

Petition for Authorization

Submitted by



Sage International School (SIS) Board of Directors

Grade Level: K-12

Opening FY20: 2019-2020 School Year

Location: Middleton/North of Caldwell

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Non-Discrimination Statement: SIS and FORGE do not discriminate on the basis of race, religion, color, national origin, sex, or disability in providing education 3services, activities, and programs, including vocational programs, in accordance with Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Educational Amendments of 1972; and Section 504 of the Rehabilitation Act of 1973, as amended. Any variance should be brought to the attention of the administration through personal contact, letter, phone, or email.

NOTE: The SIS Board has not made final decisions on the naming/logo for the proposed school. The name FORGE International and the displayed logo are placeholders that may or may not change.

Executive Summary

The Sage International School (SIS) Board of Directors is seeking authorization from the Idaho Public Charter School Commission (PCSC) to establish a second K-12 charter school (LEA) in the vicinity of Middleton, Idaho: FORGE International, a Sage International School. The SIS Board is moving forward with the FORGE campus having received a generous, multi-year grant award from the JA and Kathryn Alberston Family Foundation (JKAFF) in the amount of \$1,530,000 to support FORGE's creation and growth. The JKAFF Grant Award Letter can be found in Appendix F.

FORGE will impact Idaho's educational landscape by bringing the SIS education program to an ethnically diverse (high Hispanic) and socio-economically diverse student population. FORGE will also bring school choice to multiple rural communities where educational choices are limited. Ultimately, the FORGE campus will annually produce 45 high school graduates that are civically engaged both locally and globally and are well prepared for success in college, their careers, and beyond. In addition to obtaining their Idaho Diploma, our graduates will pursue the IB Diploma or the IB Career Certificate, as detailed below.

FORGE will open its doors in FY20 (August 2019) as a K-5 school with 227 students and will grow over six years to a K-12 school with 670 students. FORGE will open middle school grade levels in FY 21 (August 2020) and high school grade levels in FY22 (August 2021). FORGE's primary attendance area will extend south into downtown Caldwell and north, west, and east into several rural communities. FORGE will serve either all or portions of 7 different school districts. Our modeling suggests there will be over 20,000 K-12 students in FORGE's primary attendance area.

FORGE will fully embrace SIS's 'IB for ALL' mission by:

- Offering home-to-school bussing beginning in Year 1
- Offering an FRL hot-lunch program beginning in Year 1
- Offering K-12 Spanish foreign language instruction
- Hiring bilingual (English/Spanish) educators when/where possible
- Preparing/staffing for a high FRL and ELL student population
- Having bilingual marketing materials and a bilingual website
- Forming strategic partnerships with other community service entities in the area - Idaho Youth Ranch

FORGE will offer the globally renowned International Baccalaureate (IB) curriculum. IB develops inquiring, knowledgeable, and caring young people who help to create a better and more peaceful world through intercultural understanding and respect. IB encourages students at more than 7,000 schools in 150 countries across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be

right. Through our IB programing, students will have the opportunity to learn and be exposed to foreign language instruction, social and emotional intelligence, service learning, and outdoor and environmental education. As IB students, our graduates will be equipped in both traditional academic disciplines and will have the global perspective needed to succeed in the 21st century.

In addition to all academic outcomes in FORGE’s Performance Certificate, the SIS Board will track and target the following outcomes for FORGE students:

Goal	Desired outcome
Successful completion of PYP Exhibition at 5th grade.	100% of students
Successful completion of MYP Personal Project in 10th grade.	100% of students
Successful graduation with Idaho High School Diploma	100% of seniors
Successful completion of full IB diploma or IB career-related certificates at graduation.	80% of students
Growth of Bilingual and/or Bi-literate skills and abilities in relation to initial language dominance.*	100% growth
Successful Bilingual and/or Bi-literate mastery in relation to initial language dominance by graduation.*	90% of students

* measures yet to be determined

Through FORGE, and in partnership with the PCSC, SIS looks forward to providing a global, yet very ‘Idaho’, learning environment for the students and families we will serve together.

Mission, Vision and Core Values

Mission

FORGE - a 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.

Vision

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

Core Values

Like all SIS schools, FORGE's Core Values are tied to the [IB Learner Profile](#). Per the Profile, FORGE will develop students who are: Inquirers, Knowledgeable, Thinkers, Communicators, Reflective, Principled, Open-minded, Caring, Risk-takers and Balanced. The IB Learner Profile defines each of these terms (known as the 10 Attributes of an IB Learner). SIS incorporates the 10 Attributes into all aspects of our schools. More information on the IB Learner Profile is provided below under Educational Program.

FORGE staff will form long-term meaningful student relationships as students will attend FORGE for up to thirteen years. FORGE will train teachers to form these relationships via the ten IB Attributes and the IB Learner Profile. Having this common terminology and understanding (IB Learner Profile) among our K-12 staff and students is invaluable. Another core value for SIS and FORGE is attracting staff that value professional development and becoming better educators by offering extensive preparatory time each day and a full day each week (Fridays) for collaboration and training. Finally, FORGE (via the IB Attributes of being open-minded, risk-taking and a thinker) values innovative methods and ideas for instruction. FORGE educators will be encouraged to work together on new ideas and implement them in their classrooms.

Educational Program

Description of Educational Philosophy, Instructional Practices and Curriculum.

As a SIS school, FORGE's educational philosophy and academic model are founded in the International Baccalaureate (IB) Curriculum. FORGE will model the IB curriculum when it opens and will seek official 'IB World School' authorization from the IB Organization for each of IB's four Educational Programs. Like all SIS schools, FORGE's philosophy, culture, and core values will be centered on the IB Learner Profile and the 10 IB Learner Attributes.

FORGE will operate as a four-day student week, with Fridays set aside in the schedule for staff collaboration and professional development. FORGE will meet the State of Idaho's instructional hour requirements through a longer school day and/or a longer, non-traditional school year. FORGE anticipates application to the Idaho Mastery Education Network when an additional cohort is authorized by the state legislature upon recommendation and support from the SIS Board of Directors in accordance to their guidance to all schools under their governance.

About IB World School Authorization

As an IB World School, FORGE will undergo the application, authorization, self-study, and evaluation cycle proscribed by IB in all four programs (see below for specific program details). This process is a rigorous, multi-year, accreditation process that ensures schools meet the standards of IB in accordance with their standards and practices which include:

- A. Philosophy
- B. Organization
 - 1. Leadership and Structure
 - 2. Resources and Support
- C. Curriculum
 - 1. Collaborative Planning
 - 2. Written Curriculum
 - 3. Teaching and Learning
 - 4. Assessment

During the application and authorization phase, IB will provide a program mentor to work with FORGE leadership in the development and implementation of IB and to assist in the gathering and submission of documentation and evidence. This culminates in an authorization visit from IB where submitted documentation and evidence is compared to daily practice within the school through classroom observations and interviews with staff, students, and parents.

Every 3-5 years (depending on program), each IB program is required to conduct a self-study as the initial step to prepare for program evaluation by the IB Organization. The self-study is designed for the school team to review the program implementation since authorization to ensure that areas of improvement have been addressed prior to evaluation.

IB evaluation visits are very similar to authorization visits; the IB Organization will assess FORGE with respect to student growth and/or overall improvement since IB's initial authorization visit.

IB requires staff training prior to authorization and evaluation. This means FORGE educators will receive general IB and/or content specific training prior to authorization. Prior to an evaluation visit, the IB Organization mandates that educators receive updated official IB training and/or certification.

About the IB World School Education Model

IB is a trans-disciplinary program of international education designed to foster the development of the whole child. In addition to its academic rigor, IB distinguishes itself from other curricula by teaching students to: think independently and critically, and to challenge assumptions; develop independently of government and national systems, incorporate quality practice from research and our global community of schools; consider both local and global contexts; and become culturally aware through learning a foreign language. IB is recognized by colleges and universities worldwide (there are over 3,000 IB high schools globally) as a leader in preparing students for success in college and beyond. U.S. and global statistics show that IB graduates attend and complete college at a far higher rate than national averages. IB is predominantly an inquiry-based approach to education that is adaptable to allow schools to incorporate State and Federal standards into the school program. FORGE will establish a K-12 scope and sequence that aligns IB's inquiry-based curriculum with all Idaho educational content areas, curriculum, and desired student outcomes. FORGE students will be tested with the same standardized tests as other Idaho public school students including the IRI, ISAT, SAT and any other state assessments that may be required in the future.

The Four Age-Specific IB Education Programs

Once fully established, FORGE's K-12 curriculum will include all four IB educational programs. While each IB Education Program is uniquely tailored to the grade levels it serves, the foundation of each IB educational programs includes: (1) Curriculum and criteria-referenced assessments that reflect a rigorous, international standard; (2) Extensive opportunities for professional development and teacher training; (3) A philosophy of learning based on trans-disciplinary learning and higher-order thinking skills, such as critical thinking and problem solving; (4) A worldwide network of educators sharing experiences informed by best practice from around the world; and (5) a Global (online) curriculum center. Please find extensive information on each IB education program at

<http://www.ibo.org/en/Programs/>).

IB Primary Years Program for K-5th (PYP): PYP uses six trans-disciplinary themes of global significance provide the framework for student-driven, inquiry-based exploration, study and growth. The students return to the six themes, with more complexity and through a different study focus, each year throughout the PYP:

- (1) Who we are
- (2) Where we are in place and time
- (3) How we express ourselves
- (4) How the world works
- (5) How we organize ourselves
- (6) Sharing the planet

Educators are guided by these six trans-disciplinary themes as they design 'Units of Inquiry' that both transcend and articulate conventional subject boundaries. The PYP framework then incorporates five essential elements into each Unit of Inquiry, so that students are given the opportunity to:

- (1) Gain knowledge that is relevant and of global significance;
- (2) Develop an understanding of concepts, which allows them to make connections throughout their learning;
- (3) Acquire trans-disciplinary and disciplinary skills
- (4) Develop attitudes that will lead to international-mindedness; and
- (5) Take action as a consequence of their learning

Finally, the PYP requires educators and schools to express the curriculum in three interrelated ways:

- (1) Written curriculum—what do we want to learn?
- (2) Taught curriculum—how best will we learn?
- (3) Learned curriculum—how will we know what we have learned?

The IB Organization uses the following diagram to visually express the PYP framework:



IB Middle Years Program for 6th-10th (MYP): The IB Organization explains the MYP as follows: 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 MYP 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 MYP is designed for students aged 11 to 16, providing 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 MYP 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 MYP (10th grade at FORGE), students also engage in a personal project, which allows them to demonstrate the understandings and skills they have developed throughout the MYP.

In the MYP emphasizes is the fluidity of the curricular framework and the interrelatedness of the subjects. The MYP framework is flexible enough to allow each school to include other subjects and academic standards not determined by the IB but which may be required by state or national authorities.

The IB Organization uses the following diagram to visually express the MYP framework:



IB Career-Related Program for 11th and 12th (CP): The IB Career-related Program (CP) is designed for students aged 16-19. The CP is a framework of international education that incorporates the values of the IB into a unique Program addressing the needs of students engaged in career-related education. The CP prepares students for higher education, an internship or apprenticeship, or a position in a designated field of interest. CP students complete: (1) a minimum of two IB Diploma Program (DP) courses; (2) a core curriculum consisting of four components; and (3) and a career-related study/internship.

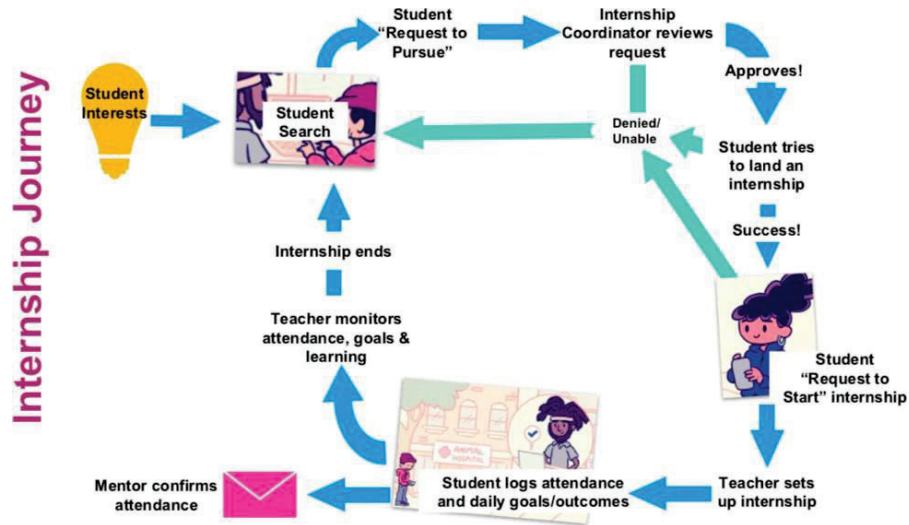
(1) Two DP Courses: For CP students, the requirement to complete two DP courses provides the theoretical underpinning and academic rigor of the CP program;

(2) The CP Core Curriculum helps students develop skills and competencies required for lifelong learning by providing students with a combination of academic and practical skills. There are four interrelated components at the core of the CP.

(1) Personal and professional skills are designed for students to develop attitudes,

skills and strategies to be applied to personal and professional situations and contexts now and in the future. In this course the emphasis is on skills development for the workplace, as these are transferable and can be applied in a range of situations. (2) Service learning is the development and application of knowledge and skills towards meeting an identified and authentic community need. In this research-based approach, students often undertake service initiatives related to topics studied previously in their academic disciplines, utilizing skills, understandings and values developed in these studies. (3) The Reflective Project is an in-depth body of work produced over an extended period of time and submitted towards the end of the CP. Through a reflective project, students identify, analyze, critically discuss and evaluate an ethical issue arising from their career-related studies. The reflective project is intended to promote high-level research, writing and extended communication skills, intellectual discovery and creativity. (4) Language Development (studying a second language) ensures that all students have access to and are exposed to a language program that will assist and further their understanding of the wider world. The ability to communicate in more than one language is essential to the IB's concept of an international education. Language development encourages students to improve their proficiency in a language other than their best language.

(3) Senior Year Workplace Internship: CP students complete a workplace internship in their field of interest during their senior year. For FORGE students, the internships will be a minimum of 240 hours and will be conducted in accordance with the Idaho Career Technical Education program requirements as developed through the Individual Occupational Training model. Sage International staff have obtained certification to provide work-based learning classes and internship supervisions. This model will be the basis of the CP program setup at FORGE. Students work during their 11th grade year on entrepreneurial and small business projects to enhance their soft-skills and understanding of the local and global work place. It is during this year that students explore and investigate potential career tracks and/or internship placements.



In 2018, Sage International School of Boise graduated its first cohort of CP candidates. Twenty-two (22) students were placed in community-based internships for their senior year. Students and staff were both actively engaged in identifying local business partners. These partnerships will be available for potential internship placements for FORGE students. It is anticipated that a similar model in the FORGE community will secure internship locations that may similarly benefit Sage International students.



2017-18 Career Program Internships	2017-18 Career Program Internships
Amaru Confections Bakery	Eagle Middle School
Giraffe Laugh	Eberlestock
Botanical Gardens	Circle F
The Children's Therapy Place	HIP Growers
Rocky Mountain Audio Visual	Intermountain Bird Observatory
Boise Contemporary Theatre	Sage International Elementary
Idaho Botanical Gardens	AVEDA Institute
Proof Eyewear	Radix Construction
Corridor Surf Shop	Element 242
Nampa Police Dept	House of Design
TO Engineering	YMCA – Healthy Hearts

(4) Workplace Readiness: As a condition of successfully participating in the CP programs students will be expected to complete the Workplace Skills Readiness Assessment. This assessment is conducted as part of all statewide CTE programs and measures professional knowledge and skills, technology knowledge and skills, and personal qualities and people skills. It is anticipated that the exposure to the high expectations of IB learning, students at FORGE will score well on this assessment, similarly to Sage International students. In 2018, 100% of the twenty-two (22) CP seniors at Sage International passed the assessment, with a mean score of 94%, the highest in the State of Idaho.



Workplace Skills Readiness Assessment

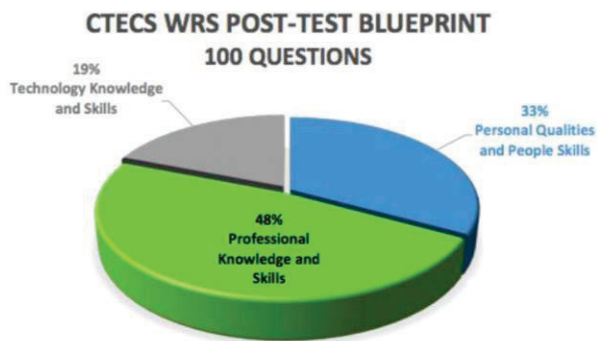
STATEWIDE RESULTS

Standard of Mastery (cut score): 75%

STUDENTS TESTED: 7,364

MEAN TEST SCORE: 81%

AVERAGE PASS RATE: 79%



SAGE INTERNATIONAL CP RESULTS

STUDENTS TESTED: 22

MEAN TEST SCORE: 94%

PASS RATE: 100%

NO OTHER SCHOOL IN IDAHO SCORED 94% OR BETTER

The IB Organization uses the following diagram to visually express the CP framework:



IB Diploma Program for 11th and 12th (DP): The IB Diploma Program (DP) is an academically challenging and balanced Program of education with final examinations that prepares students, aged 16 to 19, for success at university and life beyond. The DP requires students to study at least two languages, which leads to effective participation in a rapidly evolving and increasingly global society.

Designed to address the intellectual, social, emotional, and physical well-being of students, the DP has gained recognition and respect from the world's leading universities.

In addition to the DP coursework (math, science, government, English) the DP Program Core includes:

- (1) The Extended Essay: The extended essay asks students to demonstrate independent research by conducting an in-depth study of a question relating to one of their DP subjects.
- (2) A Theory of Knowledge Course (TOK): TOK is a course on critical thinking. Students inquire into the philosophy of knowing and deepen their understanding of knowledge as a human construction
- (3) A Creativity, action, service (CAS) Requirement: CAS gets students involved. Creativity encourages students to engage in the arts and creative thinking. Action seeks to develop a healthy lifestyle through physical activity. Service in the community offers new experiences and hands-on learning with academic value.

The IB Organization uses the following diagram to visually express the DP framework:



About the IB Learner Profile and IB Learner Attributes

Students and educators at IB schools across the globe use the 10 IB Learner Attributes detailed in the IB Learner Profile to provide a long-term vision of education. The IB Profile and Attributes drive the Core Values and Culture at SIS schools, including FORGE. Per the IB Organization, the Attributes are a set of ideals that can inspire, motivate and focus the work of schools and teachers, uniting them in a common purpose. Following the IB Profile and Attributes, all members of the FORGE community (students, staff, families) will strive to be:

Inquirers IB learners 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 IB learners 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 IB learners exercise initiative in applying thinking skills critically and creatively to recognize and approach complex problems, and make reasoned, ethical decisions.

Communicators IB learners 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 IB learners 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 IB Learners 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 IB learners 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 IB learners 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 belief.

Balanced IB learners understand the importance of intellectual, physical and emotional balance to achieve personal well-being for themselves and others.

Reflective IB learners 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.

Implementing the IB Curriculum with Fidelity (Incorporating Federal/State Standards) FORGE, as an SIS school, will adopt and follow all required elements of the Idaho Content Standards, which includes the Common Core State Standards for ELA and Mathematics, as well as additional content areas including, but not limited to, science, humanities, health, communications, arts and design. The IB curriculum framework allows for easy integration of these standards within the content areas required by each Program.

The IB issued a position paper in 2012 (updated in 2015), Connecting IB to the Core. Essentially the paper found: "The IB welcomes the CCSS as a state-led initiative to enhance student success beyond high school. The IB continues to work with its community of schools to meet the high expectations of the CCSS." See Appendix E for complete paper or link to complete paper here: <http://www.ibo.org/contentassets/12ca22e438df4a65b4c92e42b70b10ea/ib-common-core-position-statement.pdf>

As an IB World School, FORGE will go through the rigorous application, authorization and evaluation measures put in place by the IB to ensure fidelity to the IB. This process was detailed above. The Head of School at FORGE has worked within the SIS organization for three years and has experience with all four IB

Programs to be offered at the new school. In addition to the Head of School, each Program will have a local IB Coordinator and work with the IB experts within the SIS network.

Expected Student Outcomes

In general terms, FORGE’s ultimate goal is for students to exit our K-12 IB educational program prepared for college and/or career success and prepared to be engaged local and global citizens. The SIS Board’s goal is for FORGE students to graduate with their Idaho Diploma and either the IB Diploma or the IB Career Certificate. The SIS Board aims to accomplish these outcomes while serving a low income and high ELL student population.

FORGE leadership and staff will undertake a data-informed approach to monitoring and managing several aspects of achievement, both academically and social-emotionally. Esoterically, FORGE strives to meet the standard of many 90-90-90 schools, wherein a school with 90% low income students and 90% ethnic/culturally diverse attains a proficiency standard of 90% in academic areas. That will be the ultimate goal. However, without having clear benchmark data, it is difficult to discuss the specifics of growth targets and proficiency standards anticipated. Likewise, without knowing precise student demographics it is challenging to imagine the specific breakdowns. These data points will be critical to the strategic action planning to assist FORGE to meet the 90% proficiency target in all groups and subgroups.

In addition to the outcomes and targets the PCSC includes in FORGE’s Performance Certificate, FORGE will track the following outcomes throughout our students’ career with FORGE to ensure students are on track toward life-goal success:

Goal	Desired outcome
Successful completion of PYP Exhibition at 5th grade.	100% of students
Successful completion of MYP Personal Project in 10th grade.	100% of students
Successful graduation with Idaho High School Diploma	100% of seniors
Successful completion of full IB diploma or IB career-related certificates at graduation.	80% of students
Growth of Bilingual and/or Bi-literate skills and abilities in relation to initial language dominance.*	100% growth
Successful Bilingual and/or Bi-literate mastery in relation to initial language dominance by graduation.*	90% of students

* measures yet to be determined

Other areas FORGE will measure outcomes will be related to:

- Academic growth measured from enrollment benchmarks to proscribed data collection points at the end of 3rd, 5th, 8th, and 12th grades. (measure to be determined)
- College and career readiness as measured by college entrance exams.
- Social-emotional development: sense of belonging, purpose, and voice. (measure to be determined)

SIS and FORGE leadership have formed a partnership with Uplift Education in Dallas. As detailed in the Community Partners section below, Uplift Education operates successful K-12 IB schools in Dallas and Fort Worth with some Uplift schools serving 90% minority, 90% FRL and 40% ELL student populations. We are incorporating best practices learned from Uplift, particularly with respect to serving our targeted student population, into our FORGE curriculum and staffing approach. We will continue to utilize Uplift as a partner resource as we launch and grow FORGE.

Additionally, a 2015 research study by the IB Organization into the impact of IB programs, specifically the Diploma Program, with respect to low-income students found that low-income students that enroll in the DP are successful and perform similarly, if slightly below, to students with a higher-income status on IB exams. The study found that college entrance and retention rates for low-income IB students are significantly higher than the national average of non-IB students considered low-income, stating that in 2013, roughly 75% of low-income DP candidates enrolled in a four-year college or university immediately following graduation.

This research study may be reviewed in full here:

<https://www.ibo.org/globalassets/publications/ib-research/dp/ib-and-low-income-students-report-sri-en.pdf>

Understanding the impact of student behavior on academic success and the correlation of student engagement to behaviors, FORGE intends to take a proactive approach in managing student discipline. Expecting roughly 40% low socio-economic and/or culturally diverse student populations, FORGE staff will undergo a concentrated effort to provide training to staff in trauma responsive and restorative practices.

It is important to understand that the intent of discipline is “to teach” not “to consequence”. In a nationwide scope of schools practicing exclusionary disciplinary practices such as excessive suspension, particularly related to disproportionate consequences being attributed to male students of color, FORGE seeks to develop a system in which expectations are clearly understood and

behaviors are dealt with in a compassionate manner to teach replacement behaviors.

Knowing that culture and socio-economic status impact the relational trust between home and school, FORGE will work to build positive relationships. It is important for parents to feel that they are a part of the solution to prevent feelings of distrust that many of them carry with them since their own school experiences as children. This requires a significant foundation be built in the culture of school, particularly with involving parents in the process, through home-education workshops and parent participation in disciplinary conferences.

Links:

Restorative Practices: <http://edpolicy.education.jhu.edu/wp-content/uploads/2017/05/OSI-RestorativePracticemastheadFINAL-1.pdf>

Trauma Responsive Schools:

<https://uei.uchicago.edu/sites/default/files/documents/UEI%202017%20New%20Knowledge%20-%20Practicing%20Trauma-Responsive%20Teaching.pdf>

Strategies for Effectively Serving All Students

The SIS Board has specifically designed FORGE to embrace our IB for ALL mission, to remove enrollment barriers for students and families, and to meet the needs of all students by:

- Offering home-to-school bussing beginning in Year 1
- Offering an FRL hot-lunch program beginning in Year 1
- Offering Spanish (rather than French) foreign language instruction
- Hiring bilingual (Spanish) teachers when/where possible
- Preparing/staffing for a high FRL and ELL student population
- Having bilingual marketing materials and a bilingual website
- Forming strategic partnerships with other community service entities in the area (serving high minority, low income families)
- Hiring/contracting counseling and nursing services to ensure that individual student needs are met regarding social-emotional and medical factors.

To prepare staff for working with FORGE's targeted student demographic, FORGE's Professional Development program will emphasize and focus on working with low income and English learner populations.

During the recruitment and lottery enrollment stages, FORGE staff will meet with local community leaders as well as hosting several informational events within the proposed student demographic areas to build positive relationships between the

school and proposed families. FORGE will host these meetings in both English and Spanish.

Additionally, FORGE will conduct an analysis of family demographics after the conclusion of the initial lottery to assist with the development of a Family and Community Engagement team to better serve the broader FORGE community. This team will provide community education support to the entire family, not simply the students in attendance. This team will consist of school staff, members of the advisory council, families, and community leaders.

The proposed four-day school week may provide a challenge for families in the intended demographic. SIS has not found this to be the case at Sage-Boise where we have successfully increased our FRL population to 27% of our families (comparable to neighboring public schools with a 5-day school week). That said, FORGE is committed to providing cost-effective Friday child care on a sliding scale (tied to FRL income levels) to facilitate equal access to the educational benefits Monday-Thursday. SIS and FORGE leadership have initiated conversations with the Idaho Out-of-School Network to discuss solutions to the transportation and child care needs that may arise on Fridays to determine to what extent these services may be provided by the school or another potential community partner organization.

Regarding Special Services, while FORGE has estimated 7% of the proposed student population will qualify for special education services, we understand this number may increase depending upon actual enrollment. FORGE is committed to providing required services to meet the individualized needs of these students. Our planned analysis of enrollment numbers following the initial lottery will allow for a formal budget to be built with specific projections in regard to IDEA funding and staffing needs.

Current budgeting/planning accounts for a full-time certified teacher to provide specially designed instruction and case management beginning in Year 1. FORGE's staffing plan and budget also includes a Counselor, an SLP aide, a Nurse, two paraprofessionals, and an ELL Specialist beginning in Year 1. FORGE also plans to contract with Sage-Boise for additional special education leadership and SLP services. All other related services and school psychologist needs will be contracted with local service providers. Finally, FORGE will access additional revenues through IDEA and Medicaid reimbursement if/as our SPED population rises. As noted above, FORGE will analyze final staffing and services needs once our student population is known.

Professional Development Plan

FORGE educators will grow and learn throughout their careers through a robust professional development program. As a SIS school, FORGE students will attend school Monday-Thursday while FORGE leadership and teaching faculty will be contracted to work Fridays in a Professional Learning Community model. FORGE leaders and educators will use Fridays to collaborate on teaching and learning strategies and implementation, to grow professionally through school-directed

professional development and individual professional inquiry, and to conduct action research to better serve student growth and achievement. This framework allows for the recruitment, retention, and growth of master educators, focused on student achievement and success.

Types of Professional Development

IB Training: IB requires staff training prior to authorization and evaluation. For each IB Curriculum Program, staff will receive general IB and/or content specific training prior to authorization. As part of each authorization and evaluation review, The IB Organization will ensure all FORGE teachers have received the official IB training and/or certification. These trainings are offered in workshop and online formats. FORGE will budget professional development funds to ensure appropriate and ongoing IB training.

In addition to formal IB training, FORGE staff will receive ongoing informal professional development from leadership related to the immediate needs of each individual staff, subject area, and/or Program. These informal trainings will emphasize inquiry based teaching and learning, assessment for learning, unit planning and development, curriculum mapping between CCSS and IB frameworks, etc.

School-based Training: There are myriad school-based trainings that will take place annually. These include special services trainings related to IEP, 504, and/or ELP management. Required trainings also would include student confidentiality, homeless student, suicide prevention, child abuse reporting, etc. Also included in school-based trainings would be medical training from nursing staff, student information system and learning management system trainings, technology integration training, human resources and policy trainings, etc.

School-wide Professional Development: FORGE will provide professional development that aligns with the SIS professional development framework, as well as data- informed professional development that is specific to the needs and dynamics of FORGE.

FORGE educators will pursue 'passport' completion (see below) within their first two years in the organization, in which they receive professional development aligned to the SIS Pillars of Professional Development (see table below). Additionally, FORGE educators will participate in updated professional development aligned to the pillars every five years.

Forge estimates 15 hours of study to complete each PD pillar. Educators may complete these studies through school-led workshops or boot camps, book study, outside conference or workshop participation, and/or facilitation of workshops in the area of study.

SIS Pillars of Professional Development	
Pillar One: Teaching and Learning	Anchor Text: Teach Like a Champion
Pillar Two: Assessment	Anchor Text: Classroom Assessment for

	Learning
Pillar Three: Social Emotional Development	Anchor Text: Teaching with Love and Logic
Pillar Four: Current Education Trends	Anchor Text: Mindset *

*subject to change depending upon leadership decisions

Additional FORGE Pillar of Professional Development**	
Pillar Five: Family and Community Engagement	Anchor Text: A Framework for Understanding Poverty

**specific to FORGE there is an additional, site specific pillar.

Professional Inquiry - Student-Free Fridays: As noted above, a significant feature of professional development at SIS schools is the opportunity for staff to complete Professional Development studies and projects based upon their own classroom or professional needs. These inquiry studies take place on our student-free Fridays through the 'SIS Inquiry Cycle Framework', as explained below.

Each inquiry cycle is roughly one quarter and culminates in an inquiry showcase. Educators form an Inquiry Team and select an area of study for each cycle. The Educator Inquiry Teams also identify the Charlotte Danielson domain and component that relates to their area of study, complete a professional learning plan at the beginning of each cycle, conduct action research, reflect on learning and present findings through a showcase at the conclusion of each cycle.

At the end of each Inquiry Cycle, each Inquiry Team presents the results of their inquiry project in relation to their goals, research, and outcomes. These showcases provide an authentic audience for staff, allowing for an integrated platform to share their own growth with their colleagues. Additionally, showcase presentations and materials are collected and added to the SIS Professional Development Library for access and use of staff in the future.

Financial and Facilities Plan

The SIS Board's spending priorities are: (1) to remain mission focused, (2) to maximize the amount of resources that reach the classroom (minimize other costs), (3) to ensure we place and retain a highly trained, passionate, master educator in each classroom, and (4) to ensure financial stability via an 80-Day Operating Savings target. The SIS Board understands that to offer students a world class IB education within our funding limitations, we must remain mission focused and cannot offer everything a traditional school may offer (football team, multiple languages, AP, etc.). Mission drift is costly from a charter compliance and resource perspective; the SIS Board has the resources needed to achieve its IB mission at FORGE and will retain this focus. The SIS Board works to maximize the resources that reach the classroom. Establishing FORGE is in line with this philosophy as SIS will spread fixed operational costs over 37% more students once FORGE is at capacity. The SIS Board also targets purchasing our facilities at approximately Year 5 of operations to minimize facility costs. For example, the purchase of the Sage-Boise campus decreased our annual facilities expenditures by \$200,000, allowing us to direct these additional resources into the classroom. The SIS Board focuses on attracting and retaining world class educators through a pay scale that exceeds most Idaho districts and through our focus on Professional Development, as discussed throughout this petition. Finally, the SIS Board implements a multi-year savings plan for each campus as soon as that campus's budget allows. The SIS Board targets having 80-Days Operating Capital saved for each campus. At Sage-Boise, this plan was initiated in FY17; at the end of FY18, per the SIS Board plan, Sage-Boise will have saved \$500,000 toward this savings goal.

The SIS Board has a high level of confidence in the provided financial projections and facility plan. The SIS Board has eight years of experience operating a successful and financially sound charter school in East Boise. In addition to this expertise, as part of JKAFF's grant application process, the SIS board completed and submitted detailed budget spreadsheets to BLUUM's financial expert (Mr. Carignan, CPA) for review and approval. Having determined the SIS and FORGE budget plans are sound, BLUUM provided a strong 'do fund' recommendation to the JKAFF Board regarding the SIS's Board \$1,530,000 grant request. The JKAFF Board awarded the \$1,530,000 grant to support the successful launching of FORGE. See JKAFF Grant Award Agreement in Appendix A.

With respect to facilities, FORGE is in the Building Hope portfolio. See Building Hope Letter in Appendix A. Building Hope is a JKAFF-supported group that helps selected charter schools meet their facility needs. For FORGE, Building Hope is initiating the process of identifying suitable Forge campus properties of approximately 10 acres in or near Middleton. Once a property is selected, Building Hope will purchase the selected property and will construct FORGE's school facility per a design approved by the SIS Board. Building Hope and FORGE will then enter into a Lease Purchase Agreement. Due to this support from Building Hope and JKAFF, FORGE's Facility

Plan eliminates many of the risks typically associated with charter facilities.

Board Knowledge of Finances

The SIS Board has successfully governed SIS's East Boise Campus for eight years, including setting and overseeing compliance with annual budgets. The SIS Board also oversaw the successful financing, purchase, and remodel of SIS's \$12,000,000 East Boise Campus. Per Appendix C, the SIS Board includes a CPA, a Commercial Banker, a retired CEO, and an attorney. Each of these individuals brings a high level of financial expertise to the SIS Board.

Financial Management and Monitoring Plan

Based on the SIS Board's experience governing SIS's East Boise Campus, the SIS Board has a sound and well-established plan for managing and monitoring FORGE finances, as follows.

The budget provided with this Petition supports contracted services with Sage-Boise's Business Manager who has been with SIS since startup and is an expert in school financing and reporting. The budget also supports contracting with the Idaho Carter School Network (ICSN) for CFO-level financial planning support at a maximum of \$15,000 per year. Regarding the proposed contract with ICSN (Marc Carignan) for CFO services (\$15,000 annually), this precise Scope of Work and related cost remains undefined. In fact, if BLUUM successfully obtains the federal grant funds they have applied for (\$17,000,000 Federal CSP Grant), SIS/FORGE would not be charged for these services - the cost would be \$0. The intent of this budget item is to afford SIS and FORGE the opportunity to utilize the CFO/CPA level knowledge at BLUUM/ICSN (Marc Carignan) as SIS transitions to managing two distinct budgets and campuses. It is possible SIS will determine these services are not required and will not enter an agreement with ICSN.

A Sample ICSN Professional Services Agreement is included in Appendix A. The Scope of Work for any agreement between ICSN and SIS/FORGE will differ from the sample provided - the scope will be for CFO/strategic planning level support -and has not yet been developed.

ICSN and SIS will make a final determination regarding the need to contract for CFO level financial planning services after learning whether BLUUM/ICSN receive the federal grant award (Sept 2018). If, after that time, SIS determines to enter a contract with ICSN, SIS will share that contract with the PCSC staff for review.

The budget provided with this petition supports access to the Executive Director and Business Manager at SIS's East Boise Campus. Both the Executive Director and the Business Manger have been with SIS since the East Boise Campus opened in 2010.

The budget provided with this petition supports completion of an annual financial audit by independent certified public accountant. Upon completion of the annual audit, the SIS Board will review the audit results and will address any concerns. The SIS Board will submit the annual audit results to the PCSC for their review and comment.

The SIS Board will review FORGE expenditures and revenues on a monthly basis per a standing Board Meeting Agenda Item. The SIS Board treasurer reviews all budget information provided by the SIS Business Manager each month. The SIS Board Treasurer then summarizes the data and presents findings to the full board each month. The SIS Board Treasurer is a CPA with multiple school district clients.

On an annual basis, and in compliance with SIS policies and timelines, the FORGE Head of School, the SIS Executive Director and the SIS Business Manager will prepare for SIS Board review and approval an Annual Budget. The FORGE Head of School, with support from the SIS Executive Director and SIS Business Manager will then be responsible for implementing the board-approved budget. As noted above, on a monthly basis, the SIS Board will review actual expenditures and revenues as compared to the approved annual budget to monitor compliance with the approved budget.

Transportation Plan

The SIS Board has extensive experience in this area as SIS’s East Boise Campus currently manages a vendor contract for 7 daily home-to-school bus routes. As part of FORGE’s aim to eliminate attendance barriers, FORGE will provide home-to-school bussing for 80% of students in Year 1 (three routes) and, by Year 4, will expand to six bus routes with the capacity to bus 63% of FORGE students. The budget provided with this Petition assumes a 65% reimbursement rate for these transportation services, per the table below. The 65% rate is based on the SIS Board’s experience on the East Boise Campus.

Year	# of Routes	# of Students Served	% of Students Served	Cost of Routes	65% Reimbursement by State	Out-of-Pocket Cost
1	3	180	80%	\$105,000	\$68,000	\$37,000
2	4	240	61%	\$175,000	\$113,000	\$62,000
3	5	300	60%	\$175,000	\$136,000	\$74,000
4	6	360	63%	\$210,000	\$136,000	\$74,000
5	6	360	58%	\$210,000	\$136,000	\$74,000
6	6	360	55%	\$210,000	\$136,000	\$74,000

*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.

Food Service Plan

As part of FORGE’s goal of eliminating barriers to enrollment, FORGE will offer a federally supported Free and Reduced Lunch (hot-lunch) program. During the start- up year, FORGE’s New School Coordinator will take all actions necessary to establish the program beginning in Year 1. The estimated expenses (facilities, equipment, software, billing and employee) required to establish FORGE’s Food Service Plan are included in the budget spreadsheets and are being supported by the grant funds SIS received from JKAF. Preliminary discussions with experts in this area and with charter schools managing a federally-reimbursed FRL nutrition programs indicate that, once established, the program will be 100% funded through federal reimbursements (will not require ongoing state-funded support).

Description of Facility Needs

The SIS Board anticipates needing approximately 10-acres and 55,000 SF of school facilities to accommodate our full growth plan to 653 K-12 students. At capacity, this would equate to 84 SF per student - well within recommended parameters of a K-12 school.

To mitigate risk and to avoid building more facilities than initially needed, the SIS Board (in coordination with Building Hope) plans to construct the FORGE campus in two phases. Phase I will be an estimated 40,000 SF. This space will meet FORGE’s needs, based on growth projections, for three school years. Assuming growth targets are being met, Phase II will be constructed in time for the fourth school year and would provide an additional 15,000 SF of education space. In addition to the 55,000 SF of indoor educational facilities, FORGE intends to maximize outdoor learning - including incorporating multiple outdoor classrooms/learning spaces into FORGE’s school design.

The SIS Board is working with Building Hope to finalize a school design and to secure property for FORGE in the Middleton area. The following table shares the facilities- related assumptions used in the budget documents found in Appendix A. Building Hope’s FORGE Facility Status Letter in in Appendix A.

Year	Facilities SF	Students	SF Per Student	Lease Costs in Budget Model
1	40,000	227	176	\$350,000
2	40,000	390	102	\$350,000
3	40,000	504	80	\$375,000

4	55,000	562	98	\$450,000
5	55,000	614	89	\$450,000
6	55,000	659	83	\$495,000

Board Capacity and Governance Structure

The SIS Board will be the ‘charter holder’ and will govern the FORGE campus as a second LEA. The SIS Board will govern FORGE pursuant to SIS’s existing Articles of Incorporation, Bylaws, and Board Policies. For the past nine years, the SIS Board has successfully governed SIS’s East Boise Campus. SIS Board Members provide the following governance expertise: legal (attorney), financial (CPA, Bank VP - Commercial Lender), business (a retired CEO and a marketing/branding expert with Simplot Corporation), and education (Boise State University Assistant Dean in the College of Education). This experienced Board will govern the FORGE campus.

The SIS Board is well prepared to govern FORGE given their experience governing SIS’s East Boise Campus over the past eight years and given the fact that the SIS Board has already overseen larger scale growth and expansion than that planned at FORGE. Specifically, the SIS board successfully

Capacity - year 1 reflects 23% increase in student population under SIS governance. 1 Year w East Boise Campus - added 294 students 35% increase in single year. SIS leadership team FORGE will contract with (registrar, business manager, ED) all on team during this growth (experiences).

Description of Governance Structure

As noted above, the SIS Board will govern FORGE. Please see Appendix D for a detailed table defining Diagram of Governance Structure.

The SIS Board interfaces with SIS’s Executive Director who is responsible for managing both FORGE and the Boise Campus in accordance with Board direction, board-approved budgets, and Board Policies.

At the SIS Board’s June 18, 2018 meeting, the Board anticipates voting to add Paul Fleming to the SIS Board. Mr. Fleming is with the Boise Region Chamber of Commerce. The Chamber’s reach and membership extends throughout Southwest Idaho, including into the communities served by FORGE. The addition of Mr. Fleming reflects the SIS Board’s commitment to authentically representing FORGE communities.

The SIS Board also anticipates adding at least one additional member over the course of the next year that authentically represents the FORGE community; the SIS Board is currently identifying and meeting with potential board members to

fulfill this need. It is expected that they will add this additional board member upon approval of this petition. Finally, the SIS Board will develop a plan by January 2019 to further outline how the FORGE community, beyond addition of a board member, will be authentically represented through and with the SIS Board. Central to this will be detailing the important relationship between the SIS Board and the FORGE Advisory Committee; this will be central to the January 2019 Plan.

Founding Board Qualifications

The qualifications of the SIS Board are discussed throughout this Petition. Also, please see Appendix C for resumes on our current board members. The strength and experience of the SIS Board is one of FORGE's core strengths.

Transition Plan

The SIS Board has already experienced the transition from a founding board to an operational board through their governance of SIS's East Boise Campus. The SIS Board is very familiar with management of this transition.

The SIS Board has begun discussions regarding the shared governance of two schools. The Board has committed to holding meetings at alternate locations to ensure local access for the FORGE community. As noted above, the SIS Board will finalize a FORGE Community Engagement Plan by January 2019 to address the following:

- Agenda creation to manage items from each campus in a clear and concise format
- Meeting attendance by community members in a cost-effective manner depending upon physical location of meetings.

Board Training and Recruitment

As noted throughout this Petition, the existing SIS Board will govern FORGE. As such, FORGE already has a fully functioning, experienced Board in place. Following are summaries of the SIS Board's recruitment and training protocols.

Recruitment: By SIS Bylaws, the SIS Board is comprised of five (5) to nine (9) members and members serve three (3) year terms. The current board votes to elect new board members and votes to elect Board members to one (1) year officer positions on the Board. SIS's Board Chair and Vice Chair work to ensure key skill sets are represented by SIS Board members. These skills include legal, financial, business, communication and education. The SIS Board works to strike a balance between parent and non-parent Board members. The SIS Board Chair and the SIS Executive Director track the terms of each Board member and begin working to recruit replacement and/or additions several months prior to a member's term ending. The recruitment process includes discussing potential candidates at monthly board meetings and having Board members and SIS administrative leaders informally reach out to potential board members. If a prospective member is interested in learning more, the prospective member is invited to attend SIS Board meetings. Multiple Board members will schedule a coffee or lunch meeting with the prospective member. SIS's Executive Director will

also meet with the prospective member and will share SIS's Bylaws and Board Expectations Commitment document. Over the past eight years, SIS has consistently maintained a full board with the requisite experience to successfully govern SIS.

Training: SIS is a member of ISBA and the ICSN. SIS Board members attend the ISBA annual conference each year and attend trainings/conferences offered through ICSN each year. SIS Board members have also attended the National Charter School Conference. The SIS Board also contracts with ISBA to have subject-area experts attend SIS Board meetings to present on specific topics of interest, as identified by the SIS Board and/or administration. The budget documents provided with this Petition include \$4,000 in annual Board training support to supplement the Board training support provided by SIS's East Boise Campus.

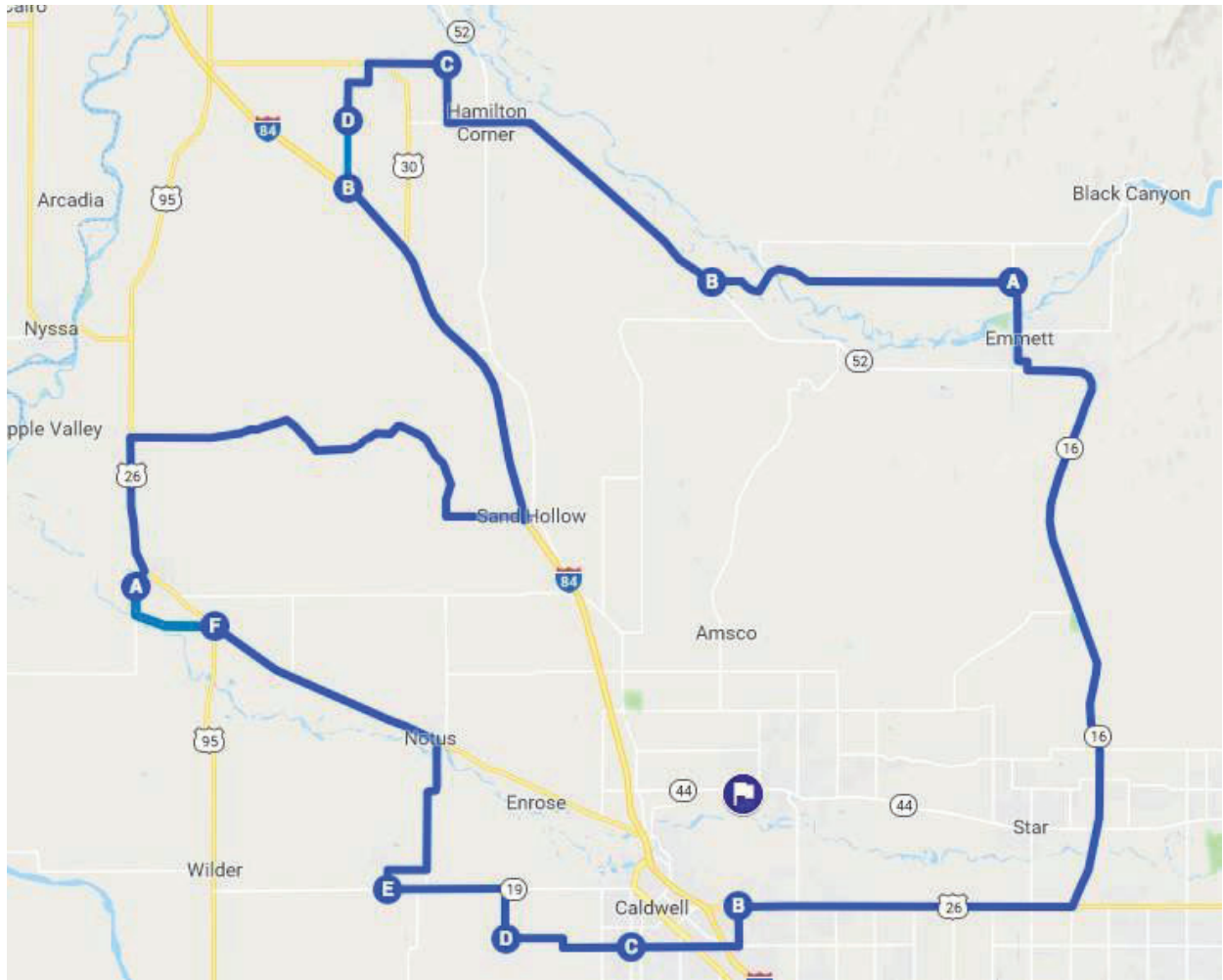
Student Demand and Primary Attendance Area

Per the tables below, SIS estimates there are 20,000+ school-age children in FORGE's primary attendance area, meaning FORGE will compete for approximately 3% of students as it grows to 653 students over six years. For comparison purposes, SIS's East Boise Campus grew to 1,000 students over eight years with 26,000 school-age children in its primary attendance area - while maintaining a 500+ student waitlist. This experience evidences the desire for school choice among Idaho families and, more specifically, for the education program offered by FORGE as a SIS school.

Further, as detailed below, the Middleton School District alone (FORGE's physical location) predicts growing by 1,000 students - nearly double FORGE's entire student capacity - over the next 6 years. This means that the anticipated growth of one of the seven districts served by FORGE more than meets our entire enrollment target. Finally, the enrollment plan never requires FORGE to add more than 28 new middle or high school students in a single enrollment year and does not plan for the addition of new students after 10th grade. With a comparable number of students in the Sage-Boise attendance zone, as the Sage-Boise Campus matured, SIS successfully attracted 28+ new middle and high school SIS each year as needed. Based on these factors and all the factors detailed below, the SIS Board developed, and is confident, in FORGE's growth plan.

Primary Attendance Area - Map and Demographics

Below is a map designating FORGE's primary attendance area and a TABLE providing demographic data for FORGE's primary attendance area. A more detailed digital version may be accessed here: <https://tinyurl.com/forgeboundarymap>.



Districts Within Primary Attendance Area	# of STUDENTS	% FRL	% MINORITY
Caldwell - est 50% of district	3,000	80%	65%
Middleton	3,920	41%	16%
Emmett	2,300	54%	20%
Parma	1,080	60%	14%
Notus	400	53%	28%
New Plymouth	1,000	48%	17%

Vallivue (N Portion - est 33% of district)	2,700	59%	59%
West Ada (NW Portion - est - 20% of district)	6,000	26%	20%
TOTAL	20400	Avg. 49%	Avg. 31.3%

Community Need, Demand and Market Interest

Several indicators suggest the need for additional high-performing charters (more school choice) in general, and for FORGE’s education model specifically, in the communities within FORGE’s primary attendance area:

SIS East Boise Campus Experience: Over eight years, SIS successfully grew its Boise Campus to 1,000 students while maintaining a 500+ student waitlist, evidencing the demand in the Treasure Valley area for the school choice offered by SIS and FORGE. Further, as a SIS school with an exceptionally successful sister school in East Boise, FORGE will not be an unknown start-up, but will enter this new market area with a strong brand, an experienced Board and Leadership, a proven record of academic success, and offering the globally recognized IB curriculum.

Word of Mouth - the SIS Brand Well Known in SW Idaho: When surveyed, families attending SIS’s East Boise Campus overwhelmingly indicate that they learned about SIS through word-of-mouth. This will greatly benefit recruitment for FORGE, located only 27 miles from our East Boise Campus. With SIS’s East Boise Campus in its eighth year, even before FORGE begins its marketing efforts, SIS’s name recognition and reputation for excellence already extends into FORGE’s primary attendance area.

Waitlists for Other Treasure Valley Charter Schools: Several charter schools throughout the Treasure Valley maintain comparable, if not longer, wait lists; The fact that thousands of students are on wait lists at area charter schools evidences the demand for school choice in the area served FORGE.

School	2017-18 WaitlistNumbers
Heritage Community Charter	276
North Star Charter	501
Thomas Jefferson Charter	850

Vision Charter	1149
Total	2726

**Provided by the Idaho Charter School Network

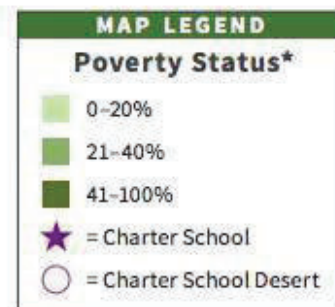
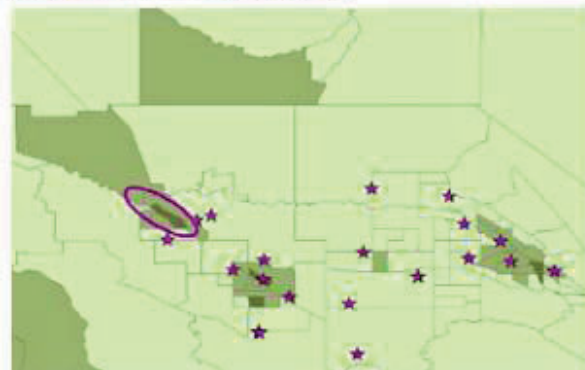
Serving Districts with No School Choice: In addition to serving a portion of the Treasure Valley (downtown Caldwell), FORGE’s primary attendance area will reach into rural districts and communities where little to no school choice exists. FORGE will serve ‘untapped’ communities or markets, including areas with relatively low performing traditional districts, suggesting very high demand.

In an April 27, 2018 article, Idaho Education News discussed the findings of the Thomas B Fordham Institute’s national study on charter deserts. The article addressed the findings of the study that “mapped out a different patch of ‘charter school desert’—a pocket of the Treasure Valley northwest of Boise” (see article here). Closer inspection of the map identifies the area marked as the only charter school desert in Idaho located in Caldwell, where high density populations of low income families have no access to public schools of choice and must attend their local neighborhood public school.

Map 1: Overview of charter school deserts in Idaho



Map 2: Charter school deserts in the Boise metro area



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

[Full Thomas B Fordham Institute study here.](#)

An analysis of the proposed FORGE's boundaries show that FORGE would cover the majority of this desert, effectively bringing a free school of choice option to the area, along with school provided transportation and a free-reduced lunch program, some of the biggest obstacles for families to choose outside of their neighborhood school district.

FORGE's initial market interest efforts (FORGE Facebook Page) suggest significant interest in the FORGE high quality (IB) school choice option FORGE will provide. With just two posts, the FORGE page has 22 followers and the initial post announcing FORGE has been shared 7 times. We are also receiving email inquiries regarding FORGE at the email address provided with the Facebook post.

Wait-list data from other charter schools in the area shows a tremendous demand for schools of choice outside the desert zone. Given this information, it would be easy to market to those families on wait-lists. However, the FORGE team will work to ensure a targeted strategy to primarily engage and recruit students and families within the desert areas with additional marketing targeted at the other areas marked on the map within the 21-40% poverty status. See Appendix E for other Market Survey, Data and tools.

Predicted Population Growth: The communities that FORGE will serve include downtown Caldwell, the NW Treasure Valley, New Plymouth, Middleton, Emmett, Parma, Greenleaf, Notus and Star. Many, if not all, of these areas are predicted to continue experiencing population growth - rapid growth in certain instances. The Idaho Department of Labor (IDL) projects Idaho will experience 1.4% annual population growth from 2015-25 - three times the national average. Over the past four years, the Middleton School District's student population has grown from 3600 to 4000 - or by 11%. Looking forward, the Middleton District predicts a student population of 5,000 by 2022-23 - an additional 25% growth (Study by Davis Demographics, August 2017). The predicted growth of the Middleton District alone exceeds the number of students FORGE will serve.

New School Director - Head of Campus in place by July 1, 2018: With the JKAFF support, the SIS Board is able to fund this position for the FY18 school year, a full 13 months before FORGE opens its doors to students in August 2019. A significant component of this position's duties will be to build strong relationships in each of the districts and communities FORGE will serve and to explain the K-12 school choice FORGE will offer.

Based on the above, the SIS Board anticipates high demand for seats at FORGE.

Community Partnerships and Local Support

As noted above, FORGE leadership will focus on establishing partnerships and further support during FY18, prior to FORGE's FY19 opening. The SIS Board has already formed key partnerships with respect to FORGE.

JKAFF is a key community partner and is providing \$1,530,000 in grant support to ensure the successful launching of FORGE and is providing facilities support through Building Hope, as discussed in this Petition.

Members of the SIS Board and FORGE leadership have worked to build relationships with several organizations that have shown success in recruiting low income and culturally diverse populations to charter schools and/or IB schools. Through the connection with the Idaho Charter School Network and BLUUM, members of the Sage International team spent time building relationships with the New School Fellows that will open Future School in Garden City in August 2018. Ongoing conversations with their team have been instrumental in the discussion about recruitment of families for a new school in a low-income area.

Additionally, members of the SIS Board and FORGE leadership have established a strong professional relationship with Uplift Education (<https://www.uplifteducation.org/>), a public charter school network in North Texas that has grown from a single school in 1996 to over 15 K-12 campuses serving mainly low-income and culturally diverse student populations. They have undertaken a major initiative to convert their entire network to an IB model. Members of the SIS Board and Sage International leadership team have visited the network in Texas and continue ongoing dialogue with their network leadership to better develop and grow systems that lead to success in IB education in charter schools serving high-needs populations.

In March of 2018, the proposed New School Director for FORGE was granted an introduction with Teach for America and had the opportunity to attend a Schools That Work site-visit to a K-8 bi-lingual IB school in Houston. This visit allowed the director to engage in dialogue with school leaders from across the country in traditional and charter schools about the challenges they face in the development of bi-lingual and/or IB programs. These school leaders represented schools serving urban, sub-urban, rural and remote districts across the nation. Continued discussion with Teach for American will be important to the efforts to address concerns to recruit students and families to FORGE.

Strategies for Enrolling Underserved Families

The SIS Board aims to enroll and educate traditionally underserved families at FORGE. Our strategies for serving these families at FORGE is discussed throughout this Petition and includes:

- (1) Providing all FORGE information in English and Spanish;
- (2) Providing free home-to-school bussing;
- (3) Providing a federally supported FRL nutrition program;

- (4) Staffing bi-lingual educators to the maximum extent possible;
- (5) providing K-12 Spanish instruction;
- (6) staffing adequate ELL, Special Education and Nursing personnel to meet students' needs; and
- (7) emphasizing in all enrollment materials that FORGE is a free public school open to everyone.

FORGE will attract and enroll underserved families by sharing the information in (1) - (7) above as part of our recruitment and marketing plan, as follows:

Equal Opportunity Statement: All 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.

Bilingual Marketing Materials, Website, Educators: FORGE will provide all school-related information in both Spanish and English that highlight our efforts to promote inclusivity as outlined in (1) - (7) above.

Bilingual Enrollment Materials: FORGE will make its Enrollment Application available in Spanish and English.

Highlight 'IB for All' mission: FORGE marketing materials will highlight our efforts to promote our IB for ALL mission as a quick, catchy way to ensure traditionally underserved families are aware they are welcome at FORGE.

Multiple Open House Events in Various Communities: In advance of and throughout the initial enrollment lottery (Jan - Feb 2019) for the August 2019 school year, FORGE will host multiple Information Open Houses in communities in FORGE's primary attendance area. As noted above, FORGE's New School Coordinator will be focused on community engagement and student recruitment throughout FY19. FORGE will host Open House at known community service groups in FORGE's primary attendance area and, at Open House events, FORGE will emphasize its inclusive IB for ALL mission and the items in (1) - (7) above. FORGE will ensure Spanish-speaking presenters participate in the Open Houses.

Tours / Open Houses on FORGE Campus: In addition to hosting information events in various communities, FORGE will host on-campus Open Houses as school construction is underway and completed.

Meeting with other Charter Leaders and Community Leaders: Early in marketing efforts FORGE will reach out to and visit with charter leaders and community leaders in the areas FORGE will serve and/or with expertise serving our target population to gain additional knowledge regarding the successful recruitment and

retention of our target population. FORGE’s Head of School is already in contact with the school leaders of Heritage Academy and Rolling Hills charter schools.

Neighborhood Mailings and/or Door-knocking Campaign: In order to improve communication with the target population, FORGE will conduct direct bi-lingual mailings to areas that may not understand the nature of charter schools or understand that it is a viable option for their family to investigate. Additionally, FORGE staff will conduct local door-knocking campaigns to invite families to open house events.

Radio Advertising (Bilingual) Before and During Enrollment Lottery: FORGE will advertise before and during the enrollment lottery. FORGE will strategically select multiple radio stations to ensure we reach different populations, including underserved populations. These efforts will include advertising on a Spanish speaking radio station.

Social Media: FORGE will establish a robust (bilingual) social media presence - Twitter, Instagram, Facebook. FORGE will also be able to reach prospective families through SIS’s East Boise Campus Facebook community of 1,300 followers.

Enrollment Capacity and Growth Projection

The SIS Board is requesting authorization for an enrollment capacity of seven hundred (700) K-12 students at FORGE. The analysis undertaken by the SIS Board to develop this enrollment/growth plan can be found at the beginning of this section of the Petition. The table below contains the SIS Board’s grade-by-grade plan to grow to 653 students over six years. While the SIS Board has a grade-by-grade plan for FORGE that targets 653 students, similar to the SIS Board’s East Boise Campus, the Board requests a single K-12 enrollment capacity approximately 7% over current enrollment targets.¹ This approach affords the SIS Board and FORGE leaders the ability to adjust grade level student numbers, within the 700-student cap, in response to market needs and as we learn more about the community FORGE will serve. GREEN denotes new blocks of students.

FORGE	Year 1 36% Complete	Year 2 60% Complete	Year 3 76% Complete	Year 4 88% Complete	Year 5 95% Complete	Year 6 100% Complete
ELEMENTARY						
Kinder	44	44	44	44	44	44
First	44	44	44	44	44	44
Second	44	44	44	44	44	44
Third	46	46	46	46	46	46
Fourth	24	48	48	48	48	48
Fifth	25	50 (26 new)	50	50	50	50

MIDDLE						
Sixth	0	52	52	52	52	52
Seventh	0	28	56	56	56	56
Eighth	0	28	56 (28 new)	56	56	56
HIGH						
Ninth	0	0	56 (28 new)	60	60	60
Tenth	0	0	28	56	55	58
Eleventh	0	0	0	25	50	50
Twelfth	0	0	0	0	20	45
TOTAL	227	384	524	581	625	653

Following FORGE’s initial K-5th grade lottery in Year 1 (March 2019), FORGE will shift its marketing toward promoting the secondary programs and recruitment of middle and high school students. FORGE plans to engage in school sponsored athletics and activities at the secondary level to allow scholar athletes to seek an alternative to the traditional districts. This choice allows students that may be cut from local teams an opportunity to still seek athletic opportunities along with quality educational experiences.

Additionally, regarding middle and high school enrollment, the responses to SIS’s initial social media efforts (FORGE Facebook page) indicate interest in FORGE at the middle and high school grade levels.

Enrollment Lottery – Admission Preferences

Initial Enrollment: If the initial capacity of FORGE is insufficient to enroll all prospective students, a lottery shall be utilized to determine which prospective students will be admitted pursuant to Idaho Code Section 33-502. Prospective students will be placed in priority groups as follows: First Priority: The first priority group of will include the children of full-time employees and the children of Founders (provided that this admission preference shall be limited to not more than ten percent (10%) of the initial capacity of FORGE. 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 FORGE’s primary attendance area. Fourth Priority: The fourth priority group is students who reside outside of FORGE’s primary attendance area

Subsequent Enrollment Lotteries: First Priority: Students returning to FORGE 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 FORGE. Fourth Priority: Prospective students residing in FORGE's primary attendance area. Fifth Priority: Prospective students residing outside FORGE's primary attendance area.

Founders' Preference

Children of Founders will be provided the enrollment lottery preference allowed in Idaho Code. Founders are generally defined as community members who have made material contributions to the establishment of FORGE 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. For purposes of the enrollment preferences, Founders shall be defined to include: (1) all members of the SIS Board from the time this Petition was filed through initial enrollment for the FORGE high school (the third school to be established on the FORGE campus – 9th grade - initial high school enrollment lottery anticipated to be March 2021); (2) all members of the FORGE Advisory Council from the time this Petition was filed through initial high school enrollment. Additional founders may be added up to the time of initial enrollment for the FORGE high school

The process in which additional Founders are designated will include an application and/or 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 their contributions at the time the contributions were received, and such designation will be endorsed and ratified by the Board of Directors.