



SAGE
INTERNATIONAL SCHOOL
OF BOISE

**Sage International School of Boise, a Public Charter
School, Inc.**

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TAB 1: Articles of Incorporation, By-Laws, Signatures, and Vision Statement, Mission Statement, Educational Philosophy

Articles of Incorporation

Appendix A provides a copy of the Articles of Incorporation and By-Laws for The Sage International School of Boise (hereafter referred to as Sage or Sage International), a Public Charter School, Inc.

Signatures of Qualified Electors

Petition of Community Members Supporting the Charter: Appendix B is a petition signed by members of the Boise School District who are enthusiastically in favor of the creation of the Sage International School of Boise as a Public Charter School.

Vision Statement

To create global citizens by equipping our students with the ability to think across disciplines and international boundaries.

Mission Statement

“A Senegalese poet said ‘In the end we will conserve only what we love. We love only what we understand, and we will understand only what we are taught.’ We must learn about other cultures in order to understand, in order to love, and in order to preserve our common world heritage.”

-Yo Yo Ma, White House Conference on Culture and Diplomacy

“If you can speak three languages you’re trilingual. If you can speak two languages you’re bilingual. If you can speak only one language you’re an American.”

-Author Unknown

The Sage International School strives to make of her students citizens of the world by employing best practices from data collected on elementary, middle and high school instruction from around the globe. Instruction will be given in a setting under the auspices of the inquiry-based curriculum offered through the school’s participation in the International Baccalaureate Program. Students who complete the program at Sage will graduate as true citizens of the world community, with particularly well-developed skills in languages, analytical problem solving, and cultural understanding.

Educational Philosophy

"The limits of my language mean the limits of my world."

- Ludwig Wittgenstein

In keeping with the goals and objectives outlined in Idaho State Code 33-1612, Sage International School of Boise, a Public Charter School, Inc., submits this application for a new Public Charter School. Our educational philosophy is grounded in the core belief that an international education should be provided to all members of our community so that together, we can create a learning community that fulfills the mission for education set forth by the legislature in the State of Idaho.

Sage International School of Boise, a Public Charter School, Inc., is also referred herein as 'Sage International School' and 'Sage'.

A thorough system of public schools in Idaho is one in which:

- A safe environment conducive to learning is provided;
- Educators are empowered to maintain classroom discipline;
- The basic values of honesty, self-discipline, unselfishness, respect for authority and the central importance of work are emphasized;
- The skills necessary to communicate effectively are taught;
- A basic curriculum necessary to enable students to enter academic or professional-technical postsecondary educational programs is provided;
- The skills necessary for students to enter the work force are taught;
- The students are introduced to current technology; and
- The importance of students acquiring the skills to enable them to be responsible citizens of their homes, schools and communities is emphasized.

The focus of Sage International School is K-12th grade education, and, in particular, addresses the lack of internationalism and foreign language education in all other same-age educational programs in the State of Idaho. Our research into the question of multi-lingualism has shown that the vast majority of experts in the field agree that in language development there is a "window of opportunity" in which the child learns a language normally (Curtiss). After this period, the brain becomes slowly less plastic and, by the time the child reaches adolescence, the brain cannot develop "richly and normally any real cognitive system, including language" ("Language Learning and the Developing Brain" 18). Study after study shows that "mini", or "taste of" courses in language (or even the standard two years of foreign language in high school) do little or nothing towards actually learning (and retaining) a second language.

It is only rich, meaningful exposure to a foreign language, and importantly, language instruction *at an early age*, which results in second language competence. In terms of linguistic proficiency, "the children who did by far the worst with regard to grammatical competence, pronunciation, accent, phonology, morphology, syntax, were the children who had restricted instruction in another language

in the classroom – precisely the situation faced by the vast majority of American students studying foreign language – in what experts might well say is the wrong place at the wrong time” (Pettico, 2002). In their study “What We Can Learn From Foreign Language Teaching In Other Countries,” Ingrid Pufahl, Nancy C. Rhodes, and Donna Christian examined information about language teaching methodologies, strategies, and policies in countries from around the world. They collected their data from educators and policy makers in 19 countries with the hope that other countries’ successes and failures could inform language teaching in the United States. Respondents shared numerous “top” tips for language instruction (including use of technology, communicative teaching methodologies, and rigorous teacher training), and most important of all factors they reported, was “getting an early start” with language education. Many respondents confirmed that beginning foreign language study early promotes achievement of higher levels of language proficiency. Seven of the countries studied have widespread or compulsory education in foreign languages by age 8, and another eight countries introduce foreign languages in the mid or upper elementary grades. In most cases, a second foreign language is offered or required in the elementary grades. This contrasts starkly with the United States, where the majority of students who study a foreign language do not start before age 14.

Sage International School of Boise will increase student learning by creating the “right place at the right time.” We seek to create an enriching environment for students and their families as members of our learning community. Instead of teaching language in isolation, it will be a natural part of everyday interaction. Our students will begin foreign language instruction at a young age, which allows us to take advantage of the natural elasticity of the brains of young children. In addition to competency advantages early second language learners have over their older peers, children who are exposed to more than one language through rich and early exposure are “cognitively more advanced than their monolingual peers on certain highly sophisticated cognitive tasks to do with attention and abstract reasoning. [This is] because they are switching languages and have access to multiple meanings, have part of their brain massaged like a muscle. Then there's the spillover of that amazing honing of their linguistic abilities, making them more cognitively advanced. These children are reaching the classic Piagetian stages of, say, conservation, years in advance of their monolingual peers -- just by virtue of the gain from being multilingual, from being bilingual” (Pettico). In short, children who learn a second language at an early age are stronger than their monolingual peers at an astounding variety of intellectual skills: math, logic, reasoning, music, language and literacy, problem solving, to name but a few.

Studies by a large number of scholars (Cooper, Saunders, Armstrong, among others) have found a consistently positive correlation between second language acquisition and results on a wide variety of standardized and intelligence tests. In their study entitled “The Plattsburgh French language immersion program: Its influence on intelligence and self-esteem,” D.D. Samuels and R.J. Griffore (1979) tested 6-year-olds after 1 year in French immersion with the WISC and Purdue Self Concept Scale and found significant differences in favor of immersion students on Performance IQ and Picture Arrangement Object Assembly. Starting in the 1960’s and continuing into the 1990’s, some 12 dozen studies were conducted on the relationship between learning a second language early in life and cognitive ability. In his article entitled “The Cognitive, Academic and Attitudinal Benefits of Early Language Learning” D.W. Robinson summarizes many of these studies, concluding, “the picture that emerges is [...] a youngster who experiences two language systems [has] a mental flexibility, a superiority in concept formation, and a more diversified set of mental abilities.” The studies also demonstrated that children who have studied a foreign language perform better on standardized tests

and tests of basic skills in English, math and social studies. Dumas' study of 13,200 third and fifth graders in Louisiana public schools reveals that regardless of race, gender or academic level, kids taking foreign language classes did better in the English section of the Louisiana Basic Skills Test than those who did not. Data from the College Board's 1992 edition of College Bound Senior revealed those students who had had four or more years of foreign language scored higher on the verbal section of the SAT than those who had had four or more years in any other subject area.

We anticipate that our students at Sage will follow trends indicated in these and other studies and advance beyond their monolingual peers not just in core areas such as English, mathematics, and social studies, but in other disciplines as well including history, cultural understanding, music and the arts. Our curriculum makes language learning not only more *natural* but indeed, more *meaningful*. Our goals at Sage are not only to produce well-educated citizens of the world, but to instruct the minds of those who will shape our future – individuals with strong reasoning and analytical skills which can be brought to the table regardless if the setting is in a board room or a kitchen.

The International Baccalaureate curriculum offers an ideal context for foreign language instruction as well as rigorous academic instruction in other subjects. Following approval of our charter, we will be able to apply to become a candidate school for the high-demand International Baccalaureate Primary Years Programme Curriculum (See Appendix C). As Sage grows into higher grades, we will be able to apply to become a candidate school for the IB Middle Years Programme and Diploma Programme. One of our goals and intended results is to produce students who are, as studies have shown bilingual children to be, "cognitively more advanced than their monolingual peers on certain highly sophisticated cognitive tasks to do with attention and abstract reasoning" (Pettico). Additionally, our students will gain cultural competency, which will allow them to be highly functioning in foreign cultures, learn increased empathy for differences, and gain a heightened sense of self-esteem and self-awareness.

To put U.S. students on par with students in other countries, foreign language must become part of the core curriculum from K –12th grade. Genesee and Cloud argue that basic education in the new millennium must include second and third languages if the United States is to cope with the unprecedented growth in diversity within its borders and also continue to compete successfully in the global marketplace. As we have already mentioned, extensive research indicates that foreign language study provides both cognitive and sociocultural benefits. Cloud and Genesee (1998) conclude, "Linguistic and cultural competence will be the mark of the well-educated citizen of the 21st century."

In their *Time Magazine* article entitled "How to Build A Student for the 21st Century," Wallis and Steptoe lay out recommendations for a very different kind of education than what is provided by the current public education system. For example, they indicate that a student needs to have a base of extensive core knowledge. Further, they underscore, students need to learn with a cross-disciplinary curriculum that culminates in creativity and innovation. This is exactly what the PYP intends to do. We are excited about the opportunities afforded to us through our planned participation in the International Baccalaureate (IB) Program to aid us in fulfilling these goals and recommendations. IB is predominantly an inquiry-based curriculum approach to education. Inquiry, interpreted in the broadest sense, is the process initiated by the learner or the teacher that moves the learner from his or her current level of understanding to a new and deeper level of understanding. This can mean:

- exploring, wondering and questioning
- experimenting and playing with possibilities
- researching and seeking information
- collecting data and reporting findings
- clarifying existing ideas and reappraising events
- deepening understanding through the application of a concept or rule
- making and testing theories
- making predictions and acting purposefully to see what happens
- elaborating on solutions to problems

Therefore, IB, with its emphasis on meaning and understanding, attaches great importance to all areas of the curriculum – the written, the taught and the assessed components – to the exploration of a core set of concepts:

- **Form:** What is it like?
- **Function:** How does it work?
- **Causation:** Why is it like it is?
- **Change:** How is it changing?
- **Connection:** How is it connected to other things?
- **Perspective:** What are the points of view?
- **Responsibility:** What is our responsibility?
- **Reflection:** How do we know?

These concepts are important for two reasons. First, they provide consistency among IB schools, in which all students are working towards an understanding of these concepts. For example, questioning “What are the points of view?” expands the thinking of the students in all IB schools so that they take that essential first step in developing international awareness and the willingness to consider another's perspective. Secondly, they have relevance in all the traditional subject domains and influence the planning and delivery of the entire program. They therefore provide one of the most significant transdisciplinary elements in the program. Expressed as open-ended questions, they provide the initial momentum and the underlying structure for the exploration of the content of the whole program. These questions form a framework to which teachers can refer during the process of collaborative planning that is required by the IB. They focus the teachers' thinking as they generate guiding questions specific to particular content, whether it be subject specific or related to transdisciplinary themes.

In this way, the concepts shape the extended, structured inquiry – units of inquiry that are a distinguishing feature of IB. Sage will plan and implement a set of these units each year in complete coordination with State of Idaho's state standards and scope and sequence for students at every grade level. Collectively, these units form a transdisciplinary, coherent, school-wide component of IB, the program of inquiry.

The subject-specific bodies of knowledge, together with the program of inquiry, provide a comprehensive, well-balanced curriculum that requires children to reflect on their roles and

responsibilities and to participate fully in the learning process. The concepts help the teacher to make the classroom a stimulating and provocative place, where the child's point of view, supported by knowledge, skill, reflection and understanding, is both valued and made useful.

We feel confident that the teaching of foreign languages and cultures through the inquiry-based program set forth by the International Baccalaureate Organization will allow Sage to meet its goals of creating well-educated citizens of the world. Our students, with their successes, will make Idaho a leader in terms of preparing and educating our children for the future. Our students are ready to rise to the challenge – and are ready for Sage International School to truly help make them citizens of the world.

TAB 2: Proposed Operation and Potential Effects of the Public Charter School: Target Population, Facilities, Administrative Services, Potential Civil Liability, and Insurance for Liability and Property Loss

Primary Attendance Area

The primary attendance area for Sage International School will be identical to the Boise School District.

Target Student Population & Enrollment Capacity of the Charter School

Sage International will open in the fall of 2010 with grades Kindergarten through 7th. The school will start with 2 classrooms of Kindergarten (1 full-day and 1 half-day) and 2 classrooms of 1st grade. Each year thereafter, we plan to add an additional class to each grade (i.e. in Year 2 we will add a second classroom of 2nd grade) and an additional grade (i.e. in Year 2 we will add an 8th grade) up to 12th grade. Expansion in Year 2 and beyond will be at the discretion of the Board of Directors based on enrollment demand and adequate finances. Our long-term goal is to provide kindergarten through 12th grade education.

Note: the IB Primary Years Program is designed for ages 3 thru 12; however Sage will only use the curriculum for grades K – 5 (approximately ages 5 through 10) initially. The Board of Directors will look into the feasibility of extending the IB program to grades 6 through 12 after establishing the PYP.

The anticipated Year 1 enrollment at Sage International School will be capped at 254 students.

Sage International School will offer two kindergarten classes. For the 1 full-day kindergarten, parents will cover the difference in cost from a state funded half-day to full-day.

Should enrollment approach the minimum for financial viability, the Board of Directors shall take action including, but not limited to, the following:

- Increase enrollment demand through a marketing campaign
- Increase fundraising from external sources
- Eliminate or defer expenses

Potential Impact on Boise School District

We are aware that opening Sage International School will have a potential impact on the Boise School District; however our unique program of offering an International Baccalaureate program will offer a new opportunity for parents seeking school choice and innovative curriculum. In Year 1 of opening, Sage will have a maximum of 254 students. However, the impact on the Boise School District will likely be lower than 254 because Sage students will also come from out of the district, home schools, students moving from out of state, etc. Overall, demand for charter schools is high. Based on the 2006 "Charter Schools in Idaho" Report by Dale Ballou, there were 4,671 students on charter school waiting lists in the 2005-2006 school year; recent data from the Idaho Charter School Network indicates that there were over 6000 students on charter school waiting lists in the Treasure Valley in 2007-2008.

Facilities

"Whatever good things we build end up building us."

-Jim Rohn

Sage International School will begin operations in a lease-based facility in the Boise School District attendance area. Once the charter petition is approved, Sage International School will enter into a lease agreement in spring of 2010.

Please see Tab 10 for further discussion of facilities and Appendix F for example lease options considered for the school's opening. As the school grows, additional facilities may be secured as needed and as finances allow. In addition to financial and physical needs, priority will be given to keeping lower and upper grades in close proximity, and to securing locations that allow students access to cultural, natural and/or educational amenities in the surrounding community.

Administrative Services

Administrative services and day-to-day operations will be provided by Sage International School of Boise Principal (State Certification required) in coordination with the school's board of directors. The principal shall assume broad responsibilities concerning but not limited to:

- Curriculum, instruction, and assessment
- Instructional materials and supplies
- Resource allocation
- State charter school requirements

- School-wide community building
- Special services
- Contracted services
- Disciplinary support
- Public and media relations
- Business and community partnerships
- Professional development
- Employment and personnel issues
- Enrollment and attendance
- Staff evaluations
- Facility conditions
- School climate
- District/Board liaison

Insurance for Liability and Property Loss

The Public Charter School Commission shall have no liability for the acts, omissions, debts or other obligations of any charter schools.

Sage International School will procure and maintain a policy of general liability insurance and errors and omissions insurance. The Board of Directors will be responsible for soliciting bids for insurance on behalf of Sage International School. Insurance companies who have maintained a rating of "A" according to the A.M. BEST COMPANY will provide insurance. Sage International School will have the same role as a traditional public school in matters of civil liability. The appropriate insurance and legal waivers of all district liability will be obtained as required of other nonprofit users of district resources and facilities. A copy of the proof of insurance will be given to the Public Charter School Commission each time it is renewed for continuous coverage.

TAB 3: Educational Program and Goals: Definition of Educated Person; Educational Program and Goals; Fulfillment of Educational Thoroughness Standards; Special Education Services; Dual Enrollment Provisions

Students of the 21st century are going to need a very different kind of education than most of us have had and the best employers the world over will be looking for the most competent, most creative, and most innovative people on the face of the earth.

-National Center on Education and the Economy 2007

Definition of Educated Person and How Learning Best Occurs

An educated person is a citizen of the world that demonstrates knowledge about self, about the world we live in, and the history that has led us to where we are. Beyond this knowledge, the educated person is a lifelong learner, seeking new knowledge wherever and whenever possible. In addition, this person possesses the communication and interpersonal skills necessary to speak and write clearly, effectively and persuasively. An educated person is competent in multiple languages.

An educated person listens to others' ideas respectfully and thoughtfully and accepts them or rejects them on the basis of clear and logical thinking. This person utilizes resources and technology to find information both personally and academically. He or she possesses the analytical skills needed to solve problems, think across disciplines and make decisions. As an involved member of the community, this person possesses values that enable him or her to show tolerance and respect or cultural, ethnic and intellectual diversity.

Educational Program and Goals

"The aim of education should be to teach us rather how to think, than what to think."

-James Beattie

Our educational philosophy is grounded in the core belief that an international education be provided to all members of our neighborhood so that together, we can create a learning community that fulfills the mission for education set forth by the legislature of the State of Idaho.

As we advance into the 21st century, our children will enter an ever-shrinking globalized community. Today's students must be equipped with the traditional academic disciplines and 21st century skills like creativity, innovation, social and emotional intelligence and being able to think across disciplines and international boundaries. Curriculum will have to have "an international focus and students will need to be able to grasp issues beyond our national border. "They will need the ability to learn very quickly and see patterns where others see only chaos" (Wallis and Steptoe).

Upon approval and on opening, Sage International School of Boise will begin the application process to the International Baccalaureate (IB) Organization for full accreditation as a Primary Year Program (PYP) “International Baccalaureate World School.” In subsequent years, Sage will apply for full accreditation as a Middle Year Program and Diploma Program, to offer the full continuum of the IB. The aim of all IB programs is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, create a better and more peaceful world.

In addition to our core program (the PYP, the MYP, and the DP), students at Sage International School of Boise will have the opportunity to learn and be exposed to foreign language instruction, social and emotional intelligence, service learning and outdoor and environmental education.

Students at Sage International School will strive to be:

- | | |
|----------------------|---|
| Inquirers | They develop their natural curiosity. They acquire the skills necessary to conduct inquiry and research and show independence in learning. They actively enjoy learning and this love of learning will be sustained throughout their lives. |
| Knowledgeable | They explore concepts, ideas and issues that have local and global significance. In so doing, they acquire in-depth knowledge and develop understanding across a broad and balanced range of disciplines. |
| Thinkers | They exercise initiative in applying thinking skills critically and creatively to recognize and approach complex problems, and make reasoned, ethical decisions. |
| Communicators | They understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication. They work effectively and willingly in collaboration with others. |
| Principled | They act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities. They take responsibility for their own actions and the consequences that accompany them. |
| Open-minded | They understand and appreciate their own cultures and personal histories, and are open to the perspectives, values and traditions of other individuals and communities. They are accustomed to seeking and evaluating a range of points of view, and are willing to grow from the experience. |
| Caring | They show empathy, compassion and respect towards the needs and feelings of others. They have a personal commitment to service, and act to make a positive difference to the lives of others and to the environment. |

Risk-takers	They approach unfamiliar situations and uncertainty with courage and forethought, and have the independence of spirit to explore new roles, ideas and strategies. They are brave and articulate in defending their beliefs.
Balanced	They understand the importance of intellectual, physical and emotional balance to achieve personal well-being for themselves and others.
Reflective	They give thoughtful consideration to their own learning and experience. They are able to assess and understand their strengths and limitations in order to support their learning and personal development.

Language at Sage International School

Students at Sage International School will have intensive foreign language instruction. When employers and universities look at applicants, they do not start looking at the bottom of the list to see who has done only the minimal amount of requirements necessary or taken the easiest route available, they start at the top of the list and look for those students who have risen above the rest. Foreign language instruction in languages that are increasingly relevant in the 21st century will empower Sage graduates to become citizens of the world, solving global problems.

The International Baccalaureate Continuum at Sage International School of Boise

Primary Years Programme (PYP). Recognized globally as one of the best academic preparation programs in the world to help students succeed in college and beyond, the International Baccalaureate (IB) Programme^a offers:

- Curriculum and criteria-referenced assessments that reflect a rigorous, international standard
- Extensive opportunities for professional development and teacher training
- Philosophy of learning based on transdisciplinary learning and higher-order thinking skills, such as critical thinking and problem solving
- Worldwide network of educators sharing experiences informed by best practice from around the world
- Curriculum and assessment available for languages listed by the US Department of Education as “critical”, including Arabic, Chinese, Korean, Japanese, Russian, Hindi and Bengali.

A transdisciplinary program of international education designed to foster the development of the whole child, the International Baccalaureate Primary Years Programme (PYP) is designed for students aged 3 to 12. It focuses on the total growth of the developing child, touching hearts as well

^a International Baccalaureate Program Information used with permission from the *Organisation du Baccalauréat International*, Geneva, Switzerland.

as minds and encompassing social, physical, emotional and cultural needs in addition to academic development.

The PYP draws on research and best practices from a range of national systems with a wealth of knowledge and experience from international schools to create a relevant, engaging, challenging and significant educational framework for all children.

At the heart of the program's philosophy is a commitment to structured, purposeful inquiry as the leading vehicle for learning. Six transdisciplinary themes of global significance provide the framework for exploration and study:

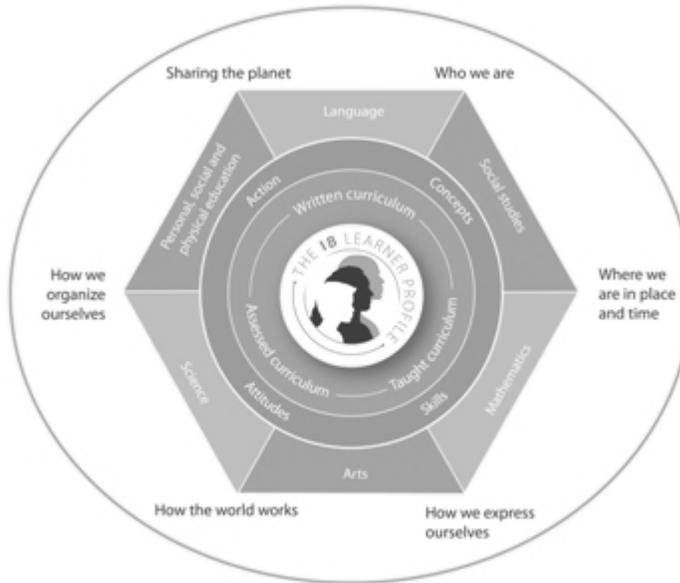
- who we are
- where we are in place and time
- how we express ourselves
- how the world works
- how we organize ourselves
- sharing the planet.

Teachers are guided by these six transdisciplinary themes as they design units of inquiry that both transcend and articulate conventional subject boundaries.

The program can be illustrated by a hexagon with the six transdisciplinary themes surrounding six subject areas:

- language
- social studies
- mathematics
- arts
- science and technology
- personal, social and physical education.

The themes and subject areas outlined above form the knowledge element of the programme. Five essential elements—concepts, knowledge, skills, attitudes, action—appear at the center of the hexagon.



Five essential elements

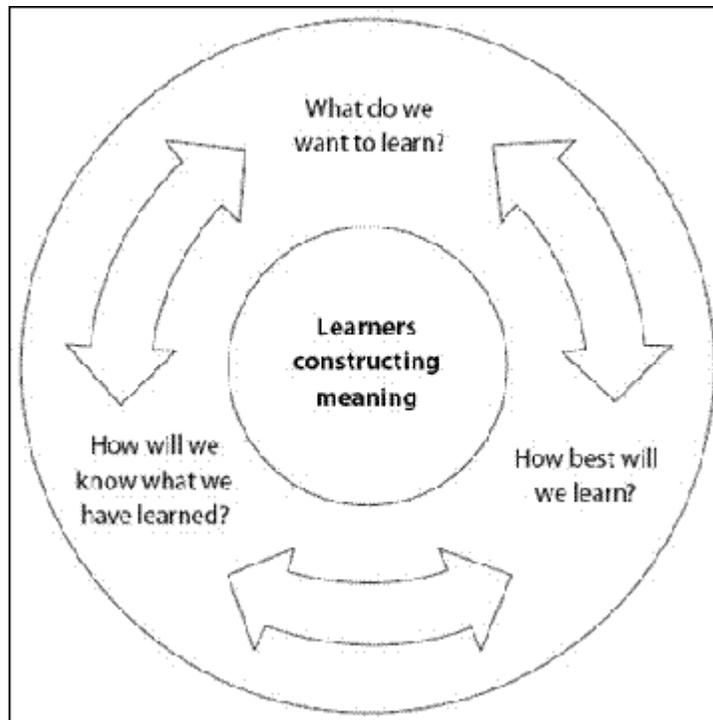
The five essential elements listed above are incorporated into this framework, so that students are given the opportunity to:

- gain knowledge that is relevant and of global significance
- develop an understanding of concepts, which allows them to make connections throughout their learning
- acquire transdisciplinary and disciplinary skills
- develop attitudes that will lead to international-mindedness
- take action as a consequence of their learning.

Curriculum model

The curriculum is expressed in three interrelated ways:

- the written curriculum—what do we want to learn?
- the taught curriculum—how best will we learn?
- the learned curriculum—how will we know what we have learned?



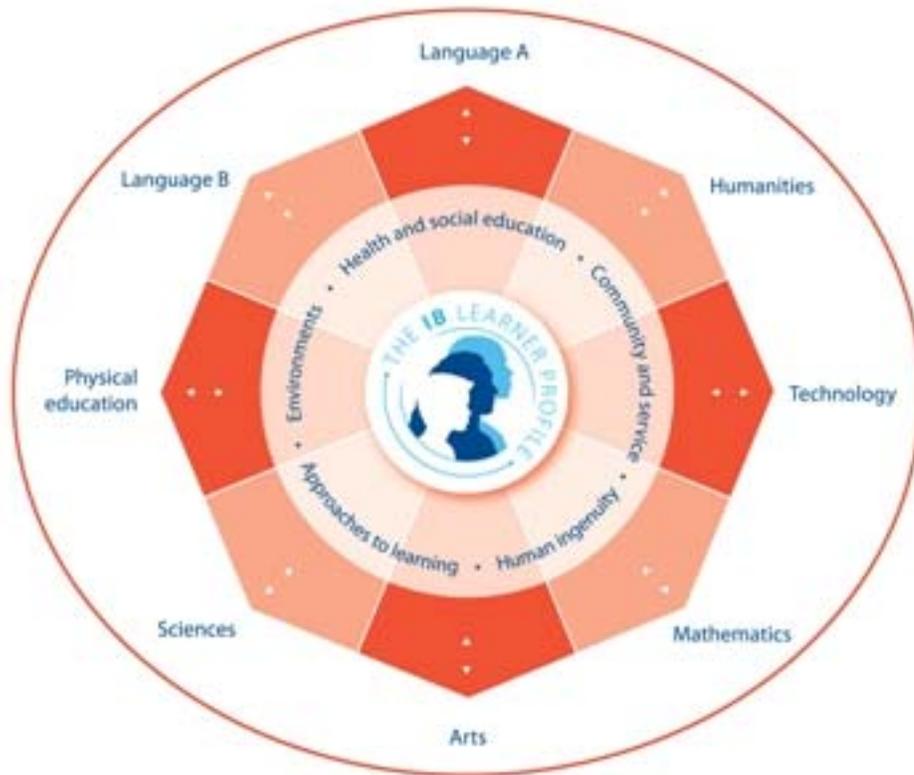
The International Baccalaureate Organization provides services (their curriculum is provided) in:

- English
- French
- Spanish

Middle Years Programme. Life in the 21st century places many changing demands on students making the transition through adolescence. They are at a crucial period of personal, social, physical and intellectual development, of uncertainty and of questioning. The International Baccalaureate (IB) Middle Years Programme is designed to help them find a sense of belonging in the ever-changing and increasingly interrelated world around them and to foster a positive attitude to learning. The IB Middle Years Programme, for students aged 11 to 16, provides a framework of academic challenge that encourages students to embrace and understand the connections between traditional subjects and the real world, and become critical and reflective thinkers.

The programme consists of eight subject groups integrated through five areas of interaction that provide a framework for learning within and across the subjects. Students are required to study their mother tongue, a second language, humanities, sciences, mathematics, arts, physical education and technology. In the final year of the programme, students also engage in a personal project, which allows them to demonstrate the understandings and skills they have developed throughout the programme.

The curriculum is illustrated by an octagon with eight academic areas or subject groups surrounding the five areas of interaction. The personal project appears at the centre.



The emphasis is on the fluidity of the curricular framework and the interrelatedness of the subjects. Aspects of the areas of interaction are addressed naturally through the distinct disciplines. In particular, the framework is flexible enough to allow a school to include other subjects not determined by the IB but which may be required by state or national authorities.

The overall philosophy of the programme is expressed through three fundamental concepts that support and strengthen all areas of the curriculum. These concepts are based on:

- intercultural awareness
- holistic learning
- communication.

Under certain conditions, schools may deliver the programme in any language, although IB services are provided in:

- English
- French
- Spanish
- Chinese.

Taken as a whole, the curriculum provides a balanced education that will equip young people for effective participation in the modern world.

The Diploma Programme (DP) and IB Career-Related Certificate (IBCC)

The IB Diploma Programme is designed as an academically challenging and balanced programme of education with final examinations that prepares students, normally aged 16 to 19, for success at university and life beyond. The programme is normally taught over two years and has gained recognition and respect from the world's leading universities. IB Diploma Programme students study six courses at higher level or standard level. Students must choose one subject from each of groups 1 to 5, thus ensuring breadth of experience in languages, social studies, the experimental sciences and mathematics. The sixth subject may be an arts subject chosen from group 6, or the student may choose another subject from groups 1 to 5.

In addition the programme has three core requirements that are included to broaden the educational experience and challenge students to apply their knowledge and understanding.

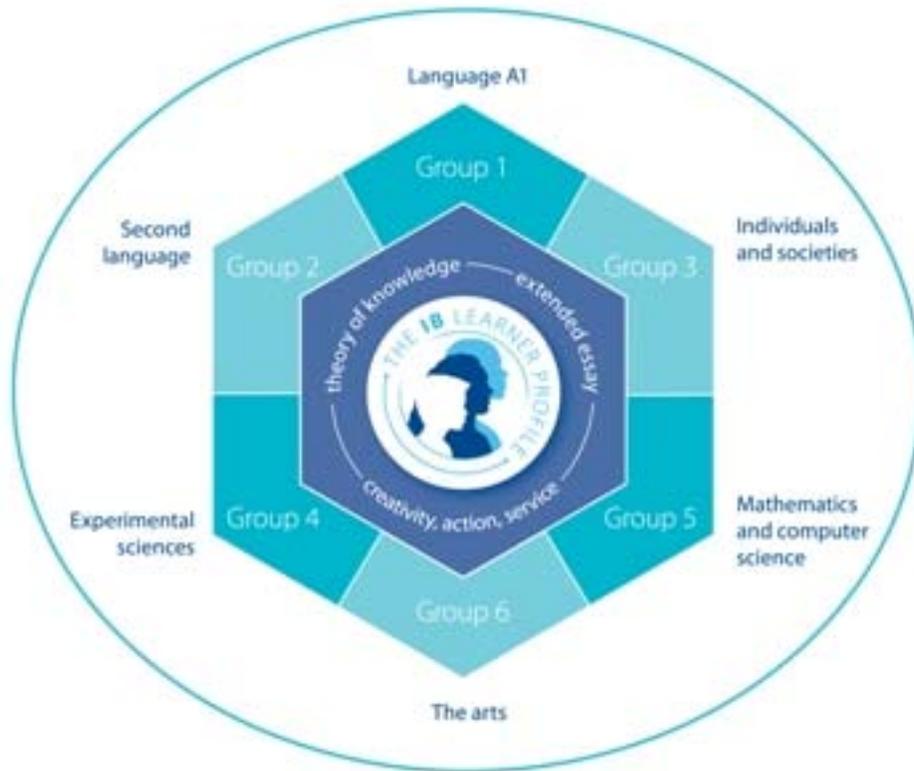
The extended essay is a requirement for students to engage in independent research through an in-depth study of a question relating to one of the subjects they are studying.

Theory of knowledge is a course designed to encourage each student to reflect on the nature of knowledge by critically examining different ways of knowing (perception, emotion, language and reason) and different kinds of knowledge (scientific, artistic, mathematical and historical).

Creativity, action, service requires that students actively learn from the experience of doing real tasks beyond the classroom. Students can combine all three components or do activities related to each one of them separately.

Diploma Programme curriculum model

The curriculum is modelled by a hexagon with six academic areas surrounding the three core requirements.



Over the course of the two-year programme, students:

- study six subjects chosen from the six subject groups
- complete an extended essay
- follow a theory of knowledge course (TOK)
- participate in creativity, action, service (CAS).

Normally:

- three of the six subjects are studied at higher level (courses representing 240 teaching hours)
- the remaining three subjects are studied at standard level (courses representing 150 teaching hours).

The IBCC framework

The IBCC consists of the study of Diploma Programme courses along with a unique IBCC core. The core includes community and service, the approaches to learning (ATL) course and a reflective project blended together to enhance individual critical thinking and intercultural understanding. These elements come together to help students develop the communication and personal skills necessary for success. Surrounding the IBCC core is the requirement of a minimum of two IB Diploma Programme courses. The core forms a bridge between the rigorous requirements of the IB Diploma courses and the targeted career-related courses chosen by the student.

In addition to the IBCC core and the career related and IB Diploma courses, students are expected to engage in the value added elements of a language acquisition course and a career-related course.

Thoroughness Standards (Idaho Code 33-1612)

Sage International School will fulfill the thoroughness standards identified in Idaho Code. It has been established that a thorough system of public schools in Idaho is one in which the following standards are met:

Standard A: A safe environment conducive to learning is provided.

Goal: Maintain a positive and safe teaching and learning climate. Every student has the right to attend a school that encourages positive and productive learning, provides a safe and orderly environment, and promotes student respect for themselves and others.

Objectives: Sage International School will:

- Develop guidelines for physical safety. These guidelines will include, but not be limited to, the procedures for fire drills, reporting unsafe equipment, methods for checking students in and out of school, notification of parents' rights, and staff monitoring responsibilities;
- Provide a facility and adopt policies that meet all required city, state, and federal health, accessibility, safety, fire, and building codes for public schools;
- Establish, publish, and enforce policies that define acceptable and unacceptable behavior, including zero tolerance for weapons, violence, gangs, and use or sale of alcohol and drugs; and,
- Create an environment that encourages parents and other adults to visit the school and participate in the school's activities.

Standard B: Educators are empowered to maintain classroom discipline.

Goal: Create a positive teaching and learning environment with an emphasis on high expectations of behavior and performance.

Objectives: Sage International School will:

- Adapt the policies into a student handbook providing a code of conduct including clear expectations and consequences for unacceptable behavior;
- A school wide philosophy (e.g. Love and Logic) will be set for teachers to handle minor and major infractions in the classroom setting;
- Teach appropriate behaviors and foster responsible decision-making skills; and,
- Establish and maintain consistent rules aligned throughout the school.

Standard C: The basic values of honesty, self-discipline, unselfishness, respect for authority, and the central importance of work are emphasized.

Goal: Offer opportunities for students to develop and express exemplary character traits in concert with the overall educational program.

Objectives: Sage International School will:

- Utilize the general philosophy of the IB program to instill appropriate values;
- Emphasize the importance of adults modeling important values at school;
- Help students build personal bonds and carry out responsibilities to one another and to the faculty and staff; and,
- Develop a sense of community and service within the school, and between the school and the larger community. Community service instills a sense of individual, social, and civic responsibility and enables the student to use newly found knowledge to solve community problems.

Standard D: The skills necessary to communicate effectively are taught.

Goal: Teach students a range of effective communication skills appropriate for the 21st century using the IB program.

Objectives: Sage International School will:

- Emphasize meaningful language experience in the language arts, enhanced by dramatization, memorization and a foreign language;
- Provide access to computers to teach students basic computer skills and, in the older grades, appropriate communication through technology (e.g. e-mail, Internet, on-line learning); and,
- Provide instruction in a foreign language. Knowledge of a second language is essential in many occupations. In addition, knowledge of a second language will boost English proficiency, improve memory and self-discipline, and enhance verbal and problem-solving skills.

Standard E: A basic curriculum necessary to enable students to enter academic or professional-technical post-secondary educational programs is provided.

Goal: Develop an international citizen for the 21st century through the IB program where student capabilities rather than textbooks drive pacing. Students must be well grounded in the basics such as reading, writing, mathematics, science and technology, language and social studies.

Objectives: Sage International School will:

- Use the Idaho State Standards as a starting point to be enhanced by unifying themes and other creative methods using the IB program;
- Emphasize Foreign Language; and,
- A comprehensive health curriculum will be taught, as required by the state. Physical activity during the school day will be incorporated into the curriculum.

Standard F: The skills necessary for the students to enter the workforce are taught.

Goal: Provide students with basic skills that prepare them for future employment using learning tools such as computers, scientific equipment, and local and national resources. These tools assist students in learning how to learn so that they become lifelong learners and are prepared to enter the workforce with a solid foundation of knowledge and skills.

Objectives: Sage International School will:

- Provide a strong foundation in reading, writing, problem solving, math concepts, science, social studies, and computational skills;
- Provide a technology-rich environment, encouraging the effective use of technology as a tool in the workplace of the 21st century;
- Enable students to develop the following intellectual habits important in the work place: adapting to new situations and responding effectively to new information; solving problems; locating and evaluating information from a variety of sources; making flexible connection among various disciplines of thought; thinking logically and making informed judgments; and,
- Enable students to develop the following personal habits important in the work place: accepting responsibility for personal decisions and actions; honesty, courage, and integrity; a healthy lifestyle; empathy, courtesy, and respect for differences among people; self-confidence; concentration and perseverance; responsible time management; assuming a fair share of the workload; and working cooperatively with others to reach group consensus.

Standard G: The students are introduced to current technology.

Goal: Provide students with a technology environment using tools such as computers, scientific equipment, and networks linked to local and nationwide resources.

Objectives: Sage International School will:

- Use interactive technology as tools in an integrated educational program rather than as primary instructional delivery systems;
- Students completing the program at Sage International School will be proficient in using both a word processing and spreadsheet package; and,
- Use computers as tools for such activities as accessing research information, authoring, computation, record keeping and data storage, and communication.

Standard H: The importance of students acquiring the skills to enable them to be responsible citizens of their homes, schools, and communities is emphasized.

Goal: Provide students with the skills and understanding necessary to become international citizens in their respective jobs and communities of the 21st century.

Objectives: Sage International School will:

- Provide a service learning experience that reflects responsible citizenship in a democratic society and an interdependent world;
- Enable students to develop the following habits of responsible international citizens: accepting responsibility for personal decisions and actions; honesty, courage and integrity; empathy, courtesy and respect for differences among people; assuming a fair share of the workload; and working cooperatively with others to reach group consensus; and,
- Enable students to understand and apply concepts and principles embedded in each of the social studies: history, geography, political science, and economics.

Sage International School will achieve the Thoroughness Standards through its International Baccalaureate Programme curriculum and the unique aspects of the school.

Special Needs Students

Sage International School supports the right of all students, including; English Learners, Gifted and Talented, and students with disabilities to equal access to educational opportunity. No student will be excluded from Sage International School, counseled out, or referred to other schools in the district because of their special needs.

Sage International School will conform to the requirements of the federal Individual with Disabilities Education Act and other federal laws. Also, Sage International School will use the Idaho Special Education Manual as a reference and guideline for developing individual education plans. Sage International School embraces flexibility, inclusion, parental involvement, and cooperative teaching to allow all students to achieve their full potential. Sage will be responsible for establishing and implementing an ongoing Child Find system to locate, identify, and evaluate students suspected of having a disability, who may need special education, regardless of the severity of the disability.

A. Protocol for Identification and Evaluation

1. Pre-Referral

Pre-referral is an initial step that may be prompted by observations by teachers, other staff, and/or parents. Records from previous schools may indicate special needs as well. The Pre-Referral Team will consist of the school's principal, one or more of the child's classroom teachers, and other specialized staff. Parental involvement will be sought at this stage.

The task of the Pre-Referral Team is to assess the situation and determine the actions to be taken to meet the needs of the child.

The ideal outcome of the pre-referral is prompt action to enable the learner to participate and learn fully in the regular classroom setting. Regular teachers and special education staff will cooperate both within and outside of the classroom to exhaust all feasible responses to an emergent special need. Interventions might include changes in the presentation of information, changes in classroom tasks or organization, changes in assessment, or changes in technology. If best efforts at intervention at this

level are not successful, testing for disability will be sought. However, when a disability is obvious, this procedure should not delay referral to special education.

2. Testing and the Multi-Disciplinary Team

If pre-referral interventions are unsuccessful, a Multi-Disciplinary Team will be prepared to evaluate the child for disabilities. The Multi-Disciplinary Team will consist of specialists from Sage or those contracted privately, who have expertise in evaluating the range of possible disabilities that a child may have.

The permission of parents or guardians must be obtained for testing to occur. If parental permission for testing is not obtained, the Pre-Referral Team will, with the greatest possible cooperation of parents/guardians, attempt to explore other options for meeting the needs of the child.

3. Conclusive Results of Testing and the Individual Education Plan

If testing concludes that the child has a disability defined within the Individuals with Disabilities Education Act (IDEA), then an Individual Education Plan (IEP) will be developed for meeting the needs of the child in Least Restrictive Environment. The IEP will be re-evaluated annually to reflect the results of child behavior and performance, follow-up testing, the effectiveness of various interventions, and the recommendations of those involved in the IEP's creation (staff, parents, and student.)

Students who do not qualify under IDEA may qualify for special services under Section 504 of the Rehabilitation Act of 1973. This eligibility will be assessed during the Pre-Referral and Testing stages. Rather than an IEP, qualification under 504 will result in an Accommodation Plan.

B. Programming

Students with disabilities will work on their IEP goals while participating in the inquiry-based International Baccalaureate Programme . The IB program is flexible enough to allow students with disabilities to work at their own level of understanding. Teachers will represent information in multiple formats and media, using a variety of methods to engage and motivate students. Students will have multiple pathways for action and expression.

Whenever possible, students with disabilities will be included in general education classes. When necessary, special education students may receive services in a resource room. Special education staff and regular teachers will work closely together to best serve their learners with special needs. Parents will be involved in every step taken by the school in regard to their children with special needs. This applies even in cases where there is only a perception among staff that special needs may exist and may potentially be best served under an IEP or 504 plans.

C. Special Education Services

If a student is found to be eligible for special educational services, Sage International School will provide services for the student in the following manner:

1. Instruction for students with disabilities, and the monitoring of that delivery of instruction will be provided by highly qualified school staff. Instructional services will follow the Individual Education Plan and will be provided in an inclusion or a resource room depending on the degree of intervention necessary to meet the student's needs.

2. If necessary, Sage International School will contract with a private provider for the provisions of other related services outlined in the IEP.

Other Services: Students attending Sage International School of Boise who are identified as English Learner (EL), disadvantaged to the extent they may require Title I services, gifted and/or talented, or require other accommodations will be afforded access to the programs and services that address the needs of these special populations. Such services may be offered at Sage International School.

Corrective Action: Those students not reading at grade level as determined by Idaho state assessments or computing grade level math as determined by Idaho state assessments will be identified and receive a variety of services to meet their learning needs.

Plan for dual enrollment participation

Dual Enrollment is an option for all students as provided for in 33-203(7) of the Idaho State Code.

Gifted and Talented Students: (Idaho Code 33-2003) Sage will identify students possessing high performing capabilities in specific academic, intellectual, leadership, creativity and visual/performing arts talent areas. The identification in each area will be by a variety of assessments outlined in *The Best Practices Manual for Idaho Gifted/Talented Programs*. Once identified, Sage will implement a modification of curriculum to provide a challenging educational experience.

Students enrolling with an active Individual Education Plan (IEP) will receive the services identified in an inclusion setting to meet the intent of their IEP. In all cases, transportation shall be provided to students by their parent(s) or the parent's representative when exercising dual-enrollment opportunities.

The IB Curriculum is well suited to meet the needs of students who are gifted and talented because the curriculum focuses on:

- Specific Academics – IB is a challenging curriculum through inquiry based education
- Intellectual – IB focuses on solving complex problems
- Leadership – IB has a strong service learning component
- Creativity – IB includes development of the whole child with a focus on problem solving
- Visual/Performing Arts – IB focuses on music, art, foreign language

English Learners (EL): Sage International School will do the following for students who are EL:

1. Identification of EL students: Sage International School will use the federal definition of EL as defined in Title III and IX of the ESEA. Idaho EL program guidance will be used to support the needs of students who are English learners (EL). Students for whom English is a second language will be assessed using the EL placement test. The eligibility criteria (listed below) will be used for a Home Language Survey in order to identify the primary home language other than English. The Idaho English Language Assessment (IELA) will be used to assess English proficiency as EL progress through the school.
2. Program of services and instructional methods: Students who are eligible for the EL program will participate in the NCA EL program according to state and federal guidelines. State and Federally mandated testing of EL students will be administered. EL services may be provided on-site or contracted out.
3. Curriculum: Curriculum will be purchased and modified using the Sheltered Instructional Observation Protocol and other EL instructional approaches. Educational Learning Plans (ELP) will be developed to support ELs. ELPs will be developed and overseen by teachers certified in Bilingual Education. With the IB focus on global education foreign language, and use of technology, ELs will be well supported to access the general curriculum.
4. Assessment: Relevant Curriculum Based Measures (CBM) and the IELA will be used to monitor student growth. Students who meet state recommended levels of proficiency on the IELA or other assessments will be exited from the EL program.
5. Evaluation: The program will be evaluated based on collected data and trends, and revised, if necessary. Evaluation of the program will be based on tracking data on swiftness of intervention, type of intervention, comparison with peers for student improvement tracking; availability of resources; staff training; and viable sources of assistance.

The following is the EL program eligibility criteria:

- Registration cards will include at least the question: what is the primary language spoken in the home?
- If a response is any language other than English, a survey will go home to the parents.
- If the survey comes back indicating that a student may be EL, they will be tested with an English language proficiency test within 30 days of registration or within 2 weeks of entry into the school.
- If the student tests less than proficient on the English language proficiency test, then a letter will go home to the parents indication that their child was identified as needing specific English language services. The parents must be given the opportunity to waive the services, if desired.
- If the parent does not waive the limited English proficiency services for their child, then the student will be placed in a program of “high quality language instruction.
- Those students placed in a program can be counted for state and Federal funding purposes.

Tab 4: Measurable Student Educational Standards and Standardized Testing; Methods for Measuring Student Progress; Ensuring State Accreditation; Provision for Improvement per NCLB

Measurable Student Educational Standards and Standardized Testing

Students at Sage International School of Boise will be tested with the same standardized tests as other Idaho public school students including the IRI, ISAT, DWA, DMA, and any other state assessments that may be required in the future. The charter school will give the state-mandated assessments during the testing windows outlined by the State Department of Education.

In the IB Primary Years Program there are 6 units of inquiry for each grade. The Idaho State Standards for each grade level will be addressed in each of the units of inquiry and those standards that cannot be incorporated into the units will be covered by supplemental curriculum instruction.

Sage will strive to move all students toward highest proficiency levels on all standardized measures. The school will meet the Idaho Content Standards developed by the Idaho State Board of Education. These standards include the subjects of Language Arts, Mathematics, Science, Social Studies, Physical Education, Humanities, and Health.

If any of these goals are not met, Sage International School will re-examine its instructional practices and make appropriate improvements.

The following educational standards will be met:

1. Kindergarten, 80% of 1st and 2nd grade students attending Sage International School who have at least 90% attendance in a given calendar year will achieve a score of 3 on the spring IRI and by the end of 3rd grade 85% of students will receive a score of 3.
2. AYP targets for 3-8th grade students attending Sage International School that have at least 90% attendance in a given school calendar year will be met on the reading, math and language ISAT.
3. Upon the completion of each grade, all students will have produced a portfolio of learning that meets or exceeds the school's portfolio rubric. The rubric scoring guide will be developed by a collaborative team of teachers, PYP trainers, administrators, the Board of Directors and/or parents within the first year of operation.
4. Students enrolled in the language program will be assessed using a variety of established oral and written proficiency exams including those endorsed by the American Council on the Teaching of Foreign Languages (ACTFL) (e.g. Student Oral Proficiency Assessment (SOPA))

and French as a Second Language Assessment Package). Quantitative norms will be established after the first full cycle of students.

5. High school students will successfully meet graduation requirements consistent with ID state requirements. In addition to meeting state graduation requirements and earning a regular high school diploma, high school students will have the option of working towards Diploma Programme graduation requirements, or the International Baccalaureate Career Certificate requirements, both of which are specified by the International Baccalaureate Organization . Targets for high school graduation are 100%.

Assessment for the Middle Years Programme. In addition to reaching a minimum of 80% of middle years (grades 6-9) students reaching proficiency levels on ISAT measures, the following assessment procedures will be used to determine student progress in the MYP.

1. Teachers organize continuous assessment over the course of the programme according to specified assessment criteria that correspond to the objectives of each subject group. Regular school assessment and reporting play a major role:

- in the students' and parents' understanding of the objectives and assessment criteria
- in the students' preparation for final assessment
- in the development of the curriculum according to the principles of the programme.

2. Teachers are responsible for structuring varied and valid assessment tasks (including tests and examinations) that will allow students to demonstrate achievement according to the objectives for each subject group. These include:

- open-ended, problem-solving activities
- investigations
- organized debates
- hands-on experimentation
- analysis and reflection.

In keeping with the ethos of approaches to learning, schools also make use of quantitative and qualitative assessment strategies and tools that provide opportunities for peer- and self-assessment. The recording and reporting of individual levels of achievement are organized in ways that provide students with detailed feedback on their progress as it relates to the assessment criteria for each subject group.

Assessment for the Diploma Programme.

A minimum of 80% of 10th grade students will meet proficiency levels on all areas of the ISAT.

Additionally, students take written examinations at the end of the programme, which are marked by external IB examiners. Students also complete assessment tasks in the school, which are either initially marked by teachers and then moderated by external moderators or sent directly to external examiners.

The IB diploma is awarded to students who gain at least 24 points, subject to certain minimum levels of performance across the whole programme and to satisfactory participation in the creativity, action,

service requirement. The highest total that a Diploma Programme student can be awarded is 45 points.

The International Baccalaureate® (IB) assesses student work as direct evidence of achievement against the stated goals of the Diploma Programme courses.

The Diploma Programme goals provide students with:

- a broad and balanced, yet academically demanding, programme of study
- the development of critical-thinking and reflective skills
- the development of research skills
- the development of independent learning skills
- the development of intercultural understanding
- a globally recognized university entrance qualification.

Diploma Programme assessment procedures measure the extent to which students have mastered advanced academic skills in fulfilling these goals, for example:

- analysing and presenting information
- evaluating and constructing arguments
- solving problems creatively.

Basic skills are also assessed, including:

- retaining knowledge
- understanding key concepts
- applying standard methods.

Methods for Measuring Student Progress

Assessment and Evaluation: Sage International School of Boise will emphasize assessment that enhances learning. Students will be encouraged to view assessments as learning experiences and challenges. Student growth and development will reflect understanding, application and synthesis of the educational standards of the State of Idaho and the IB programme.

Sage International School of Boise will sample student performance by utilizing information from both standardized evaluations and alternative assessment measures. Performance will be assessed on at least three levels:

1. Student progress relative to previous performance will be assessed through a variety of written reports, oral presentations, and individual and group projects.
2. Attitudes and personal/academic habits will be assessed through teacher evaluations of written work, oral presentations, and individual and group projects.
3. Performance will be assessed relative to district and state developed standards on the ISAT and other standardized tests.

Ensuring State Accreditation

Sage International School of Boise's curriculum framework is built around our intention to apply for and become an "International Baccalaureate ("IB") World School." There are currently nearly 2,000 IB schools in 124 countries offering International Baccalaureate programmes to nearly 500,000 students. There are 665 IB World Schools in the United States offering one or more of the three IB programmes.

The International Baccalaureate Program is unique in that:

- It offers a continuum of education, consisting of three programs for students aged 3 to 18.
- It has a reputation for high-quality education sustained for over 35 years.
- The program encourages international-mindedness in its students. To accomplish this, students must first develop an understanding of their own cultural and national identity.
- The program encourages a positive attitude to learning by encouraging students to ask challenging questions, to critically reflect, to develop research skills, to learn how to learn and to participate in community service.

The IB curriculum we aspire to use meets or exceeds Idaho's State Standards. The IB program consists of five essential elements: concepts, knowledge, skills, attitude, and, action. The knowledge component is developed through inquiries into six transdisciplinary themes of global significance, supported and balanced by six subject areas including: language, social studies, mathematics, the arts (including, but not limited to: drawing, painting, sculpture, collage, drama, dance, vocal and instrumental music), science and technology, and personal, social and physical education.

The International Baccalaureate Organization aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect. To this end, Sage will develop challenging programs of international education and rigorous assessment. These programs encourage students across the world to become active, compassionate and lifelong learners who understand other people.

At Sage, we will comply with all accreditations standards and procedures of the State of Idaho (following Idaho Code 33-5205(3)(e) and 33-5210(4)(b) and will obtain accreditation through operation in accordance with Idaho Code 33-1612. An Accreditation Committee, selected by and working with the Board of Directors and the Principal will choose the appropriate accreditation standard and oversee the accreditation process. After accreditation, the Principal of the school will submit annual accreditation reports to the Idaho State Department of Education. The accreditation standard will be chosen from among the Idaho Elementary / Secondary Accreditation Standards, the Northwest Accreditation Standards, or the Idaho Accreditation School Improvement Model.

Provision for Improvement per NCLB

In the event that Sage International School does not make Adequate Yearly Progress (AYP) per NCLB, a team comprised of the principal, Board of Directors and additional inside/outside technical

assistance will meet to develop a school improvement plan to address student achievement. This process will investigate all components that affect student achievement including but not limited to curriculum, instructional time, staff professional development, and instructional strategies. It will also be the team's responsibility to monitor the implementation of the improvement plan for improved learning and teaching and continue to provide feedback and recommendations for strengthening ongoing student achievement.

TAB 5: Governance Structure: Description of Governance Structure and Process to Ensure Parental Involvement; Plan for Annual Financial and Programmatic Audits

“Governance is the system of values, policies and institutions by which a society manages its economic, political and social affairs through interactions within and among the state, civil society and private sector. It is the way a society organizes itself to make and implement decisions—achieving mutual understanding, agreement and action. It comprises the mechanisms and processes for citizens and groups to articulate their interests, mediate their differences and exercise their legal rights and obligations. It is the rules, institutions and practices that set limits and provide incentives for individuals, organizations and firms. Governance, including its social, political and economic dimensions, operates at every level of human enterprise, be it the household, village, municipality, nation, region or globe.”

—UNDP Strategy Note on Governance for Human development, 2004

Description of Governance Structure and Process to Ensure Parental Involvement

Sage International School of Boise, A Public Charter School, Inc, Board of Directors: Sage International School of Boise, Inc., is a non-profit organization organized and managed under the Idaho Nonprofit Corporation Act and IRS Code, Section 501(c)(3). The Board of Directors will serve as the public agents who govern Sage. There will be approximately 5 to 9 members on the Board of Directors. Initially the Board of Directors will be comprised of the original Founders, as appropriate. The Founders will make every attempt to include a balance of skills and vocations on the board. Founders reserve the right to draw membership to the Board of Directors from outside the list of original “Founders”. The Board of Directors’ responsibilities include but are not limited to:

- Aiding in the business operations of the school including the procurement of funding;
- Monitoring and assessing the school’s compliance with the provisions of its charter under the Idaho Public Charter Schools Act;
- Holding meetings which follow the open meetings laws, keeping accurate minutes, and making the minutes available to the public;
- Meeting as necessary, with one meeting serving as the annual meeting of the corporation.

Founders: Below is a list of original “Founders” who have made material contributions to the establishment of Sage International School by giving their time, effort, energy and resources to the creation and formation of the charter, including the formation of the school and its policies, mission statement, methods and governance structure. Additional “Founders” may be added up to the time of initial enrollment at Sage. The process in which additional “Founders” are designated will include an application and interview with the existing Board of Directors, and a vote by the Board of Directors. These additional “Founders” may be persons, employees, or staff who contribute significantly to the development of the school in ways such as participating as volunteers in the creation and

development of the school's physical location, structures, grounds, and general campus, and by other actions, donations and volunteer activities without which the school would not come into existence. These founders will be duly designated upon the establishment of Sage for their contributions at the time the contributions were received, and such designation will be endorsed and ratified by the Board of Directors.

List of original Founders includes:

- William (Bill) Carter, J.D.
Attorney, developer, community activist, member, Big Brothers/Big Sisters
- Kimberly Carter-Cram, Ph.D.
Parent, university professor, former international elementary school director, language acquisition expert
- Michael Cram
Parent, business manager and auditor, Idaho Department of Transportation
- Nancy Glenn, Ph.D.
Parent, university professor and researcher, community activist
- Evelyn Johnson, Ed.D
Parent, university professor and researcher in special education, community member
- Don Keller, M.Ed., Idaho Administrator
Parent, educator, outdoorsman, community member

Parental Participation

The Parent-Faculty Association (PFA) and Board of Directors of Sage International School may provide consultation to the Principal regarding ongoing plans for the school. Sage International School is committed to ensuring that parents of students who attend its program are involved in the education of their children and in the school at many levels. Parents bring an in-depth understanding of their children's personalities, learning styles, and strengths and weaknesses, which is essential for the continuing educational development of their children. The process to ensure parental involvement will be as follows:

1. Parents will receive written information as each year begins.
2. Parents will be highly encouraged to attend two parent teacher conferences per year.
3. Parents will be asked to complete a survey during the school year addressing the following issues: safety of students, school-wide discipline, school climate, curriculum, and other school issues relevant to the school.

4. Parents will be highly encouraged to be involved in the PFA and to volunteer for school projects, programs, committees and to work with students.
5. Parents will be highly encouraged to provide an appropriate learning environment at home for study and academic reinforcement.
6. Parents will be highly encouraged and welcomed to volunteer in their child's(ren's) classroom(s).
7. Parents will be highly encouraged to communicate regularly with the school. In turn, the school and the PFA will regularly communicate with the parents.
8. Parents will be highly encouraged to attend and participate in the BOD monthly board meetings.

Annual Programmatic Operations Audits

Annual Audit and Reporting

Sage International School will conduct Programmatic Operations Audits in accordance with the Public Charter School Commission policy.

Idaho Administrative Rule is clear that the programmatic operations audit must be submitted annually and must be submitted to the Public Charter School Commission no later than October 15th for the previous school year (IDAPA 08.03.01.301.12).

Tab 6: Employee Qualifications; Transfer Rights of Employees; Collective Bargaining; Teacher/Administrator Contracts; Health and Safety Procedures; Benefits

*"If the child is not learning the way you are teaching,
then you must teach in the way the child learns."
- Rita Dunn*

Employee Qualifications

The faculty and staff at Sage International School will strive to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect through adherence to Idaho State Code and the international curriculum offered through the International Baccalaureate Program. Our goal is to encourage our community members to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be respected and valued.

The following information deals in particular with regulations that may affect our faculty or staff members while at Sage International School of Boise. Other information is included as minimum requirements for the charter school to function with the level of autonomy and freedom intended by the Charter Schools Act.

Sage reserves the right to create, revise, implement, and enforce all nonsubstantive policies, procedures, and provisions of its organization and operations at any time during the charter period. Substantive policies, procedure, and provisions shall be subject to creation or modification according to rights of law.

Full-time staff at Sage International School of Boise will meet or exceed qualifications required by the State of Idaho. In order to be considered for employment, individuals will meet, but not be limited to, the following requirements:

- Staff will be required to possess personal characteristics, knowledge, experience, and expertise consistent with the philosophy, mission, and expectations of Sage International School of Boise.
- Teachers will possess an Idaho teaching certificate, permit, or other document equivalent to that which a teacher in other Idaho public schools would be required to hold.
- All Teacher applicants will be required to complete a standard application and interview procedure.
- Other employees will be required to hold expertise in their field and an ability and interest in working with children of all ages and backgrounds, and their families.

- The School's employment procedures will fully comply with Idaho Code, including criminal record summaries and fingerprinting. All staff members will submit a criminal history check fingerprint card to the Office of Certification at the State Department of Education.
- All teachers and administrators will be on a written contract approved by the State Superintendent of Public Instruction (Idaho Code 33-5206(4)).
- Sage International School of Boise reserves the right to seek waivers or limited certification options as provided by rule of the State Board of Education when deemed in the best interests of the education program.
- Sage International School reserves the right to hire any person for temporary or part-time assistance under the direct supervision of certified staff members. This provision is intended to allow various community experts and other specialized persons who may not hold certification to contribute to the school according to their talents, experience, creativity and expertise.

Collective Bargaining

Teachers and staff at Sage International School will be a separate unit for purposes of collective bargaining.

Health and Safety Procedures

Sage will provide a facility and adopt policies that meet all required city, state and federal health, accessibility, safety, fire and building codes for public schools including but not limited to the following:

- The facility will pass inspection by fire and safety officials using the same guidelines for all public schools;
- Fire and evacuation drills will be conducted during the first week of school, monthly and during the first week back after extended breaks;
- Maps illustrating fire exit routes will be posted near the exit in every room;
- All staff will be trained in procedures outlined in the public schools' Emergency Handbook;
- All visitors and volunteers will be required to check in at the office and to wear an identification badge;
- Student check out during the school day will require the person picking up the child to sign the child out at the office and to produce appropriate photo identification;
- All state rules and regulations for student safety will be followed;
- A health / nurse room will be furnished and supplied adequately for the number of students in the school. Eventually a certified nurse will be hired;
- Health records highlighting chronic issues will be held on each student and made available in emergencies;

- Emergency contact numbers will be maintained on all students;
- All staff will be trained in universal medical and health precautions;
- Sage will adopt a policy regarding use/possession of illegal substances consistent with policy of the chartering district; and,
- All employees will be screened by law enforcement agencies.

Benefits: Provision Regarding PERSI, Federal Social Security, Unemployment Insurance, and Worker's Compensation Insurance

Sage International School will comply with all state and federal laws addressing employment benefits and insurance. At a minimum, employees will be covered by unemployment and worker's compensation insurance, will have federal social security withheld along with the employer's matching contributions, will be covered under the Public Employee Retirement System of Idaho (PERSI), and will be offered health insurance. It is the intent of Sage International School to offer competitive wages and benefits so that it can recruit and retain talented employees to shape children who will become the leaders of our future.

Tab 7: Admission Procedures; Disciplinary Procedures (Including Alcohol/Controlled Substance Policy and Plan for Denial of School Attendance); Public School Attendance Alternative; Enrollment Opportunities; Student Handbook

Admission and Enrollment Procedures

Enrollment Opportunities

Sage International School will take the following steps to ensure the primary attendance area is aware of the enrollment opportunities at Sage International School (per Section 33-5205 (3)(s) Idaho Code). While taking into consideration the language demographics of the attendance area, at least three (3) months in advance of the enrollment deadline established by Sage International each year, information will be posted in highly visible and prominent locations within the area of attendance. In addition, Sage International School shall ensure that such process includes the dissemination of press releases and/or public service announcements, to media outlets that broadcast within, or disseminate printed publications within the attendance area for Sage International School. Sage International School will ensure that such announcements are broadcast or published by such media outlets on not less than three (3) occasions, beginning not later than fourteen (14) days prior to the enrollment deadline each year. The outlets chosen for dissemination of information will be focused on the age range of students for which the greatest number of openings is anticipated. Finally, such enrollment information shall advise that all prospective students will be given the opportunity to enroll in the public charter school, regardless of race, color, national or ethnic origin, religion, gender, social or economic status, or special needs (4-11-06).

Enrollment Deadline

Each year Sage International School shall establish an enrollment admissions deadline, which shall be the date by which all written requests for admission to attend Sage International School for the next school year must be received. The enrollment deadline cannot be changed once the enrollment information is disseminated.

Requests for Admission

Sage International School will comply with Section 33-5205 (3)(j) Idaho Code. A parent, guardian, or other person with legal authority to make decisions regarding school attendance on behalf of a child in this state, may make a request in writing for such child to attend Sage International School. In the case of a family with more than one (1) child seeking to attend Sage International School, one written request for admission must be submitted on behalf of all siblings. The written request for admission must be submitted to, and received by, Sage International School on or before the enrollment deadline established by Sage International School. The written request for admission shall contain the name, grade level, address, and telephone number of each prospective student. If the initial capacity of Sage International School is insufficient to enroll all prospective students, a lottery shall be utilized to determine which prospective students will be admitted to Sage International School. Only those written requests for admission submitted on behalf of prospective students that are received prior to the enrollment deadline established by Sage International School shall be permitted in the

lottery. Written requests for admission received after the established enrollment deadline will be added to the bottom of the final selection list for the appropriate grade.

Admission Preferences for Initial Enrollment

If the initial capacity of Sage International School is insufficient to enroll all prospective students, a lottery shall be utilized to determine which prospective students will be admitted to Sage International School. Sage International School will follow Idaho Code Section 33-502 (j). Prospective students will be placed in priority groups as follows:

First Priority: The first priority group of Sage International School will include the children of full-time employees, children of the Founders (provided that this admission preference shall be limited to not more than ten percent (10%) of the initial capacity of Sage International School).

Second Priority: The second priority group is siblings of pupils already selected by the lottery.

Third Priority: The third priority group is students who reside in the primary attendance area of Sage International School..

Fourth Priority: The fourth priority group includes students who reside outside of the primary attendance area of Sage International School.

Admission Preferences for Subsequent Enrollment Periods.

First Priority: Pupils returning to Sage International School in the second or any subsequent year of operation. Returning students are automatically enrolled in the appropriate grade and do not need to be selected by lottery.

Second Priority: To children of founders and full time employees, provided that this admission preference shall be limited to not more than (10%).

Third Priority: Siblings of pupils already enrolled in Sage International School.

Fourth Priority: Prospective students residing in the primary attendance area of Sage International School.

Fifth Priority: Prospective students residing outside the primary attendance area of Sage International School.

Proposed Attendance List for Lottery.

Sage International School will comply with Idaho State Board of Education Rules Governing Public Charter Schools IDAPA 08.02.04 for the Proposed Attendance List for Lottery.

Equitable Selection Process.

Sage International School will comply with Idaho State Board of Education Rules Governing Public Charter Schools IDAPA 08.02.04 for the Equitable Selection Process.

Final Selection List

Sage International School will comply with Idaho State Board of Education Rules Governing Public Charter Schools IDAPA 08.02.04 for the Final Selection List.

Notification and Acceptance Process.

Sage International School will comply with Idaho State Board of Education Rules Governing Public Charter Schools IDAPA 08.02.04 for the Notification and Acceptance Process.

Subsequent School Years

Sage International School will comply with Idaho State Board of Education Rules Governing Public Charter Schools IDAPA 08.02.04 for Subsequent School Years.

Enrollment Capacity of the Charter School: The anticipated Year 1 enrollment of Sage International School will be capped at 254 students. This figure is derived from a first year of operations configuration of:

- Kindergarten** (two classes): 22 students each (44 total) (one full day; one half-day)
- 1st grade** (two classes): 22 students each (44 total)
- 2nd grade:** 24 students
- 3rd grade:** 24 students
- 4th grade:** 24 students
- 5th grade:** 30 students
- 6th grade:** 30 students
- 7th grade:** 30 students

These numbers are maximum number of students in each grade.

It is our intent to allow the school to grow using a controlled growth plan on a ten-year schedule. Estimated enrollments through the school's first 9 years of operation are projected as follows (see table below):

Sage International School of Boise expected enrollment and growth (maximum numbers per grade)									
Year:	1	2	3	4	5	6	7	8	9
Kindergarten (half-day)	22	22	22	22	22	22	22	22	22
Kindergarten (full-day)	22	22	22	22	22	22	22	22	22
1 st Grade	22	22	22	22	22	22	22	22	22
1 st Grade	22	22	22	22	22	22	22	22	22
2 nd Grade	24	24	24	24	24	24	24	24	24
2 nd Grade		24	24	24	24	24	24	24	24
3 rd Grade	24	24	24	24	24	24	24	24	24
3 rd Grade		24	24	24	24	24	24	24	24
4 th Grade	24	24	24	24	24	24	24	24	24
4 th Grade		24	24	24	24	24	24	24	24
5 th Grade	30	30	30	30	30	30	30	30	30
5 th Grade			30	30	30	30	30	30	30
6 th Grade	30	40	30	30	30	30	30	30	30
6 th Grade			20	30	30	30	30	30	30
7 th Grade	30	40	30	30	30	30	30	30	30
7 th Grade			20	30	30	30	30	30	30
8 th Grade		12	30	30	30	30	30	30	30
8 th Grade			20	30	30	30	30	30	30
9 th Grade			20	30	30	30	30	30	30
9 th Grade				30	30	30	30	30	30
10 th Grade				30	60	60	60	60	60
11 th Grade					30	60	60	60	60
12 th Grade						30	60	60	60
Total	250	354	462	562	622	682	712	712	712

Should enrollment approach the minimum for financial viability, the Board of Directors shall take action including, but not limited to, the following:

- Increase enrollment demand through a marketing campaign
- Increase fundraising from external sources
- Eliminate or defer expenses

Sage International School will offer two kindergarten classes (one full-day and one half-day). For the full-day class parents will cover the difference in cost from a funded half-day to full-day.

Disciplinary Procedures (Including Alcohol/Controlled Substance Policy and Plan for Denial of School Attendance)

General Discipline

Sage International School is committed to a safe learning environment. Student's expectations for appropriate behavior are high and will be communicated to students, parents and teachers through training, the student handbook and everyday practice. The school wide philosophy that will be implemented for discipline will follow the "Love and Logic" approach.

The Love and Logic program is a classroom management approach to working with students that:

1. Puts teachers in control
2. Teaches students to think for themselves
3. Raises the level of student responsibility
4. Prepares students to function effectively in a society filled with temptations, decisions, and consequences.

Teachers and staff follow three basic rules when using Love and Logic, which are:

1. Use enforceable limits
2. Provide choices within limits
3. Apply consequences with empathy.

Denial of Attendance to a Student: Per Idaho Code 33-205 the school's board of directors may deny enrollment to Sage International School of Boise to any student who is habitually truant, or who is incorrigible, or whose conduct, in the judgment of the board is such as to be continuously disruptive of school discipline, or of the instructional effectiveness of the school, or whose presence in the school is detrimental to the health and safety of other students or who has been expelled from another school district in this state or any other state. Any pupil having been denied enrollment or expelled may be enrolled or readmitted to the school by the board of directors upon such reasonable conditions as may be prescribed by the board: but such enrollment or readmission shall not prevent the board from again expelling such pupil for cause.

No pupil shall be expelled nor denied enrollment without the board of directors having first given written notice to the parent or guardian of the pupil, which notice shall state the grounds for the proposed expulsion or denial of enrollment and the time and place where such parent or guardian may appear to contest the action of the board to deny school attendance, and which notice shall also state the rights of the pupil to be represented by counsel, to produce witnesses and submit evidence on his own behalf, and to cross-examine any adult witnesses who may appear against him. Within a reasonable period of time following such notification, the board of directors shall grant the pupil and his parents or guardian a full and fair hearing on the proposed expulsion or denial of enrollment. However, the board shall allow a reasonable period of time between such notification and the holding of such hearing to allow the pupil and his parents or guardian to prepare their response to the charge. Discipline of students with disabilities shall be in accordance with the requirements of federal law part B of the individuals with disabilities education act and

section 504 of the rehabilitation act. Any pupil who is within the age of compulsory attendance, who is expelled or denied enrollment as herein provided, shall come under the purview of the juvenile corrections act, and an authorized representative of the board shall, within five (5) days, given written notice of the pupil's expulsion to the prosecuting attorney of the count of the pupil's residence.

Procedure by which Students can be Suspended, Expelled and Reenrolled: Sage

International School will assemble a student handbook following state law (Idaho Code 33-205) that outlines a "code of conduct" including expectations and consequences for unacceptable behavior. Suspension or expulsion will be considered only as the final option in a series of efforts to avoid such measures including but not limited to the following steps, in chronological order:

Step 1: Parent/Guardian notification by Teacher/Staff (written and/or verbal).

Step 2: Parent/Guardian notification by Teacher/Staff/Principal (written and/or verbal) and possible Parent/Teacher/Principal conference.

Step 3: Possible suspension and prior to suspension if needed the principal shall grant an informal hearing on the reasons for the suspension and the opportunity to challenge those reasons. Parent notification suspension not to exceed five (5) school days in length.

Re-admission after conference with Student/Parent/Principal. Possible additional ten (10) days suspension by the school's board of directors and provided, that on a finding by the school's board of directors, that immediate return to school attendance by the suspended student would be detrimental to other pupils' health, welfare or safety, the board of directors may extend the suspension for an additional five (5) school days. Readmission after conference with student/ Parent/ Principal.

Step 4: Expulsion (Idaho code 33-205) by school's board of directors by written notice to the Parent/Guardian of the pupil stating the grounds for expulsion and the time and place where such Parent/Guardian may appear to contest the action of the board. Length of expulsion to be determined by school's board.

Step 5: Readmission after meeting with school's board of directors/Principal prior to end of expulsion.

Sage International School Drug and Alcohol Use Policy: Sage International School of Boise will comply with Idaho Code Section 33-210. In keeping with the federal regulations established by the Drug Free Workplace Act of 1988, Sage International School is committed to the concept of having a drug free work and student environment. It is our intent that programs and activities be planned and carried out by the professional staff that will enable the school to achieve this goal.

The primary focus of our program shall be educational in nature, with instruction geared to discourage student experimentation of any mood altering substance. A companion focus of this program shall be aimed to assist students who have made unacceptable choices regarding any controlled substance. A necessary part of the latter focus is an attitude among teachers and other staff members that one of our responsibilities is to assist those students who need help in overcoming their potentially addictive behaviors. We believe that it is possible to have a totally drug free environment in the school setting. If a student cannot, or will not, commit to responsible behavior to help achieve this goal, several sanctions may be imposed as a disciplinary measure. They include, but are not limited to, the following:

- Parent or guardian contacted
- Referral to assistance, such as counselors and/or health professionals
- Referral to an outside agency for chemical dependency assessment and/or treatment
- Suspension from school
- Expulsion from school

A. Referral Policy

When there is reasonable cause to believe that a student illegally uses, sells, distributes, or possesses drug paraphernalia, drugs, alcohol, or other mood-altering substances in school, on or adjacent to school property, or at school functions, the student will be subject to the disciplinary procedures contained in this regulation. As used in this policy, reasonable cause shall mean the existence of specific observable evidence or behaviors that can be described. Observable behaviors may include chronic attendance problems, sleeping in class, erratic behavior, inappropriate comments, drop in grades, defiance of or disrespect toward authority, or motor coordination problems. Possession of alcoholic beverages, drugs or drug paraphernalia is also considered as evidence. Evidence shall include, but not be limited to, smell of alcohol, or other mood-altering substances, impaired speech, impaired coordination or other recognizable characteristics unusual for the particular student. Offenses for students shall be cumulative from grades K-12.

B. Procedures

Sage International School will send staff to training to identify drug, alcohol, and mood-altering substance use. Staff will refer such information to the Principal through appropriate procedures. To develop reasonable cause for taking action the following procedures may be indicated.

- Documented behaviors or indicators of drug, alcohol or mood-altering substance use.
- Possession of alcohol or other illegal drugs
- All procedures are to be performed with discretion and documented.
- Refusal to submit to a request to any of the procedures may result in disciplinary action.

C. Disciplinary Procedure

1. First Offense for Use or Possession (K-12)

- Parent or guardian will be contacted;

- Student will be suspended for 5 days;
 - Suspension may be modified if the student participates in and follows the recommendations of an assessment by a certified drug/alcohol agency. A release of information would also be required;
 - Law Enforcement Agency shall be contacted; and,
 - If the student does not complete the recommendations of the assessment, then the remainder of the 5-day suspension will go into effect.
2. Second Offense for Use or Possession (K-12)
- Parent or guardian will be contacted;
 - Board of Directors may be petitioned for expulsion of student;
 - Law Enforcement Agency shall be contacted; and,
 - Child Protection Services (C.P.S.) may be contacted.
3. Third Offense for Use or Possession (K-12)
- Parent or guardian will be contacted;
 - The student shall be suspended and the Board of Directors will be petitioned for expulsion of the student;
 - Law Enforcement Agency shall be contacted; and,
 - Child Protection Services (C.P.S.) will be contacted.
4. First Offense for Selling or Delivering (K-12)
- Parent or Guardian will be contacted;
 - Law Enforcement Agency shall be contacted;
 - The student will be suspended and the Board of Directors will be petitioned for expulsion of the student; and,
 - C.P.S. may be contacted.

Public School Attendance Alternative

Since a charter school is a public school and Sage International School of Boise is a new entity, not a conversion, the attendance alternative would be the same as for all students in a public school district. The children located within the attendance area of the authorizing district will have the choice to enroll or seek admission to other educational entities, be they public, private or other.

Process for Public Notification of Enrollment Opportunities

Every effort will be made to notify the public of enrollment opportunities at Sage International School. This may include but is not limited to: webpage updates; advertising in local newspapers or community centers (e.g. library); town hall meetings; announcements at other public schools,

etc. Sage International School will comply with the Idaho State Board of Education rules governing charter schools, IDAPA 08.02.04.203.02.

Student Handbook and Procedure Ensuring Parental Access to Student Handbook

(See Appendix E for Draft Student Handbook)

Our handbook will be finalized upon opening of the school and will be a joint effort between the administration, staff, parents and board. Contents to be included will be as follows.

- Message from the principal
- School philosophy
- School academic goals
- Staff and board members
- Daily schedule
- Calendar
- Attendance policy
- Behavior and discipline
- Severe weather procedures and inclement weather
- Field trips
- Health, injury, or illness
- Medication
- Personal belongings
- Weapons and threats
- Special services
- Report cards
- Tardy policy and telephone calls
- Students leaving school grounds
- Electronic network use rules

Tab 8: Business Plan; Transportation Services; School Lunch

Business Plan Including Business Description, Marketing Plan, Management Plan, Financial Plan, Start-up Budget with assumptions form, three-year operating budget form, and first year month-by-month cash flow form, Resumes

Business Plan:

We have utilized a guide from: <http://www.cacharterschools.org/bizpl.html> to help us organize a preliminary business plan.

I. Summary

A. School Description

1. Name and Address:

Sage International School of Boise, A Public Charter School, Inc. ("Sage")

Point of Contact:

Nancy Glenn
PO Box 9428
Boise, ID 83707
208-343-SAGE
nancy.f.glenn@gmail.com
info@sageinternationalschool.org

Sage is organized exclusively for charitable, educational and scientific purposes. Tab 1 includes the Articles of Incorporation for Sage International School of Boise, a new Public Charter School, Inc. as filed and approved by the Secretary of State for the State of Idaho on August 10, 2006.

2. School Description

Sage will initially serve grades K-7 with plans to extend to 12th grade. Sage will be located within the Boise School District, Idaho and plans to open in August 2010. Please see Tabs 2 and 7 for grade organization.

3. Mission statement

Sage International School strives to make of her students citizens of the world by employing best practices from data collected on elementary and middle school instruction from around the globe. Instruction will be given in a setting under the auspices of the inquiry-based curriculum offered through the school's participation in the International Baccalaureate Program. Students who

complete the program at Sage will graduate as true citizens of the world community, with particularly well-developed skills in languages, analytical problem solving, and cultural understanding.

4. Instructional focus

International Baccalaureate World School with emphasis on Foreign Language Immersion.

5. Governance/Administrative structure

- ***Charter accountability***

Sage plans to remain viable at renewal based on a solid management structure representing all levels of constituents and a strong leadership. In addition, Sage believes that recruitment and retention of highly qualified and committed faculty and staff is absolutely necessary for long-term sustainability. Please see Tab 5 for the governance plan.

- ***Relationship with the authorizing chartering entity***

Sage will report directly to the Idaho Public Charter School Commission.

II. Market Analysis

A. Description of the area or market/ district(s) that the school will serve

Sage will serve the Boise area, where the Idaho state capitol is located and where a vibrant community provides cultural and service opportunities. Families who live and work in Boise will have the opportunity to attend Sage.

B. Target market/student population

We plan to serve a student population interested in a school choice of global education and foreign language. These students may come from families who already speak more than one language at home or they may come from families who are looking to the future of a global world.

C. Competition - other school(s) seeking the same student population to include private, public, magnet, parochial and other charter schools

There are no other public schools that provide the IB curriculum (see Tab 2 for a discussion of the Meridian School District). A private school, Riverstone International School, provides IB elementary through high school education. As of Fall 2008, the Boise School District (BSD) has an 'international based' theme at two of its public elementary schools (Longfellow and Pierce Park). Spanish/English dual-language programs are offered for some grades at Whitney and Whittier elementary schools in BSD. BSD high schools offer Advanced Placement (AP) coursework. Both IB and AP coursework are known to be academically rigorous; however, the programs are quite distinct. The AP program offers curriculum representing college courses, allowing students to enroll in AP courses of interest. The IB program combines rigorous academic content with a focus on the development of critical thinking and global awareness; furthermore, IB offers an integrated, multiyear, cross-disciplinary program.

III. Marketing Strategy

A. Overall strategy (awareness for students and parents)

Announcements about the school and lottery procedures for application will be made beginning at least four months in advance of application deadlines in a variety of media. Our goal is to attract a

sufficient pool of potential applicants that includes ethnic diversity, gender equity, and cultural balance.

B. Specific admission and recruiting plans and policies

Please see Tab 6 for specific admissions plans and policies.

IV. Management Plan

A. Form of business organization

Sage is nonprofit and is organized exclusively for charitable, educational and scientific purposes (see Articles of Incorporation Tab 1).

B. Board of Directors

Please see Tab 5.

C. Administrator(s): organization chart and responsibilities (if applicable)

Please see Tab 5. Note that the Principal and Board of Directors will determine the school calendar, schedule and hours of operation in compliance with the requirement of providing 900 hours of instruction.

Administrative services will be provided by the Principal and supplemented by other contracted services as needed. Annual programmatic operations audits and fiscal audits will be presented to the Board of Directors. The Board of Directors will serve as the liaison between Sage International and the Idaho Public Charter School Commission.

Financial operations will be contracted out to licensed and bonded entities. Funding sources will include state allocations per pupil, federal start-up grants, private grants, business partnerships and donations.

D. Resumes of key personnel

Attached

E. Staffing plan/number of employees.

We initially plan to staff approximately 8 teachers and 1 administrator. Additional teachers and administrators will be added as need arises and finances allow.

F. Facility plan/ planned capital improvements

Please see Tabs 2 and 10.

G. Operating plan/schedule of work for next year.

Our operating plan and schedule for the next year include 1) charter approval; 2) application for charter grant; 3) advertisement of charter approval and opportunities for parents, students, and staff; 4) identifying lease facilities.

Day to Day Operations

The Principal of Sage will determine day to day operations and the Board of Directors will have oversight authority.

Budget: The budget for Sage will be prepared in compliance with Idaho Code Section 33-801 and rules of the State Board of Education, will be presented at a public hearing in June of the year the school will open; and will be delivered to the State Department of Education as required on or before July 15 prior to the start of the school year. Copies of the budget will be provided to the public on our school website. The budget will be prepared, approved and filed using the required Idaho Financial Accounting Reporting Management System (IFARMS) format.

Start-Up and Long Term Budget: An initial budget with forms, 3-year operating budget, and first year month-by-month cash flow form are attached.

Income Sources: Funding sources will include state allocation per pupil, federal start-up grants, private grants, business partnerships and donations. Our grant writers have already identified several potential sources of additional funding and will prepare proposals pending approval of the school by the authorizing chartering entity.

Working Capital and Assets: Sage does not expect to have working capital and assets until after the Charter is approved.

Fundraising: The Board of Directors, Principal, and/or parent organizations will be responsible for fundraising efforts, if implemented, to generate capital or to supplement per-pupil allocations.

Expenditures:

Purchasing Process: The Principal will determine procedures for procuring goods and services with approval from the Board of Directors.

Payroll Processing: Sage will outsource its payroll processing as determined by the Principal with approval from the Board of Directors.

Financial Management: The accounting records will be kept in accordance with generally accepted accounting principles. Sage will follow the requirements set forth by the Idaho State Department of Education, including formats for account numbering. The Board of Directors will be responsible for financial management.

Bonding: Documentation of bonding of all personnel involved in the school's financial operations will be provided prior to the opening of the school.

Transportation Services

Sage International School will not offer transportation services for students for the 2010-11 school year. Sage will investigate transportation options in subsequent years. Based upon the geographic areas of student residence, transportation may be provided within a limited area.

Transportation for students with special needs will be provided in accordance with requirements of state and federal law. Transportation for fieldtrips, excursions, and extracurricular activities will be provided by the school through contracted services.

Plan for school lunch program

Sage International will not provide any food services initially but will consider programs for a possible future date.

Resumes

See Appendix D

Tab 9: Virtual Charter School Details

DOES NOT APPLY

Tab 10: Description of Business Arrangements; Additional Information; Plan for Termination

Description of Business Arrangements and Partnerships, Including Lease Agreements

We are actively engaged in conversations with several entities regarding partnerships. We have looked at several facilities but will not be entering into a lease agreement until the charter is approved and the timing is appropriate.

Termination of the Charter

In cases of termination or non-renewal, the Board of Directors is responsible for the dissolution of the business and affairs of the school. Sage International School will fully cooperate with the Authorized Chartering Entity for the dissolution process. All students will receive written notice of how to request a transfer of student records to a specific school. Sage International School will accommodate student record requests from schools for up to one year after dissolution. Upon the dissolution of Sage International School, remaining assets will be distributed to creditors pursuant to Sections 30-3-114 and 30-3-115 of the Idaho Code. All remaining assets will be distributed to the Idaho Public Charter School Commission.

Appendix A

FILED EFFECTIVE

**ARTICLES OF INCORPORATION OF
THE SAGE INTERNATIONAL SCHOOL OF BOISE,
A PUBLIC CHARTER SCHOOL, INC.**

06 AUG 10 PM 3:51

SECRETARY OF STATE
IDAHO

Article of Incorporation of the undersigned, all of whom are citizens of the United States, desiring to form a Non-Profit Corporation under the Non-Profit Corporation Law of Idaho, do hereby certify:

Article One

The name of the corporation shall be: The Sage International School of Boise, A Public Charter School, Inc.

Article Two

The place in this state where the principal office of the Corporation is to be located is the City of Boise, Ada County.

Article Three

This corporation is organized exclusively for charitable, educational, and scientific purposes, including, for such purposes, the making of distributions to 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. Without limiting the powers the corporation may lawfully exercise, the corporation shall have the powers to receive, retain and expend funds from the governments of the United States of America, state and local governments, charitable or educational organizations (including foundations), private organizations, or individuals. Consistent with the foregoing, the corporation may exercise all powers which a corporation organized under the laws of the Idaho Business Corporation Act, as may be amended, may be authorized to exercise. The specific purpose for which this corporation is organized is the operation of a public charter school.

Article Four

The street address of the registered office is: 5363 North Mendelson Avenue, Meridian, Idaho, 83642; and the registered agent at such address is:
Kimberly Carter-Cram.

Article Five

The name(s) and address(es) of the current Directors are:

Kimberly Carter-Cram
5363 North Mendelson Ave.
Meridian, Idaho, 83642

Michael Cram
5363 North Mendelson Ave.
Meridian, Idaho, 83642

IDAHO SECRETARY OF STATE
08/10/2006 05:00
CK: 1658 CT: 283285 BH: 969588
1 @ 38.00 = 38.00 INC NONP # 2
1 @ 28.00 = 28.00 NON EXPEDI # 3

C 148303

Gail Zerrade
5275 N. Maidstone Way
Boise, ID 83713

Nancy Glenn
2515 Heights Dr.
Boise, ID 83702

Bill Carter
1331 East Monterey Dr.
Boise, Idaho 83706

Article Six

The mailing address of the corporation shall be: 5363 North Mendelson Ave., Meridian, Idaho, 83642

Article Seven

The corporation does have voting members.

Article Eight

No part of the net earnings of the corporation shall inure to the benefit of its incorporator, officers, directors, members, or any other private persons, except that the corporation shall be authorized to make payments and distributions in furtherance of the purposes set forth herein in Article Nine and in the Bylaws. 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 provision of these articles, this corporation shall not, except to an insubstantial degree, engage in any activities or exercise any powers that are not in furtherance of the purposes of this corporation.

Article Nine

The corporation shall have the authority to issue up to one hundred (100) shares of capital stock and membership in the corporation shall be governed by the Bylaws.

Article Ten

In the event of dissolution or cessation of all activities, all assets remaining after payment of any outstanding liabilities shall be given to any organization or organizations as shall qualify as an exempt organization under Section 501 (c) et seq. of the Internal Revenue Code, as amended, as the Board of Directors shall determine. Any such assets not disposed of shall be disposed of by the Superior

Court of the county in which the principal office of the corporation is then located, exclusively for such purposes or to such organization or organizations, as said court shall determine, which are organized and operated exclusively for such purpose. Additionally, all records of students residing in the District will immediately be transferred to the District.

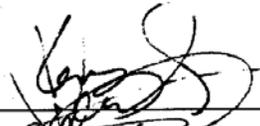
Article Eleven

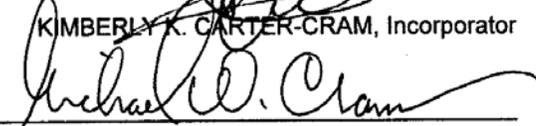
The fiscal year of the corporation shall be July 1 – June 30.

Article Twelve

The duration of the corporation will be perpetual.

DATED this 1st day of July, 2006.



KIMBERLY K. CARTER-CRAM, Incorporator


MICHAEL W. CRAM, Incorporator

BYLAWS

Sage International School of Boise, Inc. An Idaho Nonprofit Corporation and Public Charter School

ARTICLE I OFFICES

Section 1.1 Offices

The Corporation's principal office shall be fixed and located in the County of Ada, State of Idaho as the Board of Directors shall determine. The Board is granted full power and authority to change the principal office from one location to another within the County of Ada, State of Idaho.

ARTICLE 2 PURPOSE

Section 2.1 Purpose

The Corporation is organized exclusively for educational purposes within the meaning Section 501(c)(3) of the Internal Revenue Code of 1986, or the corresponding provisions of any future Federal income tax code.

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

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

ARTICLE 3 NO MEMBERS

Section 3.1 No Members

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

Section 3.2 Associates

Nothing in the Article 3 shall be construed to limit the Corporation's right to refer to persons associated with it as "members" even though such persons are not members,

and no such reference by the Corporation shall render anyone a member within the meaning of Section 30-3-34 of the Idaho Nonprofit Corporation Act found in the Idaho Code.

Section 3.2 Founders and Admission Preference

A "Founder," is defined as any person, including employees or staff of a public charter school, who make a material contribution toward the establishment of a public charter school. The criteria for determining what constitutes a material contribution shall be established by the Board of Directors. In addition, the Board shall determine in accordance with Idaho Code what admission preference, if any, shall be given to the child or children of a Founder.

ARTICLE 4 BOARD OF DIRECTORS

Section 4.1 Board of Directors

The Board shall consist of Directors elected or appointed for a three (3) year term of office as set forth below. The number of Directors constituting the Board of the Corporation shall be not less than five (5) or more than nine (9) Directors. The function of the Board can be described as fiscal management, policy making, advising and evaluating. The Board shall have the further duty of directing the financial means by which the educational program is conducted. They shall also ensure that the community be informed of the needs, purposes, values and status of the charter school.

Section 4.2 Powers of the Board of Directors

The Board, as a board, shall have the full power and duty to manage and oversee the operation of the Corporation's business and to pledge the credit, assets and property of said Corporation when necessary to facilitate the efficient operation thereof. Authority is given to the Charter School Board of Directors by the State of Idaho as provided in the 'Public Charter Schools Act of 1998.' (I.C. § 33-5201 et. seq.).

Section 4.3 Election of Directors

- (a) During the initial year of operation, the Board shall be comprised of the Directors listed in the Articles of Incorporation and any other Directors elected by the then current Board or appointed in accordance with these bylaws.
- (b) No more than three (3) Directors may be a parent with one or more children attending the Public Charter School.
- (c) After the initial year of operation, unless the Board deems it necessary to extend the election for an additional year, Directors will be elected to fill vacancies on the Board by vote of stakeholders of the Corporation at the Corporation's annual meeting. As used herein, "Stakeholders" shall include but is not limited to the parents and guardians of pupils then attending Public Charter School, faculty and

employees of Public Charter School and members of the Public Charter School Parent-Faculty Association.

Section 4.4 Term

- (a) Directors shall be elected or appointed to three (3) year terms of office.
- (b) Each Director shall serve until the stakeholders, at the annual meeting of the Corporation, duly elects his/her successor.

Section 4.5 Resignation and Removal

Subject to the provisions of Section 30-3-69 of the Idaho Nonprofit Public Corporation Act, any Director may resign effective upon giving written notice to the Chairman of the Board, or the Secretary of the Board, unless the notice specifies a later effective time. If the resignation is effective at a future time, a successor may be selected before such time, to take office when the resignation becomes effective. A Director may be removed without cause by a majority of the Directors then in office.

Section 4.6 Vacancies

- (a) A Board vacancy or vacancies shall be deemed to exist if any Director dies, resigns, or is removed, or if the authorized number of Directors is increased.
- (b) The Board may declare vacant the office of any director who has been convicted of a felony, or has been found to have breached any duty arising under Section 30-3-85 of the Idaho Nonprofit Public Corporation Act or to be of unsound mind, by any court of competent jurisdiction, or has failed to attend four (4) or more meetings of the Board in any calendar year.
- (c) Removal of a Director for one or more of the reasons listed in Section 4.6(b) above may be initiated by any member of the Board or by a majority vote petition of the Stakeholders. The Board shall hold a public meeting within ten (10) school attendance days of receiving such a request or petition. Such meeting shall be conducted with regard for the reasonable due process rights of all parties and in public, except where either the Board or the Director whose removal is sought requests a closed session. Where a closed session is held, the final action of the Board shall be taken in public.
- (d) A vacancy on the Board may be filled by a majority vote of the remaining Directors, although less than a quorum. Each Director so elected shall hold office until the next annual meeting of the Corporation.
- (e) No reduction of the authorized number of Directors shall have the effect of removing any Director prior to the expiration of the Director's term of office.

Section 4.7 Oath of Directors

An oath of office shall be administered to each Director, whether elected, re-elected or appointed. The oath may be administered by the Secretary, or by a Director of the charter school. The records of the charter school shall show such oath of office to have

been taken, by whom the oath was administered and shall be filed with the official records of the charter school. The Director is required to take his/her oath within ten (10) days after the Director has notice of his/her election or appointment, or within fifteen (15) days from the commencement of his/her term of office. Before any Director elected or appointed enters upon the duties of his/her office, he/she must take the following oath:

I do solemnly swear (or affirm, if re-elected) that I will support the Constitution of the United States, and the Constitution of the State of Idaho, and that I will faithfully discharge the duties of Director of Sage International School of Boise Public Charter School according to the best of my ability.

Section 4.7 Compensation of Directors

Directors shall not receive any compensation for their services; however, the Board may approve the reimbursement of a Director's actual and necessary expenses incurred in the conduct of the Corporation's business. The Corporation shall carry liability insurance covering the Corporation's business in an amount to be established by the Board.

Section 4.8 Employees

The Board shall have the power to hire employees of the Corporation either on an at will basis or via a written contract whose duties shall be specified by the Board.

Section 4.9 Voting

Voting by the Board shall be in person and no proxy voting on the Board may occur. Tie votes will be broken by the Chairman of the Board.

Section 4.10 Quorum

No business shall be transacted at any meeting of the Board unless a quorum of the members is present. A majority of the full membership of the Board shall constitute a quorum. A majority of the quorum may pass a resolution.

Section 4.11 Rights of Inspection

Every Director has the right to inspect and copy all books, records and documents of every kind and to inspect the physical properties of the Corporation provided such inspection is conducted at a reasonable time after reasonable notice, and provided that such right of inspection and copying is subject to the Corporation's obligations to maintain the confidentiality of certain books, records and documents under any applicable federal, state or local law.

Section 4.12 Committees

The Board may create one (1) or more committees of the board and appoint members of the Board to serve on them. Each committee shall have three (3) or more Board members on it, who serve at the pleasure of the Board. The creation of a committee and appointment of members to it shall be by a majority vote of the Board members then in office. Once the task has been accomplished for which the committee was

formed it shall be dissolved. A committee of the Board may not: 1) authorize distributions; 2.) pledge or transfer assets; 3.) elect, appoint or remove directors; and 4.) adopt, amend or repeal the articles of incorporation or bylaws. Each committee may keep minutes of its proceedings and shall report periodically to the Board. Committees shall report to the full Board regularly at Board meetings and any recommendations from committees shall be reviewed by the Board, discussed and voted on as needed.

Section 4.13 Validity of Instruments

Any note, mortgage, evidence of indebtedness, contract, deed, conveyance or other written instrument and any assignment or endorsement thereof executed or entered into between the corporation and any other person, shall be valid and binding on the corporation when signed by the Chairman of the corporation. Any such instruments may be signed by any other Director(s) and in such manner and from time to time shall be determined by the Board and, unless so authorized by the Board, no officer, agent or employee shall have any power or authority to bind the corporation by any contract or engagement, to pledge its credit, or to render it liable for any purpose or amount.

ARTICLE 5 BOARD MEETINGS

Section 5.1 Place of Meeting

The place of all meetings of the Directors shall be the principal office of the Corporation in the County of Ada, Idaho, or at such other place as shall be determined from time to time by the Board; and the place at which such meetings shall be held shall be stated in the notice and call of meeting. No change in the place of meeting shall be made within three (3) days before the day on which an election of directors is to be held.

Section 5.2 Annual Meeting

The annual meeting of the Directors of the Corporation for the election of Directors and Officers to succeed those whose terms expire and for the transaction of other business as may properly come before the meeting, shall be held each year on the third Monday of July, if not a legal holiday, and if a legal holiday, then on the day following, at 7:00 o'clock P.M. If the annual meeting of the Directors be not held as herein prescribed, the election of Directors and Officers may be held at any meeting called thereafter pursuant to these Bylaws.

Section 5.3 Regular Meetings

Regular meetings of the Directors of the Corporation will be scheduled for the third Monday of each month.

Section 5.3 Special Meetings

Special meetings may be called by the Chairman or by any two (2) Directors of the Board and held at any time.

Section 5.4 Meetings Open to the Public

Except as provided herein, all meetings shall be open to the public and all persons shall be permitted to attend any meeting.

Section 5.5 Telecommunications devices at Meetings

All meetings may be conducted using telecommunications devices which enable all Directors of the Corporation participating in the meeting to communicate with each other. Such devices may include, but are not limited to, telephone or video conferencing devices or other similar communications equipment. Participation of Directors through telecommunications devices shall constitute presence in person by such Director at the meeting; provided however, that at least one (1) member of the Directors of the Corporation or the chief administrative officer of the Corporation shall be physically present at the location designated in the meeting notice to ensure that the public may attend such meeting in person and that the communications among Directors of the Corporation are audible to the public attending the meeting in person and other the Directors of the Corporation.

Section 5.6 Meeting Agendas

A forty-eight (48) hour agenda notice shall be required in advance of each regular meeting, however, additional agenda items may be added up to and including the hour of the meeting, provided that a good faith effort was made to include in the notice all agenda items known at the time to be probable items of discussion. The agenda for any Board meeting shall be prepared by the Board's Secretary or under direction from the Board Secretary. Items submitted by the Board Chair or at least two (2) board members shall be placed on the agenda along with committee reports, and all other corporate business. Any one associated with Sage International School of Boise may also suggest inclusions on the agenda. Such suggestions must be received by the Board Secretary at least four (4) days before the Board meeting, unless of immediate importance. Individuals who wish to be placed on the Board meeting agenda must also notify the Board Secretary, in writing, of the request. The request must include the reason for the appearance.

A twenty-four (24) hour meeting agenda shall be required in advance of a special meeting unless an emergency exists. An emergency is defined as any situation involving injury or damage to persons or property, or immediate financial loss, or the likelihood of such injury, damage or loss. The notice requirements for a special meeting shall be suspended if such notice is impracticable, or would increase the likelihood or severity of such injury, damage or loss. In the event that a special meeting is held based upon emergency purposes, the reason for the emergency must be stated at the outset of the meeting.

Section 5.7 Notice of Meeting

Notice of the time and place of the annual meeting of the Directors or of any monthly meetings of the Directors shall be by written or printed notice of the same posted at the Charter School. The Board Secretary may email or physically deliver the agenda and meeting notice to Board members.

No special meeting shall be held without at least a twenty-four (24) hour meeting notice unless an emergency exists. The notice for a special meeting shall include at a minimum the meeting date, time, place and name of the Charter School calling for the meeting.

Section 5.8 Meeting Minutes

The Directors of the Corporation shall provide for the taking of written minutes of all its meetings. However, neither a full transcript nor a recording of the meeting shall be required. All minutes shall be available to the public within a reasonable time after the meeting, and shall include at least the following information: (a) All members of the Directors of the Corporation present; (b) All motions, resolutions, orders, or ordinances proposed and their disposition; (c) The results of all votes, and upon the request of a member, the vote of each member, by name.

Minutes of any executive sessions held by the Directors of the Corporation under Title 67, Chapter 23 of the Idaho Code may be limited to material, the disclosure of which is not inconsistent with the provisions of section 67-2345, Idaho Code, but must contain sufficient detail to convey the general tenor of the meeting.

Unofficial minutes shall be delivered to Directors in advance of the next regularly scheduled meeting of the Board with the agenda for the next Board meeting. Minutes need not be read publicly, provided that Directors have had an opportunity to review them before adoption. A file of permanent minutes of Board meetings shall be maintained in the office of the Board Secretary or his/her designate, to be made available within a reasonable period of time after a meeting for inspection upon written request.

Section 5.9 Executive Sessions

"Executive session" means any meeting or part of a meeting which is closed to any persons for deliberation on certain matters. An executive session may be held by the Directors of the Corporation for any of the reasons specified in Title 67, Chapter 23 of the Idaho Code. In order to convene into a duly authorized executive session all of the following must occur: 1.) the Chairman, acting Chairman or Vice Chairman of the Board of the Corporation must move for holding of an executive session; 2.) two-thirds (2/3) of the Directors of the Corporation present must vote in favor of holding of such executive session; and 3.) said vote must be recorded in the minutes of the meeting showing the individual vote of each Director present. No executive session may be held for the purpose of taking any final action or making any final decision. Unless otherwise allowed by law, no Director of the Corporation may disclose the content of an executive session to an outside source.

Section 5.9 Consent Agenda

To expedite business at a Board meeting, the Board approves the use of a consent agenda, which includes those items considered to be routine in nature. Any item which appears on the consent agenda may be removed by any Director. Any Director who wishes to remove an item from the consent agenda shall give advance notice in a timely manner to the Secretary of the Board. The remaining items will be voted on by a single

motion. The approved motion will be recorded in the minutes, including a listing of all items appearing on the consent agenda.

Section 5.10 Meeting Conduct and Order of Business

General rules of parliamentary procedure are used for every Board meeting. *Robert's Rules of Order* may be used as a guide at any meeting. The order of business shall be reflected on the agenda. Voting shall be by acclamation or show of hands.

Section 5.11 Other Provisions of the Open Meeting Law

Pursuant to Title 33, Chapter 52 of the Idaho Code, all other provision of Title 67, Chapter 23 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 school trustees are subject to those provisions.

ARTICLE 6 OFFICERS AND DUTIES

Section 6.1 Officers

The Officers of the Corporation shall be Chair of the Board, Vice Chairman, Secretary, and Treasurer. Any number of offices may be held by the same person, except that neither the Secretary nor the Treasurer may serve concurrently as the Chairman of the Board. Officers of the Corporation shall also be Directors of the Corporation. The Officers shall be elected each year at the annual meeting by the Board and serve at the pleasure of the Board for a term of one (1) year when their respective successor shall be elected. Individual Officers of the Corporation, have no authority over school affairs, except as provided by law or as authorized by the Board.

Section 6.2 Chairman of the Board

The Chairman of the Board is the general manager and chief executive officer of the Corporation and has, subject to the control of the Board, general supervision, direction and control of the business of the Corporation. The Chairman of the Board shall preside at all meetings of the Board. The Chairman of the Board has the general management powers and duties usually vested in the office of President and General Manager of a corporation as well as such other powers and duties as may be prescribed from time to time by the Board. Sign all papers and documents as required by law and as authorized by action of the Board.

Section 6.3 Vice Chairman

In the absence or disability of the Chairman of the Board, the Vice Chairman will perform all the duties of the Chairman of the Board and, when so acting, shall have all the powers of, and be subject to all the restrictions upon, the Chairman of the Board. The Vice Chairman shall have such other powers and perform such other duties as the Board may prescribe from time to time.

Section 6.4 Secretary

- (a) The Secretary shall keep or cause to be kept, at the principal office or such other place as the Board may order, a book of minutes of all meetings of the Board and its committees, including the following information all such meetings: the time and place of holding; whether regular or special; if special, how authorized; the notice thereof given; the names of those present and absent, and the proceedings thereof. The Secretary shall keep, or cause to be kept, at the principal office in the State of Idaho the original or a copy of the Corporation's Articles of Incorporation and Bylaws, as amended to date, and a register showing the names of all Directors and their respective addresses.
- (b) The Secretary shall give, or cause to be given, notice of a meetings of the Board and any committees thereof required by these Bylaw or by law to be given, and shall distribute the minutes of meetings of the Board to all its members promptly after the meetings; shall see that all reports, statements and other documents required by law are properly kept or filed, except to the extent the same are to kept or filed by the Treasurer; and shall have such other powers and perform such duties as may be prescribed from time to time by the Board.

Section 6.5 Treasurer

- (a) The Treasurer of the Corporation shall keep and maintain, or cause to be kept and maintained, adequate and correct accounts of the properties and transactions of the Corporation, including accounts of it assets, liabilities, receipts and disbursements. The books of account shall at all times be open to inspection by any Board member.
- (b) The Treasurer shall deposit, or cause to be deposited, all money and other valuables in the name and to the credit of the Corporation with such depositories as may be designated from time to time by the Board. The Treasurer shall disburse the funds of the Corporation as may be ordered by the Board, and shall render to the Board, upon request, an account of all transactions as Treasurer and of the financial condition of the Corporation. The Treasurer shall present an operating statement and report, since the last preceding regular Board meeting, to the Board at all regular meetings. The Treasurer shall have such other powers and perform such other duties as may be prescribed from time to time by the Board.

Section 6.6 Removal

Any Officer may be removed, for cause, by a majority of The Directors then in office.

Section 6.7 Vacancies

A vacancy in any office because of death, resignation, removal, disqualification or any other cause shall be filled in the manner prescribed in these Bylaws for regular election or appointment to such office, provided that such vacancies shall be filled as they occur and not on an annual basis.

ARTICLE 7 CHARTER SCHOOL POLICY

Section 7.1 Adoption and Amendment of Policies

The adoption of new policies and the revision and amending of existing policies shall be the sole responsibility of the Board of Directors. All policies shall conform to local, state, and federal laws as well as to the rules and regulations of the Idaho Department of Education. Proposed new policies and proposed changes in existing policies shall be presented in writing for reading and discussion at a regular or special Board meeting. Such proposals may be referred to the superintendent for detailed study as needed prior to Board action on the proposal. The Board encourages the superintendent to contact other experts to have potential board policy researched. Interested parties, including any Board member, citizen, or employee of the Board may submit views, present data or arguments, orally or in writing, in support of or in opposition to proposed policy. Any written statement by a person relative to a proposed policy or amendment should be directed to the Board Secretary prior to the second reading.

Proposed new policies and proposed changes in existing policies shall undergo a minimum of two (2) readings in the following manner:

1. At a regular or special Board meeting the proposed new or amended policy shall be presented in writing for reading and discussion.
2. The final vote for adoption shall take place not earlier than at the second reading of the particular policy.

Although approval of a new or amended policy requires a minimum of two (2) readings, temporary approval may be granted by the Board in lieu of formal policy to meet emergency conditions or special events which will take place before formal action can be taken.

All new or amended policies shall become effective upon adoption, unless a specific effective date is provided in the motion for adoption.

Policies as adopted or amended shall be made a part of the minutes of the meeting at which action was taken, and shall also be included in the Charter School's policy manual. Policies of the Charter School shall be reviewed annually by the Board.

Section 7.2 Administration in Absence of Policy

In cases where action must be taken before the next board meeting and where the Board has provided no policies or guides for administrative actions, the superintendent shall have to power to act.

His/Her decisions, however, shall be subject to review by action of the Board at its next

regular meeting. In addition, it shall be the duty of the superintendent to inform the Board of such action and the need for policy.

Section 7.3 Suspension of Policies

Under circumstances which require a waiver of a policy, the policy may be suspended by a majority vote of the members present. In order to suspend a policy, all Directors must have received written notice of the meeting which included a proposal to suspend the policies with an explanation of the purpose of such proposed suspension. If such a proposal is not made in writing in advance of the meeting, the policies may only be suspended by a unanimous vote of all Directors present.

Section 7.4 Policy Manuals

The Superintendent shall develop and maintain a current policy manual which contains the policies of the Charter School. Each administrator, as well as staff, students and other residents, shall have ready access to the manual. All policy manuals distributed to anyone shall remain the property of the Charter School and shall be subject to recall or revision at any time.

Section 7.5 Administrative Procedures

The Superintendent shall develop such administrative procedures as are necessary to ensure consistent implementation of policies adopted by the Board.

When a written procedure is developed, the Superintendent shall submit it to the Board as an information item. Such procedures need not be approved by the Board, though they may be revised when it appears that they are not consistent with the Board's intentions as expressed in its policies. On controversial topics, the Superintendent may request prior Board approval.

ARTICLE 8 PUBLIC RECORDS REQUESTS

Section 8.1 Records Available to Public

Every person has the right to examine and take a copy of any Charter School record at all reasonable times. All Charter School records except those restricted by state and federal law shall be available to citizens for inspection at the office of the Superintendent or at a place designated by the Superintendent.

Section 8.2 Written Records Request Required

All persons or entities requesting records must make a written request which includes the person or entity's name, mailing address and telephone number.

Section 8.3 Copying Fee Schedule

The copying fee schedule of the Charter School is as follows:

- a) Copies of public records - .10¢ per page and any media such as CD's, DVDs or over sized items at cost;
- b) In addition to the costs set forth above, the Charter School will charge for the actual labor costs associated with locating and copying documents if:
 - (1) The request is for more than 100 pages of records;
 - (2) The request include non-public information that must be redacted from the public records; and/or
 - (3) The labor associated with locating and copying the records exceeds two (2) hours.

The advance payment of the cost of copying and the actual labor costs associated with locating and copying documents if the request meets the criteria above is required. However, the Charter School shall not charge any cost or fee for copies or labor when the requester demonstrates either: (i) the inability to pay; or (ii) that the public's interest or the public's understanding of the operations or activities of government or its records would suffer by the assessment or collection of any fee.

Section 8.3 Response to Request for Examination of Public Records

The Charter School shall either grant or deny a person's written request to examine or copy public records within three (3) working days of the date of the receipt of a request for public records. If a longer period of time is needed to locate or retrieve the records, the Charter School shall notify the person requesting the records of the same and provide the records to such person not later than ten (10) working days following the request.

If the Charter School fails to respond within ten (10) working days after the requested is submitted, the request shall be deemed to be denied.

If the Charter School denies a person or entities request to examine or copying records or denies in part and grants in part the request to examine and/or copy the records, the person legally responsible for administering the Charter School shall notify the person or entity in writing of the denial or partial denial of the request for the public record. In addition, the notice of denial or partial denial shall state that the attorney for the Charter School has reviewed the request or shall state that the Charter School has had an opportunity to consult with an attorney regarding the request for examination or copying of a record and has chosen not to do so. The notice of denial or partial denial shall also indicate the statutory authority for the denial and clearly indicate the right to appeal the denial or partial denial and the time periods for doing so.

Section 8.4 Other Provisions of the Public Writings Law

Pursuant to Title 33 Chapter 52 of the Idaho Code, all other provision of Title 9, Chapter 3 of the Idaho Code shall be applicable to a request for public records in the same manner that a traditional school and the boards of school trustees are subject to those provisions.

**ARTICLE 9
CONFLICTS OF INTEREST**

Section 9.1 Direct or Indirect Pecuniary Interests

No Director shall have a pecuniary interest directly or indirectly in any contract or other transaction pertaining to the maintenance or conduct of the authorized chartering entity or Charter School.

Section 9.2 Contracts involving a person related to a Director within the Second Degree

The board of directors may accept and award contracts involving the public charter school to businesses in which the director or a person related to him by blood or marriage within the second degree has a direct or indirect interest, provided that the procedures set out in Idaho Code §§ 18-1361 or 18-1361A are determined by legal counsel for the Board to be not applicable or followed.

Section 9.3 Contracts involving the spouse of a Director

Unless it is determined by legal counsel for the Board to be proper and except as provided in Idaho Code §§ 18-1361 or 18-1361A, the board of Directors of any public charter school shall not enter into or execute any contract with the spouse of any member of such board, the terms of which said contract require, or will require, the payment or delivery of any public charter school funds, moneys or property to such spouse. Any opinion from the Board's legal counsel shall be in writing.

Section 9.3 Consideration of Employment involving a person related to a Director or a Director's spouse within the Second Degree

When any relative of any Director or relative of the spouse of a director related by affinity or consanguinity within the second degree is to be considered for employment in a public charter school, such Director shall abstain from voting in the election of such relative, and shall be absent from the meeting while such employment is being considered and determined.

**ARTICLE 10
FISCAL AFFAIRS**

Section 10.1 Fiscal Year

The fiscal year of the Corporation shall be from July 1st to June 30th.

ARTICLE 11 NOTICES

Section 11.1 Manner of Giving Notice

Whenever provisions of any statute or these Bylaws require notice to be given to any Director, Officer or other individual, they shall not be construed to mean personal notice. Such notice shall be given in writing and placed on the bulletin board of the Corporation in sufficient amount of time prior to the meeting or action to be taken as required by Statute, the Articles of Incorporation or these Bylaws; said notice need not be given individually and may be given in one notice document.

Section 11.2 Waiver

A waiver of any notice in writing, signed by a Director or Officer, whether before or after the time stated in said waiver for holding a meeting, or presence at any such meeting, shall be deemed equivalent to a notice required to be given to any Director, or individual.

ARTICLE 12 DISSOLUTION

Section 12.1 Dissolution

Upon dissolution of the Corporation, assets shall be distributed to creditors pursuant to Sections 30-3-114 and 30-3-115 of the Idaho Code. After paying or adequately providing for the debts and obligations of the Corporation, the remaining assets upon corporation, Idaho Nonprofit Corporation Act 30-3-113 (f)(ii) states its assets may be transferred to those persons whom the corporation holds itself out as benefiting or servicing. The asset would be held in public trust until it could be put to same or similar charitable use, by a nonprofit corporation which is organized and operated exclusively for educational purposes and which has established their tax exempt status under Section 501(c)(3) of the Internal Revenue Code of 1986, or to a state or local government for public purpose as determined by the Board.

ARTICLE 13 AMENDMENTS

Section 13.1 Bylaws

New Bylaws may be adopted or these Bylaws may be amended or repealed by a majority vote of the Board. Whenever any amendment or new Bylaws are adopted, copies shall be placed in the Book of Bylaws with the original Bylaws, and immediately after them and shall not take effect until copied. If any Bylaws are repealed, the fact of repeal with the date of the meeting at which the repeal was enacted must be stated in the book and until so stated, the repeal must not take effect. Whenever any provision of the Bylaws is either amended or repealed, a marginal note shall be made thereon indicating the place or page where the amendment or repeal may be found.

CERTIFICATE OF BYLAWS

I certify that I am the initial agent of Sage International School of Boise, Inc., an Idaho Nonprofit Corporation, and that the foregoing Bylaws, constitute the Bylaws of such corporation.

IN WITNESS WHEREOF, I have signed my name to this Certificate on

(date).

Appendix B

Signatures 1

Signature 2

Signatures 3

Signatures 4

Signatures 5

Signatures 6

Signatures 7

Signatures 8

Appendix C

IB Fast Facts (1)

IB Fast Facts (2)

IB Fast Facts (3)

IB Fast Facts (4)

Appendix D

William J. Carter

1112 Main Street, #302, Boise, Idaho 83702 • cell: 208-869-3665 • email: bill@hosac.com

Professional Experience:

May 2005 – Present, founding partner, Dean & Carter, PLLC

- Full service law firm specializing in representing individuals, corporate and business clients in commercial real estate, land entitlements, business contracts, litigation, debt restructuring, business and asset sales, lease negotiation and drafting, purchase and sale of real property, real estate disputes, title reports, divorce and child custody and criminal matters.

May 2005 – Present, Vice President, RS Hosac, Inc. (Owner/Partner)

- Full service commercial land development company. 60 million in assets.
- Structuring financing and refinancing, credit facilities, loan agreements. Project management and budgeting.
- Responsible for managing commercial development projects from start to finish. Land acquisition, entitlement, architectural design, engineering, construction bidding and management, leasing, financing, tenant improvements, property management and sale of leased buildings.

1998-Present Board of Directors, TruGrocer Federal Credit Union (formerly Albertson's Credit Union)

2000-present Board Vice Chairman (assets: \$200M, largest credit union in Idaho). Branches in CA, TX, FL and ID.

Asset Liability Management Committee, Executive Committee, Compensation Committee and Planning Committee. Responsibilities include:

- Monthly board meetings, oversee all credit union operations.
- Set annual compensation for credit union executives and associates, including bonuses.
- Periodically adjust interest rates for loans, member accounts and investment vehicles.
- Establish risk based lending program.
- Manage and plan for expansion and growth of credit union.
- Interact with auditors and governmental regulators.

September 1995 – May 2005 Albertson's, Inc., Boise, ID (Acquired by Supervalu, June, 2006)

Various positions (outlined below) with 2nd largest US grocery retailer. As of 2005: 280,000 employees, operations in 31 states, 19 distribution facilities, foreign and domestic suppliers, annual sales: 38 billion, Fortune 30 company, NYSE: ABS (www.albertsons.com)

August 2004 – May 2005 Six Sigma Department, Six Sigma Black Belt

- One of 27 Black Belts company-wide selected by Albertsons' Executive Council.
- Training and black belt certification via Six Sigma Academy (www.6-sigma.com).
- Understanding and application of Six Sigma methodology and Sigma Lean methodology.
- Application of methodologies to achieve process improvement, efficiency and cost reduction.

2002 – 2004 Legal Department, Business Law Section, Senior Attorney/Lead Counsel

Managed 7-person team comprised of attorneys and paralegals. Responsible for all intellectual property:

- **Trademark/service mark:** Responsible for all aspects of nationwide trademark and service mark usage, including assistance with mark selection, draft clearance opinions, advise regarding use and protection of marks, oversee state and federal registration and maintenance, oppositions, cancellation proceedings, package, label and brand development, renewals, draft consents, draft licenses, draft indemnification provisions/agreements, responsible for all IP litigation, draft cease and desist letters, expertise with counterfeiting claims, diversion and grey market claims, and review watch reports.
- **Patents:** Patent disputes, license drafting and negotiation, litigation management, assist outside counsel with creation of non-infringement/invalidity letters, advise client concerning patentable inventions/methods, advise client regarding patents generally, draft indemnity provisions/agreements, interact with foreign manufacturers, product importation, risk avoidance and recalls.
- **Copyright:** Protection, creation, draft licenses, registering, leveraging, advise regarding proper use of third party materials internally and in advertising, managing infringement actions, interaction with US Customs Service and Copyright Office.
- **IT:** Responsible for documenting all software licensing agreements, hardware procurement agreements, consulting agreements, drafted and implemented standardized forms for each. Successfully negotiated software, hardware and service agreements with hundreds of IT vendors including HP, IBM, Dell, Microsoft, Oracle, Wipro, Tolt, Intel, and Sun Microsystems. Establishment of open source working group. Legal representative on Albertsons' IT Governance Council, responsible for reviewing, approving and prioritizing implementation of new technology.
- **Trade Secret, Trade Dress, Right of Publicity:** Advised client regarding trade secrets and use of same. Conducted package review and trade dress risk assessment for hundreds of private label brand products. Creation of company-wide idea submission program.
- **Business Development:** Participated in the creation of new price discount operating subsidiary including use of IP assets, technology transfers and advertising strategy.
- **Privacy:** Drafted and oversaw privacy policy for use of customer data, website terms and usage, interaction with law enforcement and others seeking customer information.
- **Policy:** Drafted Albertsons' IP policy and attendant training materials.
- **Internet.com:** Lead counsel for company's .com initiative, one of the largest online grocers in the U.S. Maintain domain name watch, register domain names, acquire domain names, and initiate UDRP actions against cybersquatters and typosquatters. Interact with ISP's in connection with Internet chat room postings and unauthorized posting of proprietary information on the Internet. Draft terms of sale and privacy policy for web-based shopping. Research regarding Internet sales of alcohol, tobacco and pharmaceuticals. Trade dress opinions regarding look and function of website. Method patent review for website features. Creation of linking agreement, confidentiality agreement and numerous online contest rules. Advise regarding sale of random weight items.
- **General:** General business advice to client including company executives on numerous business matters. Conducted in-house training seminars - Attorney Client Privilege and the Corporate Client, Trademark Basics – Registration, Clearance, Usage and Brand Development, Patent Basics – Registering, Infringement, Clearance Opinions, Copyrights – What You Need to Know – Owning, Registering, Using copyrights, and Unfair Competition and Deceptive Advertising – A Primer. Development of company charitable volunteer program.

1997-2002 Legal Department, Litigation Section, Attorney/Senior Attorney

- **Advertising/Unfair Competition:** Review television and radio scripts, in-store posters, signage and point of sale materials, use of slogans in store, on-air and website, print and packaging. Draft talent releases, advise advertising agency, understanding of state deceptive trade practices, Better

Business Bureau advertising standards, understanding of National Advertising Division (NAD) rules/procedure. Familiarity with federal and state laws pertaining to food and drug labeling, advertising, promotion, coupons and pricing. Creation of 48 state statutory summary of sales below cost laws.

- **Client advice:** Unfair or deceptive advertising, below cost sales, structuring contests/promotions, privacy, litigation management, strategy and avoidance, dispute resolution, risk avoidance, leveraging and protecting IP, legislation and contract negotiation.
- **Commercial disputes:** Price comparison advertising, advertising claims, customer complaints, and civil rights/discrimination claims.
- **Commercial litigation:** Breach of contract, negligence, anti-trust, unfair competition, infringement (copyright, patent, trademark, trade dress), counterfeiting, fraud, breach of fiduciary duty, conversion, tortious interference with contract, foreclosure, bad faith insurance claims, Cal Bus. & Prof. 17200 class actions, environmental claims. Select, hire, manage and work with outside counsel.
- **Mergers & Acquisitions:** Prepared and filed Hart Scot Rodino (HSR) Notifications for DOJ and FTC (Buttrey Foods 1998, Seessel's 1998, Smittys 1998, American Stores Company 1999, and Shaw's Supermarkets 2004.) Assisted with negotiation of divestitures with state attorney's general. Assisted in pre-merger due diligence review, transition of IP assets and IP valuation.
- **Governmental investigations (state and federal):** Deceptive advertising claims, weights and measures violations, sales below cost (fuel, milk and other regulated commodities), USDA/FDA recalls, informal interviews in connection with DOJ or FTC investigations, FAA regulatory action, FBI, EPA and Cal EPA investigations, Nevada Dairy Commission, licensure and below cost issues. Interaction with Attorney's General: WA, ID, CO, FL, CA, AZ, MT, KS and WY.
- **Contest and sweepstakes:** Review and/or draft rules, research contest restrictions/rules in 48 states, drafted hundreds of contest and promotional rules and sweepstakes, created standard form rules and process for random selection of qualified entrants.
- **Administrative:** Managed litigation, disputes, and third party inquiries. Created 2003 department budget along with department goals and objectives. Management of annual IP budget.
- **Public Affairs:** Testified before Idaho State Legislature, House Judiciary & Rules Committee regarding proposal to enhance penalties for sale of gasoline below cost. Testified before Arkansas State Legislature, City County & Local Affairs Committee regarding liquor sales bill. Interview: As it Happens (Canadian Broadcast Company) rebroadcast on NPR in the U.S. regarding trademark dispute. Numerous newspaper interviews regarding cases/disputes.
- **ADR:** Participated in numerous mediations (private and judicial), negotiated settlements and attended arbitration proceedings.

1995-1996 Legal Department, Real Estate Section, Attorney

- Draft and negotiate in-store bank and ATM license agreements.

1988-1995 Ringert Law Chartered, Boise, ID

12 member full service business & litigation firm (www.ringertclark.com)

- Summer Intern 1993, 1994.
- Exposure to family law, criminal matters, negligence claims, tax matters, water law and natural resource law, and bankruptcy.
- Librarian and research assistant.

Education:

Juris Doctor, University of Idaho 1995

BS Political Science (emphasis: International Relations), Boise State University 1992
Phi Kappa Beta Honor Society

Admissions:

Idaho State Bar 1995-Present
U.S. Federal Court, Idaho 1995

Community and Personal Activities:

- 1997-Present – Volunteer, Big Brothers Big Sisters of Southwest Idaho
- 2000-Present – Board Member, Boise State University Legal Assistant Program
- Football, Boise City League Football champs '97, '98, '00, '01, '02, '07 (2nd place '04, '05, '08)
- Weight lifting, marathon training/running
- 2005 – Present – Board Member, The International Group for Historic Aircraft Recovery (TIGHAR), Participant Earhart Project (search for Amelia Earhart (www.tighar.org))

References

Richard A. Wallen, Esq.
Christie Parker & Hale LLP
350 West Colorado Boulevard, Suite 500
Pasadena, California 91105-1855
Phone: 626-795-9900

David Bodney
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Steptoe & Johnson
201 East Washington, 16th Floor
Phoenix, Arizona 85004-2382
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The Honorable Peter B Swann
Arizona Court of Appeals
1501 West Washington
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Perkins Coie
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CURRICULUM VITAE
KIMBERLY K. CARTER-CRAM

5363 N. Mendelson Ave. / Meridian, IDAHO 83642 / 208-284-0386 (tel) / 208-888-2829 (fax)
E-mail: cartkimb@hotmail.com

EDUCATION

- 1992-2000: Ph.D. French literature, the University of California, Los Angeles,
Dissertation Title: "Becoming Woman: The Woman as (Existential) Other in the
Autobiography of Simone de Beauvoir" Dissertation Director: Professor Eric Gans
Field of specialization: 20th-century French literature, philosophical texts, and feminist
theory
- 1991: MA, Foreign Languages and Literatures, Washington State University
Thesis title: "Le Rapport à autrui: *Anthem* d'Ayn Rand et *Huis Clos* de Jean-Paul Sartre"
- 1989: BA, Foreign Languages and Literatures, Washington State University, Major: French;
minor: German

DISSERTATION

*Becoming Woman: The Woman as (Existential) Other in the Autobiography of Simone de
Beauvoir*

The dissertation analyzes the idea and the creation of a female self in Beauvoir's
autobiographies from a
socio-philosophical-feminist perspective. Dissertation Director: Professor Eric Gans.

PROFESSIONAL EXPERIENCE

- 2007-present: Adjunct Faculty, Boise State University
2007-present: Online Faculty, Grantham University
2005-2006: Education Director and Teacher, Arrowrock International School
2003-2006: Director and Board Member, The French International School of Boise
2004-present: Online Faculty, University of Phoenix
2003-2004: Visiting Associate Professor of French, Boise State University
2000-2004: Associate Professor of French, Idaho State University
1996-2000: Assistant Professor of French, Idaho State University
1994-1996: Teaching Fellow, UCLA
1992-1994: Teaching Associate, UCLA
1990-1991: Teaching Assistant, Washington State University

FELLOWSHIPS AND AWARDS

- 2004: Sabbatical Research Award, Idaho State University

2000: Selected as “Most Influential Professor” by ISU’s Outstanding Graduate, College of Arts and Sciences.

1999: Selected for “Who’s Who Among America’s Teachers” by a National Dean’s List student.

1997: Selected for “Who’s Who Among America’s Teachers” by a National Dean’s List student.

1996: Harriet & Charles Luckman Distinguished Teaching Award, UCLA

1995-1996: Selected for the Collegium of University Teaching Fellows, UCLA

1995-1996: Teaching Assistant Coordinator, UCLA French Department

1994-1995: French Department Fellowship, UCLA

1993: Nominated, Outstanding Teaching Assistant Award, UCLA

TEACHING INTERESTS

All educational opportunities which allow students to have wider understanding and knowledge of the world and our place within it. francophone literature, including gender studies, theater, novels, poetry, autobiography, philosophical texts, and “non-canonical” literature, composition and grammar. I have three years experience working with distance and fully-online language courses and I would like to continue working with technology in language learning.

TEACHING EXPERIENCE

Kindergarten and Pre-School French Immersion Courses (French International School, Arrowrock International School)

French Literature: courses on topics including: general survey (Middle Ages, Renaissance, 17th c. through present day), Francophone literatures, Existentialist literature, autobiographical literatures, women’s literature, feminist criticism, Romanticism, Realism and Naturalism, (Idaho SU, Boise SU, UCLA)

English Grammar and Composition (U of Phoenix)

Women’s Studies: French feminisms, Feminist Philosophies, (Idaho SU)

French Conversation and Composition, (Idaho SU, Boise SU, UCLA)

Introductory and Intermediate French grammar, (Idaho SU, UCLA, Washington SU)

Foreign Language Pedagogies (UCLA, ISU)

“New Freshman Seminar”, (Idaho SU)

Introductory Spanish grammar and culture, (Idaho SU – one semester)

“Methodologies in Teaching French at the College Level” (TA Practicum), (UCLA)

Intensive French Program, (Coordinator and Instructor), (UCLA)

PEER-REVIEWED PUBLICATIONS

“The Power of the Pen: Unveiling the Woman Within”, (Currently under consideration for publication).

“Narrative Objectification and Liberation of the Self in Simone de Beauvoir's *La Force de l'âge*.”

(Currently under consideration for publication in *The Romance Review*.)

- “French Women’s Autobiography.” *Encyclopedia of Women’s Autobiography*. Jo Malin and Victoria Boynton, Editors. Greenwood Press. 2005. 228-234.
- “Knowledge.” *Standing: Poetry by Idaho Women*. 2003.
- “Simone de Beauvoir.” *Encyclopedia of Life Writing*. London: Fitzroy-Dearborn, 2001. 97-98.
- “Becoming a Woman: The Body in *Mémoires d’une jeune fille rangée*” *Simone de Beauvoir Studies*.
Vol. 15 (Fall 1998): 86-94.
- “Identity Crises: Positions of Self in Simone de Beauvoir’s Memoirs.” *Paroles Gelées* 15:2 (1997): 83-95.
- “Marcel Proust: Nietzschean (Künstler)-Übermensch.” *Paroles Gelées* 12 (1994): 47-61.

OTHER PUBLICATIONS

“Foreign Language News & Notes” (Foreign Language Departmental Newsletter). Sole author. Published semi-annually. Fall, 1997-2005.

CONFERENCE PRESENTATIONS

- December 4, 2003: Panelist. “Beliefs in America: Dynamics of Feminism and Religion in the United States.” Peter Carlson, Panel Organizer. Point of View: Mass Media and Popular Culture Conference, Boise, Idaho.
- October 2-4, 2003: “Using the Internet in Foreign Language Education.” Idaho Association of Teachers of Language and Culture Conference, Nampa, ID.
- October 11-13, 2000: “The Veiled Gaze: Women in the work of Assia Djebar.” Rocky Mountain Modern Language Association Conference, Boise, Idaho.
- May 11-13, 2000: “Narrative Objectification and Liberation of the Self in Simone de Beauvoir’s *La force de l’âge*.” 20th Annual Cincinnati Conference on Romance Languages and Literature, Cincinnati, OH.
- May 11-13, 2000: Panel Chair: “Symbolisme et intertextualité.” 20th Annual Cincinnati Conference on Romance Languages and Literature, Cincinnati, OH.
- December 27-31, 1998: “Raging Against the Dying of the Light: A Not So Easy Death.” Modern Language Association Convention, San Francisco, CA.
- December 27-31, 1997: “The ‘I’ Which Is Not One: Multiple Identities in Simone de Beauvoir’s Autobiography,” Modern Language Association Convention, Toronto, Canada.
- October 2-5, 1997: “Using Media *Realia* To Think Critically About Culture,” Idaho Association of Teachers of Language and Culture conference, Nampa, ID.
- April 25-27, 1997: “Identity Crises: Positions of Self in Simone de Beauvoir’s Memoirs.” University of California, Los Angeles Conference: “States of Identity: Limits and Possibilities of Writing ‘French’”, Los Angeles, CA.
- April 19-21, 1996: Panel Chair: “The Language of Representation at the *fin-de-millénaire*,” University of California, Los Angeles French Department Graduate Student Conference entitled: “Risk and Resolution: Literary Criticism at the End of the Millennium”, Los Angeles, CA.
- March 7, 1995: “Simone de Beauvoir: Justifying her Existence through Autobiography,” University of California, Los Angeles Graduate Student Colloquium on French Studies, Los Angeles, CA.

March 3-5, 1995: "A Feminist Subject? Simone de Beauvoir's Autobiographical Prose,"
University of Illinois Interdisciplinary Conference on French Studies, Urbana, IL.
February 19-21, 1990: "Baudelaire's *Un amour infini*: infinite or unfinished?"
Washington State University Interdisciplinary Conference on Literature and Music,

ACADEMIC SERVICE

Pullman, WA.

2004: Member, Search Committee, Associate Professor of Spanish & Chair of Foreign Language Dept., ISU
2003: *Paroles*, 3rd Edition (Reader, Editing work). Sally Sieloff Magnan, Yvonne Rochette Ozzello, William J. Berg and Laury Martin-Berg. Wiley and Sons.
2003-2005: Coordinator in French: ISU Early College Program
2003-present: Reader, *Rocky Mountain Review of Language and Literature*
2003-2005: Member, ISU International Retention and Recruitment Committee
2001: Trainer, Freshman Seminar Program, Idaho SU
1999-2002: Member, Search Committees, Assistant Professor of Spanish, Idaho State University
1999-2000: *Motifs*, 2nd Edition. (Final copyediting). Kimberly Jansma & Margaret Ann Kassen. Fort Worth: Holt, Rinehart & Winston, 2000.
2000-2004: Member, Idaho State University Graduate Faculty + Service as the graduate faculty representative on several graduate student committees
1999-2000: Chair, Idaho State University Judicial Board
1998-2001: Member, Idaho State University Campus Planning and Cultural Events Council
1997-1999: Member, Executive Board, Idaho State University Professional Women
1997-1999: Member, Idaho State University Student Union Needs Analysis and Expansion Committee
1997-1999: Member, Idaho State University Judicial Board
1997-1999: Chair, Idaho State University Foreign Language Fair (for 1600 area secondary students)
1997: Editor: *Motifs Testing Program* to accompany *Motifs: An Introduction to French*. Kimberly Jansma & Margaret Ann Kassen. Fort Worth: Holt, Rinehart & Winston, 1997.
1997: Member, Search Committee for both the Associate and Assistant Deans of the College of Arts and Sciences, Idaho State University
1996-present: Faculty Advisor for *Le Conseil Français*, Idaho State University French Club
1996-present: Volunteer, all ISU Freshman Registration & Major Fair activities
1996-present: Reader, *Simone de Beauvoir Studies*, Yolanda Aristita Patterson, editor
1996-present: Reader, *Selecta*, Craig Nickisch, editor
1996-present: Volunteer to the College of Arts and Sciences Table, Idaho State University Enrollment Planning Campus Preview Day
1996: Member, Selection Committee, Collegium of University Teaching Fellows, UCLA
1995-1996: Co-Chair, Graduate Student Conference "Risk and Resolution: Literary Criticism at the *fin-de-millénaire*," UCLA
1993-1996: Member, Editorial Board, *Paroles Gelées*, UCLA
1992-1993: Member, Board of Consultants, *Paroles Gelées*, UCLA

GRANTS AWARDED

January 2002: ISU Computer Systems Advisory Committee Grant: \$3,000 award (used for Foreign Language Department Computer Improvements)

March 1997: ISU Computer Systems Advisory Committee Grant: \$2,500 award (used for Foreign Language Department Computer Improvements)

January 1997: Technology Oversight Committee Grant: \$5,000 award (used for Foreign Language Department Computer Improvements)

PROFESSIONAL MEMBERSHIPS

Association of Women in French

Simone de Beauvoir Society

Modern Language Association

Rocky Mountain Modern Language Association

Idaho Association of Teachers of Language and Culture

Amnesty International

National Organization for Women

Idaho State University Professional Women

MICHAEL W. CRAM

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AREAS OF EXPERTISE

- ▶ Budget Preparation & Analysis
- ▶ Program Management
- ▶ Financial Reporting
- ▶ All MS Office Applications
- ▶ Auditing
- ▶ Financial Statement Preparation
- ▶ Month End / Year End Reconciliation
- ▶ Employee Development
- ▶ Accounts Receivable
- ▶ Accounts Payable

PROFILE

An accomplished, active financial and management professional with a broad experience base in both the governmental and private sectors. Strong people, communication, and leadership skills – exhibits balance of tact and tenacity when interacting with individuals at all levels, while providing a sense of commitment and contribution to the overall success of team objectives. A sound professional attitude, strong work ethic, and pride in personal performance.

PROFESSIONAL EXPERIENCE

PRINCIPAL AUDITOR – Idaho Transportation Department, October 2006 – present

A valued member of a small team of professional auditors handling both internal and external audits related to all facets of transportation.

- Managed and conducted coordinated audits of internal and external customers
- Made recommendations to management on how to improve efficiency within organizations
- Corresponded with other governmental agencies, consultants, and private CPA firms
- Wrote reports documenting the results of attestations and reviews
- Provide input and insight into complex issues

DISTRICT BUSINESS MANAGER – Idaho Transportation Department, September 2003 – October 2006

This is a key management position in the administration of the largest highway district in the state.

- Develop and maintain the budget for the district including: Operating budget-\$6.5 million, personnel budget \$14 million, and capital \$200,000. Total Budgetary Responsibility = \$20.7 million
- Manage the administrative, purchasing, and information technology staff to include fiscal, human and physical resources
- Develop and implement objectives, procedures, priorities and schedules.
- Directs and coordinates data processing operations as they relate to accounting, purchasing, and personnel functions.

CONTROLLER – Bannock Paving Company and JBP Trucking, May 1999 – November 2002

- Create annual department level budgets for both companies
- Develop, analyze, and interpret financial information
- Perform month end reconciliation and financial statement preparation
- Establish accounting and finance policies and procedures
- Supervision of A/R, A/P, payroll personnel

Supervised an accounting staff of 9, in support of Companies with \$35 million in revenues that consistently met profitability goals while under my direction

Localized corporate accounting structure resulting in a cost savings of \$50,000 per year.

ACCOUNTING MANAGER – Koch Agriculture Company, February 1998 – May 1999

- Provide cost and financial accounting expertise to four facilities within the state
- Responsible for business development, strategic implementation, and measurement
- Manage a staff of 9 accounting assistants

Decreased costs and increased revenues, making the company profitable for the first time.

Created uniform accounting policies throughout Idaho, resulting in better service to both internal and external customers and a 5% increase in revenues.

FINANCIAL MANAGEMENT OFFICER – United States Marine Corps, May 1991 - September 1996

- Direct the fiscal division for the largest base in the United States Marine Corps
- Prepare/direct annual inspections and audits of 300 organizations at 25 different locations
- Conduct operational and compliance audits
- Prepare written reports and oral presentations to senior executives
- Accountable for \$2 million in cash
- Disburse payroll

Found overpayments to Marines, producing savings of over \$1,000,000 to the Marine Corps in a two-year period.

Performed double ledger book accounting resulting in finding-free audits.

Efficiently and accurately disbursed bi-monthly payroll for 30,000 Marines, improving moral and productivity.

EDUCATION

M.B.A. CANDIDATE, Idaho State University, Pocatello, ID.
(Accounting and Finance Emphasis).

FINANCIAL MANAGEMENT OFFICER'S COURSE, 1992 –United States Marine Corps,
Camp Johnson, NC.

B.A., 1991 – Washington State University, Pullman, WA.

MEMBERSHIPS

Association of Governmental Accountants, member
Institute of Internal Auditors, member
Beta Alpha Psi, member

AWARDS

NAVY-MARINE CORPS COMMENDATION MEDAL, June 1997
Received for meritorious service while the Assistant Officer in Charge of the Marine Corps
Administrative Analysis Team from May 1994 - September 1996.

NAVY-MARINE CORPS ACHIEVEMENT MEDAL, January 1993
Received for superior performance as the Disbursing Officer of the 13th Marine Expeditionary
Unit while deployed with United Nations forces in Somalia, Africa

REFERENCES

Eric Shannon, P.E
17639 Providence Ln
Caldwell, ID 83607
(208) 454-1687
Former District 3, District Engineer
Professional Engineer (now)

Damon Allen
600 W. Prairie
Coeur 'Alene, ID 83815
(208) 772-1200
District 1, District Engineer
Professional Reference

Ron Klein
4075 Donrich Ave.
Pocatello, ID 83201
(208) 251-5254
General Manager of Bannock Paving Co
Consultant (now)

Kirk Woodland
541 Terrace Dr.
Burley, ID 83318
(208) 654-2383
Former Gen. Mgr. of JBP Trucking
Small Business Owner (now)

Bob Hosac
568 W. Two Rivers Dr.
Eagle, ID 83616
(208) 939-1228
Personal Reference

Nancy F. Glenn

Research Associate Professor, Department of Geosciences, Idaho State University-Boise, 322 E. Front St., Suite 240, Boise, ID 83702, USA, 208-345-1994, glennanc@isu.edu

EDUCATION

Ph.D. Geo-Engineering, 2000, University of Nevada, Reno,
M.S. Geotechnical/Civil Engineering, 1996, University of California, Berkeley
B.S. Geological Engineering, 1994, University of Nevada, Reno

PROFESSIONAL EXPERIENCE

Research Associate Professor, Department of Geosciences, Idaho State University (ISU), August 2005 – present; **Co-chair** of Department of Geosciences, August 2008-present;
Research Assistant Professor, Department of Geosciences, ISU, July 2000 - 2005
Research Assistant, Department of Geological Sciences, University of Nevada, Reno, 1997 - 2000
Teaching Assistant, Department of Geological Sciences, University of Nevada, Reno, 1997-1998
Staff Geotechnical Engineer, GeoEngineers Inc., Redmond, WA, 1996-1997
Teaching Assistant, Civil Engineering Department, University of California, Berkeley, 1995
Research Assistant, Civil Engineering Department, University of Nevada, Reno, 1994
Teaching Assistant, Department of Geological Sciences, State University of New York, Buffalo, 1994

AWARDS

Idaho Business Review 2007 Accomplished Under 40
Idaho State University Outstanding Researcher 2007-2008

I. RESEARCH

1. PUBLICATIONS (select)

Peer-Reviewed (*ISU student)

Sankey, J.*, Germino, M., Glenn, N., 2009, Aeolian sediment transport following wildfire in sagebrush steppe, *Journal of Arid Environments*, in press, DOI: 10.1016/j.jaridenv.2009.03.016
Wang, C., and Glenn, N.F., Estimation of fire severity using pre- and post-fire LiDAR data in sagebrush steppe rangelands, *International Journal of Wildland Fire*, in press.
Singh, N.*, and Glenn, N.F., Multitemporal spectral analysis for cheatgrass (*Bromus tectorum*) classification, *International Journal of Remote Sensing*, in press
Mitchell, J.*, and Glenn, N.F., Matched filtering subpixel abundance estimates in mixture-tuned matched filtering classifications of leafy spurge (*Euphorbia esula* L.), *International Journal of Remote Sensing*, in press
Lifton, Z.*, Thackray, G., Van Kirk, R., Glenn, N., Influence of rock strength on the valley morphometry of Big Creek, central Idaho, USA, *Geomorphology*, in press
Norton, J.*, Glenn, N., Germino, M., Weber, K., Seefeldt, S., Relative suitability of indices derived from Landsat ETM+ and SPOT 5 for detecting fire severity in sagebrush steppe,

International Journal of Applied Earth Observation and Geoinformation, in press, 10.1016/j.jag.2009.06.005.

Wang, C., and Glenn, N.F., 2009, Integrating LiDAR intensity and elevation data for terrain characterization in a forested area, *IEEE Geoscience and Remote Sensing Letters*, 6 (3), 463-466.

Mitchell, J.*, and Glenn, N.F., 2009, Leafy Spurge (*Euphorbia esula* L.) Classification Performance Using Hyperspectral and Multispectral Sensors, *Rangeland Ecology & Management*, 62.

Wang, C., and Glenn, N.F., 2008, A linear regression method for tree canopy height estimation using airborne LiDAR data, *Canadian Journal of Remote Sensing*, 34:217-227.

Moore, C.*, Hoffman, G., Glenn, N., 2007, Quantifying Basalt Rock Outcrops in NRCS Soil Map Units Using Landsat-5 Data, *Soil Survey Horizons*, 48: 59–62.

Khan, S., Glenn, N.F., 2006. New strike-slip faults and litho-units mapped in Chitral (N. Pakistan) using field and ASTER data yield regionally significant results, *International Journal of Remote Sensing*, 27 (20): 4495–4512.

Mundt, J.*, Glenn, N., Weber, K., Pettingill, J., 2006. Determining target detection limits and accuracy delineation using an incremental technique. *Remote Sensing of Environment*, 105, 34-40.

Streutker, D. and Glenn, N., 2006. LiDAR measurement of sagebrush steppe vegetation heights. *Remote Sensing of Environment*, 102, 135-145.

Mundt, J.*, Streutker, D., Glenn, N., 2006. Mapping sagebrush distribution via fusion of hyperspectral and LiDAR classifications. *Photogrammetric Engineering and Remote Sensing*, 72 (1): 47-54.

Glenn, N.F., Streutker, D., Chadwick, J., Thackray, G., Dorsch, S., 2006. Analysis of LiDAR-derived topographic information for characterizing and differentiating landslide morphology and activity. *Geomorphology*, 73 (1-2) 131-148.

Mundt, J.*, Glenn, N., Weber, K., Prather, T., Lass, L., Pettingill, J., 2005. Discrimination of hoary cress and determination of its detection limits via hyperspectral image processing and accuracy assessment techniques. *Remote Sensing of Environment*, 96: 509–517.

Glenn, N.F., Mundt, J.T.*, Weber, K.T., Prather, T.S., Lass, L.W., Pettingill, J., 2005. Hyperspectral data processing for repeat detection of small infestations of leafy spurge. *Remote Sensing of Environment*, 95: 399–412.

Chadwick, J., Glenn, N., Thackray, G., Dorsch, S., 2005. Landslide Surveillance: New Tools for an Old Problem. *EOS*, 86(11): 109, 114.

Glenn, N.F., J.R. Carr, 2004. Establishing a relationship between soil moisture and RADARSAT-1 SAR data obtained over the Great Basin, Nevada, U.S.A. *Canadian Journal of Remote Sensing* 30/2, pp.1-6.

Glenn, N. F., J.R. Carr, 2004. The effects of soil moisture on SAR delineation of geomorphic surfaces in the Great Basin, Nevada, U.S.A. *Journal of Arid Environments* 56/4, pp. 643-657.

2. GRANTS (last 4 years)

PIs are listed in order (PI, Co-PI, etc)

UAV and hyperspectral remote sensing, April 2009-September 2009, \$11,000, **Glenn, N.**, Idaho National Laboratory

Fusion of remotely sensed data sources for modeling eolian soil transport, October 2007 – September 2010, \$360,515, **Glenn, N.**, Germino, M., DoD.

Hyperspectral and LiDAR landscape modeling, October 2006-September 2009, \$462,120, **Glenn, N.**, NOAA.

Rangeland Fire and Erosion, August 2008-July 2010, \$159,000, Germino, M., **Glenn, N.**, BLM

Water Resources in a Changing Climate, September 2008-August 2012, \$2,800,000 (ISU's portion of a statewide award), Baxter, C., Crosby, B., Germino, M., Ames, D., Finney, B., **Glenn, N.**, NSF EPSCoR

Creation of a New Learning Community by Integration of Breeze, WebCT, Distance Learning and Smart Screens at Idaho State University, July 1, 2006-June 30, 2007, **Glenn, N.**, Ames, D., Hughes, S., \$59,556, Idaho SBOE.

Pacific NorthWest Regional Collaboratory (PNWRC) Rangeland Monitoring FY06, October 2006 – August 2007, \$53,800, Glenn, N., Battelle Memorial Institute, Pacific Northwest Division.

Evaluating Invasive Species and Habitat Quality in The Owyhee Uplands With Remote Sensing: PNWRC, September 2006-September 2008, **Glenn, N.**, \$27,000, BLM.

Development of a Geospatial Outreach Program – Boise Center Aerospace Laboratory, October 2005 – September 2008, \$475,900, **Glenn, N.**, Ames, D., NOAA.

Implementation of Remote Sensing Techniques for Invasive Species Management, August 2006-July 2008, \$43,459, **Glenn, N.**, USDA NRCS.

Boise Center Aerospace Laboratory, October 2004 – September 2007, \$494,739, **Glenn, N.**, Ames, D., Hughes, S., Weber, K., NOAA.

Landscape Data Fusion and Assessment: Improved Feature Extraction using Multivariate Stacking, Year 3, July 2005 – June 2006, \$53,427, **Glenn, N.**, Battelle Memorial Institute, Pacific Northwest Division.

Detection, Prediction, Impact, and Management of Invasive Plants Using GIS, June 2002- May 2005, \$1,500,000, Weber, K., **Glenn, N.F.**, Germino, M., NASA Goddard, NAG5-2301.

Development and Implementation of Remote Sensing Techniques to Monitor Invasive Plant Species in the State of Idaho, October 2001 – March 2005, \$801,695, Pettingill, J., **Glenn, N.F.** (ISU PI), Weber, K., Prather, T., Lass, L., NASA Stennis, NAG13-02029 (ISU's portion is \$193,036).

Synthetic Aperture Radar Analysis of Multi-scale Geologic and Environmental Processes in Idaho and the Intermountain West, August 2001-July 2004, \$575,000, Thackray, G.D., Hughes, S.S., **Glenn, N.F.**, and Rodgers D.W., NASA EPSCoR, NCC5-577. Two year extension, August 2004 – July 2006, with additional \$377,445.

Landscape Data Fusion and Assessment: Improved Feature Extraction using Multivariate Stacking, Year 2, May 2004 – May 2005, \$49,252, House, E., **Glenn, N.F.**, Windholz, T., Weber, K., Battelle Memorial Institute, Pacific Northwest Division.

NativeView Connections, March 2004 – February 2005, \$25,000, **Glenn, N.**, Hughes, S., Idaho Space Grant Consortium, from NASA Workforce Development Program.

II. TEACHING

Geology 409/509 Remote Sensing (offered every spring)

- Spring 2001, 13 students, Pocatello
- Fall 2001, 14 students, Pocatello
- Spring 2005, 12 students, Boise (1), Pocatello (11)

- Spring 2006, 24 students, Boise (4), Pocatello (13), Idaho Falls (7)
- Spring 2007, 24 students, Boise (5), Pocatello (10), Idaho Falls (9)
- Spring 2008, 19 students, Boise (4), Pocatello (8), Idaho Falls (7)
- Spring 2009, 26 students, Boise (8), Pocatello (17), Idaho Falls (1)

Geology 599 Advanced Image Processing (600-level) (offered every fall)

- Fall 2006, 5 students, Boise (2), Pocatello (1), Idaho Falls (2)
- Fall 2007, 2 students, Pocatello (2)
- Fall 2008, 2 students, Pocatello (1), Boise (1)

Field Camp

- Summer 2004, 7 – 21 students, 2 - 4 days
- Summer 2005, 21 students, 3 days
- Summer 2006, 21 students, 3 days
- Summer 2007, 21 students, 3 days

III. SERVICE

Community Service

- Idaho Water Center Green Team, 2008-
- Idaho Water Center GIS Day, 2008-
- Parents Association Committee, Treasure Valley YMCA, Member, September 2005-2009
- Hosted Open House for ISU BCAL at the Idaho Water Center's University of Idaho's Presidential Sustainability Symposium, October 2008
- Eurasian Water Milfoil Outreach Talk, June 2008
- Review Panel for The Nature Conservancy's Landscape Toolbox, 2008-
- Idaho Geospatial Committee, Higher Education Representative, 2003 – present
The role of the IGC, as defined by Governor Kempthorne's Executive Order 2001-07, is to provide policy level direction and promote efficient and effective use of resources for matters related to geographic information.
- Mars Rover, TECH Challenge Volunteer (April 2003, 2004), 1 day remote sensing workshops for middle school students
- Women in GIS (WIG), Member
This is an informal group (about 20 women) founded in and local to Boise. The mission of WIG is to provide educational opportunities for K-12 in geospatial technologies (GIS, GPS, and remote sensing). Examples of projects include education in the classroom, hosting public workshops at conferences, hosting GIS Day activities (Nov 2003, 2008), demonstrating GPS techniques to the public (May 2009).

Professional

Committees

- CEOS (Committee of Earth Observation Satellites) International Landslide Hazard Disaster Working Group, Member and Co-Editor, 2001-2002
- General Assembly of the European Geophysical Society, Nice, France, April, 2001; Program NH7.05 Landslides and related phenomena: Remote sensing and monitoring of landslides, Co-chair

- American Society for Photogrammetry and Remote Sensing, Intermountain Region Spring Technical Meeting, April 12, 2001, Pocatello, Idaho, Convener;
- NASA Applications Division PP&A Disaster Management Panel, Member, 2002
- American Society for Photogrammetry and Remote Sensing, Intermountain Region Fall Technical Meeting, November 3, 2005, Boise, Idaho, Convener
- NASA Applications Division and USDA Agricultural Decision Support Systems, Remote Sensing of Invasive Plant Member, 2003
- NASA Applications Division Remote Sensing of Invasive Plant Member, 2007-
- Geological Society of America, Rocky Mountain (56th Annual) and Cordilleran (100th Annual) Joint Meeting, May, 2004; Hydrologic Science, Geomorphology, and Environmental Geoscience Session, Chair
- American Society for Photogrammetry and Remote Sensing, Intermountain Region Fall Technical Meeting, 2005, Idaho Water Center, Boise, Idaho, Co-Convener
- INRA and BSU Symposium on Environmental Sensing, October, 2007, Planning Committee and Session Chair, 2007
- University of Idaho Department of Civil Engineering, Center for Ecohydraulics Search Committee Member for Geomorphologist, 2007
- Working group member for NSF/National Center for Airborne Laser Mapping Workshop: Studying Earth Surface Processes with High-Resolution Topographic Data Workshop; developed whitepaper with colleagues from the University of Arizona, San Diego State University, and UC Davis titled “Current capabilities and community needs for software tools and educational resources for use with LiDAR high resolution topography data” for the National Research Council.
- Remote sensing review for identification of core indicators for the Bureau of Land Management (BLM) October 2008

Professional Organizations

- Society of Women Engineers, Member, 1994-
- Tau Beta Pi, Engineering Honor Society, Member, 1994-
- Association of Engineering Geologists, Member, 1994-
- American Geophysical Union, Member, 1999-
- American Society for Photogrammetry and Remote Sensing, Member, 1999-
- ISU Professional Women, Member, 2000-2002, 2004
- Urban Regional Information Systems Association (URISA), Member
 - Vice-president, Northern Rockies Chapter, 2003-2004
 - President, Northern Rockies Chapter, 2004-2005
 - 2005 Pocatello, ID, Conference Planning Committee, 2004-2005

Evelyn S. Johnson, Ed.D

Associate Professor

Department of Special Education & Early Childhood Studies

Boise State University

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208-426-2189 (Office) 208-426-4006 (Fax)

E-mail: evelynjohnson@boisestate.edu

ACADEMIC DEGREES

1999 University of Washington, Seattle, WA ■ 1999

Ed.D. in Special Education and Assessment

1995 St. Martin's College, Lacey, WA ■ 1995

M.ED. in Special Education, teacher certification

1990 Boston University, Boston, MA ■ 1990

B.A. Cum Laude in Soviet Studies, Minor: Russian Language

PROFESSIONAL EXPERIENCE

2003 – 2007 Research Associate, National Research Center for Learning Disabilities, Center for Research and Learning, University of Kansas, Lawrence, KS

2006 – current Part-time Faculty, Adult Education Specialization, Capella University (on-line)

2003 – current Part time faculty, MS in Education (Literacy and Learning, Elementary Reading and Literacy) PhD and EdD in Education (Special Education), Walden University (online), Minneapolis, MN

2004 – 2005 Learning Support Specialist, Heidelberg International School, Heidelberg, Germany

2001 – 2003 Teaching Associate, University of Washington, Seattle, WA

2001 – 2003 Grant Coordinator, High Incidence Disabilities Teacher Preparation, University of Washington, Seattle, WA

- 2000 – 2001 Reading and Math Specialist, American International School, Vienna, Austria
- 1999 – 2000 Research Scientist, Center for Disease Control, Olympia, WA
- 1997 – 2000 Teaching Assistant, College of Education, University of Washington, Seattle, WA
- 1995 – 1996 Special Education Teacher, Willcox Middle School, Willcox, AZ
- 1994 – 1995 Special Education Assistant Teacher, White River High School, Buckley, WA
- 1990 – 1994 Medical Service Corps Officer, US Army, Korea; Fort Ord, CA; Fort Lewis, WA

TEACHING ASSIGNMENTS (BSU)

Semester	Course #	Course Name	Enroll	Evaluation
Fall 2008	EDSPED 351	Access to the General Curriculum	13	n/a
Fall 2008	EDSPED 354	Assessment for Differentiated Instruction	33	1.35
Sum 2008	EDSPED 596	Independent Study	1	n/a
Spring 2008	EDSPED 357	Assessment	29	1.28
Spring 2008	EDSPED 351	Access to the General Curriculum	17	1.13
Fall 2007	EDSPED 352	Differentiation of Academic Skills	25	1.33
Fall 2007	EDSPED 351	Access to the General Curriculum	17	1.08

PUBLICATIONS: REFEREED

Johnson, E. S., & Smith, L. (under review). Response to intervention in middle school: A case story. *Middle School Journal*

Johnson, E. S., Jenkins, J. R., & Petscher, Y. (in press). Improving the accuracy of screening procedures using research-based approaches. *Assessment for Effective Intervention*

Johnson, E. S., Jenkins, J. R., Petscher, Y., & Catts, H. W. (2009). Screening for early identification and intervention: How accurate are existing tools and procedures in predicting first grade reading outcomes? *Learning Disabilities Research and Practice*

Johnson, E. S., Humphrey, M. & Allred K. (2009). Mentoring and online learning: A helping hand for rural districts? *Rural Special Education Quarterly*

Johnson, E. S., Humphrey, M. & McLenna, R. (2008, Spring). How should we screen for reading problems? *Academic Exchange Quarterly*, 12 (1).

- Johnson, E.S. & Smith L. (2008). Implementing response to intervention in middle school: Challenges and potential benefits. *Teaching Exceptional Children*, 40, 3, 46-52.
- Jenkins, J., Hudson, R. F., & Johnson, E. S. (2007). Screening for service delivery in an RTI framework: Candidate measures. *School Psychology Review*, 36, 4, 582-601.
- Johnson, E., (June, 2007). Promoting learner-learner interactions through ecological assessment of the online environment. *Journal of Online Learning and Teaching on-line*
- Johnson, E., & Arnold, N. (2007). Evaluating an alternate assessment: what are we testing? *Journal of Disability Policy Studies*, 18, 1, 23-31.
- Johnson, E., Mellard, D. F. & Byrd, S. (2006). Challenges with SLD determination: What is the SLD problem? *Teaching Exceptional Children Plus*, 13(1) on-line
- Johnson, E., Byrd, S., & Mellard, D. (2005). Alternative models to LD identification: Considerations and initial conclusions. *Journal of Learning Disabilities*, 38, 569 –71.
- Johnson, E., Jenkins, J., & Jewell, M. (2005) Analyzing component processes of a reading performance assessment. *Reading Psychology*, 26 (3) 267-284.
- Johnson, E., & Monroe, B. (2004). Simplified language as an accommodation on a math assessment. *Assessment for Effective Intervention*, 29 (3) 35-45.
- Mellard, D., Byrd, S., Johnson, E., Tollefson, J., & Boesche, J. (2004). Foundations and research on identifying model responsiveness to intervention sites. *Learning Disability Quarterly*, 27, 1-14.
- Johnson, E., & Arnold, N. (2004). Validating an alternate assessment, *Remedial and Special Education*, 25, 266-75.
- Jenkins, J., Johnson, E. & Hileman, J. (2004). When is reading also writing? *Scientific Studies of Reading*, 8(2) 125-151.
- Johnson, E., Kimball, K., & Olson Brown, S. (2001). The use of American sign language as an accommodation, *Assessment for Effective Intervention*, 26(2), 39-47.
- Johnson, E., Kimball, K., Olson Brown, S., & Anderson, D. (2001) Statewide use of accommodations on large-scale performance assessments, *Exceptional Children*, 67(2), 251-64.
- Johnson, E. (2000). Effects of accommodations on large-scale mathematics performance assessments, *Remedial and Special Education*, 21(5) p 261-268.

PUBLICATIONS: BOOKS AND BOOK CHAPTERS

Johnson, E. S., Smith, L., & Harris, M. (2009). *Response to Intervention: Implementation at the Secondary Level*. Thousand Oaks: Corwin Press

Mellard, D. F., & Johnson, E. S. (2008). *Response to Intervention: A practitioner's guide to implementation*. Thousand Oaks: Corwin Press

Johnson, E., & Pitcock, J. (2008). Preparing on-line instructors: beyond using the technology. In Orvis, K. L., & Lassiter, A. (Eds). *Computer supported Collaborative Learning: Best practices and principles for instructors*, Idea Group, Inc.

Johnson, E. S., & Jenkins, J. R. (2008). Formative and summative assessment. In E. Anderman (Ed). *Psychology of Classroom Learning: An Encyclopedia*, Detroit: Macmillan Reference USA.

PUBLICATIONS: OTHER

Pool, J. L. & Johnson, E. S. (2009). *A selective review of screening instruments to predict students at-risk for reading problems, grades P-K*. National Center on Learning Disabilities RTI Action Network, <http://www.rtinetwork.org>.

Johnson, E. S., Pool, J. L., & Carter, D. R. (2009). *Implementing a screening process within an RTI framework: A review of methods and instruments K-12*. National Center on Learning Disabilities RTI Action Network, <http://www.rtinetwork.org>

Johnson, E. S. & Humphrey, M. (2008). *Cognitive processing deficits in students with SLD: A meta-analysis of existing literature*. Lawrence, KS: National Research Center on Learning Disabilities

Jenkins, J. R. & Johnson, E. S. (2008). *Universal screening for reading problems: Why and how should we do this?* National Center on Learning Disabilities Response to Intervention Action Network, <http://www.rtinetwork.org/Essential/Assessment/Universal>

Johnson, E., & Mellard, D. F. (2006). *Getting started with SLD determination: After IDEA reauthorization*. Lawrence, KS: National Research Center on Learning Disabilities

Johnson, E., Mellard, D.F., Fuchs, D., & McKnight, M. (2006). *Responsiveness to Intervention (RTI): How to do it*. Lawrence, KS: National Research Center on Learning Disabilities

Johnson, E. & Mellard, D. F. (2006). *Specific learning disabilities (SLD) identification handbook: Executive Summary*. Lawrence, KS: National Research Center on Learning Disabilities

Johnson, E., Mellard, D.F. & Byrd, S. (2006). *Responsiveness to Intervention within an SLD identification system*. Office of Special Education Programs SLD National Toolkit. Washington, DC: OSEP

Johnson, E. (2005). Quality issues in web-based education: Is a six week on-line course quality professional development? Paper presented at the annual conference for IASTED, Grindelwald, Switzerland

Johnson, E., & Monroe, B. (2004). *Issues in Assessment concerning Students with Disabilities and English Language Learners*. Paper presented at AERA annual conference, San Diego

Johnson, E., Monroe, B., & Arnold, N. (2002) *How IEP Teams make assessment participation decisions*. Technical Report, OSPI, Olympia WA, July 2002

PRESENTATIONS: NATIONAL AND INTERNATIONAL

Improving Screening Accuracy using Predicted Probabilities. Pacific Coast Regional Conference, Coronado, CA, February 2009

Identifying Students as At-Risk for Reading Failure: What Measures Work Well?, Society for the Scientific Studies of Reading, Asheville, NC, July 2008

RTI: A Practitioner's Guide to Implementation, National Association of Elementary School Principals, Nashville, TN, April 2008

Classification of Kindergarten and Grade 1 Reading Screens: Or What does Vocabulary have to do with it? Pacific Coast Regional Conference, San Diego, CA February 2008

Screening for At-Risk Readers in an RTI Framework, International Dyslexia Association, Dallas, TX, November 2007

Including students with learning disabilities in the general classroom, Europe's Children, Our Concern, Brussels, Belgium, October 2006

National Research Center for Learning Disabilities SEA Conference: Getting Started with SLD determination. University of Kansas, Lawrence, KS, April 2006

Simplified language as an Accommodation on Large-Scale Math Assessments, American Education Research Association, San Diego, CA, April 2004

Including Students with Disabilities in High-Stakes Accountability Systems: Research to Practice, Council for Exceptional Children, Seattle, WA, April 2003

Testing the Validity of an Alternate Assessment, National Technical Advisory Committee on Alternate Assessment, Seatac, WA, July 2002

Early Childhood Education Programs, Center for Disease Control Guide for Community Preventive Services, Atlanta, GA, June 2000

Community Guide to Preventive Services – Early Childhood Education Chapter, Center for Child Development and Well-Being, Carter Center, Atlanta, GA, June 2000

Including Special Education in a Teacher Preparation Program – presentation given at NASDTEC, Bellevue, WA, March 26, 1999

PRESENTATIONS: STATE AND REGIONAL

How RTI works at the secondary level, Idaho Title 1 Conference, Boise, ID, April 2009

RTI Implementation at the secondary level, Idaho Association of School Administrators, Boise, ID, January 2009

On-line Mentor Networks to Improve Special Education Induction Programs, Idaho CEC, Sun Valley, ID, October 2008

Research to Practice in RTI, IDAESP/IDSEA Leadership Conference, Boise, ID, October 2007

Identifying Students with Learning Disabilities and Incorporating Instruction Strategies in the General Curriculum, Thuringia International School, Weimar, November 2004

Analyzing Component Processes of Reading on Performance-Based Tests, Washington Education Research Association, SeaTac, WA March, 2003

Assessment Alternatives for Students with Disabilities, Washington Education Research Association, SeaTac, WA, December 2002

Using Non-approved Accommodations on the WASL, State Technical Advisory Committee on Alternate Assessment, Seatac, WA, June 2002

Validity Studies on the WASL, Washington Education Research Association, Seatac, WA, December 2001

Including Students with Disabilities in the General Education Setting, Workshop Series for the American International School, Vienna, November 2000

Accommodations on the Washington Assessment of Student Learning – presentation given at the Washington chapter of CEC, Shoreline, WA, March 27, 1999

The Use of Sign Language as an Accommodation on Performance Assessments – presentation given at Washington Education Research Association, Seatac, WA, March 26, 1999

Reading the Math Question to Students with Disabilities – presentation given at the Washington Education Research Association, Seatac, WA, March 1998

PRESENTATIONS: INVITED

Key Note Speaker: Michigan's Association of Learning Disabilities Educators Annual Conference, Grand Rapids, MI, November 2008

Author Forum: RTI A Practitioner's Guide to Implementation – presentation given at the National Association of Elementary School Principals, Nashville, TN, April 2008

RTI: Expanding to Secondary School, Erie School District, Endicottville, NY, October 2007

GRANTS: FUNDED

OSEP, CFDA 84.325T – *Technology Accentuated Teacher Education for Rural Settings (TATERS)* Special Education Personnel Training Grant, \$500K

Idaho State Department of Education – *Screening within an RTI framework, grades 6-12*. One year at \$35,000

NRCLD Subaward – *SLD Identification, RTI and cognitive processing deficits*. One year at \$23,000, Completed.

Faculty Excellence Fund, Walden University – *Improving online instructor quality through an ecological assessment of the on-line learning environment*. One year at \$10,000, Completed.

Washington Education Research Association – *Examining the effects of accommodations for students with disabilities and ELL on state assessments*. One year at \$3,000, Completed.

Washington Education Research Association – *Examining the factors accounting for performance on high-stakes reading assessments*. One year at \$3,000, Completed.

GRANTS: SUBMITTED

IES, CFDA 84.324A, *AIM: Assess to Intervene and Monitor*, Principal Investigator, Systemic Interventions and Policies for Special Education, Goal 2, \$450K, Submitted: Not funded

IES, CFDA 84.324B – *Improving Student Outcomes and Teacher Effectiveness in the Junior High School with Response to Intervention*, Subaward, \$120K, Submitted: Not funded

RFA: IES NCSER – 2008-001, *Developing an IEP template for reading, Grades 2-5, IEP and IFSP Research*, Subaward, \$200K, Submitted: Not funded

SERVICE

Service to the University

Member, BSTS Frequent Low Stakes Testing Group, 2007-08

Service to the College

Member, K-12 Online Teaching Certificate Committee, 2009

Member, Technology Committee, 2007-08

Service to the Department

Member, Departmental Promotion and Tenure Committee, 2007-current

Service to the Profession

Editorial Board Member, *Assessment for Effective Intervention* 2009-12

Reviewer, *Annals of Dyslexia*, February 2009

Reviewer, Corwin Press, ongoing

Reviewer, Solution Tree, ongoing

Member, Secondary RTI Implementation Committee, National RTI TA Center, 2009

Member, Technical Review Committee, National RTI TA Center, 2008-09

Expert Contributor, EDWEEK RTI Online Chats, February, 2008

Reviewer, *Journal of Online Learning and Teaching*, 2008

Reviewer, *Remedial and Special Education*, 2008

Presenter and Volunteer, Europe's Children Our Concern, Brussels, October 2006

Reviewer, AERA National Conference, 2004

Technical Advisory Committee, WA State Alternate Assessment, 2001-03

Accommodations Committee, WA State, 1997 – 1999

Service to the Community

Member, ID State LD Identification Committee, 2007-current

Member, ID State RTI Committee, 2007-current

Donald J. Keller

2515 Heights Dr. Boise, ID 83702
(208) 447-8075, keller.glenn@gmail.com

Education **Administrative Leadership**, University of Idaho, Boise, ID
Master of Technology in Education, Lesley College, Cambridge, MA
Post Graduate Secondary Ed, University of Nevada, Reno, NV
B.S. Fisheries Science, New Mexico State University, Las Cruces, NM

Professional Experience **Riverstone International School** (2008-2009), Boise, ID

- International Baccalaureate 7th/8th science teacher
- Outdoor program leader

High School Biology Teacher (2005-2008), Skyview High School, Nampa School District, Nampa, ID

- Sophomore biology teacher
- District school improvement team member
- Sophomore house academic intervention team member

Middle School Summer School Principal (summer 2007), Nampa School District, Nampa, ID

Elementary Summer School Principal (summer 2006), Nampa School District, Nampa, ID

Elementary School Assistant Principal (2001-2005), Snake River Elementary School, Nampa School District, Nampa, ID

- Managed school operations and budget
- Supervision and evaluation of certified and classified staff
- Managed and maintained school discipline and attendance
- Managed partnership between school and Boys and Girls Club of Nampa, ID

Elementary Summer School Assistant Principal (summers, 2002-03), Nampa School District, Nampa, ID

Middle/High School Dean (2000-01), **Middle/High School Science Teacher and Dean** (1997 – 2000), Opportunity Alternative Middle/High School, Washoe County School District, Reno, NV

- Taught biology, earth and environmental science
- Developed and lead outdoor programs and alternative learning environments

- Created and implemented service learning projects
- Tracked and managed attendance and discipline

Middle School Science Teacher, Dean, Traner Middle School, Washoe County School District, Reno, NV, 1987-1997

- Taught biology, earth and environmental science
- Director outdoor adventure club
- Dean of discipline and attendance

Wildlands Firefighter and Station Captain with the BLM and U.S. Forest Service in New Mexico and Nevada, 1978-1987

- Fire suppression, station operations, personnel training and evaluation
- Developed fuel inventory and suppression response maps and logistics
- Spokesperson for public awareness of fire hazards

Business Experience **Treasure Valley Family YMCA,** Child Development Advisory Board Member

Boys and Girls Club, Nampa Idaho Board Member

Owner/President, River Adventures & More Inc., Reno, NV, 1990-2000
A whitewater rafting and adventure outfitter in Nevada, California, and British Columbia providing outdoor activities.

- Owned and managed company: customer service; guide and staff training and supervision; acquired and maintained gear; permitting; safety and risk management; food; transportation and trip logistics

Appendix E

Draft Student Handbook

Students of the 21st century are going to need a very different kind of education than most of us have had and the best employers the world over will be looking for the most competent, most creative, and most innovative people on the face of the earth.

-National Center on Education and the Economy 2007

Educational Program and Goals

"The aim of education should be to teach us rather how to think, than what to think."

-James Beattie

Our educational philosophy is grounded in the core belief that an international education be provided to all members of our neighborhood so that together, we can create a learning community that fulfills the mission for education set forth by the legislature of the State of Idaho.

As we advance into the 21st century, our children will enter an ever-shrinking globalized community. Today's students must be equipped with the traditional academic disciplines and 21st century skills like creativity, innovation, social and emotional intelligence and being able to think across disciplines and international boundaries. Curriculum will have to have "an international focus and students will need to be able to grasp issues beyond our national border. "They will need the ability to learn very quickly and see patterns where others see only chaos" (Wallis and Steptoe).

Upon approval and on opening, Sage International School will begin the application process to the International Baccalaureate (IB) Organization for full accreditation as a Primary Year Program (PYP) "International Baccalaureate World School." The aim of all IB programs is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, create a better and more peaceful world.

In addition to our core program (the PYP) students at Sage International School will have the opportunity to learn and be exposed to foreign language instruction, social and emotional intelligence, service learning and outdoor and environmental education.

Students at Sage International School will strive to be:

Inquirers

They develop their natural curiosity. They acquire the skills necessary to conduct inquiry and research and show independence in learning. They actively enjoy learning and this love of learning will be sustained throughout their lives.

Knowledgeable	They explore concepts, ideas and issues that have local and global significance. In so doing, they acquire in-depth knowledge and develop understanding across a broad and balanced range of disciplines.
Thinkers	They exercise initiative in applying thinking skills critically and creatively to recognize and approach complex problems, and make reasoned, ethical decisions.
Communicators	They understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication. They work effectively and willingly in collaboration with others.
Principled	They act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities. They take responsibility for their own actions and the consequences that accompany them.
Open-minded	They understand and appreciate their own cultures and personal histories, and are open to the perspectives, values and traditions of other individuals and communities. They are accustomed to seeking and evaluating a range of points of view, and are willing to grow from the experience.
Caring	They show empathy, compassion and respect towards the needs and feelings of others. They have a personal commitment to service, and act to make a positive difference to the lives of others and to the environment.
Risk-takers	They approach unfamiliar situations and uncertainty with courage and forethought, and have the independence of spirit to explore new roles, ideas and strategies. They are brave and articulate in defending their beliefs.
Balanced	They understand the importance of intellectual, physical and emotional balance to achieve personal well-being for themselves and others.
Reflective	They give thoughtful consideration to their own learning and experience. They are able to assess and understand their strengths and limitations in order to support their learning and personal development.

The Primary Years Programme of the International Baccalaureate at Sage International School of Boise

Recognized globally as one of the best academic preparation programs in the world to help students succeed in college and beyond, the International Baccalaureate (IB) Programme² offers:

- Curriculum and criteria-referenced assessments that reflect a rigorous, international standard
- Extensive opportunities for professional development and teacher training
- Philosophy of learning based on transdisciplinary learning and higher-order thinking skills, such as critical thinking and problem solving
- Worldwide network of educators sharing experiences informed by best practice from around the world
- Curriculum and assessment available for languages listed by the US Department of Education as “critical”, including Arabic, Chinese, Korean, Japanese, Russian, Hindi and Bengali.

A transdisciplinary program of international education designed to foster the development of the whole child, the International Baccalaureate Primary Years Programme (PYP) is designed for students aged 3 to 12. It focuses on the total growth of the developing child, touching hearts as well as minds and encompassing social, physical, emotional and cultural needs in addition to academic development.

The PYP draws on research and best practices from a range of national systems with a wealth of knowledge and experience from international schools to create a relevant, engaging, challenging and significant educational framework for all children.

At the heart of the program’s philosophy is a commitment to structured, purposeful inquiry as the leading vehicle for learning. Six transdisciplinary themes of global significance provide the framework for exploration and study:

- who we are
- where we are in place and time
- how we express ourselves
- how the world works
- how we organize ourselves
- sharing the planet.

Teachers are guided by these six transdisciplinary themes as they design units of inquiry that both transcend and articulate conventional subject boundaries.

² International Baccalaureate Program Information used with permission from the *Organisation du Baccalauréat International*, Geneva, Switzerland.

The program can be illustrated by a hexagon with the six transdisciplinary themes surrounding six subject areas:

- language
- social studies
- mathematics
- arts
- science and technology
- personal, social and physical education.

The themes and subject areas outlined above form the knowledge element of the programme. Five essential elements—concepts, knowledge, skills, attitudes, action—appear at the center of the hexagon.



Five essential elements

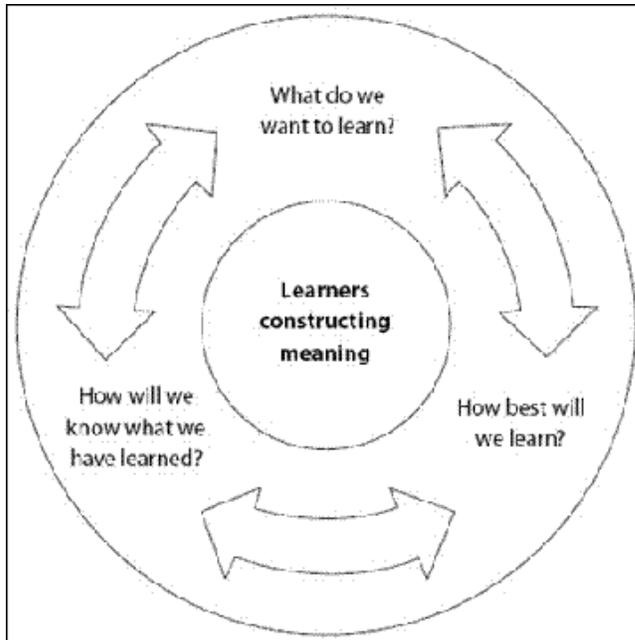
The five essential elements listed above are incorporated into this framework, so that students are given the opportunity to:

- gain knowledge that is relevant and of global significance
- develop an understanding of concepts, which allows them to make connections throughout their learning
- acquire transdisciplinary and disciplinary skills
- develop attitudes that will lead to international-mindedness
- take action as a consequence of their learning.

Curriculum model

The curriculum is expressed in three interrelated ways:

- the written curriculum—what do we want to learn?
- the taught curriculum—how best will we learn?
- the learned curriculum—how will we know what we have learned?



Administration and Staff

Fall 2010

2010 School Calendar

Fall 2010 also available on website

www.sageinternationalschool.org

Daily Schedule

Fall 2010

Lunch Schedule

Fall 2010

Academic Policies (K-12)

Schedules

Once student schedules are set, class changes will not be made except under extraordinary circumstances. If a schedule change is desired, an appointment must be made with the administrator. Schedule changes are made only at the end of grading periods.

Progress Reports

Progress reports will be sent to parents of all students failing a course by the end of the fifth (5th) week of each quarter's grading period.

Report Cards

Report cards are issued to students four times a year. These reports show academic and effort grades, absences and tardies as well as information on pupil attitudes and work habits.

Grading Scale (%)

90-100.....	A
80-89.....	B
70-79.....	C
60-69.....	D
00-59.....	F

Parent-Teacher Conferences

Parent-teacher conferences will be held at the end of the first and third quarters. Parents will be notified of scheduled dates and times.

Standardized Tests

Standardized tests such as ISAT, DWA, and DMA, are given to all students as required by state policies. The tests measure knowledge and skills accumulated by students in various subject areas. Results are given to students, parents and teachers to review achievement levels and areas needing improvement.

Appointments with Administrators and/or Teachers

We welcome your questions and concerns so please feel free to call the office if you would like to make an appointment to visit with our staff. The administration is committed to spending time with students and teachers and will be in classrooms much of the time. The administrator and teachers will, in general, operate on an appointment basis.

Attendance/Absence/Tardies

Students need to be in school to be successful. Students with high absence rates fall behind and tend to perform at lower levels.

All children of compulsory attendance age (6-16) are required to attend school. Attendance and punctuality are important elements of the educational process for all students. Therefore, all enrolled K-12 students are expected to be in school 100% of the time classes are in session, unless they are participating in school related activities otherwise excused by School Board Policy or Idaho State Law.

The minimum standard for student attendance is 90%. This is a minimum.

School approved absences that are not counted toward the 90% rule:

1. (IA) In-school Absence includes absences that occur within the school day that pull a student from class to another area within the school. Examples include extended visits to the office, or when a student is at a school approved meeting.
2. (AA) Activity Absence is an absence for school sponsored programs in which classes will be missed.
3. (DR) Doctor Excused absence is an absence due to medical reasons that is confirmed with documentation by professional personnel, i.e. doctors, dentists, etc..
4. (BR) Bereavement is an absence taken due to a death in the family.
5. (SC) School Excused absences include absences for extenuating circumstances approved by the administration.
6. (CA) Court Appearance absences used for students having legal obligations.

Absences for anything other than illness are highly discouraged. Charter Schools rely on maximum attendance and enrollment in order to thrive and survive. Attendance is directly tied to funding and a very important component of school sustainability.

If your child is going to be absent from school, please call the school before 7:45 a.m. If we don't hear from you, we are obligated to verify the absence. When a student is absent from school a parent or guardian should call the school by 7:45 am that day with the following information:

- a. Parent or guardian's name
- b. Student's name
- c. Reason for absence
- d. Estimated date of return

Students who arrive at school after school starts should report to the main office.

Unexcused Absences/Truancies/Tardies

1. Unexcused absences, also called truancies, are absences that occur without the consent of the student's parent. Unexcused absences/truancies also include departure from school or class during the day without the permission of school officials.
2. Discipline for a student who consistently has unexcused absences/truancies may involve action up to and including suspension or expulsion. State law provides that a petition be filed under the Juvenile Corrections Act when a student is identified as a habitual truant.
3. Tardy Policy – to be determined by summer 2010

Bicycles, Scooters, Skateboards, Rollerblades

Students are not allowed to ride bicycles, scooters, skateboards or rollerblades on the school grounds before or after school. Bicycles are to be kept in the bike racks. Scooters and skateboards must be kept in designated locations. Students should have locks to prevent theft. The school is not responsible for lost, stolen, or damaged bicycles, scooters, or skateboards.

Birthdays

Birthday celebrations are held in the classrooms (with teacher approval) for students having a birthday that month. Children with summer birthdays will celebrate their birthdays in May.

Please Note: Party invitations of any kind cannot be distributed at school. Instructional time is protected and flowers or balloons will not be delivered to classrooms until the end of the school day.

Checking Students Out of Class

If you need to pick up your child during the school day, please follow the procedures below. For safety purposes, students will not be released to any person other than parent/guardian without written authorization from the parent/guardian.

1. All visitors must sign in and out through the office.
2. Sign student out on the checkout sheet at reception desk. Please DO NOT go directly to the student's classroom.

One of two things will then happen:

1. The teacher will be contacted by phone and a request will be made to send the student to the office (or)
2. The teacher will be contacted and the visitor will be escorted to the room.

You may be asked to provide identification (driver's license) establishing your relationship with the child. If your name does not appear on the enrollment form, you may not pick up the child without written authorization from the parent/guardian.

Additional measures may be necessary to establish permission to pick up a student. We appreciate your patience with our safety measures. As we become familiar with parents' faces, identification may not be necessary each time for checkout.

Students leaving school for professional appointments must notify the office before school, when they leave, and again when they return.

Dress Code

The purpose of the Dress Code and Prohibited Items list is not to infringe on any individual student's rights to freedom of expression, but rather to encourage students to dress for success, and come to school properly prepared to learn. We ask for your support in providing a safe and orderly environment in which all children can learn.

We expect students to be well groomed and dressed in clothing that is appropriate to the learning environment and weather conditions. Students are not allowed to wear clothing that constitutes a health or safety hazard or is disruptive to the educational process. Unacceptable items include:

- Bare feet, flip-flops, cleats, or high heels. Shoes must be worn at all times. Students should wear shoes appropriate for PE and outdoor play.
- Articles of clothing that advertise or promote drugs, alcohol, tobacco, violent acts, or that are demeaning, degrading or offensive to any person
- Any clothing or paraphernalia that may be construed as gang or violence related including hats, shirts, bandannas, colors, sagging pants, chains, etc.
- Any form of dress (including accessories and hair) that constitutes a health or safety hazard or disrupts the educational process
- Brief garments including clothing that exposes the midriff, halter-tops, narrow tank tops, fishnet or tube tops, muscle shirts, bicycle shorts or spandex, shorts or skirts above mid-thigh
- Hats or headwear including bandannas (except during times of inclement weather or for medical reasons)
- Accessories and dress (including long belts, dangling earrings, necklaces or other jewelry) that may present a safety hazard.
- Make-up should not be worn at school.

Fire Drills

Fire drills will be held monthly. When the alarm sounds, students will go quickly and quietly outside the building to designated areas. An announcement will be made when students are to return to class.

Food, Drink, Gum

Food and drink are allowed only in the cafeteria unless approved by a teacher or administrator.

Home/School Communications

We make every attempt to keep you informed of school events and your child's

progress. We also encourage you to contact your child's teacher with any questions or concerns you may have. Working as a team benefits your child. You may contact your child's teacher by note, phone message, or by e-mail.

Student Behavior and Code of Conduct

We are responsible for providing an environment in which all children can and do learn. To this end, we must be sure that our school is safe and orderly, and free of intimidation and harassment. It is important that each student behave in a manner that will help him/her receive the best possible education and that does not interfere with the educational opportunities of others.

Inappropriate behavior includes, but is not limited to the following:

1. Harassment (threats, teasing, name calling, intimidating other students)
2. Inappropriate behavior (rough play, rules violation, disrespect, profanity or vulgar or offensive language).
3. Fighting (physical assault aimed at another).
4. Vandalism (destruction or defacing of school property).
5. Insubordination (willful defiance or choosing not to act as instructed by staff or administration)
6. Gang or hate group activity.
7. Possession of a weapon: any object which could be used to injure another person and has no school-related purpose will be considered a weapon for purposes of this policy, including, but not limited to, knives, guns, chemicals, and sharp objects.
8. Possession or use of drug, tobacco or alcohol on school property is strictly prohibited.
9. Theft or possession of stolen property.
10. Excessive absences, tardiness, or truancy.

Bullying (Strictly Prohibited)

It is the policy of Sage International School to maintain a safe school environment for all students while attending school, and attending school sponsored activities. Bullying, regardless of the specific nature of the students' behavior, is disruptive to a safe school environment and will not be tolerated.

Definition

1. Bullying means any intentional gesture or any intentional written, verbal or physical act or threat by a student that a reasonable person under the circumstances should know, will have the effect of:
 - a. Harming a student; or
 - b. Damaging a student's property; or
 - c. Placing a student in reasonable fear of harm to his or her person; or
 - d. Placing a student in reasonable fear of damage to his or her property; or
 - e. Is sufficiently severe, persistent or pervasive that it creates an intimidating, threatening or abusive educational environment for a student; or
 - f. Unreasonably interferes with an individual's educational performance; or
 - g. Otherwise adversely affects an individual's educational opportunities.

2. Cyberbullying is an aggressive, intentional act carried out by a group or individual using electronic forms of contact. These include but are not limited to:
- a. Text message bullying involves sending unwelcome texts that are threatening or cause discomfort.
 - b. Picture/video-clip bullying via mobile phone camera
 - c. Phone call bullying via mobile phone
 - d. Email bullying
 - e. Chat room bullying
 - f. Bullying through instant messaging (IM)
 - g. Bullying via websites

Prohibited Behavior:

- 1. Physical abuse against a student, including but not limited to, hitting, pushing, tripping, kicking, blocking, or restraining another's movement; causing damage to another's clothing or possessions; and another's belongs.
- 2. Verbal abuse against a student, including, but not limited to, spreading harmful or inappropriate rumors regarding another, drawing inappropriate pictures or writing inappropriate statements regarding another, and intentionally excluding another from groups, or similar activities.
- 3. Bullying also includes any act of retaliation taken against:
 - a. Any person bringing a complaint of bullying
 - b. Any person assisting another person in bringing a complaint of bullying, or
 - c. Any person participating in an investigation of an act of bullying.

Inappropriate behavior may result in removal from class, loss of recess privileges, after school detention, in school suspension, suspension from school, referral to a support team, community service, or other disciplinary action. Parents may be asked to spend time with their child at school and/or on an Intervention Team. Severe misconduct may result in police intervention.

Consequences will correspond with the severity of the offense.

We believe that students should behave appropriately. We teach students how to act with respect and responsibility in various settings including restrooms, assemblies, library, entering/exiting, before/after school, field trips, etc. In addition, each teacher has a discipline plan for managing his/her classroom.

Discipline

To be added summer 2010

Visitors

Sage International School recognizes that parents and other citizens may wish to visit the school's classrooms to observe the work of students, teachers and other school personnel. However, because schools are a place of work and learning, certain limits

must be set for such visits. The Administrator is responsible for all persons in the building and on the grounds.

For these reasons, the following rules apply to visitors on school property:

1. Anyone who is not a staff member or student of the school will be considered a visitor.
2. All visitors to the school must report to the office upon arrival at the school. They will be required to sign in at the visitor/volunteer computer and will be issued a visitor's identification badge. This badge must be worn at all times while on school property;
3. Visitors attending school functions that are open to the public, such as parent-teacher meetings or public gatherings, are not required to register.
4. Parents or citizens who wish to observe a classroom while school is in session are required to arrange such visits in advance with the building Administrator. This will ensure that class disruptions are kept to a minimum, and provide enough advance time so that the visit can be scheduled into the administrator's schedule. Volunteers who have attended volunteer training are free to move about the building once they have signed in at the visitor/volunteer computer.
5. Unannounced drop-in visits are not allowed.
6. Teachers are not expected to take class time to discuss individual matters with visitors.

Visitors or Siblings in Class or on Field Trips

Students are not allowed to have other student visitors or siblings accompany them as visitors for the day, or on field trips

Volunteers

We are anticipating an exciting and successful year. Our school depends on our many wonderful volunteers that contribute to our students' educational well-being. In order to insure consistency for all adults volunteering in the school, we will provide a basic level of training and orientation regarding school and classroom rules, policies, and procedures in the Fall of each year.

Withdrawal

The procedure for withdrawal is as follows:

1. Authorization for withdrawal must be made by telephone or in person by the parent/guardian.
2. Obtain appropriate forms from the secretary.
3. Return all school and books - make sure all fees and fines are paid.
4. Check with the kitchen for refunds or charges to be paid.
5. Take all completed forms to the receptionist for final check-out.
6. Authorization for withdrawal must be made by telephone or in person from parent or guardian.
7. Transfer records for students going to other schools will be mailed upon request of that school.

Electronic Network Use Rules, Etiquette, and Security

School account holders are expected to act in a responsible, ethical, and legal manner, in accordance with the missions and purposes of the networks they use on the Internet, and the laws of the states and the United States. Students will be provided with a school atmosphere and procedures of student control/discipline that will assure a suitable learning environment, and students will learn to act as responsible and productive citizens with respect for civil rights and the role of the individual in a democracy. **Using the network is a privilege, not a right, and the privilege may be revoked at any time for unacceptable conduct.** Unacceptable conduct includes, but is not limited to, the following:

- Using the network for any illegal activity, including violation of copyright or other contracts.
- Using the network for financial or commercial gain.
- Degrading or disrupting equipment or system performance.
- Vandalizing the data of another user.
- Wastefully using finite resources.
- Gaining unauthorized access to resources or entities.
- Willfully and knowingly accessing pornographic or other inappropriate sites.
- Invading the privacy of individuals.
- Using an account owned by another user without authorization.
- Posting personal communications without the author's consent.
- Posting anonymous messages.
- Placing of unlawful or unlicensed information on a system.
- Using abusive or otherwise objectionable language in either public or private message.
- Sending of messages that are likely to result in the loss of recipients' work or systems.
- Sending of *chain letters* or *broadcast messages* to lists or individuals, or any other type of use that would cause congestion of the networks or otherwise interfere with the work of others.

Network Etiquette

- Be polite. Do not get abusive in your messages to others.
- Use appropriate language. Do not swear, use vulgarities, or any other inappropriate language. Illegal activities are strictly forbidden.
- Do not reveal your personal address or phone number or that of other students or colleagues. Any student who receives unsolicited requests for personal information will immediately report that to the supervising teacher. That teacher will report this incident to appropriate authorities.
- Note that electronic mail (e-mail) is not guaranteed to be private. People who operate the system do have access to all mail. Messages relating to or in support of illegal activities may be reported to authorities.

- Do not use the network in such a way that you would disrupt the use of the network by other users.
- Information accessible via the network and Internet should be assumed to be private property and possibly copyrighted.

Security

Security on any computer is a high priority. If you feel you can identify a security problem on the Internet, you must notify faculty members. Do not demonstrate the problem to other users. Do not use another individual's account without written permission from that individual. Attempts to log onto the Internet with another person's identification without permission will result in cancellation of user privileges. Any user identified as a security risk or having a history of problems with other computer systems may be denied access to the Internet.

Electronic Network Use Agreement

School computer systems are for use by authorized individuals only. Any unauthorized access to these systems is prohibited and is subject to criminal and civil penalties under Federal Laws. Individuals using these systems are subject to having all activities on these systems monitored by system or security personnel. Anyone using these systems expressly consents to such monitoring. Prosecution and/or account termination may occur without warning.

The school believes that the benefits to educators and students from access to the Internet (in the form of information resources and opportunities for collaboration) far exceed any disadvantages of access. Ultimately, parent(s) and guardian(s) of minors are responsible for their child's behavior, and this includes use of the Internet. It is possible for all users of the world wide Internet (including your child) to access information that is intended for adults. Although the school has taken reasonable steps to ensure the Internet connection is used only for purposes consistent with the curriculum, the school can neither prevent the availability of, nor begin to identify, inappropriate material elsewhere on the Internet. Computer security cannot be made perfect, and it is likely that a determined student can make use of computer resources for inappropriate purposes.

I, _____ and _____

Parent name (please print)

Student name (please print)

have read the Electronic Network Use Rules document, understand it, and agree to adhere to the principles and procedures detailed within. We understand and accept the conditions stated above and release from any liability Sage International School of Boise (the sponsoring school), its subcontractors, and employees.

I understand that my child is expected to use good judgment and follow the Student Computer Use Policy in making electronic contact with others. Furthermore, I have discussed the information contained in this policy with my child. Should my child breach the guidelines suggested, I understand that my child will lose all privileges on Sage International school of Boise network.

Parent Signature

Student Signature

Appendix F

Sage International School Facilities

The Board of Directors has been working with Thornton Oliver Keller (Greg Gaddis) in securing a building for Sage International School opening in the Fall of 2010. At this time we have three properties targeted as possibilities, and are moving forward on discussions for all three. Letters of interest from the property managers are attached.

1. Bronco Elite Arts & Athletics, 1187 West River Street
2. 300 N. 23rd St.
3. 110 N. 27th St.

Appendix G

Budget Explanation

Budget Revenues

Salaries and benefits were calculated based on the Charter Support Unit Calculation Template and Estimated Salary Based Apportionment Template. For the support unit calculation, we used a factor of 95% for the estimated fall enrollment numbers to obtain the adjusted daily attendance. A support unit was obtained for each year. The support units were then used in the salary based apportionment, along with assumptions on the education of each proposed teacher and administrative position in order to estimate a factored FTE. We also estimated the total number of noncertified staff we would hire. Federal grants in Years 1 and 2 were estimated based on recent funding of Sage through the Idaho State Department of Education Charter School Support Program (see Appendix H). In Years 1-2, we plan to submit several proposals for additional grants to other programs including the Albertsons Foundation and/or the U.S. Department of Education, focused on foreign language, with the intention of funding in Year 3 and beyond. Kindergarten refund is for the full-day program (parents paying approximately \$300/student). We provided a second budget (worst case scenario) based on lower student enrollment numbers (approximately 10% lower) (see attached).

Expenses

Salaries and benefits

Our salary and benefit expenses are based on a minimum number of necessary teachers, staff, and administrators.

Operating Expenses

Our operating expenses are itemized as the following (see attached):

Textbooks (Everyday Math/Reading) – based on estimate from McGraw-Hill

Supplies

Equipment (copier, desks, computers, etc)

Student Management System

Furniture

Contract Services-PYP+IT

Legal

Accounting

Advertising/Marketing

Gas/Electric

Telephone/Internet – low estimate based on Qwest service providers

Liability & Property Insurance

Testing & Assessment

Staff Development

Consulting

Travel

Postage

Rents and Leases – based on 10,000 sq ft at \$12/sq ft

Debt Retirement

Grounds & Maintenance

Miscellaneous

Appendix H

Insert Grant Award Page 1

Insert Grant Award Page 2

Appendix I

Chronicle of Events Leading up to Submission of Sage International School Application to the Idaho Public Charter School Commission

This application was originally submitted to the Boise School District administration on January 23, 2007. A series of meetings and discussions subsequently took place between the Boise School District administration (School District) and the founders of Sage International School (Founders). The meetings were aimed at developing a focus/magnet school within the School District with similar characteristics of our vision for a charter (partial immersion of French as a foreign language and international curriculum). After many discussions (see below), the School District's plan had become diluted enough from the vision of the charter that the two efforts became dissimilar. We then re-submitted the charter to the Boise School District as a separate application for Sage International School of Boise Charter. The application was denied September 10, 2007 and recommended by the Boise School District to the Idaho Public Charter School Commission (see attached letter).

January 17, 2007: School District requests a meeting with the Founders to ask questions regarding the charter petition. Representing the School District were Dr. Vickie Simmons, Dr. Pete Bailey, Dr. Don Coberly, and a representative from the district's finance section. In attendance for the Founders were: Dr. Kim Carter-Cram, Dr. Nancy Glenn, Mr. Don Keller, Mr. Mike Cram, and Ms. Gail Zerrade.

February 22, 2007: A second meeting was held between the School District and the Founders. The School District offered the Founders the possibility of forming a partnership in the creation of a magnet / focus school following the guidelines outlined in the charter petition, en lieu of creating an actual charter school.

March 14, 2007: Another meeting was held between the School District and the Founders. The possibility of a partnership continued to be discussed.

April 1, 2007: The Founders sent a letter via E-mail to the School District administration officially accepting the offer from the School District to form a magnet / focus school following the charter application we submitted. The only exception the district wanted to our application was to remove the International Baccalaureate program curriculum in lieu of a global curriculum developed in concert between the Founders, School District, and outside help (e.g. visiting other international schools in the Pacific Northwest). We agreed to the change. A Memorandum of Understanding was drawn up by Dr. Simmons to aid us as we went forward, and we planned to form a partnership to create the first public international school in Boise.

April 9, 2007: Another meeting was held between the School District and the Founders. The discussions about how to create the international school continued. School District administrators requested that we formally withdraw our charter petition based on the MOU. An E-mail was sent by the Founders on this date formally withdrawing the charter application with the understanding that an acceptable partnership was being formed.

April 18, 2007: Another meeting at the School District between both parties. The discussions centered on implementation of the ideas in the MOU.

April 23-27, 2007: The Founders visit several elementary schools suggested by the School District to help in determining an acceptable location for the new school.

May 1, 2007: Another meeting is held between both parties. A proposed Timeline was presented by the School District (as created by Dr. Simmons). Dr. Simmons announces to the Founders that she intends to retire June 1 and that Drs. Bailey and Coberly will continue the discussions with the Founders on behalf of the School District.

May 10, May 31, June 7, 2007: Continued discussions / meetings between the School District and the Founders. The possibility of another primary language (Spanish) was introduced. The school concept evolves from one school teaching French in partial immersion to having two “sister” schools; one teaching French, the other Spanish, both in partial immersion.

June 27, 2007: Meeting between the School District and the Founders. District administrators announce that the School District had decided that both international schools should teach Spanish, and, that instead of using immersion, would use a part-time model (1 to 1 ½ hours per week). Additionally, instead of a focus on globalism, the curriculum at the schools would now center on the study of one country per academic year.

August 22, 2007: Meeting between the School District and the Founders. The Founders announce their intention to resubmit the original charter school petition and to no longer participate in a partnership with the School District to create what is now a diluted concept of the international school from that in the original charter petition and to what was agreed to in the MOU.

August 28, 2007: Sage International resubmits the charter application to the Boise School District with a request for authorization.

September 10, 2007: Boise School District “Upon a recommendation from Dr. Stan Olson, Trustee Orndorff made a motion and Trustee Kelly made a second to refer the petition of Sage International School to the Public Charter School Commission for review and disposition. The Board voted unanimously with the motion.”

Fall – Winter 2007-2008: Sage International reformats and edits charter application for submittal to the Idaho Public Charter School Commission (attached herein).

Letter from BSD

Sufficiency Review

The sufficiency review was completed in August 2006 (attached). After the sufficiency review, all suggested changes were implemented in the January 2007 submission to the Boise School District. A detailed response to each sufficiency review was not required nor provided at that time.

Appendix J