

CHARTER SCHOOL PERFORMANCE CERTIFICATE

This performance certificate is executed on this **13th** day of **June 2019**, by and between the Idaho Public Charter School Commission (the “Authorizer”), and **The Sage International School of Boise, A Public Charter School, Inc.**, commonly known as **Sage International School of Boise** (the “School”), an independent public school organized as an Idaho nonprofit corporation and established under the Public Charter Schools Law, Idaho Code Section 33-5201 *et seq.*, as amended (the “Charter Schools Law.”)

RECITALS

WHEREAS, on **July 23, 2009**, the Authorizer approved a charter petition for the establishment of the School; and

WHEREAS, the School began operations in the year **2010**; and

WHEREAS, the School’s charter was renewed on **March 1, 2019**, for a five-year term of operations,

NOW THEREFORE in consideration of the foregoing recitals and mutual understandings, the Authorizer and the School agree as follows:

SECTION 1: AUTHORIZATION OF CHARTER SCHOOL

- A. **Continued Operation of School.** Pursuant to the Charter Schools Law, the Authorizer hereby approves the continued operation of the School on the terms and conditions set forth in this Charter School Performance Certificate (the “Certificate”). The approved Charter is attached to this Certificate as Appendix C.
- B. **Term of Agreement.** This Certificate is effective as of **July 1, 2019**, and shall continue through **June 30, 2024**, unless earlier terminated as provided herein.

SECTION 2: SCHOOL GOVERNANCE

- A. **Governing Board.** The School shall be governed by a board (the “Charter Board”) in a manner that is consistent with the terms of this Certificate so long as such provisions are in accordance with state, federal, and local law. The Charter Board shall have final authority and responsibility for the academic, financial, and organizational performance of the School. The Charter Board shall also have authority for and be responsible for policy and operational decisions of the School, although nothing herein shall prevent the Charter Board from delegating decision-making authority for policy and operational decisions to officers, employees and agents of the School, as well as third party management

providers.

- B. Articles of Incorporation and Bylaws.** The articles of incorporation and bylaws of the entity holding the charter shall provide for governance of the operation of the School as a nonprofit corporation and public charter school and shall at all times be consistent with all applicable law and this Certificate. The School shall notify the Authorizer of any modification to the Articles or Bylaws within five (5) business days of approval by the Charter Board.
- C. Charter Board Composition.** The composition of the Charter Board shall at all times be determined by and consistent with the Articles and Bylaws and all applicable law and policy. The Charter Board shall notify the Authorizer of any changes to its composition and provide an amended School Leadership Roster within five (5) business days of their taking effect.

SECTION 3: EDUCATIONAL PROGRAM

- A. School Mission.** The mission of the School is as follows: Sage International School engages students within an inclusive IB learning community, challenging all members to take risks and contribute locally and globally through open-minded inquiry.
- B. Grades Served.** The School may serve students in K-12.
- C. Design Elements.** The School shall implement and maintain the following essential design elements of its educational program:
 - The International Baccalaureate Academic K-12 Curriculum K aims to develop inquiring, knowledgeable, and caring young people who help to create a better and more peaceful world through intercultural understanding and respect. IB Schools focus on a challenging international education, rigorous assessment and college readiness.
 - The International Baccalaureate Attributes profile, highlights desirable attributes that the IB hopes to develop while participating in the IB programs. The attributes are: Inquirers, Knowledgeable, Thinkers, Communicators, Principled, Open-Minded, Caring, and Risk-Taker.
 - Sage has a 4 day (M-Th) student instructional week. This allows for a full uninterrupted day of professional development for all staff. Fridays consist of professional learning communities, training, collaboration, data analysis and research. This intensive PD is critical for constantly improving on our instructional practices, student achievement and professional culture.
- D. Standardized Testing.** Students of the School shall be tested with the same standardized tests as other Idaho public school students.
- E. Accreditation.** The School shall be accredited as provided by rule of the state board of education.

SECTION 4: AUTHORIZER ROLE AND RESPONSIBILITIES

- A. Oversight Allowing Autonomy.** The Authorizer shall comply with the provisions of Charter School Law and the terms of this Certificate in a manner that does not unduly inhibit the autonomy of the School. The Authorizer's Role will be to evaluate the School's outcomes according to this Certificate and the Performance Framework rather than to establish the process by which the School achieves the outcomes sought.
- B. Charter School Performance Framework.** The Charter School Performance Framework ("Performance Framework") is attached and incorporated into this agreement as Appendix B. The Performance Framework shall be used to evaluate the School's academic, financial and operational performance, and shall supersede and replace any and all assessment measures, educational goals and objectives, financial operations metrics, and operational performance metrics set forth in the Charter and not explicitly incorporated into the Performance Framework. The specific terms, form and requirements of the Performance Framework, including any required indicators, measures, metrics, and targets, are determined by the Authorizer and will be binding on the School.
- C. Authorizer to Monitor School Performance.** The Authorizer shall monitor and report on the School's progress in relation to the indicators, measures, metrics and targets set out in the Performance Framework. The School shall be subject to a formal review of its academic, mission-specific, operational, and financial performance at least annually.
- D. School Performance.** The School shall achieve an accountability designation of *Good Standing* or *Honor* on each of the three sections of the Performance Framework. In the event the School is a party to a third party management contract which includes a deficit protection clause, the School shall be exempt from some or all measures within the financial portion of the Performance Framework. In accordance with Charter School Law, the Authorizer shall renew any charter in which the public charter school met all of the terms of its performance certificate at the time of renewal.
- E. Performance Framework As Basis For Renewal of Charter.** The School's performance in relation to the indicators, measures, metrics and targets set forth in the Academic and Mission-Specific, Operational and Financial sections of the Performance Framework shall provide the basis upon which the Authorizer will decide whether to renew the School's Charter at the end of the Certificate term. As part of the Performance Framework, the Authorizer agrees to consider mission-specific, rigorous, valid, and reliable indicators of the School's performance. These negotiated indicators will be included in the Mission-Specific portion of the Academic and Mission Specific section of the Performance Framework.
- F. Authorizer's Right to Review.** The School will be subject to review of its academics, operations and finances by the Authorizer, including related policies, documents and records, when the Authorizer deems such review necessary. The Authorizer shall conduct its reviews in a manner that does not unduly inhibit the autonomy granted to the School.
- G. Site Visits.** In addition to the above procedures, the Charter School shall grant reasonable access to, and cooperate with, the Authorizer, its officers, employees and other agents,

including allowing site visits by the Authorizer, its officers, employees, or other agents, for the purpose of allowing the Authorizer to fully evaluate the operations and performance of the School. The Authorizer may conduct a site visit at any time if the Authorizer has reasonable concern regarding the operations and performance of the School. The Authorizer will provide the School reasonable notice prior to its annual site visit to the School. The School shall have an opportunity to provide a written response to the site visit report no later than fourteen (14) days prior to the meeting at which the report is to be considered by the Authorizer. If no written response is provided, the School shall have the opportunity to respond orally to the site visit report at the meeting.

- H. Required Reports.** The School shall prepare and submit reports regarding its governance, operations, and/or finances according to the established policies of and upon the request of the Authorizer. However, to the extent possible, the Authorizer shall not request reports from the School that are otherwise available through student information systems or other data sources reasonably available to the Authorizer.

SECTION 5: SCHOOL OPERATIONS

- A. In General.** The School and the Charter Board shall operate at all times in accordance with all federal and state laws, local ordinances, regulations and Authorizer policies applicable to charter schools.
- B. Maximum Enrollment.** The maximum number of students who may be enrolled in the school shall be 1500 students. Annually, no less than two (2) months prior to Sage International School's lottery application deadline, the Board of Directors will establish, at its regularly scheduled meeting, by motion and vote, an 'Annual Enrollment Capacity', as follows: Based on recommendations from the Administration, the Board will establish: (1) an annual school-wide enrollment capacity not to exceed 1,200 students; and (2) an annual enrollment capacity for each grade. Each year, the Administration will: (1) Post the Annual Enrollment Capacity information on the Sage International web site within five (5) days of the Board vote; and (2) conduct the lottery and enrollment process in compliance with the limits established in the Board's Annual Enrollment Capacity motion and vote.
- C. Enrollment Policy.** The School shall make student recruitment, admissions, enrollment and retention decisions in a nondiscriminatory manner and without regard to race, color, creed, national origin, sex, marital status, religion, ancestry, disability or need for special education services. In no event may the School limit admission based on race, ethnicity, national origin, disability, gender, income level, athletic ability, or proficiency in the English language. If there are more applications to enroll in the charter school than there are spaces available, the charter school shall select students to attend using a random selection process that shall be publicly noticed and open to the public.
- D. School Facilities.** 431 E. Parkcenter Blvd. Boise, ID 83706. The School shall provide reasonable notification to the Authorizer of any change in the location of its facilities.

- E. Attendance Area.** The School's primary attendance area is as follows: **Boise School District.**
- F. Staff.** Instructional staff shall be certified teachers as provided by rule of the state board of education. All full-time staff members of the School will be covered by the public employee retirement system, federal social security, unemployment insurance, worker's compensation insurance, and health insurance.
- G. Alignment with All Applicable Law.** The School shall comply with all applicable federal and state laws, rules, and regulations. In the event any such laws, rules, or regulations are amended, the School shall be bound by any such amendment upon the effective date of said amendment.

SECTION 6: SCHOOL FINANCE

- A. General.** The School shall comply with all applicable financial and budget statutes, rules, regulations, and financial reporting requirements, as well as the requirements contained in the Performance Framework incorporated into this agreement as Appendix B.
- B. Financial Controls.** At all times, the Charter School shall maintain appropriate governance and managerial procedures and financial controls which procedures and controls shall include, but not be limited to: (1) commonly accepted accounting practices and the capacity to implement them (2) a checking account; (3) adequate payroll procedures; (4) procedures for the creation and review of monthly and quarterly financial reports, which procedures shall specifically identify the individual who will be responsible for preparing such financial reports in the following fiscal year; (5) internal control procedures for cash receipts, cash disbursements and purchases; and (6) maintenance of asset registers and financial procedures for grants in accordance with applicable state and federal law.
- C. Financial Audit.** The School shall submit audited financial statements from an independent auditor to the Authorizer no later than November 1 of each year.
- D. Annual Budgets.** The School shall adopt a budget for each fiscal year, prior to the beginning of the fiscal year. The budget shall be in the Idaho Financial Accounting Reporting Management Systems (IFARMS) format and any other format as may be reasonably requested by the Authorizer.

SECTION 7: TERMINATION, NON-RENEWAL AND REVOCATION

- A. Termination by the School.** Should the School choose to terminate its Charter before the expiration of the Certificate, it may do so upon written notice to the Authorizer. Any school terminating its charter shall work with the Authorizer to ensure a smooth and orderly closure and transition for students and parents, as guided by the public charter school closure protocol established by the Authorizer attached as Appendix D.
- B. Nonrenewal.** The Authorizer may non-renew the Charter at the expiration of the

Certificate if the School failed to meet one (1) or more of the terms of its Certificate. Any school which is not renewed shall work with the Authorizer to ensure a smooth and orderly closure and transition for students and parents, as guided by the public charter school closure protocol established by the Authorizer attached as Appendix D.

- C. Revocation.** The School's Charter may be revoked by the Authorizer if the School has failed to meet any of the specific, written renewal conditions attached, if applicable, as Appendix A for necessary improvements established pursuant to Idaho Code§ 33-5209B(1) by the dates specified. Revocation may not occur until the public charter school has been afforded a public hearing, unless the Authorizer determines that continued operation of the public charter school presents an imminent public safety issue. If the School's Charter is revoked, the School shall work with the Authorizer ensure a smooth and orderly closure and transition for students and parents, as guided by the public charter school closure protocol established by the Authorizer attached as Appendix D.
- D. Dissolution.** Upon termination of the Charter for any reason by the Charter Board, or upon nonrenewal or revocation, the Charter Board will supervise and have authority to conduct the winding up of the business and other affairs of the School; provided, however, that in doing so the Authorizer will not be responsible for and will not assume any liability incurred by the School. The Charter Board and School personnel shall cooperate fully with the winding up of the affairs of the School.
- E. Disposition of School's Assets upon Termination or Dissolution.** Upon termination of the Charter for any reason, any assets owned by the School shall be distributed in accordance with Charter Schools Law.

SECTION 8: MISCELLANEOUS

- A. No Employee or Agency Relationship.** None of the provisions of this Certificate will be construed to create a relationship of agency, representation, joint venture, ownership, or employment between the Authorizer and the School.
- B. Additional Services.** Except as may be expressly provided in this Certificate, as set forth in any subsequent written agreement between the School and the Authorizer, or as may be required by law, neither the School nor the Authorizer shall be entitled to the use of or access to the services, supplies, or facilities of the other.
- C. No Third-Party Beneficiary.** This Certificate shall not create any rights in any third parties, nor shall any third party be entitled to enforce any rights or obligations that may be possessed by either party to this Certificate.
- D. Amendment.** This Certificate may be amended by agreement between the School and the Authorizer in accordance with Authorizer policy. All amendments must be in writing and signed by the School and the Authorizer.

IN WITNESS WHEREOF, the Authorizer and the School have executed this Performance Certificate to be effective July 1, 2019.

Alan Reed

Alan Reed

Chairperson, Idaho Public Charter School Commission

Bryan Moore

Bryan Moore

Chairperson, The Sage International School of Boise, A Public Charter School, Inc., Board

Amendment 1

WITNESS WHEREOF, the Authorizer and Sage International School of Boise have executed this amendment to the Performance Certificate, effective 4/8/2021:

1. To increase the maximum enrollment from 1200 to 1500 students in section 5B of this Performance Certificate.

Alan Reed

Alan Reed (Apr 9, 2021 08:03 MDT)

Chairman, Idaho Public Charter School Commission

Michael P. Lawrence

Michael P. Lawrence (Apr 26, 2021 11:39 MDT)

Chairman, Sage International School of Boise School Board

Sage Amendment with PCSC signature page

Final Audit Report

2021-04-26

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Appendix A: Conditions of Authorization/Renewal

Appendix B: Performance Framework

Appendix C: Charter

Appendix D: Public Charter School Closure Protocol

Appendix A: Conditions of Authorization / Renewal

No conditions of authorization or renewal are applicable.

Appendix B: Performance Framework

SAGE INTERNATIONAL SCHOOL OF BOISE

[YEAR] ANNUAL PERFORMANCE REPORT

INTRODUCTION

Each year, Idaho's Public Charter School Commission (PCSC) issues a performance report to every school in its portfolio. The annual report serves several purposes:

1. To provide transparent, data-driven information about charter school quality;
2. To ensure charter school boards have access to clear expectations and are provided maximum opportunity to correct any deficiencies prior to their renewal year; and
3. To inform mid-term authorizing decisions, such as the evaluation of charter amendment proposals.

This report contains an overview of the school, including its mission, leadership, and demographics. The overview is followed by the school's performance framework, including outcomes for the most recently completed school year.

The performance framework clearly sets forth the academic and operational performance indicators, measures, and metrics that will guide the PCSC's evaluations of the school. It contains indicators, measures, and metrics for student academic proficiency, student academic growth, post-secondary readiness (for high schools), and board performance and stewardship.

In accordance with Idaho law, the performance framework requires, at a minimum, that each school meet applicable federal, state, and authorizer goals for student achievement. It is designed to fulfill this requirement while respecting the diverse missions and student populations represented in PCSC portfolio schools. This performance framework was adopted by the Idaho Public Charter School Commission on May 4th, 2017.

To facilitate a clear context for the academic results contained in this report, the demographic, enrollment, and school leadership information provided is from the school year during which the data was gathered. Updated enrollment and school leadership information is available upon request from the school or PCSC office.

The data provided in this report was gathered primarily through the State Board of Education and State Department of Education. An independent financial audit and any applicable mission-specific data were submitted directly by the school. The school had an opportunity to correct or clarify its framework outcomes prior to the publication of this report.

Public charter school operations are inherently complex. For this reason, readers are encouraged to consider the scores on individual measures within the framework as a starting point for gaining a full, contextualized understanding of the school's performance.

PERFORMANCE FRAMEWORK STRUCTURE

The academic section comprises the primary indicators on which most renewal or non-renewal decisions are based. The mission-specific, operational, and financial sections contribute additional indicators that are, except in cases of egregious failure to meet standards, considered secondary.

Academic	The academic section focuses on quantitative academic outcomes. It reflects the PCSC's commitments to considering schools' performance in the context of their communities and student populations. Although some results may not be made publically available in certain cases, in order to protect individually identifiable student information, the PCSC may still use this information for purposes of making authorizing decisions.
Mission-Specific	The mission-specific section provides an opportunity for meaningful acknowledgement of schools' achievements that are not reflected elsewhere in the framework. These measures may be academic or non-academic in nature, but must be objective and data-driven. Mission-specific measures are generally optional; however, inclusion of certain mission-specific measures may be required as a condition of the performance certificate.
Operational	The operational section considers whether schools are operating in compliance with federal and state law, authorizer requirements, and the provisions of their performance certificates.
Financial	The financial section evaluates the near-term and long-term financial status of the school. Schools with management contracts containing deficit protection clauses may be exempted from these indicators.

ACCOUNTABILITY DESIGNATIONS

Calculation of the percentage of eligible points earned for each school determines that school's accountability designation in each section. The accountability designations, in turn, guide authorizing decisions. The PCSC will consider contextual factors affecting a school's accountability designations when making authorizing decisions.

Honor	Schools achieving at this level in all sections are guaranteed renewal. Replication and expansion proposals are likely to succeed.
Good Standing	Schools achieving at this level in the academic section will be recommended for renewal; however, conditional renewal may be recommended if outcomes in other sections are poor. Replication and expansion proposals will be considered.
Remediation	Schools achieving at this level in the academic section may be recommended for non-renewal or conditional renewal, particularly if outcomes in other sections are poor. Replication and expansion proposals are unlikely to succeed.
Critical	Schools achieving at this level in the academic section face a strong likelihood of non-renewal, particularly if outcomes in other sections are also poor. Replication and expansion proposals will not be considered.

SCHOOL OVERVIEW

Mission Statement	Sage International School engages students within an inclusive IB learning community, challenging all members to take risks and contribute locally and globally through open-minded inquiry.		
Key Design Elements	<ul style="list-style-type: none"> The International Baccalaureate Academic K-12 Curriculum aims to develop inquiring, knowledgeable, and caring young people who help to create a better and more peaceful world through intercultural understanding and respect. IB Schools focus on a challenging international education, rigorous assessment and college readiness. The International Baccalaureate Attributes profile highlights desirable attributes that the IB hopes to develop while participating in the IB programs. The attributes are: Inquirers, Knowledgeable, Thinkers, Communicators, Principled, Open-Minded, Caring, and Risk-Taker. Sage has a 4 day (M-Th) student instructional week. This allows for a full uninterrupted day of professional development for all staff. Fridays consist of professional learning communities, training, collaboration, data analysis and research. This intensive PD is critical for constantly improving on our instructional practices, student achievement and professional culture. 		
School Location	457 E. Parkcenter Blvd. Boise, ID 83706	School Phone	208-343-7243
Surrounding District	Boise School District		
Opening Year	2010		
Current Term	July 1, 2019 – June 30, 2024		
Grades Served	K-12		
Enrollment (Approved)	1200	Enrollment (Actual)	

SCHOOL LEADERSHIP

STUDENT DEMOGRAPHICS

Student Demographics				
	School	State	Surrounding	Neighboring
Non-White				N/A
Limited English Proficiency				N/A
Special Needs				N/A
Free and Reduced Lunch				N/A

ISAT PROFICIENCY RATES

Percentage of students meeting or exceeding proficiency in Math	
Percentage of students meeting or exceeding proficiency in English Language Arts	
Percentage of students meeting or exceeding proficiency in Science	

GO-ON RATE (Post-secondary enrollment within 12 months of graduation)

ACADEMIC	Measure	Points Possible	Points Earned	Points Possible	Points Earned	Points Possible	Points Earned	Points Possible	Points Earned		
		K-8	K-8	9-12	9-12	K-12	K-12	Alternative	Alternative		
State Proficiency Comparison	1a	50	0	50	0	50	0	50	0		
	1b	50	0	50	0	50	0				
District Proficiency Comparison	2a	50	0	50	0	50	0	50	0		
	2b	50	0	50	0	50	0				
Criterion-Referenced Growth	3a	100	0	100	0	50	0	50	0		
	3b	100	0			50	0				
Norm-Referenced Growth	4a	100	0	100	0	50	0	50	0		
	4b			100	0	50	0				
Post-Secondary Readiness	5a	400	0	125	0	125	100	100	0		
				0%	0%						
<hr/>											
MISSION-SPECIFIC	Measure	Points Possible	Points Earned								
Total Mission-Specific Points	1	0	0								
	2										
	3										
	4										
	5										
	6										
Total Mission-Specific Points											
% of Mission-Specific Points											
<hr/>											
OPERATIONAL	Measure	Points Possible	Points Earned			FINANCIAL	Measure	Points Possible	Points Earned		
Educational Program	1a	25	0			Near-Term	1a	50	0		
	1b	25	0				1b	50	0		
	1c	25	0				1c	50	0		
	1d	25	0				1d	50	0		
Financial Management & Oversight	2a	25	0			Sustainability	2a	50	0		
	2b	25	0				2b	50	0		
	2c	25	0				2c	50	0		
Governance & Reporting	3a	25	0				2d	50	0		
	3b	25	0			Total Financial Points		400	0		
	3c	25	0			% of Financial Points			0%		
	3d	25	0								
	3e	25	0								
School Environment	3f	25	0								
	4a	25	0								
Additional Obligations	4b	25	0								
	5a	25	0								
Total Operational Points		400	0								
% of Operational Points			0%								
<hr/>											
ACCOUNTABILITY DESIGNATION	Range (% of Points Possible)	Academic Gen Ed Outcome	Academic Alt Outcome	Range	Mission Specific Outcome	Range	Operational Outcome	Range	Financial Outcome		
Honor	75% - 100%			75% - 100%		90% - 100%		85% - 100%			
Good Standing	55% - 74%			55% - 74%		80% - 89%		65% - 84%			
Remediation	31% - 54%	19%	0%	31% - 54%	NA	61% - 79%		46% - 64%			
Critical	0% - 30%			0% - 30%		0% - 60%		0% - 45%			

School outcomes will be evaluated in light of contextual information, including student demographics, school mission, and state/federal requirements.

All proficiency and growth measures will be scored using the ISAT by SBAC, or any state-required standardized test as may replace it. Subject area (math and ELA) may be replaced by similar subject areas if necessary due to statewide changes. On all applicable measures, standard rounding to the nearest whole number will be used for scoring purposes. Measures based on ISAT outcomes exclude alternate ISAT data; as a result, the outcomes shown may differ slightly from those published on the State Department of Education's website.

INDICATOR 1: STATE PROFICIENCY COMPARISON		
		Result Points Possible Points Earned
Measure 1a	Do math proficiency rates meet or exceed the state average?	
Math Proficiency Rate Comparison to State	Exceeds Standard: The school's proficiency rate in math exceeds the state average by 16 percentage points or more. Meets Standard: The school's proficiency rate in math is equal to the state average, or exceeds it by 1 - 15 percentage points. Does Not Meet Standard: The school's proficiency rate in math is 1 - 15 percentage points lower than the state average. Falls Far Below Standard: The school's proficiency rate in math is 16 or more percentage points lower than the state average.	50 0 30 - 45 0 15 - 29 0 0 - 14 0 _____ 0
Notes	The state average will be determined using the same grade set as is served by the public charter school.	
Measure 1b	Do English Language Arts proficiency rates meet or exceed the state average?	
ELA Proficiency Rate Comparison to State	Exceeds Standard: The school's proficiency rate in ELA exceeds the state average by 16 percentage points or more. Meets Standard: The school's proficiency rate in ELA is equal to the state average, or exceeds it by 1 - 15 percentage points. Does Not Meet Standard: The school's proficiency rate in ELA is 1 - 15 percentage points lower than the state average. Falls Far Below Standard: The school's proficiency rate in ELA is 16 or more percentage points lower than the state average.	50 0 30 - 45 0 15 - 29 0 0 - 14 0 _____ 0
Notes	The state average will be determined using the same grade set as is served by the public charter school.	

INDICATOR 2: DISTRICT PROFICIENCY COMPARISON			
		Result	Points Possible
			Points Earned
Measure 2a Math Proficiency Rate Comparison to District	Do math (or similar subject area) proficiency rates meet or exceed the district average? Exceeds Standard: The school's proficiency rate in math either exceeds the district average by 16 percentage points or more, or is at least 80%. Meets Standard: The school's proficiency rate in math is equal to the district average, or exceeds it by 1 - 15 percentage points. Does Not Meet Standard: The school's proficiency rate in math is 1 - 15 percentage points lower than the district average. Falls Far Below Standard: The school's proficiency rate in math is 16 or more percentage points lower than the district average.		
Notes	The district average will be determined using the same grade set as is served by the public charter school. Boise School District will be used for comparison purposes.		
Measure 2b ELA Proficiency Rate Comparison to District	Do ELA (or similar subject area) proficiency rates meet or exceed the district average? Exceeds Standard: The school's proficiency rate in ELA either exceeds the district average by 16 percentage points or more, or is at least 80%. Meets Standard: The school's proficiency rate in ELA is equal to the district average, or exceeds it by 1 - 15 percentage points. Does Not Meet Standard: The school's proficiency rate in ELA is 1 - 15 percentage points lower than the district average. Falls Far Below Standard: The school's proficiency rate in ELA is 16 or more percentage points lower than the district average.		
Notes	The district average will be determined using the same grade set as is served by the public charter school. Boise School District will be used for comparison purposes.		

INDICATOR 3: CRITERION-REFERENCED STUDENT GROWTH (GRADES K-8)				
Measure 3a	Are students making adequate academic growth to achieve math proficiency within 3 years or by 10th grade?	Result	Points Possible	Points Earned
Criterion-Referenced Growth				
Math	<p>Exceeds Standard: At least 85% of students are making adequate academic growth in math.</p> <p>Meets Standard: Between 70% and 84% of students are making adequate academic growth in math.</p> <p>Does Not Meet Standard: Between 50% and 69% of students are making adequate academic growth in math.</p> <p>Falls Far Below Standard: Fewer than 50% of students are making adequate academic growth in math.</p>		39-50 26-38 13-25 0-12	0 0 0 0 <hr/> 0
Notes				
Measure 3b	Are students making adequate academic growth to achieve English Language Arts proficiency within 3 years or by 10th grade?	Result	Points Possible	Points Earned
Criterion-Referenced Growth				
ELA	<p>Exceeds Standard: At least 85% of students are making adequate academic growth in ELA.</p> <p>Meets Standard: Between 70% and 84% of students are making adequate academic growth in ELA.</p> <p>Does Not Meet Standard: Between 50% and 69% of students are making adequate academic growth in ELA.</p> <p>Falls Far Below Standard: Fewer than 50% of students are making adequate academic growth in ELA.</p>		39-50 26-38 13-25 0-12	0 0 0 0 <hr/> 0
Notes				

INDICATOR 4: NORM-REFERENCED STUDENT GROWTH (GRADES 9-12)				
Measure 4a	Are students making expected academic growth in math compared to their academic peers?	Result	Points Possible	Points Earned
Norm-Referenced Growth				
Math	<p>Exceeds Standard: The school's median student growth percentile in math falls between the 66th and 99th percentile.</p> <p>Meets Standard: The school's median student growth percentile in math falls between the 43rd and 65th percentile.</p> <p>Does Not Meet Standard: The school's median student growth percentile in math falls between the 30th and 42nd percentile.</p> <p>Falls Far Below Standard: The school's median student growth percentile in math falls below the 30th percentile.</p>		39-50 26-38 13-25 0-12	0 0 0 0
Notes	Growth will be calculated using 8th and 10th grade ISAT scores. Individual students' growth will be compared to the growth of other students, statewide, who fell in the same category (below basic, basic, proficient, or advanced) on the 8th grade ISAT.			
Measure 4b	Are students making expected academic growth in English Language Arts compared to their academic peers?	Result	Points Possible	Points Earned
Norm-Referenced Growth				
ELA	<p>Exceeds Standard: The school's median student growth percentile in ELA falls between the 66th and 99th percentile.</p> <p>Meets Standard: The school's median student growth percentile in ELA falls between the 43rd and 65th percentile.</p> <p>Does Not Meet Standard: The school's median student growth percentile in ELA falls between the 30th and 42nd percentile.</p> <p>Falls Far Below Standard: The school's median student growth percentile in ELA falls below the 30th percentile.</p>		39-50 26-38 13-25 0-12	0 0 0 0
Notes	Growth will be calculated using 8th and 10th grade ISAT scores. Individual students' growth will be compared to the growth of other students, statewide, who fell in the same category (below basic, basic, proficient, or advanced) on the 8th grade ISAT.			

INDICATOR 5: COLLEGE & CAREER READINESS (GRADES 9-12)			
		Result	Points Possible
			Points Earned
Measure 5a	Are students graduating from high school on time?		
Four-Year Adjusted Cohort Graduation Rate	<p>Exceeds Standard: The school's four-year ACGR was at least 90%.</p> <p>Meets Standard: The school either:</p> <ul style="list-style-type: none"> a) had a four-year ACGR of 80% - 89% OR b) had a four-year ACGR of at least 66% AND met its progress goal. <p>Does Not Meet Standard: The school met its progress goal but had a four-year ACGR below 66%.</p> <p>Falls Far Below Standard: The school did not meet its progress goal and had a four-year ACGR below 66%.</p>		125
			100
			75
			0-65
			0
Notes	<p>The school's graduation rate progress goal will be established by the state accountability system. If such goals are not established by the state accountability system in any given year, the school's graduation rate progress goal will be established as follows: The progress goal will represent the school's most recent four-year ACGR plus one-sixth of the amount of growth needed to decrease the rate of non-graduates by 50% within 6 years, using the most recent school year as the baseline year. If the school does not have baseline data, its progress goal will initially be based on the surrounding district average graduation rate.</p> <p>Graduation rates are calculated on a 4-year-plus-summer cohort; for this reason, data availability will always run one year behind (that is, annual reports will contain graduation rate data from the cohort preceding the most recent school year. For example, 2015-16 ACGRs will be reflected in 2017 reports.)</p> <p>The 66% "floor" established by the bottom two categories is based on ESSA's mandatory inclusion in Targeted Support of any school that graduates fewer than 2/3 of its students on time.</p>		100

INDICATOR 1: EDUCATIONAL PROGRAM			
		Result	Points Possible
			Points Earned
Measure 1a Implementation of Educational Program Notes	<p>Is the school implementing the material terms of the educational program as defined in the charter and performance certificate?</p> <p>Meets Standard: The school implements the material terms of the mission, vision, and educational program in all material respects, and the implementation of the educational program reflects the essential elements outlined in the charter and performance certificate. A cohesive professional development program is utilized.</p> <p>Partially Meets Standard: The school partially implements the material terms of the mission, vision, and educational program. However, implementation is incomplete, not cohesive, inconsistent, unclear, and/or unsupported by adequate resources and professional development.</p> <p>Does Not Meet Standard: The school has deviated from the material terms of the mission, vision, and/or essential elements of the educational program as described in the performance certificate, without an approved amendment, such that the program provided differs substantially from the program described in the charter and performance certificate.</p>		25 15 0 0
Measure 1b Educational Requirements Notes	<p>Is the school complying with applicable educational requirements?</p> <p>Meets Standard: The school materially complies with applicable laws, rules, regulations , and provisions of the performance certificate relating to educational requirements, including but not limited to: Instructional time requirements, graduation, and promotional requirements, content standards including the Common Core State Standards, the Idaho State Standards, state assessments, and implementation of mandated programming related to state or federal funding.</p> <p>Partially Meets Standard: The school has exhibited non-compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to educational requirements; however, matters of non-compliance are minor and quickly remedied, with documentation, by the governing board.</p> <p>Does Not Meet Standard: The school exhibits frequent and/or significant non-compliance with applicable laws, rules, regulations, and provisions of the performance certificate relating to educational requirements; and/or matters of non compliance are not quickly remedied, with documentation, by the governing board.</p>		25 15 0 0

Measure 1c	Is the school protecting the rights of students with disabilities?	Result	Points Possible	Points Earned
Students with Disabilities	<p>Meets Standard: The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to the treatment of students with identified disabilities and those suspected of having a disability, including but not limited to: Equitable access and opportunity to enroll; identification and referral, appropriate development and implementation of IEPs and Section 504 plans; operational compliance, including provisions of services in the LRE and appropriate inclusion in the school's academic program, assessments, and extracurricular activities; discipline, including due process protections, manifestation determinations, and behavioral intervention plans; access to school's facility and programs; appropriate use of all available applicable funding.</p> <p>Partially Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to the treatment of students with identifiable disabilities and those suspected of having a disability. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.</p> <p>Does Not Meet Standard: The school exhibits frequent and/or significant non-compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to the treatment of students with identifiable disabilities and those suspected of having a disability; and/or matters of non compliance are not quickly remedied, with documentation, by the governing board.</p>		25	
Notes			15	
Measure 1d	Is the school protecting the rights of English Language Learner (ELL) students?	Result	Points Possible	Points Earned
English Language Learners	<p>Meets Standard: The school materially complies with applicable laws, rules, regulations , and provisions of the performance certificate relating to requirements regarding ELLs, including but not limited to: Equitable access and opportunity to enroll; required policies related to the service of ELL students; compliance with native language communication requirements; proper steps for identification of students in need of ELL services; appropriate and equitable delivery of services to identified students; appropriate accommodations on assessments; exiting students from ELL services; and ongoing monitoring of exited students.</p> <p>Partially Meets Standard: The school has exhibited non-compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to the treatment of ELL students; however, matters of non-compliance are minor and quickly remedied, with documentation, by the governing board.</p> <p>Does Not Meet Standard: The school exhibits frequent and/or significant non-compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to requirements regarding ELLs; and/or matters of non compliance are not quickly remedied, with documentation, by the governing board.</p>		25	
Notes			15	
			0	
			0	
			0	

INDICATOR 2: FINANCIAL MANAGEMENT AND OVERSIGHT			Result	Points Possible	Points Earned
Measure	Description	Notes			
Measure 2a Financial Reporting and Compliance	Is the school meeting financial reporting and compliance requirements?				
	Meets Standard: The school materially complies with applicable laws, rules, regulations , and provisions of the performance certificate relating to financial reporting requirements, including but not limited to: Complete and on-time submission of financial reports including annual budget, revised budgets (if applicable) periodic financial reports as required by PCSC, and any reporting requirements if the board contracts with an Education Service Provider; on-time completion and submission of the annual independent audit and corrective action plans (if applicable); and all reporting requirements related to the use of public funds.			25	
	Partially Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, and provisions of the performance certificate relating to financial reporting requirements. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.			15	
	Does Not Meet Standard: The school exhibits frequent and/or significant non-compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to financial reporting requirements; and/or matters of non compliance are not quickly remedied, with documentation, by the governing board.			0	
Notes					0
Measure 2b GAAP	Is the school following General Accepted Accounting Principles (GAAP)				
	Meets Standard: The school materially complies with applicable laws, rules, regulations , and provisions of the performance certificate relating to financial management and oversight expectations as evidenced by an annual independent audit, including but not limited to: An unqualified audit option, an audit devoid of significant findings and conditions, material weakness, or significant internal control weaknesses; and an audit that does not include a going concern disclosure in the notes or an explanatory paragraph within the audit report.			25	
	Partially Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, and provisions of the performance certificate relating to financial management and oversight expectations as evidenced by an annual independent audit. Any matters of non-compliance are minor and quickly remedied, with documentation, by the governing board.			15	
	Does Not Meet Standard: The school exhibits failure to comply with applicable laws, rules, regulations, or provisions of the performance certificate relating to financial management and oversight expectations as evidenced by an annual independent audit; and/or matters of non compliance are not quickly remedied, with documentation, by the governing board.			0	
Notes					0
Measure 2c Enrollment Variance	Is the school successfully enrolling the projected number of students?				
	Meets Standard: Enrollment variance equaled or exceeded 95 percent in the most recent fiscal year.			25	
	Partially Meets Standard: Enrollment variance was between 90 and 95 percent in the most recent fiscal year.			15	
	Does Not Meet Standard: Enrollment variance was less than 90 percent in the most recent fiscal year.			0	
Notes	Enrollment variance is calculated by dividing actual mid-term enrollment by the enrollment projection in the school's board-approved budget, as submitted to the SDE at the beginning of the fiscal year.				0

INDICATOR 3: GOVERNANCE AND REPORTING			
Measure 3a	Is the school complying with governance requirements?	Result	Points Possible
Notes			Points Earned
Governance Requirements	<p>Meets Standard: The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to governance by its board, including but not limited to: board policies; board bylaws; code of ethics; conflicts of interest; board composition; and compensation for attendance at meetings.</p> <p>Partially Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, and provisions of the performance certificate relating to governance by its board. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.</p> <p>Does Not Meet Standard: The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, or provisions of the performance certificate relating to governance by its board; and/or matters of non compliance are not quickly remedied, with documentation, by the governing board.</p>		25
			15
			0
			0
Notes			
Measure 3b	Is the board fulfilling its oversight obligations?	Result	Points Possible
Board Oversight	<p>Meets Standard: The school's board practices consistent, effective oversight of the school, including but not limited to frequent review of the school finances and academic outcomes. Board meeting agendas, packets, and minutes reflect competent oversight practices and actions to foster academic, operational, and financial strength of the school, including ongoing board training, policy review, and strategic planning. The school's board has adopted and maintains a complete policy book.</p> <p>Partially Meets Standard: Some of the school board's oversight practices are underdeveloped, inconsistent, incomplete, or reflect a need for additional training. Board meeting agendas, packets, and minutes reflect meaningful efforts toward self-evaluation and improvement. The school's policy book may be substantially complete but require additional maintenance.</p> <p>Does Not Meet Standard: The school's board fails to practice consistent, effective oversight of the school, and/or documentation of competent oversight practices and actions is not maintained. The school's policy book may be incomplete, unmaintained, or non-existent.</p>		25
			15
			0
			0
Notes			

Measure 3c	Is the school complying with reporting requirements?	Result	Points Possible	Points Earned
Reporting Requirements	<p>Meets Standard: The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to relevant reporting requirements to the PCSC, the SDE, the SBOE, and/or federal authorities, including but not limited to: accountability tracking; attendance and enrollment reporting; compliance and oversight; and additional information requested by the authorizer.</p> <p>Partially Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, and provisions of the performance certificate relating to relevant reporting requirements to the PCSC, the SDE, the SBOE, and/or federal authorities. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.</p> <p>Does Not Meet Standard: The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to relevant reporting requirements to the PCSC, the SDE, the SBOE, and/or federal authorities; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.</p>		25	
Notes			15	
			0	
				0
Measure 3d	Is the school complying with public transparency requirements?	Result	Points Possible	Points Earned
Public Transparency	<p>Meets Standard: The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to public transparency, including but not limited to: maintenance of its website, timely availability of board meeting minutes, and accessibility of documents maintained by the school under the state's Freedom of Information Act, Open Meeting Law, Public Records Law, and other applicable authorities.</p> <p>Partially Meets Standard: The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to public transparency. Any instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.</p> <p>Does Not Meet Standard: The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to public transparency; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.</p>		25	
Notes			15	
			0	
				0

Measure 3e	Is the school meeting employee credentialing and background check requirements?	Result	Points Possible	Points Earned
Credentialing & Background Checks	<p>Meets Standard: The school materially complies with applicable laws, rules, regulations, and requirements of the performance certificate relating to state and federal certification and background check requirements.</p> <p>Partially Meets Standard: The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to state and federal certification and background check requirements. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.</p> <p>Does Not Meet Standard: The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, or provisions of the performance certificate relating to state and federal certification and background check requirements; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.</p>		25	
Notes			15	
			0	
				0
Measure 3f	Is the school handling information appropriately?	Result	Points Possible	Points Earned
Information Handling	<p>Meets Standard: The school materially complies with applicable laws, rules, regulations, and requirements of the performance certificate relating to the handling of information, including but not limited to: maintaining the security of student records under the Family Educational Rights and Privacy Act and other applicable authorities; storing and transferring student and personnel records; and securely maintaining testing materials.</p> <p>Partially Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, and requirements of the performance certificate relating to the handling of information. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.</p> <p>Does Not Meet Standard: The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, or provisions of the performance certificate relating to the handling of information; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.</p>		25	
Notes			15	
			0	
				0

INDICATOR 4: SCHOOL ENVIRONMENT			
		Result	Points Possible
			Points Earned
Measure 4a Transportation	Is the school complying with transportation requirements?		
	Meets Standard: The school provides student transportation within its primary attendance area and materially complies with applicable laws, rules, regulations, and requirements of the performance certificate relating to transportation.	25	
	Partially Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, or requirements of the performance certificate relating to transportation; and/or provides an incomplete form of transportation services. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.	15	
	Does Not Meet Standard: The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, or provisions of the performance certificate relating to transportation; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board; and/or the school does not provide transportation.	0	
Notes			0
Measure 4b Public Transparency	Is the school complying with facilities requirements?		
	Meets Standard: The school materially complies with applicable laws, rules, regulations, and requirements of the performance certificate relating to the school facilities and grounds, including but not limited to: Americans with Disabilities Act, fire inspections and related records, viable certification of occupancy or other required building use authorization, and documentation of requisite insurance coverage. The school facility is clean, well-maintained, and adequate for school operations.	25	
	Partially Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, and requirements of the performance certificate relating to the school facilities and grounds. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board. Additional facility maintenance and/or updates have been recommended by DBS.	15	
	Does Not Meet Standard: The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, or provisions of the performance certificate relating to the school facilities and grounds; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board. The school facility may be in need of modification or repair required by DBS.	0	
Notes			0

INDICATOR 5: ADDITIONAL OBLIGATIONS			Result	Points Possible	Points Earned
Measure 5a Additional Obligations	Is the school complying with all other obligations?				
	Meets Standard: The school materially complies with all other material legal, statutory, regulatory, or contractual requirements that are not otherwise explicitly stated herein, including but not limited to requirements from the following sources: revisions to statute and administrative rule; requirements of the State Department of Education; and requirements of the accrediting body.			25	
	Partially Meets Standard: The school largely complies with all other material legal, statutory, regulatory, or contractual requirements that are not otherwise explicitly stated herein. Matters of non-compliance, if any, are minor and quickly remedied, with documentation, by the governing board.			15	
	Does Not Meet Standard: The school exhibits frequent and/or significant failure to materially comply with all other material legal, statutory, regulatory, or contractual requirements contained in its charter contract that are not otherwise explicitly stated herein; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.			0	
Notes					0

INDICATOR 1: NEAR-TERM			
		Result	Points Possible
			Points Earned
Measure 1a Current Ratio	Current Ratio: Current Assets divided by Current Liabilities Meets Standard: Current Ratio is greater than or equal to 1.1 OR Current Ratio is between 1.0 and 1.1 and one-year trend is positive (current year ratio is higher than last year's). <i>Note: For schools in their first or second year of operation, the current ratio must be greater than or equal to 1.1.</i> Does Not Meet: Current Ratio is between 0.9 and 1.0 or equals 1.0 OR Current Ratio is between 1.0 and 1.1 and one-year trend is negative. Fails Far Below Standard: Current ratio is less than or equal to 0.9.		
Notes		50	
		10	
		0	
			0
Measure 1b Cash Ratio	Current Ratio: Cash divided by Current Liabilities Meets Standard: Cash Ratio is greater than 1.0 OR Cash Ratio is equal to 1.0 and one-year trend is positive (current year ratio is higher than last year's). Does Not Meet: Cash Ratio is between 0.9 and 1.0 OR Cash Ratio equals 1.0 and one-year trend is negative. Fails Far Below Standard: Cash ratio is equal to or less than 0.9.		
Notes		50	
		10	
		0	
			0
Measure 1c Unrestricted Days Cash	Unrestricted Days Cash: Unrestricted Cash divided by (Total Expenses minus Depreciation Expense/365) Meets Standard: 60 Days Cash OR Between 30 and 60 Days Cash and one-year trend is positive. <i>Note: Schools in their first or second year of operation must have a minimum of 30 Days Cash.</i> Does Not Meet: Days Cash is between 15-30 days OR Days Cash is between 30-60 days and one-year trend is negative. Fails Far Below Standard: Fewer than 15 Days Cash.		
Notes		50	
		10	
		0	
			0
Measure 1d Default	Default Meets Standard: School is not in default of financial obligations. Financial obligations include, but are not limited to: nonpayment, breach of financial representation, non-reporting, non-compliance, financial judgements, loan covenants, and/or tax obligations. Does Not Meet: School is in default of financial obligations.		
Notes		50	
		0	
			0

Indicator 2: Sustainability			
		Result	Points Possible
			Points Earned
Measure 2a Total Margin and Aggregated 3-Year Total Margin	Total Margin: Net Income divided by Total Revenue AND Aggregated Total Margins: Total 3-Year Net Income divided by Total 3-Year Revenues. Meets Standard: Aggregated 3-year Total Margin is positive and the most recent year Total Margin is positive OR Aggregated 3-Year Total Margin is greater than -1.5 percent, the trend is positive for the last two years, and the most recent year Total Margin is positive. Note: For schools in their first or second year of operation, the cumulative Total Margin must be positive. Does Not Meet: Aggregated 3-Year Total Margin is greater than -1.5 percent, but trend does not "Meet Standard". Falls Far Below Standard: Aggregated 3-Year Total Margin is less than or equal to -1.5 percent OR the most recent year Total Margin is less than -10 percent.		
Notes	Due to the Reinstatement of Pension Liability, as required by GASB 68, Net Position may be higher than expected. Changes in Net Position due to pension reinstatement that do not provide or require current financial resources have been removed from the Net Position calculation. This reinstatement had no material effect on the outcome for this measure.		0
Measure 2b Debt to Asset Ratio	Debt to Asset Ratio: Total Liabilities divided by Total Assets Meets Standard: Debt to Asset Ratio is less than 0.9. Does Not Meet: Debt to Asset Ratio is between 0.9. and 1.0 Falls Far Below Standard: Debt to Asset Ratio is greater than 1.0		
Notes	Due to the Reinstatement of Pension Liability, as required by GASB 68, Net Position may be higher than expected. Changes in Net Position due to pension reinstatement that do not provide or require current financial resources have been removed from the Net Position calculation. This reinstatement had no material effect on the outcome for this measure.		0
Measure 2c Cash Flow	Cash Flow: Multi-Year Cash Flow = Year 3 Total Cash - Year 1 Total Cash AND One -Year Cash Flow: Year 2 Total Cash - Year 1 Total Cash Meets Standard: Multi-Year Cumulative Cash Flow is positive and Cash Flow is positive each year OR Multi-Year Cumulative Cash Flow is positive, Cash Flow is positive in one of two years, and Cash Flow in the most recent year is positive. Note: Schools in their fist or second year of operation must have positive cash flow. Does Not Meet: Multi-Year Cumulative Cash Flow is positive, but trend does not "Meet Standard" Falls Far Below Standard: Multi-Year Cumulative Cash Flow is negative.		
Notes			0
Measure 2d Debt Service Coverage Ratio	Debt Service Coverage Ratio: (Net Income + Depreciation + Interest Expense)/(Annual Principal, Interest, and Lease Payments) Meets Standard: Debt Service Coverage Ratio is equal to or exceeds 1.1 Does Not Meet: Debt Service Coverage Ratio is less than 1.1		
Notes	Due to the Reinstatement of Pension Liability, as required by GASB 68, Net Position may be higher than expected. Changes in Net Position due to pension reinstatement that do not provide or require current financial resources have been removed from the Net Position calculation. This reinstatement had no material effect on the outcome for this measure.		0

Appendix C: Charter



SAGE
INTERNATIONAL SCHOOL
OF BOISE

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

**457 E. Parkcenter Blvd.
Boise, ID 83706
208-343-SAGE**

**info@sageinternationalschool.org
www.sageinternationalschool.org**

Table of Contents

Cover Page	1
Table of Contents	2
Tab 1: Articles of Incorporation, By-Laws, Signatures, and Vision Statement, Mission Statement, Educational Philosophy	4
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	12
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	14
Tab 4: Measurable Student Educational Standards and Standardized Testing; Methods for Measuring Student Progress; Ensuring State Accreditation; Provision for Improvement per NCLB	29
Tab 5: Governance Structure: Description of Governance Structure and Process to Ensure Parental Involvement; Plan for Annual Financial and Programmatic Audits	33
Tab 6: Employee Qualifications; Transfer Rights of Employees; Collective Bargaining; Teacher/Administrator Contracts; Health and Safety Procedures; Benefits	36
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; Electronic Use Rules	39
Tab 8: Business Plan; Transportation Services; School Lunch	49
Tab 9: Virtual Charter School Details	54
Tab 10: Description of Business Arrangements; Additional Information; Plan for Termination	55
Appendix A: Articles of Incorporation, By-Laws	56
Appendix B: Signatures of Qualified Electors	N/A
Appendix C: International Baccalaureate (IB) Information	N/A
Appendix D: Resumes	N/A

Appendix E: Draft Student Handbook	N/A
Appendix F: Facilities	N/A
Appendix G: Budget	N/A
Appendix H: Grant Award Letter	N/A
Appendix I: History of Sage International, Letter from Boise School District, Sufficiency Review	N/A
Appendix J: Approval of Sage International School Petition	N/A

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

Sage International School engages students within an inclusive IB learning community, challenging all members to take risks and contribute locally and globally through open-minded inquiry.

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 or 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 three (3) kindergarten classes - two (2) full-day classes and one (1) half-day class. For the two (2) full-day kindergarten classes, 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.

Data gathered during our first four (4) years of operation indicates approximately 65% of our student population is made up of students coming from Boise School District schools. 35% of students are from other charters, private schools, home schools, virtual schools, and from out of district.

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) Programme¹ 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.

¹ International Baccalaureate Program Information used with permission from the *Organisation du Baccalauréat International*, Geneva, Switzerland.

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:

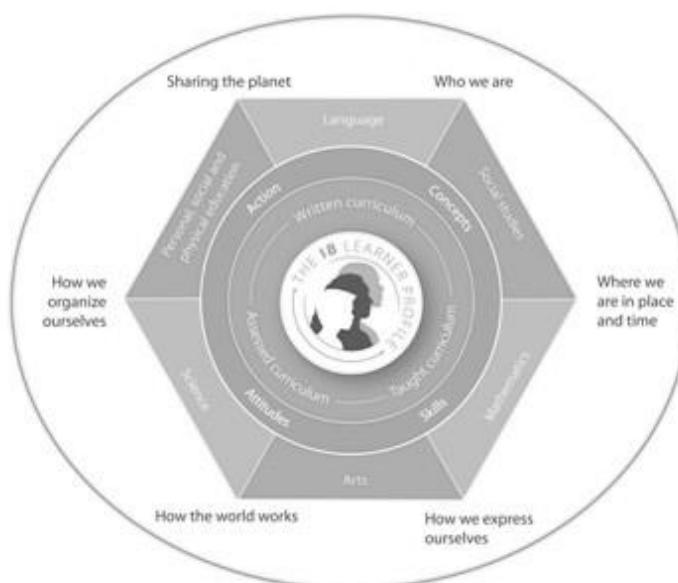
- who we are
- where we are in place and time
- how we express ourselves
- how the world works
- how we organize ourselves
- sharing the planet.

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

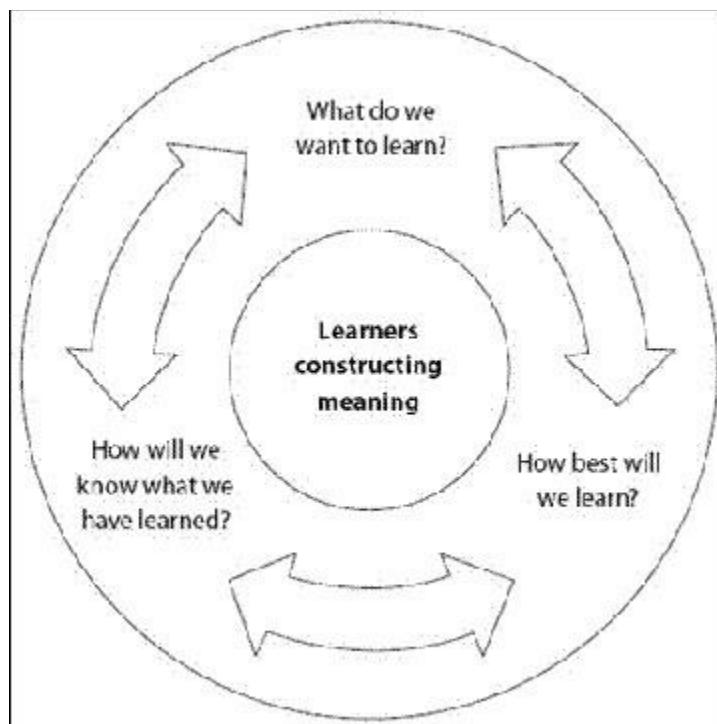
The five essential elements listed above are incorporated into this framework, so that students are given the opportunity to:

- 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?



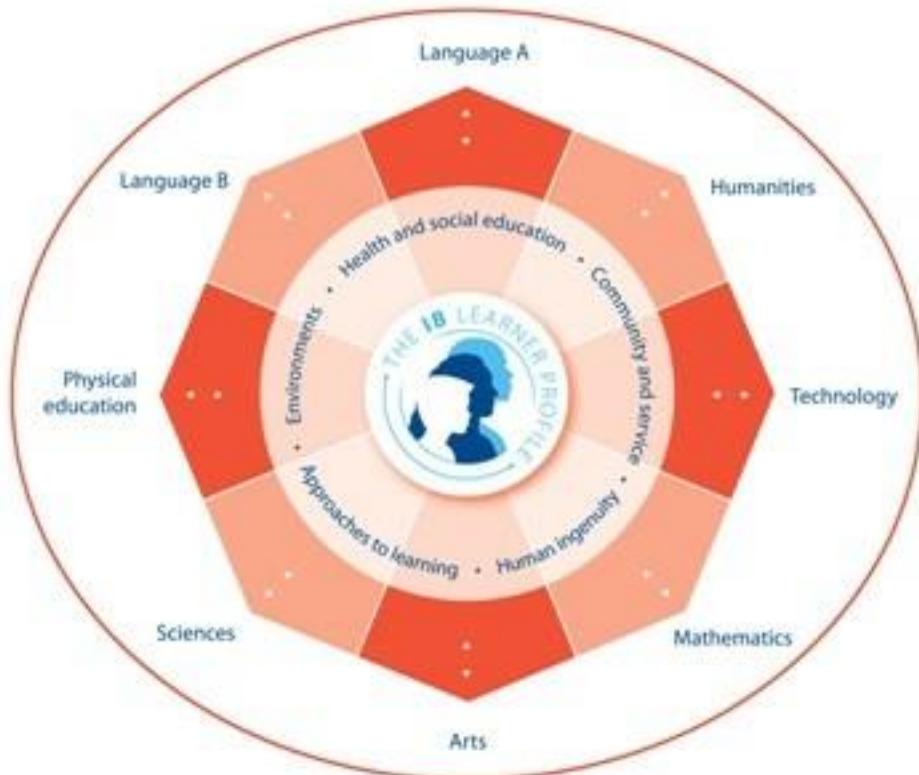
The International Baccalaureate Organization provides services (their curriculum is provided) in:

- 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.

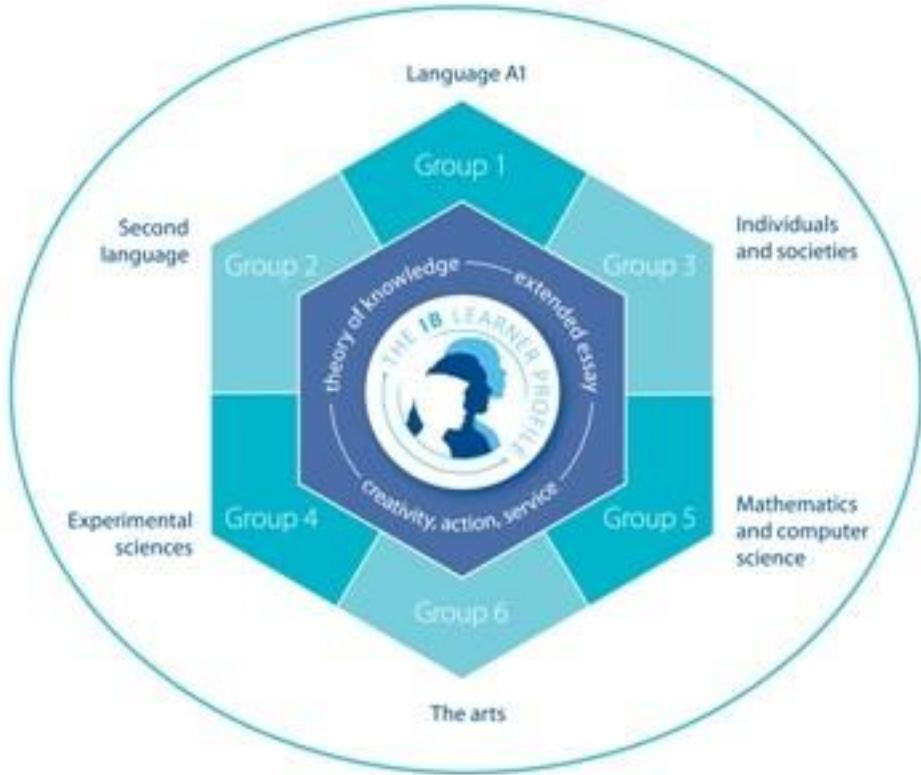
The extended essay is a requirement for students to engage in independent research through an in-depth study of a question relating to one of the subjects they are studying.

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:

Sage International School's enrollment is capped at 1,200 students in grades K-12th.

Annually, no less than two (2) months prior to Sage International School's lottery application deadline, the Board of Directors will establish, at its regularly scheduled meeting, by motion and vote, an 'Annual Enrollment Capacity', as follows: Based on recommendations from the Administration, the Board will establish: (1) an annual school-wide enrollment capacity not to exceed 1,200 students; and (2) an annual enrollment capacity for each grade. Each year, the Administration will: (1) Post the Annual Enrollment Capacity information on the Sage International web site within five (5) days of the Board vote; and (2) conduct the lottery and enrollment process in compliance with the limits established in the Board's Annual Enrollment Capacity motion and vote.

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 three kindergarten classes (two full-day and one half-day). For the full-day classes 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:

Don Keller
457 E. Parkcenter Blvd.
Boise, ID 83706
208-343-SAGE
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 engages students within an inclusive IB learning community, challenging all members to take risks and contribute locally and globally through open-minded inquiry.

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 field trips, 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 D: Public Charter School Closure Protocol

IDAHO PUBLIC CHARTER SCHOOL COMMISSION



**CLOSURE
PROTOCOL**

August 2013

Background

This Closure Protocol is aligned to Idaho statute and rule and is designed to reflect best practices for managing the school closure process in an organized manner that protects the state, students and the community.

The Idaho Public Charter School Commission Closure Protocol is based on the Colorado Charter School Sample Closure Framework released in 2011 and publicly available at www.charterschoolquality.org. The Colorado Sample Closure Framework was created through the collaborative work of the Colorado Department of Education, the Colorado League of Charter Schools, and the Colorado Charter School Institute.

The Colorado Charter School Sample Closure Framework incorporated information from the following sources:

1. *Accountability in Action: A Comprehensive Guide to Charter School Closure.* Edited by Kim Wechternicher, Andrew Wade, and Margaret Lin. National Association of Charter School Authorizers (2010).
2. Colorado Charter School Institute Closure Project Plan (2010).
3. *Charter Renewal.* Charter Schools Institute, The State University of New York (SUNY).
4. *Pre-Opening Checklist and Closing Checklist.* Office of Education Innovation, Office of the Mayor, City of Indianapolis.
5. *2010-2011 Charter Renewal Guidelines.* District of Columbia Public Charter School Board.

During the revision process, the following additional sources were integrated into the Idaho Public Charter School Commission Closure Protocol:

6. *Navigating the Closure Process.* Matthew Shaw. Authorizing Matters Issue Brief, May 2011. National Association of Charter School Authorizers (2011).

Table of Contents

Introduction.....	4
A Conceptual Timeline for Closure.....	5
Notification and Initial Steps.....	6
Develop / Monitor Implementation of the Closure Plan.....	8
Finalize School Affairs: Governance and Operations.....	9
Finalize School Affairs: Finance.....	11
Finalize School Affairs: Reporting.....	12
Dissolution.....	13



Introduction

Charter school closures happen when a school's charter is revoked, non-renewed, or relinquished. A number of factors can lead to closure of the school, including poor academic performance, finances, governance, or safety issues. Regardless of the reasons for closure, the board of directors of the public charter school is responsible for managing the closure and dissolution process.² Cooperation between the public charter school board and administrator, authorizer, and other state entities can allow for the facilitation of a smooth process that "minimize[s] disruption for students while ensuring that public funds are used appropriately."³

The closure process should begin as soon as the authorizer or the charter school board takes initial action to close the school, regardless of whether an appeals process has been completed or the decision has been finalized. This allows the school and authorizer to discuss the potential closure, identify a tentative timeline for the final decision, and work together to establish a closure team and clear paths of communication with each other, stakeholders, and the community.

Whenever possible, the authorizer and public charter school should work together to ensure that the school is able to operate through the completion of the regularly-scheduled school year. Under most circumstances, this should allow adequate time to complete all closure tasks. More importantly, it minimizes instructional gaps for students. However, there are occasions when it is necessary for a school to close mid-year. In these cases, students' educational transitions should be the highest priority. The school, authorizer, and other state entities must also identify the appropriate closure team and work closely together to prioritize closure tasks and manage their completion in as organized and efficient manner as possible.

Though individual schools should develop closure plans that are tailored to their situation, resources, and needs, all schools should keep the following primary goals in mind:

1. Providing educational services in accordance with the charter and performance certificate until the end of the school year, or the agreed upon date when instruction will stop.
2. Reassigning students to schools that meet their educational needs.
3. Addressing the school's financial, legal and reporting obligations.

The closure process has many tasks, which are illustrated in the chart below. Based on the circumstances surrounding the closure, not all tasks in this protocol may apply. When the charter school, authorizer, and other state entities meet at the outset of the closure process, they should refer to the Closure Protocol and identify which tasks will be required or necessary. During this meeting, responsible parties and completion dates should be agreed upon to ensure a transparent and smooth closure. The template that follows includes the basic tasks that will usually need to be addressed to close a school; the format allows for the insertion of responsible parties and task deadlines.

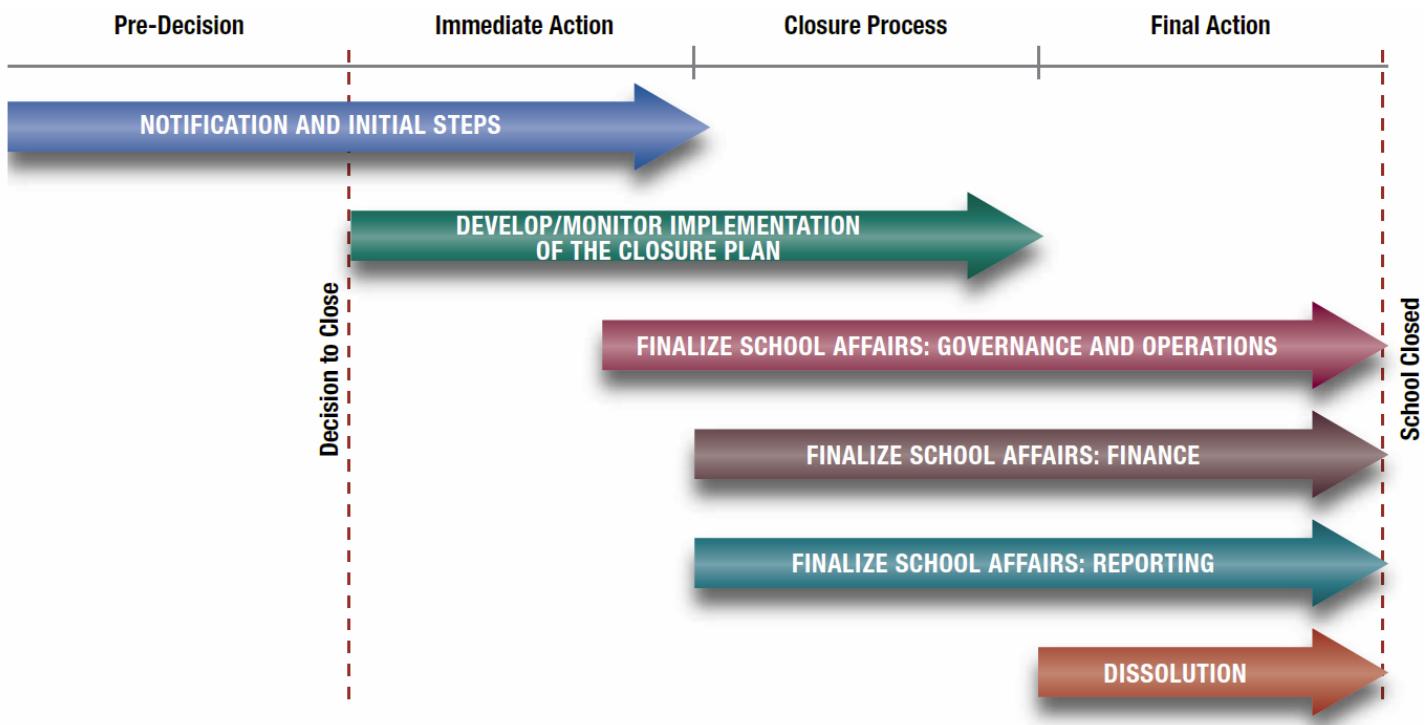
Endnotes

¹ Peyser, J. and Marino, M. "Why Good Authorizers Should Close Bad Schools." Accountability in Action: A Comprehensive Guide to Charter School Closure. National Association of Charter School Authorizers (2010). Pages 6 and 9.

² I.C. § 33-5212

³ Shaw, M. "Navigating the Closure Process." Authorizing Matters Issue Brief, May 2011. National Association of Charter School Authorizers (2011). Pages 2-3.

A Conceptual Timeline for Closure



Notification and Initial Steps

DESCRIPTION OF REQUIRED ACTIONS	ENTITIES INVOLVED	INDIVIDUALS RESPONSIBLE	DEADLINE	STATUS
Meet with PCSC and SDE staff Within 3 business days of the authorizer's or school's initial / intended closure decision, the charter school administrator and a representative of the school's board will meet (in-person or via telephone or web conference) with staff representatives of the PCSC and SDE to: <ol style="list-style-type: none"> 1. Review the remaining process for finalizing the closure decision as applicable 2. Review the Closure Protocol and tasks and clarify critical deadlines 3. Identify points of contact for media or community questions 4. Draft communication to staff, families, and affected districts 	School, PCSC, SDE			
Notify Parents / Guardians of Potential Closure <ol style="list-style-type: none"> 1. Within one week of the authorizer's or school's initial / intended closure decision, the charter school will send letters to enrolled families. Notification should include: <ul style="list-style-type: none"> • The reasons for closure. • If applicable, an explanation of the appeals process and likely timeline for a final decision. • Assurance that instruction will continue through the end of the school year or an estimation of when instruction will cease. • Assurance that after a final decision is reached, parents/students will be notified and assisted in the reassignment process. • Public Charter School Closure FAQ. • Contact information for parents/guardians with questions. 	School, PCSC			
Notify School Districts Materially Impacted <ol style="list-style-type: none"> 1. Within one week of the authorizer's or school's initial / intended closure decision, the charter school will send letters to districts materially impacted by the closure decision. Notification should include: <ul style="list-style-type: none"> • The reasons for closure. • If applicable, an explanation of the appeals process and likely timeline for a final decision. • Copy of the letter sent to parents. • Public Charter School Closure FAQ. • Contact information for questions. 	School, PCSC			
Meet with Charter School Faculty and Staff Administrator and charter board chair meet with the faculty and staff to: <ol style="list-style-type: none"> 1. Discuss reasons for closure, status of appeals process (if applicable), and likely timeline for a final decision. 2. Emphasize importance of maintaining continuity of instruction through the end of the school year. 3. Emphasize need to limit expenditures to necessities. 4. Discuss plans for helping students find new schools and need for teachers and staff to have organized student files prepared for transfer. 5. Identify date when last salary checks will be issued, when benefits terminate, and anticipated last day of work. 6. Describe assistance, if any, that will be provided to faculty and staff to find new positions. 	School			
Review and Report on Finances <ol style="list-style-type: none"> 1. Review budget to ensure that funds are sufficient to operate the school through the end of the school year, if applicable. Communicate with the PCSC and SDE regarding financial status and next steps. 2. Limit expenditures to only those in the approved budget and delay approving expenditures that might no longer be necessary until a revised budget is approved. 3. Communicate with the SDE regarding whether there are any anticipated changes to remaining disbursements from the state. 	School, PCSC, SDE			

<p>Send Additional and Final Notifications</p> <ol style="list-style-type: none"> 1. Notify parents and affected school districts in writing after key events (e.g., denial of an appeal) and when the closure decision is final. 2. The letters notifying staff, parents, and other districts of the final closure decision should include: <ul style="list-style-type: none"> • The last day of instruction. • Any end-of-the-year activities that are planned to make the transition easier for parents and students. • Assistance that will be provided to families in identifying new schools. This may include a list of school options; application deadlines or open house dates for traditional public, public charter, or private schools; or individual meetings with families. • Basic information about the process for access and transfer of student and personnel records. 	School, PCSC			
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Develop/Monitor Implementation of the Closure Plan

DESCRIPTION OF REQUIRED ACTIONS	ENTITIES INVOLVED	INDIVIDUALS RESPONSIBLE	DEADLINE	STATUS
<p>Establish Transition Team, Develop Closure Plan, and Assign Roles</p> <ol style="list-style-type: none"> 1. Contact appropriate entities to establish a transition team, including: <ul style="list-style-type: none"> • A member of the PCSC staff • A member of the SDE staff • Charter school board chair • Lead administrator from the charter school • Lead finance person from the charter school • Additional members as deemed appropriate 2. Develop plan, review roles of primary entities, identify individuals responsible for closure tasks, and exchange contact information. 	School, PCSC, SDE			
<p>Establish a Schedule for Meetings and Interim Status Reports</p> <p>Agree on a meeting schedule to review progress and interim, written status reports to include:</p> <ol style="list-style-type: none"> 1. Reassignment of students and transfer of student records. 2. Identification of long-term storage location of student and personnel records; plan for access and communication to parents regarding access. 3. Notification to entities doing business with the school. 4. The status of the school's finances, including outstanding expenses and payment of creditors and contractors. 5. Sale, dissolution, or return of assets. 6. Submission of all required reports and data to the authorizer and/or state. 	School			
<p>Submit Final Closure Report</p> <p>Submit the completed closure Protocol document and appropriate final closure documents to the PCSC (see the Reporting section for more details).</p>	School			

Finalize School Affairs: Governance and Operations

DESCRIPTION OF REQUIRED ACTIONS	ENTITIES INVOLVED	INDIVIDUALS RESPONSIBLE	DEADLINE	STATUS
Maintain Identifiable Location Maintain the school's current location through the winding up of its affairs or relocate its business records and remaining assets to a location with operational telephone service that has voice message capability.	School			
Protect School Assets Protect the school's assets and any assets in the school that belong to others against theft, misappropriation and deterioration. <ol style="list-style-type: none"> 1. Maintain existing insurance coverage on assets, including facility, until the disposal of such assets in accordance with the closure plan. 2. Negotiate school facility insurance with entities that may take possession of school facility – lenders, mortgagors, bond holders, etc. 3. Obtain or maintain appropriate security services. Action may include moving assets to secure storage after closure or loss of facility. 	School			
Notify Commercial Lenders / Bond Holders (if applicable) If the school has existing loans - Within 10 days after the final decision to close the charter school (after appeals process is complete), notify banks, bond holders, etc., of the school's closure and projected dates for the school's last payment towards its debt and if/when default will occur.	School			
Terminate EMO /CMO Agreement (if applicable) Review the management agreement and take steps needed to terminate the agreement at the end of the school year or prior to the intended closure date. <ol style="list-style-type: none"> 1. The management company should be asked for a final invoice and accounting, including an accounting of any retained school funds and the status of grant funds. 2. The school and the management company should agree upon how the company will continue to provide educational services until the last day of instruction. <p>The school and the management company agree when other services including business services will end.</p>	School			
Notify Contractors and Terminate Contracts <ol style="list-style-type: none"> 1. Notify all contractors, including food service and transportation, of school closure. 2. Retain records of past contracts and payments. 3. Terminate contracts for goods and services as of the last date such goods or services will be needed. 	School			
Notify Employees and Benefit Providers <ol style="list-style-type: none"> 1. Whenever possible, provide employees with formal, written notification of termination of employment at least 60 days before closure to include date of termination of all benefits in accordance with applicable law and regulations (i.e. WARN and COBRA) and eligibility for unemployment insurance pursuant to federal or state law or regulations of the Idaho Department of Labor. 2. Notify benefit providers of pending termination of all employees, to include: <ul style="list-style-type: none"> • Medical, dental, vision plans. • Life insurance. • PERSI, 403(b), or other retirement plans 3. Consult legal counsel as specific rules and regulations may apply to such programs. 	School			

Finalize School Affairs: Governance and Operations (continued)

DESCRIPTION OF REQUIRED ACTIONS	ENTITIES INVOLVED	INDIVIDUALS RESPONSIBLE	DEADLINE	STATUS
<p>Maintain and Organize Records</p> <ol style="list-style-type: none"> 1. Maintain all corporate records related to: <ul style="list-style-type: none"> • Loans, bonds, mortgages and other financing. • Contracts. • Leases. • Assets and their sale, redistribution, etc. • Grants -- records relating to federal grants must be kept in accordance with 34 CFR 80.42. • Governance (minutes, bylaws, policies). • Accounting/audit, taxes and tax status, etc. • Employees (background checks, personnel files). • Employee benefit programs and benefits. • Any other items listed in the closure plan. 2. Determine where records will be stored after dissolution. 	School			
<p>Transfer Student Records and Testing Material</p> <ol style="list-style-type: none"> 1. Ensure that all student records are organized and complete 2. Within 10 days of receiving a records request, send student records, including final grades and evaluations, to the students' parent or new district and/or school, including: <ul style="list-style-type: none"> • Individual Education Programs (IEPs) and all records regarding special education and supplemental services. • Student health / immunization records. • Attendance record. • Any testing materials required to be maintained by the school. • Student transcripts and report cards. • All other student records. 3. Document the transfer of records to include: <ul style="list-style-type: none"> • Date of transfer (for each individual student file transferred). • Signature and printed name of the charter school representative releasing the records. • Name and contact information of the receiver's representative. • The total number and percentage of general and special education records transferred. 	School			
<p>Inventory Assets and Prepare Federal Items for Pick-up</p> <ol style="list-style-type: none"> 1. Inventory school assets, and identify items: <ul style="list-style-type: none"> • Loaned from other entities. • Encumbered by the terms of a contingent gift, grant or donation, or a security interest. • Belonging to the EMO/CMO, if applicable, or other contractors. • Purchased with federal grants or funds (i.e. Charter Start grant) <ul style="list-style-type: none"> ➢ Items purchased with federal funds should be listed on the Federal Items Inventory spreadsheet provided by the PCSC. The list should be very detailed and complete, and items should not be sold or re-distributed. 2. Return assets not belonging to school where appropriate documentation exists. Keep records of assets returned. 3. Organize and pack items purchased with federal funds and arrange for PCSC walk-through and pick-up. <ul style="list-style-type: none"> ➢ Boxes should be packed, closed, taped, and <i>clearly</i> labeled with name(s) and/or number(s) corresponding to the inventory. ➢ PCSC walk-through must be scheduled in advance and must be at least 2 days prior to the scheduled move day. ➢ At the time of the walk-through, all federal items must be prepared and distinctly separate from other school assets. If the school's items are not adequately prepared for moving, the PCSC will delay the date for pick-up of federal items. 	School, PCSC			

Finalize School Affairs: Finance

DESCRIPTION OF REQUIRED ACTIONS	ENTITIES INVOLVED	INDIVIDUALS RESPONSIBLE	DEADLINE	STATUS
Maintain IRS 501(c)(3) Status Maintain IRS 501(c)(3) status until final dissolution. Notify IRS regarding any address change(s) and file required tax returns and reports.	School			
Notify Funding Sources / Charitable Partners Notify all funding sources, including charitable partners of school closure. Notify state and federal agencies overseeing grants / programs of school closure.	School			
Review and Revise School Budget <ol style="list-style-type: none"> 1. Review the school's budget and overall financial condition. 2. Make revisions, taking closure expenses into account closure while prioritizing continuity of instruction. Submit budget to PCSC and SDE. 3. Identify acceptable use of reserve funds. 	School, PCSC, SDE			
List all Creditors and Debtors Formulate a list of creditors and debtors and any amounts accrued and unpaid with respect to such creditor or debtor. Note that the creditor list is not the same as the contractor list (above), but should include any contractors with whom the school owes money (based on a contract or invoice). <ol style="list-style-type: none"> 1. Creditors include lenders, mortgage holders, bond holders, equipment suppliers, service providers and secured and unsecured creditors. 2. Debtors include persons who owe the school fees or credits, any lessees or sub-lessees of the school, and any person holding property of the school. 	School			
Notify Debtors and Process Payments Contact debtors to request payment. Process and document received payments.	School			
Determine PERSI Obligations Contact PERSI to determine remaining liabilities for employee retirement program.	School			
Notify and Pay Creditors <ol style="list-style-type: none"> 1. Notify all creditors of the school's closure and request final invoices. 2. Sell appropriate assets. 3. Prioritize and pay creditors in accordance with I.C. § 33-5212(2). Document payments made. 	School			
Itemize Financials Review, prepare and make available the following: <ol style="list-style-type: none"> 1. Fiscal year-end financial statements. 2. Cash analysis. 3. Bank statements for the year, investments, payables, unused checks, petty cash, bank accounts, and payroll reports including taxes. 4. Collect and void all unused checks and destroy all credit and debit cards. Close accounts after transactions have cleared. 	School			
Close Out All State and Federal Grants Close out state, federal, and other grants. This includes filing any required expenditure reports or receipts and any required program reports, including disposition of grant assets.	School, SDE, Fed			
Prepare Final Financial Statement Retain an independent accountant to prepare a final statement of the status of all contracts and obligations of the school and all funds owed to the school, showing: <ol style="list-style-type: none"> 1. All assets and the value and location thereof. 2. Each remaining creditor and amounts owed. 3. Statement that all debts have been collected or that good faith efforts have been made to collect same. 4. Each remaining debtor and the amounts owed. 	School			
Complete Final Financial Audit Complete a financial audit of the school in accordance with statute by a date to be determined by the authorizer. Submit final audit to the PCSC and SDE.	School, PCSC, SDE			
Reconcile with State Reconcile state billings and payments. Reimbursement of funds previously disbursed to the school may be required.	School, SDE			

Finalize School Affairs: Reporting

DESCRIPTION OF REQUIRED ACTIONS	ENTITIES INVOLVED	INDIVIDUALS RESPONSIBLE	DEADLINE	STATUS
Prepare and Submit End-of-Year Reports 1. Communicate with the PCSC regarding necessary end-year or annual data or reporting that needs to be submitted and identify deadlines. 2. Prepare and submit annual reports to the authorizer.	School, PCSC			
Prepare Final Report Cards and Student Records Notice Provide parents / guardians with copies of final report cards and notice of where student records will be sent along with contact information.	School			
Prepare and Submit Final ISEE Report Within 10 days of final closure, submit a final ISEE report to the SDE.	School, SDE			
Prepare and Submit Final Budget and Financial Reporting Within 120 days of final closure, submit a final budget and financial reporting, including final financial audit, to the SDE.	School, SDE			
Prepare and Submit All Other Required State and Federal Reports 1. Communicate with the SDE and the federal government to identify any outstanding or final reports required for federal, state, or special programs (special education, Title I, etc.) and confirm deadlines. 2. Prepare and submit reports to the SDE and/or federal government.	School, SDE			
Prepare and Submit Final Closure Report to the PCSC Submit the completed closure Protocol document and a narrative and/or attachments that outline the following: 1. The name and contact information of the individual(s) with whom the PCSC can follow-up after closure if there are questions or issues to be addressed 2. The school's final financial status, including the final independent audit 3. The status of the transfer and storage of student records, including: <ul style="list-style-type: none">• The school's total enrollment at the start of the final semester• The number and percentage of student records that have been transferred prior to closure• The plan for storage and access to student records after closure, including the signature of the person / entity that has agreed to be responsible for transferring records after closure• A copy of public communication to parents regarding how to access student records after closure 4. The status of the transfer and storage of personnel records, including: <ul style="list-style-type: none">• The school's total number of staff at the beginning of the final semester• The number and percentage of personnel records that have been distributed to staff and/or new employers• If necessary, the plan for storage and access to personnel records after closure, including the signature of the person / entity that has agreed to be responsible for transferring records after closure• A copy of communication to staff regarding how to access personnel records after closure 5. Additional documentation (inventories, operational info, etc.) may be included with the report	School, PCSC			

Dissolution

DESCRIPTION OF REQUIRED ACTIONS	ENTITIES INVOLVED	INDIVIDUALS RESPONSIBLE	DEADLINE	STATUS
<p>Dissolve the Charter School (I.C. § 30-3-110)</p> <ol style="list-style-type: none"> Give appropriate notice of the meeting per Open Meeting law and statute, including the intention to vote on the dissolution of the corporation. The charter school board adopts a plan of dissolution indicating to whom the assets of the non-profit corporation will be distributed after all creditors have been paid. (I.C. § 33-5206(9)) Unless otherwise provided in the bylaws, the board of directors votes on the resolution to dissolve. A non-profit corporation is dissolved upon the effective date of its articles of dissolution. (I.C. § 30-3-112) 	School			
<p>Notify the Secretary of State (I.C. § 30-3-112)</p> <ol style="list-style-type: none"> After the resolution to dissolve is authorized, dissolve the corporation by delivering to the Secretary of State for filing articles of dissolution setting forth: <ul style="list-style-type: none"> The name of the non-profit corporation. The date dissolution was authorized. A statement that dissolution was approved by sufficient vote of the board. If approval of members was not required (commonly true for public charter schools), a statement to that effect and a statement that dissolution was approved by a sufficient vote of the board of directors or incorporators Such additional information as the Secretary of State determines is necessary or appropriate. 	School			
<p>Notify Known Claimants (I.C. § 30-3-114)</p> <p>Give written notice of the dissolution to known claimants after the effective date of the dissolution. Claimants have 120 days from the effective date of the written notice to submit a claim.</p>	School			
<p>End Corporate Existence (I.C. § 30-3-113)</p> <p>A dissolved non-profit corporation continues its corporate existence, but may not carry on any activities except as is appropriate to wind up and liquidate its affairs, including:</p> <ol style="list-style-type: none"> Preserving and protecting its assets and minimizing its liabilities. Discharging or making provision for discharging its liabilities. Disposing of its properties that will not be distributed in kind. Returning, transferring or conveying assets held by the corporation upon a condition requiring return, transfer or conveyance, which condition occurs by reason of dissolution, in accordance with such condition. Transferring, subject to any contractual or legal requirements, its assets as provided in or authorized by its articles of incorporation or bylaws. Doing every other act necessary to wind up and liquidate its assets and affairs. 	School			
<p>Notify IRS</p> <p>Notify the IRS of dissolution of the education corporation and its 501(c)(3) status and furnish a copy to the authorizer.</p>	School			

“If charter schools are to have any hope of transforming public education, they cannot settle for simply being pretty good or just above average – especially when that average is well below what students need to succeed in the world. From this perspective, charter schools need to be about excellence. Specifically, they need to prove that excellence is possible and achievable at scale and under difficult circumstances, even with students whom others may have given up on.”

“All of those who embark on this perilous journey of hope deserve our deepest gratitude and respect for embracing this challenge with courage, persistence and good faith. But these virtues alone are not enough. Charter schools are not supposed to rest on good intentions and earnest effort; they are supposed to achieve meaningful results demonstrated by a sound body of evidence over the charter term. Charter schools that cannot deliver on that promise, either to their students or the broader public, need to be closed. This is the unpleasant, but imperative responsibility of authorizers.”

-- James A. Peyser and Maura Marino. “Why Good Authorizers Should Close Bad Schools.”¹