Materials	10,000.00	
Secondary Contract Services (provide assumption)		Types of anticipated Contractors:
<b>SECONDARY PROGRAM TOTAL</b>	<b>27,000.00</b>	
<b>EDUCATIONAL PROGRAM TOTAL</b>	<b>100,000.00</b>	
<p>Additional Notes or Details Regarding Educational Program Expenditures: We have received pricing information from our curricula providers to aid in estimating these costs. Much of our curricula is open source so costs are limited.</p>		

Section 3: Technology		
Line Item / Account	Budget	Assumptions / Details / Sources
Internet Access	2,000.00	Depending on rate
Contract Services		
Technology Software & Licenses	101,470.00	\$91,470 for Skyward SIS/ERP, \$5,000 for Engage!, \$5,000 for Pear Assessments.
Computers for Staff Use	15,000.00	50 PCs at \$300 each
Computers for Student Use	100,000.00	500 PCs at \$200 each
Other Technology Hardware (i.e. document cameras, projectors, etc.)	133,000.00	Each classroom and lab room will be equipped with a motorized projector screen (~\$500 each), three video conference cameras (~\$100 each) and classroom microphone device (~\$50 each).
<b>TECHNOLOGY TOTAL</b>	<b>351,470.00</b>	
Additional Notes or Details Regarding Technology Expenditures: A big factor in technology outlay costs is the existence of technology infrastructure (or lack thereof) in the leased building. This assumes the need to purchase a server cabinet and other network related expenses. PC costs could be absorbed into SY 2026-27 budget if necessary.		

Section 4: Non-Facilities Capital Outlay		
Line Item / Account	Budget	Assumptions / Details / Sources
Furniture (school-wide)	300,000.00	Include only items not covered via FFE, if applicable.
Kitchen Equipment (warming oven, salad bar, etc.)		
Other Capital Outlay (i.e. library, kitchen small wares, maintenance equipment, etc.)	125,000.00	\$25,000 for safety and security.
<b>CAPITAL OUTLAY TOTAL</b>	<b>425,000.00</b>	
Additional Notes or Details Regarding Non-Facilities Capital Outlay Expenditures: Facility that is chosen will have a dramatic impact on these expenses. These are educated guesses based upon research and trends.		

Section 5: Board of Directors		
Line Item / Account	Budget	Assumptions / Details / Sources
Board Training		
Legal		
Insurance (property, liability, E & O, etc.)		
Audit		
<b>BOARD OF DIRECTORS TOTAL</b>	-	
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	1,000,000.00	
Construction / Remodeling (if applicable)	1,500,000.00	
Repairs and Maintenance	-	
Facilities Maintenance Contracts (i.e. snow removal, lawn care, custodial, security, etc.)	-	TBD
Utilities (i.e. gas, electric, water, etc.)	15,000.00	
Phone	-	Included in utilities
Other Facilities Related Costs (specify)		
<b>FACILITIES TOTAL</b>	<b>2,515,000.00</b>	
Additional Notes or Details Regarding Facilities Expenditures: Contingent upon facility selection.		

Section 7: Transportation		
Line Item / Account	Budget	Assumptions / Details / Sources
Daily Transportation	50.00	
Special Transportation (i.e. SPED, field trips, etc)	50.00	
Other Transportation Costs (specify)	50.00	
<b>TRANSPORTATION TOTAL</b>	<b>\$0.00</b>	
Additional Notes or Details Regarding Transportation Expenditures:		

Section 8: Nutrition		
Line Item / Account	Budget	Assumptions / Details / Sources
Food Costs		
Non-Food Costs		
<b>OTHER TOTAL</b>	<b>-</b>	
Additional Notes or Details Regarding Transportation Expenditures: As stated in the petition, we have are exploring the option of offering food services and will make a determination based upon need and budget.		

Section 9: Other Expenditures		
Line Item / Account	Budget	Assumptions / Details / Sources
ICRP	20,000.00	
Athletic Facilities/Equipment	700,000.00	
Legal	15,000.00	Chris Yorgason
Transportation	75,000.00	Purchase 3-5 vehicles for student transportation.
<b>OTHER TOTAL</b>	<b>810,000.00</b>	
Additional Notes or Details Regarding Transportation Expenditures:		

Idaho Public Charter School Commission					
Charter Petition: Operational Budgets					
Worksheet Instructions: list revenues, expenditures, and Full-Time Equivalencies (FTEs) anticipated during the pre-operational year. Insert rows as necessary throughout the document. Include rates specific to start-up costs (details, sources, etc.) in the Assumptions column.					
Operational Revenue					
Anticipated Enrollment for Each Scenario:	0	0	0	0	
Line Item / Account	Break-Even Year 1 Budget	Full Enrollment Year 1 Budget	Year 2 Budget	Year 3 Budget	Assumptions / Details / Sources
Cash on Hand / Other Revenue Sources	\$450,000.00	\$501,030.93	\$499,500.00	\$154,455.00	Secured funds only; include documentation
Donations and Contributions	\$0.00	\$0.00	\$0.00	\$0.00	Secured funds only; include documentation
Loans	\$0.00	\$0.00	\$0.00	\$0.00	Include documentation for lender, terms, rate, and total principal and interest.
Grants	\$0.00	\$0.00	\$0.00	\$0.00	Provide documentation and details.
Enrollment	\$1,161,549.00	\$1,240,462.00	\$1,288,352.00	\$1,548,998.00	Attach the M & O Revenue Template
Salary and Benefit Apportionment	\$2,437,721.00	\$2,725,091.00	\$2,806,004.00	\$3,380,593.00	Attach the M & O Revenue Template
Transportation Allowance	\$0.00	\$0.00	\$0.00	\$0.00	
Special Distributions	NA	NA	NA	NA	From the SDE Special Distributions Doc.
Charter School Facilities	\$176,928.00	\$176,928.00	\$189,616.00	\$228,000.00	Virtual schools include SDE worksheet
Content and Curriculum	\$3,000.00	\$3,000.00	\$3,000.00	\$6,000.00	
Continuous Improvement Plans and Training	\$0.00	\$0.00	\$0.00	\$0.00	
Gifted/Talented	\$0.00	\$0.00	\$0.00	\$0.00	
Leadership Premiums	\$0.00	\$0.00	\$0.00	\$0.00	
IT Staffing	\$0.00	\$0.00	\$0.00	\$0.00	
Math and Science Requirement	\$0.00	\$0.00	\$62,700.00	\$62,700.00	
Professional Development	\$18,700.00	\$18,700.00	\$19,343.00	\$20,713.00	
Safe and Drug-Free Schools	\$8,105.00	\$8,305.00	\$8,760.00	\$10,125.00	
Technology (i.e. Infrastructure)	\$0.00	\$0.00	\$0.00	\$0.00	
Advanced Opportunities	\$0.00	\$0.00	\$0.00	\$0.00	secondary schools only
College and Career Advisors/Mentors	\$9,000.00	\$9,000.00	\$9,000.00	\$18,000.00	secondary schools only
Literacy Intervention	\$ 87,148.00	\$ 87,148.00	\$87,340.00	\$95,280.00	
Limited English Proficient (LEP)	NA	NA	\$0.00	\$0.00	
School Facilities (Lottery)	NA	NA	\$0.00	\$0.00	
<b>REVENUE TOTAL</b>	<b>\$4,332,542.00</b>	<b>\$4,789,856.93</b>	<b>\$4,474,656.00</b>	<b>\$5,190,409.00</b>	

**Operational Expenditures**

**Section 1: Staffing**

1a: CERTIFIED STAFF	Break-Even Year 1 Budget		Full Enrollment Year 1 Budget		Year 2 Budget		Year 3 Budget		Assumptions / Details / Sources
	FTE	Amount	FTE	Amount	FTE	Amount	FTE	Amount	
Classroom Teachers									
Elementary Teachers	7.0	90,000.00	7.0	90,000.00	7.0	90,000.00	7.0	90,000.00	1.5% base salary increase YoY
Secondary Teachers	2.0	90,000.00	2.0	90,000.00	2.0	90,000.00	2.0	90,000.00	
Specialty Teachers	4.0	90,000.00	4.0	90,000.00	4.0	90,000.00	4.0	90,000.00	
Classroom Teacher Subtotal	13.0	270,000.00	13.0	270,000.00	13.0	270,000.00	13.0	270,000.00	Average classroom size:
Special Education									
SPED Director	1.0	80,000.00	1.0	80,000.00	1.0	81,200.00	1.0	82,410.00	
Special Education Teacher	3.0	90,000.00	3.0	90,000.00	3.0	90,000.00	4.0	90,000.00	
Special Education Subtotal	4.0	170,000.00	4.0	170,000.00	4.0	171,200.00	5.0	172,410.00	Anticipated 3 Special Education Students: 15
Other Certified Staff									
Lead Administrator	1.0	90,000.00	1.0	90,000.00	1.0	90,000.00	1.0	90,000.00	
Assistant Administrator	1.0	90,000.00	1.0	90,000.00	1.0	91,350.00	2.0	90,000.00	
Other Certified Staff Subtotal	2.0	180,000.00	2.0	180,000.00	2.0	181,350.00	3.0	180,000.00	
<b>CERTIFIED STAFF TOTAL</b>	<b>19.0</b>	<b>540,000.00</b>	<b>19.0</b>	<b>540,000.00</b>	<b>20.0</b>	<b>532,750.00</b>	<b>23.0</b>	<b>522,810.00</b>	

1b: CLASSIFIED STAFF	Break-Even Year 1 Budget		Full Enrollment Year 1 Budget		Year 2 Budget		Year 3 Budget		Assumptions / Details / Sources
	FTE	Amount	FTE	Amount	FTE	Amount	FTE	Amount	
Position									
Paraprofessionals- General	18.0	60,000.00	18.0	60,000.00	20.0	60,000.00	22.0	60,000.00	2 roles per grade level
Paraprofessionals- SPED	3.0	60,000.00	3.0	60,000.00	3.0	60,000.00	3.0	61,814.00	
Aides / Front Office Staff	1.5	62,500.00	1.5	62,500.00	2.0	81,200.00	2.5	80,000.00	
Other	6.0	60,000.00	6.0	60,000.00	6.0	60,000.00	7.0	60,000.00	
<b>CLASSIFIED STAFF TOTAL</b>	<b>27.5</b>	<b>182,500.00</b>	<b>27.5</b>	<b>182,500.00</b>	<b>30.0</b>	<b>181,200.00</b>	<b>34.0</b>	<b>181,814.00</b>	

1c: BENEFITS	Break-Even Year 1 Budget		Full Enrollment Year 1 Budget		Year 2 Budget		Year 3 Budget		Assumptions / Details / Sources
	Rate	Amount	Rate	Amount	Rate	Amount	Rate	Amount	
Retirements		90,000.00		90,000.00		90,000.00		90,000.00	
Workers comp/ FICA/ Medicare		90,000.00		90,000.00		90,000.00		90,000.00	
Group Insurance (Medical/Dental)		90,000.00		90,000.00		90,000.00		90,000.00	
Performance Pay		90,000.00		90,000.00		90,000.00		90,000.00	
<b>BENEFITS TOTAL</b>		<b>360,000.00</b>		<b>360,000.00</b>		<b>360,000.00</b>		<b>360,000.00</b>	
<b>CERTIFIED &amp; CLASSIFIED STAFF TOTAL</b>		<b>2,032,900.00</b>		<b>2,032,900.00</b>		<b>\$2,185,750.00</b>		<b>\$2,328,328.00</b>	
<b>TOTAL STAFF &amp; BENEFITS TOTAL</b>		<b>3,331,532.25</b>		<b>3,331,532.25</b>		<b>\$3,089,361.64</b>		<b>\$4,210,995.24</b>	

Section 2: Educational Program					
2a: OVERALL EDUCATION PROGRAM COSTS	Break-Even Year 1 Budget	Full Enrollment Year 1 Budget	Year 2 Budget	Year 3 Budget	Assumptions / Details / Sources
Professional Development	19,000.00	19,000.00	19,000.00	17,000.00	
LEAD Contract Services	35,000.00	35,000.00	35,000.00	35,000.00	Types of anticipated SPED Contractors: QIP, School Psych
Membership Dues	-	-	-	-	
Authorizer fee	-	-	-	-	
Other Contract Services (i.e. accounting, HR, management)	60,000.00	60,000.00	61,375.00	62,750.00	Substitutes, librarians, IT support
Office Supplies	48,500.00	35,000.00	52,000.00	62,500.00	
<b>OVERALL EDUCATION PROGRAM TOTAL</b>	<b>158,500.00</b>	<b>165,000.00</b>	<b>164,375.00</b>	<b>177,250.00</b>	

2b: ELEMENTARY PROGRAM	Break-Even Year 1 Budget	Full Enrollment Year 1 Budget	Year 2 Budget	Year 3 Budget	Assumptions / Details / Sources
Elementary Curriculum	-	-	1,000.00	1,000.00	
Elementary Instructional Supplies & Consumables	-	-	2,000.00	2,000.00	
Elementary Special Education Curricular Materials	-	-	2,500.00	2,500.00	
Elementary Contract Services (provide assumption)	-	-	-	-	
<b>ELEMENTARY PROGRAM TOTAL</b>	<b>-</b>	<b>-</b>	<b>5,500.00</b>	<b>5,500.00</b>	

2c: SECONDARY PROGRAM	Break-Even Year 1 Budget	Full Enrollment Year 1 Budget	Year 2 Budget	Year 3 Budget	Assumptions / Details / Sources
Secondary Curriculum	-	-	1,500.00	1,500.00	
Secondary Instructional Supplies & Consumables	-	-	2,000.00	2,000.00	
Secondary Special Education Curricular Materials	-	-	1,000.00	1,000.00	
Secondary Contract Services (provide assumption)	-	-	-	-	Types of anticipated Contractors:
<b>SECONDARY PROGRAM TOTAL</b>	<b>-</b>	<b>-</b>	<b>4,500.00</b>	<b>4,500.00</b>	
<b>EDUCATIONAL PROGRAM TOTAL</b>	<b>158,500.00</b>	<b>165,000.00</b>	<b>174,375.00</b>	<b>187,250.00</b>	

Additional Notes or Details Regarding Educational Program Expenditures: Curricular will be limited because we are using open (free) curricula, if we want physical copies those will need to be purchased and/or printed. We also anticipate curricular costs being absorbed in pre-open expenditures. We highly encourage the commission to review the charter provided budget spreadsheets which provide considerable detail around costs.

Section 3: Technology					
Line Item / Account	Break-Even Year 1 Budget	Full Enrollment Year 1 Budget	Year 2 Budget	Year 3 Budget	Assumptions / Details / Sources
Internet Access	2,000.00	2,000.00	2,000.00	2,000.00	Descending open n cost
Contracted Services	-	-	-	-	
Technology Software & Licenses	27,485.00	24,381.00	23,475.00	25,219.00	See charter proposed budget spreadsheet
Computers for Staff Use	-	-	1,500.00	1,500.00	See pre-operational budget
Computers for Student Use	-	-	3,000.00	3,000.00	See pre-operational budget
Other Technology Hardware (i.e. document cameras, projectors, etc.)	-	-	3,500.00	3,500.00	See pre-operational budget
<b>TECHNOLOGY TOTAL</b>	<b>22,895.00</b>	<b>24,381.00</b>	<b>25,475.00</b>	<b>40,219.00</b>	
Additional Notes or Details Regarding Technology Expenditures: We anticipate all first year technology related costs being absorbed in the pre-open expenditures. Subsequent technology expenditures are to replace broken hardware and provide new hardware for new incoming class.					

Section 4: Non-Facilities Capital Outlay					
Line Item / Account	Break-Even Year 1 Budget	Full Enrollment Year 1 Budget	Year 2 Budget	Year 3 Budget	Assumptions / Details / Sources
Furniture (school-wide)	5,000.00	5,000.00	5,000.00	5,000.00	
Kitchen Equipment (warming oven, salad bar, etc)	-	-	-	-	
Other Capital Outlay (i.e. library, kitchen small wares, maintenance equipment, etc.)	-	-	-	-	
<b>CAPITAL OUTLAY TOTAL</b>	<b>5,000.00</b>	<b>5,000.00</b>	<b>5,000.00</b>	<b>5,000.00</b>	
Additional Notes or Details Regarding Non-Facilities Capital Outlay Expenditures: We anticipate non-facility outlay being absorbed in the pre-open expenditures. Kitchen equipment will be determined based up demand and budgetary permissibility. Furniture expenses are for replacement items after initial capital outlay in pre-operational period.					

Section 5: Board of Directors					
Line Item / Account	Break-Even Year 1 Budget	Full Enrollment Year 1 Budget	Year 2 Budget	Year 3 Budget	Assumptions / Details / Sources
Board Training	5,000.00	5,000.00	5,000.00	5,000.00	State support for board training
Legal	10,000.00	10,000.00	10,000.00	10,000.00	Based on discussion with Mr. Yergerson
Insurance (property, liability, C & B, etc.)	40,000.00	40,000.00	50,000.00	50,000.00	Higher than most LEAs of similar size
Audit	10,000.00	10,000.00	10,000.00	10,000.00	Based on discussions with CPAs
<b>BOARD OF DIRECTORS TOTALS</b>	<b>64,000.00</b>	<b>64,000.00</b>	<b>74,000.00</b>	<b>74,000.00</b>	
Additional Notes or Details Regarding Board of Directors Expenditures: We anticipate our (CRMP policy (or similar insurer) premium being higher than other LEAs due to our athletic focus and facility size.					

Section 6: Facilities Details (consistent with facilities template)					
Line Item / Account	Break-Even Year 1 Budget	Full Enrollment Year 1 Budget	Year 2 Budget	Year 3 Budget	Assumptions / Details / Sources
Mortgage or Lease	500,000.00	500,000.00	400,000.00	220,000.00	
Construction / Remodeling (if applicable)	-	-	-	-	
Repairs and Maintenance	-	-	-	-	All repairs will be covered pre-open
Facilities Maintenance Contracts (i.e. snow removal; trash, lawn care, custodial, security, etc.)	50,000.00	50,000.00	50,730.00	51,311.00	Facilities contractors
Utilities (i.e. gas, electric, water, etc.)	72,000.00	72,000.00	75,600.00	79,350.00	
Phone	-	-	-	-	Included in utilities
Other Facilities Related Costs (specify)	15,000.00	15,000.00	25,000.00	25,000.00	Off-site facilities, Safety & Security
<b>FACILITIES TOTAL</b>	<b>637,000.00</b>	<b>637,000.00</b>	<b>751,350.00</b>	<b>875,891.00</b>	
Additional Notes or Details Regarding Facilities Expenditures: Any repairs needed after pre-open will be covered by contingency fund. We do anticipate increasing facility contractors and adding facility staff.					

Section 7: Transportation					
Line Item / Account	Break-Even Year 1 Budget	Full Enrollment Year 1 Budget	Year 2 Budget	Year 3 Budget	Assumptions / Details / Sources
Bus Transportation	\$17,000.00	\$18,000.00	\$12,350.00	\$15,000.00	Maintenance/Fuel and Vehicle acquisition
Special Transportation (i.e. SPED, field trips, etc)	\$1,000.00	\$2,000.00	\$6,000.00	\$10,000.00	Athletics travel, field trips
Other Transportation Costs (specify)	\$60,000.00	\$68,000.00	\$65,000.00	\$70,000.00	Drivers (contract)
<b>TRANSPORTATION TOTAL</b>	<b>\$77,000.00</b>	<b>\$88,000.00</b>	<b>\$103,350.00</b>	<b>\$115,000.00</b>	
<p>Additional Notes or Details Regarding Transportation Expenditures: As mentioned in A2, we anticipate purchasing vehicles in pre-operational stage for use in year 1. We then plan to purchase one additional vehicle each year thereafter. Thanks to recent statutory changes, we are investigating being able to utilize less expensive shuttles and buses for our transportation program. These could allow us to have more vehicles and would not require drivers with CDL.</p>					

Section 8: Nutrition Program					
Line Item / Account	Break-Even Year 1 Budget	Full Enrollment Year 1 Budget	Year 2 Budget	Year 3 Budget	Assumptions / Details / Sources
Food Costs	-	-	-	-	
Non-Food Costs	-	-	-	-	
<b>NUTRITION TOTAL</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	
<p>Additional Notes or Details Regarding Other Expenditures: As mentioned elsewhere, we continue to perform our due diligence to analyze the feasibility of providing a nutrition program. If we are able to operate a food service at revenue neutral then we hope to implement it as quickly as possible.</p>					

Section 9: Other Expenditures					
Line Item / Account	Break-Even Year 1 Budget	Full Enrollment Year 1 Budget	Year 2 Budget	Year 3 Budget	Assumptions / Details / Sources
Marketing and promotions	\$0,000.00	\$0,000.00	\$0,000.00	\$0,000.00	
Coaching stipends	\$0,000.00	\$0,000.00	\$5,000.00	\$0,000.00	
<b>OTHER TOTAL</b>	<b>\$0,000.00</b>	<b>\$0,000.00</b>	<b>\$5,000.00</b>	<b>\$0,000.00</b>	
<p>Additional Notes or Details Regarding Other Expenditures: As stated before, we highly encourage the commission to review our charter provided budget spreadsheets. While we have done our best to translate our budget into this template, it has been difficult because our school is not organized in a traditional manner. We are confident that a review of our budget spreadsheets will illuminate many potential areas for confusion and effectively present our detailed planned budget.</p>					

Last Five Operational Years 1														
Student Enrollment Category	Year 1													
	Actual	JUL	AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUNE	Total
<b>Revenue</b>														
Student Enrollment	1,200,000	1,200,000	1,200,000	1,200,000	1,200,000	1,200,000	1,200,000	1,200,000	1,200,000	1,200,000	1,200,000	1,200,000	1,200,000	12,000,000
Donor and Alumni Contributions	50,000	50,000	50,000	50,000	50,000	50,000	50,000	50,000	50,000	50,000	50,000	50,000	50,000	500,000
Grants	1,000,000	1,000,000	1,000,000	1,000,000	1,000,000	1,000,000	1,000,000	1,000,000	1,000,000	1,000,000	1,000,000	1,000,000	1,000,000	10,000,000
Other Revenue	50,000	50,000	50,000	50,000	50,000	50,000	50,000	50,000	50,000	50,000	50,000	50,000	50,000	500,000
<b>Total Revenue</b>	<b>2,200,000</b>	<b>22,000,000</b>												
<b>Expenditures</b>														
Personnel and Services	1,500,000	1,500,000	1,500,000	1,500,000	1,500,000	1,500,000	1,500,000	1,500,000	1,500,000	1,500,000	1,500,000	1,500,000	1,500,000	15,000,000
Instruction Programs	400,000	400,000	400,000	400,000	400,000	400,000	400,000	400,000	400,000	400,000	400,000	400,000	400,000	4,000,000
Technology Support	200,000	200,000	200,000	200,000	200,000	200,000	200,000	200,000	200,000	200,000	200,000	200,000	200,000	2,000,000
Capital Outlay Assets	50,000	50,000	50,000	50,000	50,000	50,000	50,000	50,000	50,000	50,000	50,000	50,000	50,000	500,000
Other Expenditures	100,000	100,000	100,000	100,000	100,000	100,000	100,000	100,000	100,000	100,000	100,000	100,000	100,000	1,000,000
<b>Total Expenditures</b>	<b>2,250,000</b>	<b>22,500,000</b>												
<b>Surplus/Deficit</b>	<b>(50,000)</b>	<b>(500,000)</b>												
<b>Operating Cash Flow</b>	<b>1,950,000</b>	<b>19,500,000</b>												
<b>Net Change</b>	<b>(100,000)</b>	<b>(1,000,000)</b>												
<b>End of Year Balance</b>	<b>1,850,000</b>	<b>1,750,000</b>	<b>1,650,000</b>	<b>1,550,000</b>	<b>1,450,000</b>	<b>1,350,000</b>	<b>1,250,000</b>	<b>1,150,000</b>	<b>1,050,000</b>	<b>950,000</b>	<b>850,000</b>	<b>750,000</b>	<b>650,000</b>	<b>(150,000)</b>

# Appendix A – Facilities Template

Attachment A5: Facility Options

Submitted: 05/01/2025

Brabeion Academy

IDAHO PUBLIC CHARTER SCHOOL COMMISSION  
**PETITION FACILITY OPTIONS TEMPLATE**  
\*\*\*\*\*

Idaho Public Charter School Commission  
304 North 8<sup>th</sup> Street, Room 242  
Boise, Idaho 83702

Phone: (208) 332-1561  
[chartercommission.idaho.gov](http://chartercommission.idaho.gov)

Alan Reed, Chairman  
Tamara Baysinger, Director

Brabeion Academy Petition  
Resubmitted July 14, 2025  
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UPDATED 7/25/18

New Charter Petition Facility Option 1						
Location Address	1406 N Galleria Dr., Nampa, ID 83687					
Facility Information	Anticipate Move-In Date	4/1/2026	Facility Type	Existing Building Remodel	Facility Status	Likely (board preferred site, actively pursuing)
Budget Location	Please indicate if this option is reflected as an expenditure in the budget template.  Note: A facility option may be true for only your first year with a different option in subsequent years, or a scaled-down option may be presented in the break-even budget only. Sometimes a facility option is presented as evidence that the petitioners have explored multiple facilities, but only one plan is reflected in the budget.				Year 1-3 Budgets	
Vendor/ Developer/ Contractor Information (if applicable)	Company Name:		Colliers			
	Physical Address of Home Office:		755 West Front Street, Suite 300 Boise, Idaho 83702			
	Website Address:		colliers.com			
	Company Contact:		Mike Christensen			
	Company Contact Phone Number:		208-345-9000			

Additional Information - Facility Option 1
<p>Please include any information pertinent to Facility Option 1 that is not already included in Section II (Finance and Facilities Plan) of the petition. Include attachments referenced here or throughout the petition in Attachment F. Links in the final PDF are appreciated.</p> <p>We have conducted an initial inspection/walk through of the property with our board and an interested financier. We are in negotiations. Brabeion is very fortunate to have both a potential financier who has stepped up as well as tremendous expertise in commercial real estate negotiations expertise on our board. Brabeion Board Vice-Chair and Treasure Tom Moore has over three decades of experience negotiating land and development deals worth tens of millions of dollars. These factors position us very well to execute on our facilities plan. It is our intention to provide the board additional details regarding progress in negotiations when we meet for our hearing.</p>

### Facility Option 1 - Details

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

Description of Start-Up Costs	Cost Estimate (Refer to appropriate documentation in Attachments)	Responsible Party (Board or Name of Contractor)
Land purchase (if applicable)		
Land development (Include grading, utilities, etc.)		
Parking, curb, lighting (if applicable)		
Permits and applicable studies (as applicable)	\$10,000	
Delivery and set up of modular units (if applicable)		
Remodel estimate (if applicable)	\$1,500,000	
Other		
<b>Total One-Time Costs</b>	<b>\$1,510,000</b>	
Description of Lease/Rent/Purchase Plan	Details (Refer to appropriate documentation in Attachments)	
<b>Annual Lease / Rent / Mortgage Payment</b>		
Lease term	20 years	
Interest rate	TBD	
Rate escalator (if applicable, please describe)	As provided in budget	
In which operating year does the school intend to purchase (if option to purchase is applicable)	Choose an item.	
Capitalization rate at purchase (if applicable)		
Other		

Please include any additional narrative here.

We are in early negotiations and hope to have more concrete information when we have our hearing on this petition. Our financier has discussed a lease to purchase after 20 years option. Our financier has agreed to work with our proposed annual lease amount as identified in our budget. Again, negotiations are ongoing and our board is conducting our due diligence to ensure that we are positioned as well as possible to effectively execute our facilities plan.

New Charter Petition Facility Option 2						
Location Address	16989 Madison Rd, Nampa, Idaho					
Facility Information	Anticipate Move-In Date	4/1/2026	Facility Type	Existing Building Remodel	Facility Status	Possible (research in progress)
Budget Location	Please indicate if this option is reflected in the Budget Template (Attachment A1-A4)			Year 1-3 Budgets		
Vendor/ Developer/ Contractor Information (if applicable)	Company Name:		Colliers			
	Physical Address of Home Office:		755 West Front Street, Suite 300 Boise, Idaho 83702			
	Website Address:		Colliers.com			
	Company Contact:		Devin Ogden			
	Company Contact Phone Number:		208-345-9000			

### Additional Information - Facility Option 2

Please include any information pertinent to Facility Option 2 that is not already included in Section II (Finance and Facilities Plan) of the petition. Include attachments referenced here or throughout the petition in Attachment F. Links in the final PDF are appreciated.

This is a secondary option that we researching and conducting due diligence. It should be noted that we have been in communication with Mr. Ogden and depending upon negotiations related to Facility Option 1, we will proceed accordingly.

### 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)		
Land development (include grading, utilities, etc.)		
Parking, curb, lighting (if applicable)		

Permits and applicable studies (as applicable)	\$10,000	
Delivery and set up of modular units (if applicable)		
Remodel estimate (if applicable)	\$1,500,000	
Other		
<b>Total One-Time Costs</b>	<b>\$1,510,000</b>	
<b>Description of Lease/Rent/Purchase Plan</b>	<b>Details</b> (Refer to appropriate documentation in Attachments)	
<b>Annual Lease / Rent / Mortgage Payment</b>		
Lease term	TBD	
Interest rate		
Rate escalator (if applicable, please describe)		
In which operating year does the school intend to purchase (if option to purchase is applicable)	Choose an item.	
Capitalization rate at purchase (if applicable)		
Other		
<p>Please include any additional narrative here.</p> <p>The lease is listed at \$1,000,000 per year. However, as was mentioned previously, we have not fully engaged in negotiations due to focusing on Facility Option 1 as our first choice. Due to our board having expertise in commercial real estate negotiations, we are confident that we will be able to identify and come to an agreement on terms for whichever facility we select.</p>		

# Appendix B – Articles of Incorporation



Reset Form



## ARTICLES OF INCORPORATION (Non-Profit)

Title 30, Chapters 21 and 30, Idaho Code

Base Filing fee: \$30.00 + \$20.00 for manual processing (form must be typed).

Article 1: The name of the corporation shall be:

Brabeion Academy Inc

Article 2: The purpose for which the corporation is organized is:

State of Idaho charter school law requires founders to file articles of incorporation

Article 3: Registered agent name and address:

Chris Yorgason

6200 N Meeker Pl, Boise, ID 83713

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

Miguel DeLuna

1367 N Kotinos Ave, Eagle, Idaho 83616

Julie Dillehay

4722 W Vaquero Ln, Meridian, Idaho 83642

Tom Moore

152 E Clear Creek Dr, Meridian, Idaho 83646

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

Miguel DeLuna

1367 N Kotinos Ave, Eagle, Idaho 83616

Branden Durst

1615 Cleveland Blvd, Caldwell, Idaho 83605

Tom Moore

152 E Clear Creek Dr, Meridian, Idaho 83646

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

9169 W State St #1571, Garden City, Idaho 83714

Article 7: The corporation ( does  does not) have voting members.  
(Choose one)

Article 8: Upon dissolution the assets shall be distributed: in accordance with the corporation's bylaws, Idaho statutes and federal law.

Signature of incorporator:

Printed Name: Branden Durst

Signature:

Secretary of State use only

Revised 2/2019

# Appendix B – Bylaws

## BYLAWS OF BRABEION ACADEMY, INC.

### 1 Name and offices

#### 1.1 Name

The name of the corporation shall be Brabeion Academy, Inc.

#### 1.2 Principal office

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

#### 1.3 Registered office

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

#### 1.4 Purpose

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

### 2 Board of Directors

#### 2.1 General powers

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

#### 2.2 Number, tenure and qualification

The number of directors of the corporation shall consist of not less than 3 nor more than 9 persons and each directorship shall have a numerical designation as follows: Director 1, Director 2, Director 3 and so on. The number of directors serving on the Board of Directors may be increased or decreased from time to time by majority vote of the Board of Directors at a regular or special meeting of the Board of Directors. The names and addresses of the members of the first Board of Directors have been stated in the Articles of Incorporation.

All directors shall serve until replaced by a duly appointed replacement, removed pursuant to these Bylaws, or until the formation of a separate board.

Directors serve for staggered three-year terms. A majority of the Directors may reappoint existing Directors who are willing and able to serve for additional terms.

#### 2.3 Election of Directors

Directors will be elected at the annual meeting of the Board of Directors based upon the following process:

1. Board of Director applicants will be required to complete a questionnaire;
2. Board of Director applicants will undergo a screening process, overseen by the then current Board of Directors;
3. The then current Board of Directors will nominate candidates from the pool of applicants for each open position, with no more than three candidates being nominated per position;
4. From the nominated candidates, the then current Board of Directors will elect the replacement Directors;
5. Information about Board openings and the time, date, and location of the election of

new Directors will be made public through various methods, including, but not necessarily limited to, publication in the local newspaper of widest distribution and sending notifications home with students.

#### **2.4 Vacancies**

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

#### **2.5 Compensation**

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

#### **2.6 Presumption of assent**

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

#### **2.7 Removal of director**

Any board member may be removed by majority vote of the board with or without cause.

#### **2.8 Meetings by telephone or video communication**

Members of the Board of Directors or any Committee may participate in a meeting of the Board or Committee by means of conference telephone or similar communications equipment by which all persons participating in the meeting can hear each other at the same time. Such participation shall constitute presence in person at the meeting. Meetings must otherwise comply with the Idaho Open Meeting law.

#### **2.9 Board Chair**

At its annual meeting, the Board of Directors shall elect from among its members a Board Chair who shall, when present, preside at all meetings of the Board of Directors and ensure the Board of Directors follows appropriate parliamentary procedures. The Board Chair is not the equivalent of president, but the same person may, if elected, serve as both the Board Chair and in any other office of the Board of Directors.

#### **2.10 Board Vice Chair**

At its annual meeting, the Board of Directors shall elect from among its members a Board Vice Chair who shall assist the Board Chair. The Vice Chair shall possess the powers and perform the duties of the Board Chair during his or her absence or disability. The Vice Chair is not the equivalent of vice-president, but the same person may, if elected, serve as both the Board Vice Chair and in any other office of the Board of Directors.

#### **2.11 Committees**

The Board of Directors may organize certain committees and appoint members of the Board of Directors to chair them. Committees could, but are not required, to include the following:

- Governance Committee

- Finance Committee
- Academic Excellence Committee
- Development Committee
- Strategic Planning Committee
- Marketing and Public Relations Committee
- Recruitment Committee

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

### **3 Board Meetings**

#### **3.1 Annual meeting**

The annual meeting of the Board of Directors shall be held on the third \_\_\_\_\_ of \_\_\_\_\_ or at another time and date established by the Board of Directors. Directors elected during the annual meeting of the stakeholders of the Corporation shall assume the responsibilities of director at the first meeting of the Board of Directors immediately following the annual meeting of the Corporation. The failure to hold the meeting at the time stated shall not affect the validity of any corporate action. The election of Directors shall be the first order of business on the agenda for the annual meeting and Directors elected during the annual meeting shall assume the responsibilities of director immediately following the election process.

#### **3.2 Regular meetings**

The Board of Directors may establish, by action at a meeting or unanimous written consent, the time and place for holding subsequent regular meetings of the Board of Directors and they shall be held without the need of further notice. Absent Director action to the contrary, Regular meetings shall be scheduled for the third Wednesday of each month.

#### **3.3 Special meetings**

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

#### **3.4 Public Meetings**

Except as otherwise set forth in these Bylaws, all meetings shall be open to the public. Pursuant to Title 33, Chapter 52 of the Idaho Code, all other provisions of Title 74, Chapter 2 of the Idaho Code shall be applicable to meetings called by the Directors of the Corporation in the same manner that a traditional school and the boards of trustees are subject to those provisions.

#### **3.5 Notice and Agendas**

Meeting notice and agendas shall comply with the Idaho Open Meeting Law. Not less than 48 hours prior to any regular meeting, including the annual meeting of the Board of Directors, agenda notice shall be published. Agenda items may be added subsequent to notice, provided a good faith effort was made to include all known agenda items in the published notice at the time of its publication.

Notice of any special meeting shall be given at least 24 hours prior thereto by written notice which could include text message, e-mail, fax or letter (either mailed or personally delivered) at his/her mailing address. If mailed, such notice shall be deemed to be delivered when deposited in the

United States mail, so addressed, with postage thereon prepaid. Any e-mail is deemed to be delivered the day it was sent. Any director may waive notice of any meeting. The attendance of a director at a meeting shall constitute a waiver of notice of such meeting, except where a director attends a meeting for the express purpose of objecting to the transaction of any business because the meeting is not lawfully called or convened. Neither the business to be transacted at, nor the purpose of, any regular or special meeting of the board of directors need be specified in the notice or waiver of notice of such meeting.

### **3.6 Quorum**

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

### **3.7 Manner of taking action**

The act of the majority of the directors present at a meeting at which a quorum is present shall be the act of the Board of Directors.

### **3.8 Meeting Minutes**

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

### **3.9 Executive Sessions**

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

## **4 Officers**

### **4.1 Numbers**

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

### **4.2 Election and term of office**

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

### **4.3 Removal**

Any officer or agent may be removed by the Board of Directors whenever in its judgment, the best

interests of the corporation will be served thereby, but such removal shall be without prejudice to the contract rights, if any, of the person so removed. Election or appointment of an officer or agent shall not of itself create contract rights.

#### **4.4 Vacancies**

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

#### **4.5 President**

The president shall be the principal executive officer of the corporation and, subject to the control of the Board of Directors, shall be responsible to establish the agenda for all meetings of the stakeholders of the Corporation and all meetings of the Board of Directors and ensure that all participants in such meetings have access to the materials necessary to their participation. The president shall serve as the chief liaison between the Board of Directors and the school administration. The president and/or the board chair shall serve as the primary signing agent for all official board documents. The president shall also be responsible to ensure compliance by the Board of Directors with the charter contract, the board manual, if any, and these corporate bylaws.

#### **4.6 Vice president(s)**

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

#### **4.7 Secretary**

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

#### **4.8 Treasurer**

The treasurer shall: (a) serve as custodian of all financial records and inventory lists of the corporation; (b) track and record deposits from any source whatsoever in the name of the Corporation in such banks, trust companies or other depositories as shall be selected in accordance with the provisions of Article III of these bylaws; (c) serve as the chief liaison with the business manager for the school; and (d) in general perform all of the duties incident to the office of treasurer.

#### **4.9 Assistant secretaries and treasurers**

The assistant secretaries and assistant treasurers, if any, in general shall perform such duties as shall be assigned to them by the secretary or the treasurer, respectively, or by the president or the Board of Directors.

#### **4.10 Salaries**

Officers shall serve without compensation other than reimbursement for authorized expenses.

### **5 Contracts, loans, checks, and deposits**

#### **5.1 Contracts**

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

### **5.2 Loans**

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

### **5.3 Checks, drafts, etc.**

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

### **5.4 Deposits**

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

### **6 Fiscal year**

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

### **7 No private inurement**

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

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

### **8 Corporate seal**

The corporation shall not have a corporate seal.

### **9 Waiver of notice**

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

### **10 Amendments**

These Bylaws may be altered, amended or repealed and new Bylaws may be adopted by a majority vote of the Board of Directors at any regular or special meeting.

### **11 Indemnification**

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

### **12 Dissolution**

On dissolution of the corporation, all of its net assets shall be distributed in accordance with the requirements of Idaho Code § 33-5212, more specifically to the authorized chartering entity or the public school income fund as required by statute. Assets acquired with federal funds shall be

returned to the authorized chartering entity for redistribution among other public charter schools. Any remaining assets shall be distributed exclusively to one or more organizations that qualify as exempt organizations under Section 501(c)(3) of the Internal Revenue Code, or the corresponding section of any future federal tax code, as determined by the Board of Directors. No part of the net assets or net earnings of the organization shall inure to the benefit of, or be distributable to its members, trustees, officers, or other private persons, except that the organization shall be authorized and empowered to pay reasonable compensation for services rendered and to make payments and distributions in furtherance of the purposes set forth in the organization's mission.

**13 Severability**

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

**Certificate**

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

Date: 08/15/2025

Brabeion Academy, Inc.

By:  \_\_\_\_\_  
Its Chairman

## Appendix C – Board of Directors

### Detailed Board Member Bios

#### Miguel DeLuna

- Professional Background: 35-year law enforcement veteran, beginning as a Deputy Sheriff with Contra Costa County Sheriff's Department. Served 11 years with Oakland Unified School Police Services, working patrol at a high school with prevalent gang activity, followed by roles in Criminal Investigations and as a summer liaison with Oakland Police Department's Sex Crimes Unit. For six years, served as Driver Bodyguard for the Oakland Unified School District Superintendent, attending high-level budget and policy meetings during visits to Sacramento and Silicon Valley, collaborating with state officials and corporate leaders, including Salesforce founder Marc Benioff. Retired after a distinguished career, Mr. DeLuna remains active in community safety initiatives.
- Relevant Skills: Expertise in school safety, crisis management, and operational logistics; insights into educational administration from district-level exposure; stakeholder engagement with diverse groups, including government and corporate entities.
- Contribution to Brabeion: Develops policies for campus safety and facilities management, ensuring a secure environment for academic and athletic programs; informs strategic planning with operational expertise, particularly for the 20,000 square foot outdoor athletic fields; supports the Physical Development & Athletics pillar.
- Contact: miguel.deluna@brabeion.org

#### Julle Dillehay, MCE, MCouns, EdS, LCPC

- Professional Background: Treasure Valley native with a BA in Communication and advanced degrees in Education Leadership, School Psychology, Christian Education, and Counseling. Licensed Clinical Professional Counselor and Nationally Certified Counselor. Served as a school counselor in West Ada School District (1990-2000) and Vallivue School District (2007-2020), supporting diverse student populations. Held certifications as Superintendent, Special Education Director, Building Administrator, School Psychologist, and School Counselor K-12. Developed school-wide mental health programs and ensured compliance with federal and state special education regulations.
- Relevant Skills: Deep knowledge of student mental health, special education compliance, and educational leadership; experience in developing support systems and navigating Idaho's educational regulations; expertise in fostering inclusive, supportive school cultures.
- Contribution to Brabeion: Guides student support programs, including counseling and IEPs for the 10% special education population; ensures compliance with Idaho's educational laws; integrates Ethical Foundations into student services, aligning with the cohort-like structure for personalized learning.
- Contact: julie.dillehay@brabeion.org

#### Branden Durst, MPA, EdS

- Professional Background: Principal Owner of Siga Strategies LLC, providing strategic consulting for over a decade, focusing on public policy and organizational growth. Served as Superintendent, Senior Analyst for Education Policy Research, and Senior Policy Fellow. Former Idaho House and Senate member, advocating for education reform. Co-author of Idaho's Advanced Opportunities law. Holds an Ed.S. in Executive Educational Leadership, MPA in Public Policy and Administration from Boise State University, and BA in Political Science from Pacific Lutheran University. Certified as an Accredited Interscholastic Coach and in Speech and Debate by the National Federation of State High School Associations.
- Relevant Skills: Expertise in education policy, strategic planning, and organizational leadership; experience in school administration, legislative advocacy, and athletic program development; ability to align governance with state regulations and mission-driven goals.
- Contribution to Brabeion: Drives governance policies, strategic initiatives, and athletic program development, supporting the Physical Development & Athletics pillar; ensures compliance with Idaho Code § 33-5201 et seq.; aligns the Hillsdale 1776 Curriculum with Critical Reasoning goals.
- Contact: branden.durst@brabeion.org

#### Tom Moore

- Professional Background: Owner of CB Realty Advisors (since 1992) and previous president of Poway Rodeo, Inc. Earned a BBA in statistics and computer program from the University of Texas-Austin and an MBA in accounting and finance from National University.
- Relevant Skills: Financial planning, business development, and strategic resource allocation; experience with real estate development and funding strategies; expertise in budgeting and fiscal oversight for sustainable growth.
- Contribution to Brabeion: Ensures fiscal sustainability through budget oversight and funding strategies; supports facilities planning for the 80,000-100,000 square foot remodel; aligns financial policies with the school's mission.
- Contact: tom.moore@brabeion.org

#### Laura Warden

- Professional Background: Veteran homeschooler with over 15 years of home education experience; creator of 'A Christian Delight Directed Curriculum,' which she designed to empower personalized, interest-led education covering core subjects.
- Relevant Skills: Expert in curriculum design and development, personalized learning strategies, and educational innovation. Possesses deep insight into the unique needs and perspectives of homeschooling families and the broader parent community. Proficient in fostering values-based education and promoting self-sufficiency and traditional skills.
- Contribution to Brabeion: Provides invaluable expertise in curriculum development and implementation, ensuring the Academy's academic offerings are both rigorous and adaptable. Serves as a vital voice for the parent community, ensuring programs are

responsive to family needs and educational philosophies. Reinforces the Academy's commitment to personalized learning and strong foundational values, significantly enriching the board's collective educational leadership.

- Contact: [laura.warden@brabelon.org](mailto:laura.warden@brabelon.org)

#### Conflict of Interest Policy

- Purpose: To ensure board decisions prioritize Brabelon Academy's mission and public interest, free from personal or financial bias, in compliance with Idaho Code § 33-5204A and nonprofit governance standards.
- Disclosure Requirements: Members must submit an annual disclosure form detailing financial, professional, or personal interests (e.g., business relationships, family ties) that may conflict with board duties. Additional disclosures are required within 10 days of a new conflict. Forms are reviewed by the Governance Committee and maintained confidentially.
- Recusal Process: Members with conflicts must recuse themselves from discussions and votes. For example, a member with a financial interest in a facilities contractor will abstain from RFP evaluations. Recusals are documented in minutes and reported to the IPCSC if required.
- Prohibited Activities: Members may not use their position for personal gain, accept gifts exceeding \$50 from vendors, or engage in transactions benefiting themselves or immediate family without full board approval and public disclosure.
- Enforcement: The Governance Committee investigates violations, with findings presented to the board. Consequences include reprimand, training, or removal by two-thirds vote, per the bylaws (Appendix B).
- Training: Annual training on conflict-of-interest policies is mandatory, integrated into the board's professional development plan.

#### Board Member Agreements

Each board member will sign an agreement committing to:

- Attend at least 75% of board meetings annually, notifying the Chair 24 hours in advance of absences.
- Participate in 6 hours of annual training on governance, charter school law, financial oversight, and mission alignment.
- Uphold fiduciary duties of loyalty, care, and obedience, prioritizing Brabelon Academy's mission.
- Comply with the conflict-of-interest policy, disclosing conflicts promptly and recusing from related decisions.
- Contribute to strategic planning, community engagement, and fundraising, such as parent forums or donor outreach for athletic facilities.

#### Nonprofit Status

Brabeion Academy has submitted an application for IRS 501(c)(3) tax-exempt status, with approval expected within six months. The IRS determination letter will be provided to the IPCSC upon receipt. The school's nonprofit status is evidenced by the Articles of Incorporation filed

with the Idaho Secretary of State (Appendix B), establishing Brabeion Academy as a nonprofit corporation under the Idaho Nonprofit Corporation Act.



## Appendix F – Additional Support Documents

### Curriculum Descriptions

The following descriptions provide an in-depth overview of Brabeion Academy's K-8 curriculum, designed to align with its home education-style, parent-centric model and three core pillars—Ethical Foundations, Critical Reasoning, and Physical Development & Athletics. Each curriculum is detailed with specific content examples, teaching methods, parent roles, and alignment with Idaho Content Standards, ensuring a nonsectarian approach that fosters integrity, analytical skills, and physical vitality through sport. These curricula support Brabeion's mission to empower parents as educational leaders while preparing students for academic excellence, ethical decision-making, and whole-person development.

#### Hillsdale 1776 Curriculum

- **Overview:** The Hillsdale 1776 Curriculum, developed by Hillsdale College, is a comprehensive K-8 program (with plans for high school expansion) that immerses students in American history and civics through primary source documents like the Declaration of Independence, U.S. Constitution, and Federalist Papers. Supplemented by PragerU resources, it engages students in analyzing the ethical underpinnings of governance, such as liberty and justice, and fosters critical reasoning through debates and projects. The curriculum emphasizes historical narratives, from the colonial period to modern America, encouraging students to evaluate civic responsibilities and ethical decision-making in a democratic society.
- **Subjects:** Social Studies (History and Civics, K-8).
- **Parent Role:** Parents lead discussions and projects during parent-guided reinforcement days, such as analyzing the Constitution's preamble to explore ethical governance, reinforcing analytical and principled thinking at home.
- **Teaching Methods:** Includes teacher-led discussions, Socratic seminars, and student-led presentations, with activities like timeline creation for younger grades and essay writing for older students to deepen historical and civic understanding.
- **Alignment with Idaho Content Standards:** Aligns with Idaho Social Studies Standards, including History (K-8: SS.K-2.H.1, SS.3-5.H.1, SS.6-8.H.1) and Civics and Government (K-8: SS.K-2.CG.1, SS.3-5.CG.1, SS.6-8.CG.1), by addressing historical knowledge, civic processes, and primary source analysis.
- **Alignment with Pillars:** Supports the Ethical Foundations and Critical Reasoning pillars by fostering principled civic engagement and analytical skills.

#### Core Knowledge Language Arts (CKLA)

- **Overview:** Core Knowledge Language Arts (CKLA) is a rigorous K-8 curriculum that builds strong literacy skills through content-rich texts, read-alouds, and systematic instruction in reading, writing, spelling, and comprehension. It integrates diverse topics, such as ancient civilizations and American literature, to spark intellectual curiosity and ethical reflection. For example, students in grade 5 read excerpts from *The Adventures of Tom Sawyer*, analyzing character motivations and moral dilemmas, while younger grades engage with folktales to discuss fairness and responsibility.

- **Subjects:** English Language Arts and Spelling (K-8).
- **Parent Role:** Parents engage students with read-alouds and writing activities during parent-guided reinforcement days, such as drafting essays on literary themes or practicing spelling patterns, to foster analytical skills and ethical discussions.
- **Teaching Methods:** Employs explicit phonics for early grades, guided reading, and writing workshops, with activities like vocabulary journals and peer discussions to enhance comprehension and expression.
- **Alignment with Idaho Content Standards:** Aligns with Idaho English Language Arts/Literacy Standards (K-8: ELA-Literacy.RL.K-8, RI.K-8, W.K-8, SL.K-8), developing reading comprehension, writing proficiency, and speaking/listening skills through sequential, content-rich instruction.
- **Alignment with Pillars:** Supports the Critical Reasoning and Ethical Foundations pillars by promoting analytical literacy and ethical themes in literature.

### Core Knowledge Science (CKSci)

- **Overview:** Core Knowledge Science (CKSci) is an inquiry-based K-8 curriculum (OpenSciEd-based for grades 6-8) that immerses students in real-world scientific problems through hands-on investigations and collaborative projects. Topics range from ecosystems in grade 3 to chemical reactions in grade 7, encouraging students to apply scientific practices and consider ethical implications, such as environmental stewardship. For instance, grade 4 students explore energy transfer through experiments, while grade 8 students investigate climate systems using data analysis.
- **Subjects:** Science (K-8).
- **Parent Role:** Parents guide hands-on activities, like building simple circuits, and facilitate discussions on ethical issues, such as sustainable resource use, during parent-guided reinforcement days.
- **Teaching Methods:** Utilizes phenomenon-based learning, lab experiments, and reflective journaling, with activities like designing models or conducting field observations to deepen scientific understanding.
- **Alignment with Idaho Content Standards:** Aligns with Idaho Science Standards (K-8: SCI.K-8.PS, LS, ESS; NGSS-aligned), covering physical, life, and earth sciences through inquiry-based learning and scientific practices.
- **Alignment with Pillars:** Supports the Critical Reasoning and Ethical Foundations pillars by fostering inquiry-driven analysis and ethical considerations in science.

### Saxon Math

- **Overview:** Saxon Math is a mastery-based K-8 curriculum that builds deep mathematical understanding through incremental learning, problem-solving, and conceptual reinforcement. It progresses from foundational skills in kindergarten, like counting and shapes, to advanced topics like Algebra  $\frac{1}{2}$  in grade 8, covering equations and functions. Daily practice sets and spiral reviews ensure retention, while real-world applications, such as budgeting projects, encourage analytical thinking and ethical decision-making in resource management.
- **Subjects:** Math (K-8, progressing from Saxon Math K to Algebra  $\frac{1}{2}$ ).

- **Parent Role:** Parents support practice problems and problem-solving activities, like graphing linear equations, during parent-guided reinforcement days to build analytical skills.
- **Teaching Methods:** Features daily lessons, mixed practice sets, and cumulative assessments, with activities like math games for younger grades and word problem analysis for older students.
- **Alignment with Idaho Content Standards:** Aligns with Idaho Mathematics Standards (K-8: Math.K-8.CC, OA, NBT, MD, G, NS, EE, SP), providing sequential instruction in number sense, operations, algebra, geometry, and data analysis.
- **Alignment with Pillars:** Supports the Critical Reasoning pillar by fostering analytical mathematical proficiency.

## OPENPhysEd

- **Overview:** OPENPhysEd is a dynamic K-8 physical education curriculum that promotes health, fitness, and teamwork through structured, inclusive activities, with a strong emphasis on sport as a catalyst for whole-person development. Activities range from cooperative games in early grades to competitive sports like soccer and basketball in middle grades, fostering discipline and collaboration. Lessons integrate goal-setting and reflection to build resilience and ethical sportsmanship.
- **Subjects:** Physical Education (K-8).
- **Parent Role:** Parents support physical activities through family exercises, like relay races, and participate in school athletic events, reinforcing teamwork and discipline during parent-guided reinforcement days.
- **Teaching Methods:** Includes station-based activities, sport-specific drills, and fitness challenges, with modules like "Instant Activities" for warm-ups and "Skillastics" for skill development.
- **Alignment with Idaho Content Standards:** Aligns with Idaho Physical Education Standards (K-8: PE.K-8.1, PE.K-8.2), promoting motor skills, physical fitness, and social responsibility through sport and teamwork.
- **Alignment with Pillars:** Supports the Physical Development & Athletics pillar by fostering vitality and sport-driven growth.

## Rhetoric & Argumentation (Grades 7-8)

- **Overview:** The Rhetoric & Argumentation curriculum, using *The Thinking Toolbox* (grade 7) and *The Fallacy Detective* (grade 8), develops critical thinking, reasoning, and argumentation skills through engaging, logic-based lessons. Students learn to construct arguments, identify logical fallacies, and engage in ethical discourse, applying skills to real-world scenarios like policy debates or literary analysis. For example, grade 7 students practice reasoning tools like syllogisms, while grade 8 students analyze fallacies in media.
- **Subjects:** Rhetoric & Argumentation (7-8).
- **Parent Role:** Parents facilitate discussions and practice exercises, such as debating school policies, to reinforce reasoning and ethical argumentation during parent-guided reinforcement days.

- **Teaching Methods:** Employs interactive lessons, group debates, and written reflections, with activities like fallacy identification games and structured argument outlines.
- **Alignment with Idaho Content Standards:** Aligns with Idaho English Language Arts/Literacy Standards for Speaking and Listening (6-8: ELA-Literacy.SL.6-8.1, SL.6-8.4), fostering effective communication and reasoned argumentation.
- **Alignment with Pillars:** Supports the Critical Reasoning and Ethical Foundations pillars by preparing students for principled, analytical discourse.

### Spanish for You! (Elective, Grades 7-8)

- **Overview:** Spanish for You! is a conversational Spanish curriculum for grades 7-8, designed for independent and parent-led learning. It focuses on practical language skills, such as greetings, daily routines, and cultural interactions, through thematic units like "Mi Casa" or "La Escuela." Students build vocabulary and grammar through games, songs, and dialogues, enhancing analytical communication and cultural awareness.
- **Subjects:** Spanish Elective (7-8).
- **Parent Role:** Parents support language practice, like role-playing conversations or creating vocabulary flashcards, during parent-guided reinforcement days to build communication skills.
- **Teaching Methods:** Includes audio-guided lessons, workbook activities, and interactive projects, with tasks like creating skits or writing short narratives in Spanish.
- **Alignment with Idaho Content Standards:** Aligns with Idaho World Language Standards (6-8: WL.6-8.COMM, WL.6-8.CONN), supporting communication and cultural connections in a second language.
- **Alignment with Pillars:** Supports the Critical Reasoning pillar by enhancing analytical communication skills.

### American Experience Curriculum

- **Overview:** The American Experience Curriculum is a framework integrating Hillsdale 1776 Curriculum content to explore the American experience through history, civics, and literature. It uses primary sources like the Declaration of Independence, U.S. Constitution, and Federalist Papers, alongside literary works such as Nathaniel Hawthorne's *The Scarlet Letter* (for older grades), to examine ethical governance and civic principles. Students engage in projects like writing essays on the Bill of Rights or reenacting historical debates, fostering ethical reflection and critical analysis.
- **Components:** Analysis of foundational documents and American literature, with activities like primary source annotations and literary discussions.
- **Parent Role:** Parents lead discussions and projects, such as analyzing the Federalist Papers for ethical governance, during parent-guided reinforcement days to reinforce analytical and principled thinking.
- **Teaching Methods:** Combines document-based questioning, literature circles, and student-led presentations, with tasks like creating historical timelines or writing persuasive essays on civic issues.
- **Alignment with Idaho Content Standards:** Aligns with Idaho Social Studies Standards (K-8: SS.K-2.H.1, SS.3-5.H.1, SS.6-8.H.1; SS.K-2.CG.1, SS.3-5.CG.1, SS.6-8.CG.1) and English

Language Arts/Literacy Standards (K-8: ELA-Literacy.RI.K-8, RL.K-8), addressing historical analysis, civic engagement, and literary comprehension.

- **Alignment with Pillars:** Supports the Ethical Foundations and Critical Reasoning pillars by fostering principled civic analysis.

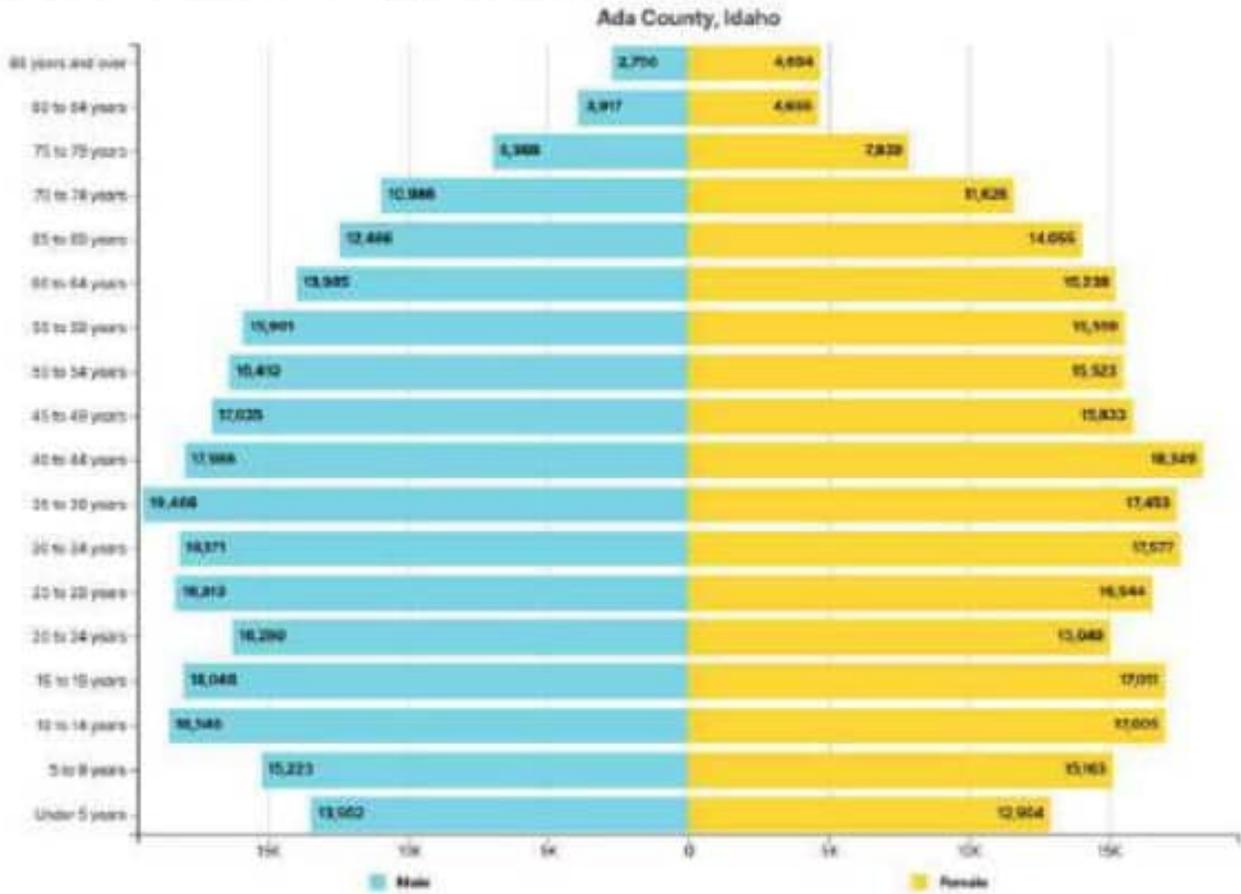
## Curriculum Table

Brabeion Academy K-8 Curriculum Table (2026-27)			
Grade	Subject	Textbooks/Curriculum	Publisher
K	Math	Saxon Math K	Houghton Mifflin Harcourt
K	ELA	Core Knowledge Language Arts (CKLA) Grade K	Core Knowledge Foundation
K	Spelling	CKLA Skills Strand (Spelling)	Core Knowledge Foundation
K	Social Studies	Hildale 1776 Curriculum: Kindergarten History with Hagerl supplements	Hildale College / PragerU
K	Science	Core Knowledge Science (CKS) Grade K	Core Knowledge Foundation
K	Physical Education	OPNPhysical	OPNPhysical
1	Math	Saxon Math 1	Houghton Mifflin Harcourt
1	ELA	CKLA Grade 1	Core Knowledge Foundation
1	Spelling	CKLA Skills Strand (Spelling)	Core Knowledge Foundation
1	Social Studies	Hildale 1776 Curriculum: Grade 1 History with PragerU supplements	Hildale College / PragerU
1	Science	CKS Grade 1	Core Knowledge Foundation
1	Physical Education	OPNPhysical	OPNPhysical
2	Math	Saxon Math 2	Houghton Mifflin Harcourt
2	ELA	CKLA Grade 2	Core Knowledge Foundation
2	Spelling	CKLA Skills Strand (Spelling)	Core Knowledge Foundation
2	Social Studies	Hildale 1776 Curriculum: Grade 2 History with PragerU supplements	Hildale College / PragerU
2	Science	CKS Grade 2	Core Knowledge Foundation
2	Physical Education	OPNPhysical	OPNPhysical
3	Math	Saxon Math 3	Houghton Mifflin Harcourt
3	ELA	CKLA Grade 3	Core Knowledge Foundation
3	Spelling	CKLA Skills Strand (Spelling)	Core Knowledge Foundation
3	Social Studies	Hildale 1776 Curriculum: Early American History with PragerU supplements	Hildale College / PragerU
3	Science	CKS Grade 3	Core Knowledge Foundation
3	Physical Education	OPNPhysical	OPNPhysical
4	Math	Saxon Math Intermediate 4	Houghton Mifflin Harcourt
4	ELA	CKLA Grade 4	Core Knowledge Foundation
4	Spelling	CKLA Skills Strand (Spelling)	Core Knowledge Foundation
4	Social Studies	Hildale 1776 Curriculum: Early American History with PragerU supplements	Hildale College / PragerU
4	Science	CKS Grade 4	Core Knowledge Foundation
4	Physical Education	OPNPhysical	OPNPhysical
5	Math	Saxon Math Intermediate 5	Houghton Mifflin Harcourt
5	ELA	CKLA Grade 5	Core Knowledge Foundation
5	Spelling	CKLA Skills Strand (Spelling)	Core Knowledge Foundation
5	Social Studies	Hildale 1776 Curriculum: Early American History with PragerU supplements	Hildale College / PragerU
5	Science	CKS Grade 5	Core Knowledge Foundation
5	Physical Education	OPNPhysical	OPNPhysical
6	Math	Saxon Math Course 1	Houghton Mifflin Harcourt
6	ELA	CKLA Grade 6	Core Knowledge Foundation
6	Spelling	CKLA Skills Strand (Spelling, context spelling without level 1)	Core Knowledge Foundation / Modern Curriculum Press
6	Social Studies	Hildale 1776 Curriculum: American History and Geog with PragerU supplements	Hildale College / PragerU
6	Science	CKS Grade 6 (Open/Closed based)	Core Knowledge Foundation
6	Physical Education	OPNPhysical	OPNPhysical
7	Math	Saxon Math Course 2 (Pre-Algebra)	Houghton Mifflin Harcourt
7	Rhetoric & Argumentation	The Thinking Toolbox	Christian Logic
7	Spanish (Bilingual)	Spanish for You!	Spanish for You!
7	ELA	CKLA Grade 7	Core Knowledge Foundation
7	Social Studies	Hildale 1776 Curriculum: American History and Geog with PragerU supplements	Hildale College / PragerU
7	Science	CKS Grade 7 (Open/Closed based)	Core Knowledge Foundation
7	Physical Education	OPNPhysical	OPNPhysical
8	Math	Saxon Math Algebra 1/2	Houghton Mifflin Harcourt
8	Rhetoric & Argumentation	The Fallacy Detective	Christian Logic
8	Spanish (Bilingual)	Spanish for You!	Spanish for You!
8	ELA	CKLA Grade 8	Core Knowledge Foundation
8	Social Studies	Hildale 1776 Curriculum: American History and Geog with PragerU supplements	Hildale College / PragerU
8	Science	CKS Grade 8 (Open/Closed based)	Core Knowledge Foundation
8	Physical Education	OPNPhysical	OPNPhysical



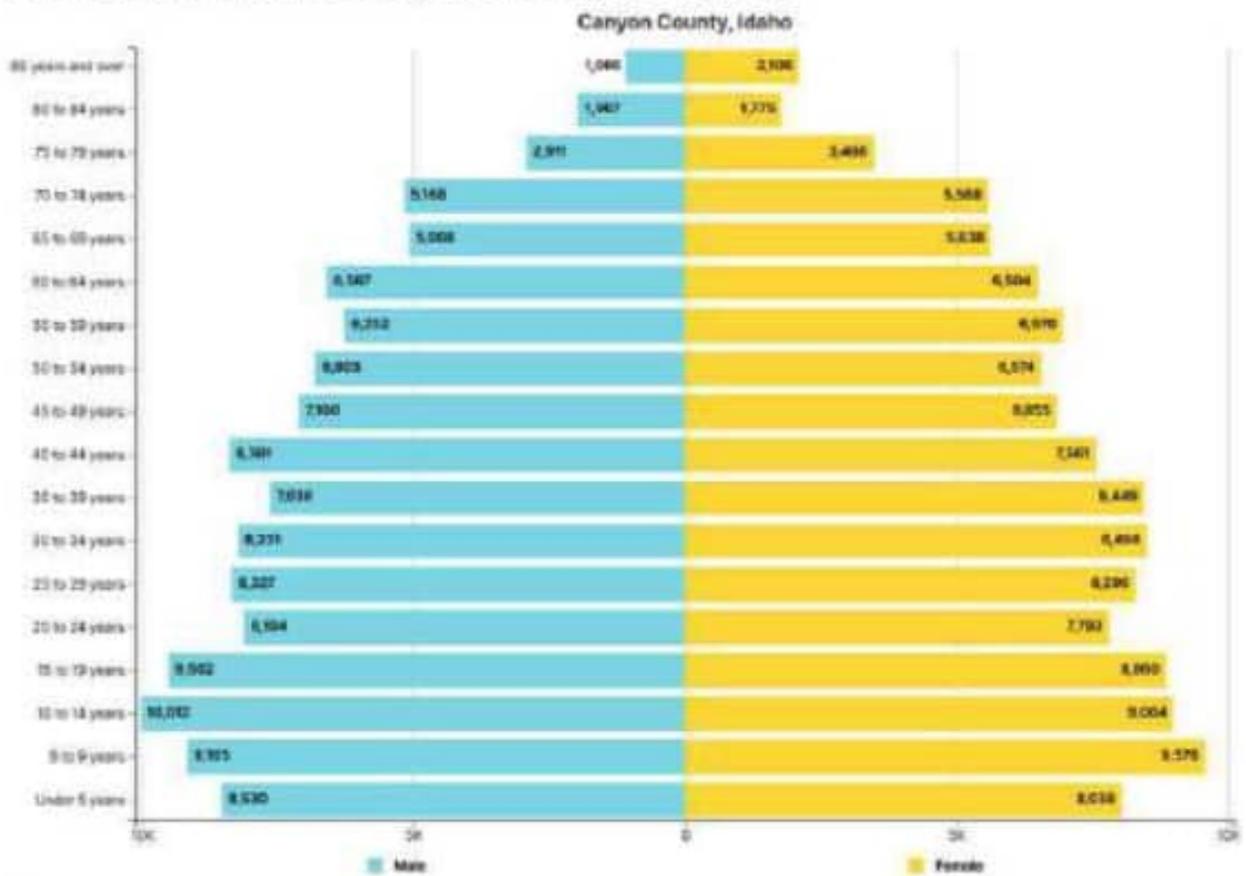
## Population Estimates

Population Pyramid: Population by Age and Sex in Ada County, Idaho



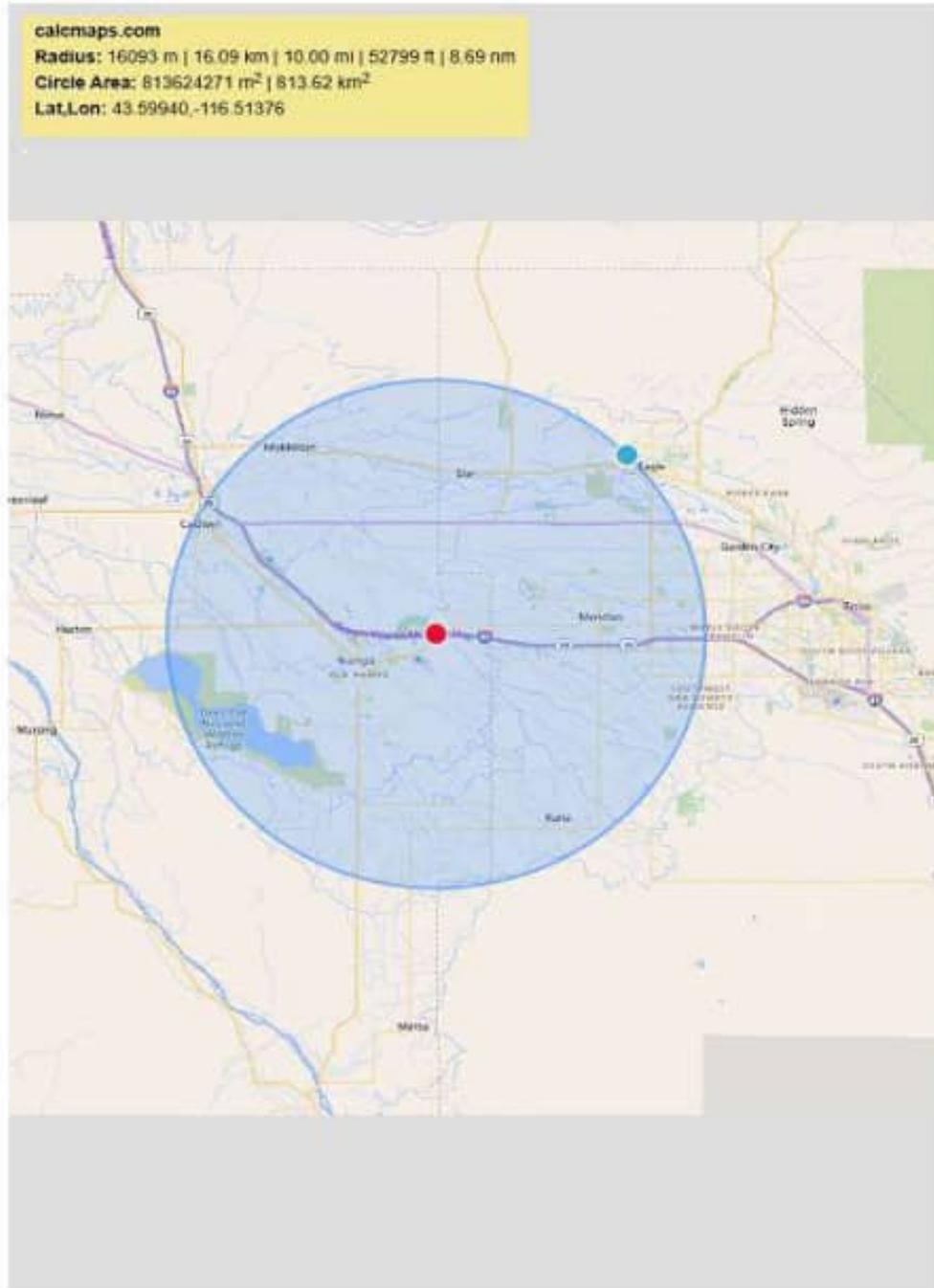
Margin of Error  
 2010 | 2023 ACS 5-Year Estimates Subject Tables

Population Pyramid: Population by Age and Sex in Canyon County, Idaho

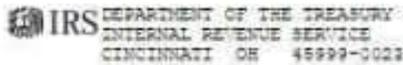


Margin of Error  
 2021 U.S. Census Bureau Estimated Subject Totals

## Proposed Attendance Area



## EIN Letter



BRABEION ACADEMY INC  
% BRANDEN OORST  
3745 E VICTORY RD  
MERIDIAN, ID 83662

Date of this notice: 01-02-2025

Employer Identification Number:  
92-1516127

Form: 99-4

Number of this notice: CP 575 E

For assistance you may call us at:  
1-800-829-4922

IF YOU WRITE, ATTACH THE  
STUB AT THE END OF THIS NOTICE.

### WE ASSIGNED YOU AN EMPLOYER IDENTIFICATION NUMBER

Thank you for applying for an Employer Identification Number (EIN). We assigned you EIN 92-1516127. This EIN will identify your entity, accounts, tax returns, tax returns, and documents, even if you have no employees. Please keep this notice in your permanent records.

Taxpayers request an EIN for business and tax purposes. Some taxpayers receive CP575 notices when another person has stolen their identity and are operating using their information. If you did not apply for this EIN, please contact us at the phone number or address listed on the top of this notice.

When filing tax documents, making payments, or replying to any related correspondence, it is very important that you use your EIN and complete name and address exactly as shown above. Any variation may cause a delay in processing, result in incorrect information in your account, or even cause you to be assigned more than one EIN. If the information is not correct as shown above, please make the correction using the attached tear-off stub and return it to us.

When you submitted your application for an EIN, you checked the box indicating you are a non-profit organization. Assigning an EIN does not grant tax-exempt status to non-profit organizations. Publication 587, Tax-Exempt Status for Your organization, has details on the application process, as well as information on returns you may need to file. To apply for recognition of tax-exempt status, organizations must complete an application on one of the following forms: Form 1023, Application for Recognition of Exemption Under Section 501(c)(3) of the Internal Revenue Code; Form 1023-EL, Streamlined Application for Recognition of Exemption Under Section 501(c)(3) of the Internal Revenue Code; Form 1024, Application for Recognition Under Section 501(a); or Form 1024-A, Application for Recognition of Exemption Under Section 501(c)(4) of the Internal Revenue Code.

Nearly all organizations claiming tax-exempt status must file a Form 990-series annual information return (Form 990, 990-EI, or 990-PF) or notice (Form 990-N) beginning with the year they legally form, even if they have not yet applied for or received recognition of tax-exempt status.

If you become tax-exempt, you will lose tax-exempt status if you fail to file a required return or notice for three consecutive years, unless a filing exception applies to you (search [www.irs.gov](http://www.irs.gov) for Annual Exempt Organization Return: Who Must File). We start calculating this three-year period from the tax year we assigned the EIN to you. If that first tax year isn't a full twelve months, you're still responsible for submitting a return for that year. If you didn't legally form in the same tax year in which you obtained your EIN, contact us at the phone number or address listed at the top of this letter. For the most current information on your filing requirements and other important information, visit [www.irs.gov/charities](http://www.irs.gov/charities).

## Code of Ethics

### Brabeion Academy Code of Ethics *For Parents*

As a parent or guardian of a Brabeion Academy student, I attest to:

- **Uphold Ethical Foundations:** Actively support and reinforce the universal principles of integrity, respect, and responsibility within the home and school community, consistent with Brabeion Academy's values-centered approach.
- **Promote Critical Reasoning:** Engage in discussions and projects that encourage critical thinking, analytical skills, and problem-solving, fostering intellectual depth alongside the school's curriculum.
- **Support Physical Development & Athletics:** Encourage daily physical activity and athletic engagement, understanding that physical vitality is integral to holistic development, discipline, and teamwork.
- **Active Parental Involvement:** Participate as an active partner and leader in my child's education, reinforcing learning concepts through discussions, projects, or athletic practice, and collaborating with teachers.
- **Commit to Parent Training:** Actively participate in the provided parent training and workshops designed to equip me to effectively support my child's education and lead reinforcement days, understanding this is in lieu of traditional volunteer requirements.
- **Reinforcement Days Support:** If I choose for my child to complete assignments and reinforce concepts at home on Reinforcement Days (for K-6 students), I will provide the necessary support and tools to ensure their continued success and access to learning resources.
- **Community Engagement:** Participate in school events, such as annual ethics and reasoning presentations, to strengthen the home-school connection and foster a unified community.

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Parent Signature

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Date

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Administrator Signature

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Date

**Brabeion Academy**  
**Code of Ethics**  
*For Staff and Volunteers*

As a staff member or volunteer of a Brabeion Academy student, I attest to:

- **Uphold Ethical Foundations:** Act as a role model, embodying and promoting the universal principles of integrity, respect, and responsibility in all interactions and duties, consistent with Brabeion Academy's values-centered approach.
- **Support Critical Reasoning:** Contribute to an environment that fosters critical thinking, problem-solving, and intellectual engagement among students, supporting their development in rhetoric and argumentation.
- **Promote Physical Development & Athletics:** Support and encourage physical activity and athletic engagement, recognizing its integral role in the holistic development of students' body, mind, and character.
- **Prioritize Student Well-being and Safety:** Ensure a safe, supportive, and respectful environment for all students. This includes adherence to all safety protocols, school policies, and regulations, and promptly reporting any concerns to appropriate leadership.
- **Maintain Professionalism and Confidentiality:** Conduct all duties with the highest level of professionalism, discretion, and ethical conduct. I will protect the privacy and confidentiality of all sensitive student, staff, and school information.
- **Collaborate and Communicate:** Work effectively and respectfully with all members of the Brabeion Academy community—students, parents, fellow staff members, and administrators—to foster a cohesive and positive environment.
- **Adhere to School Policies and Mission:** Understand, respect, and comply with all Brabeion Academy policies, procedures, and relevant regulations. My actions will consistently align with the school's mission to equip students for academic excellence, moral character, and athletic achievement.
- **Contribute to the Educational Program:** Actively support the school's educational philosophy and instructional practices, whether through direct instruction, administrative support, facility maintenance, or assisting in extracurricular activities, to ensure a high-quality learning experience for all students.

\_\_\_\_\_  
Staff/Volunteer Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Administrator Signature

\_\_\_\_\_  
Date

**Brabeion Academy**  
**Code of Ethics**  
*For Students*

As a Brabeion Academy student, I attest to:

- **Embody Ethical Foundations:** Act with integrity, respect, and responsibility in all interactions and academic pursuits, upholding the universal values that guide our school community.
- **Engage in Critical Reasoning:** Strive to think deeply, analyze information, argue persuasively, and solve problems effectively, engaging thoughtfully with complex ideas and contributing constructively to discussions.
- **Commit to Physical Development & Athletics:** Participate actively in daily physical education and competitive athletic programs, understanding that physical health, discipline, teamwork, and resilience are vital for holistic growth. I am committed to competing with intensity and maximizing my potential in all phases of my athletic and physical development.
- **Pursue Academic Excellence:** Dedicate myself to rigorous academic learning, striving for mastery in all subjects and utilizing available resources to achieve my highest potential. I am committed to maximizing my potential in all phases of my academic pursuits.
- **Respect the Learning Environment:** Contribute positively to a supportive and focused learning environment, whether in person on campus or during reinforcement days at home, and utilize all provided learning tools and resources responsibly.
- **Show Discipline and Resilience:** Approach challenges with perseverance and a positive attitude, both in academics and athletics, demonstrating the character of a champion. I am committed to competing hard and maximizing my potential in all phases of my personal growth and development.
- **Attend Regularly:** Attend school daily as required (for secondary students) or engage fully in learning activities on reinforcement days (for elementary students), understanding the importance of consistent participation for my success.

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Student Signature

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Date

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Administrator Signature

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Date

**Example School Schedule (Year 1, 2026-27)\***

The schedule grid is organized as follows:

- Top Left Section:** 16 rows, 8 columns. Contains subject names and teacher initials in various colored blocks (yellow, blue, green, orange, red).
- Top Right Section:** 16 rows, 3 columns. Contains subject names and teacher initials in various colored blocks.
- Bottom Section:** 16 rows, 11 columns. Contains subject names and teacher initials in various colored blocks.

*\*Schedules for years 2-5 have also been developed and submitted.*