



# SAGE

INTERNATIONAL SCHOOL  
OF BOISE

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## ARTICLES OF INCORPORATION

Appendix A provides a copy of the Articles of Incorporation and By-Laws for The Sage International School of Boise, a Public Charter School, Inc.

## SIGNATURES OF QUALIFIED ELECTORS

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

## VISION STATEMENT

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

## MISSION STATEMENT

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

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

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

—Author Unknown

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

## 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, The 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.

The 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 The Sage International School is K-9th 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 and immersion in 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.

The 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 are young – ages K through 9th grade – 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 titled “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 one 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 1960s and continuing into the 1990s, some 12 dozen studies were conducted on the relationship between learning a second language early in life and cognitive ability. In his article titled “The Cognitive, Academic and Attitudinal Benefits of Early Language Learning,” D.W. Robinson summarizes many of these studies, concluding, “the picture that emerges is [...] a youngster who experiences two language systems [has] a mental flexibility, a superiority in concept formation, and a more diversified set of mental abilities.” The studies also demonstrated that children who have studied a foreign language perform better on standardized tests and tests of basic skills in English, math and social studies. Dumas’ study of 13,200 third- and fifth-graders in Louisiana public schools reveals that regardless of race, gender or academic level, kids taking foreign language classes did better in

the English section of the Louisiana Basic Skills Test than those who did not. Data from the College Board's 1992 edition of College Bound Senior revealed those students who had had four or more years of foreign language scored higher on the verbal section of the SAT than those who had had four or more years in any other subject area.

We anticipate that our students at Sage will follow trends indicated in these and other studies and advance beyond their monolingual peers not just in core areas such as English, mathematics, and social studies, but in other disciplines as well, including history, cultural understanding, music and the arts. Our curriculum, taught in a semi-immersion setting, 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 of whether the setting is in a board room or a kitchen.

After 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). 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 kindergarten through 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 titled “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 International Baccalaureate Primary Years Program K-5 (PYP) intends to do. We are excited about the opportunities afforded to us through our planned participation in the PYP to aid us in fulfilling these goals and recommendations. The PYP 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, the PYP, 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 PYP 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 PYP 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 PYP. 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 the PYP. 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 the PYP, 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 respon-

# TAB 1

Articles of Incorporation, By-Laws, Signatures, Vision Statement, Mission Statement, Educational Philosophy

sibilities 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 The Sage International School to truly help make them citizens of the world.

## **PRIMARY ATTENDANCE AREA**

The primary attendance area for the 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 kindergarten through seventh grade. The school will start with two classrooms of kindergarten (one full-day and one half-day) and two classrooms of first 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 second grade) and an additional grade (i.e. in Year 2 we will add an eighth grade) up to ninth grade. Expansion in Year 2 and beyond will be at the discretion of the Board of Directors based on enrollment demand and adequate finances. Class size will range from a maximum of 22 to 30 students, depending upon the grade. Our long-term goal is to provide kindergarten through ninth-grade education.

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

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

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

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

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

## **POTENTIAL IMPACT ON BOISE SCHOOL DISTRICT**

We are aware that opening Sage International School will have a potential impact on the Boise School District; however, our unique program of offering an International Baccalaureate program will offer a new opportunity for parents seeking school choice and innovative curriculum. In Year 1 of opening, Sage will have a maximum of 254 students. However, the impact on the Boise School District will likely be lower than 254 because Sage students will also come from out of the district, home schools, students moving from out of state, etc. Overall, demand for charter schools is high.

## 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

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 more than 6,000 students on charter school waiting lists in the Treasure Valley in 2007-2008.

#### **FACILITIES**

*“Whatever good things we build end up building us.”*

—Jim Rohn

The Sage International School will begin operations in a lease-base facility in the Boise School District attendance area. Once the charter petition is approved, The 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.

#### **ADMINISTRATIVE SERVICES**

Administrative services and day-to-day operations will be provided by The 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.

The 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 The Sage International School. Insurance companies that have maintained a rating of "A" according to the A.M. BEST COMPANY will provide insurance. The 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 who demonstrates knowledge about self, about the world we live in, and about 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 for 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 such as 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, The 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." The aim of all IB programs is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, create a better and more peaceful world.

In addition to our core program (the PYP), students at The 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 The 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.

## 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

**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 The Sage International School**

Students at the Sage International School will have intensive language instruction in French and English. Historically, France and the French language have had an enormous influence over American society. France was the United States' first ally. French thought played a dominant role among the founders of the United States in the 18th century, and it continues to shape America today through the influence of such intellectual currents as post-structuralism and post-modernism. In the humanities and the social sciences, many of the most important writings have come from France. Students and researchers who know French have access to these works for several years before they are translated into English. Many significant works are never translated and remain accessible only to those who know the language. In addition, most graduate schools require knowledge of at least one foreign language, and French remains the most commonly used language in the world after English.

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. With French, students have access to the most widely spoken foreign language in the world after English and they become familiar with a culture that significantly influences our own. The French economy is one of the strongest in the world and is increasingly a leader in technological innovation. In sum, French is the language of the future.

In 2002, France attracted more foreign investment than the United States and was on a par with China. Whatever some in the United States think of France, the world invests its money in France!

The following lists show just some of the reasons we elected to make French one of our target languages at The Sage International School of Boise:

French is the official language of the following major international organizations (among others)

- The United Nations
- UNESCO
- NATO
- Organization for Economic Cooperation and Development (OECD)
- The International Labor Bureau
- The International Olympic Committee
- The 31-member Council of Europe
- The European Community

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

- The Universal Postal Union
- The International Red Cross
- Union of International Associations (UIA)
- World Health Organization
- The International Monetary Fund (IMF)

Economically, France and French-speaking countries represent our largest trading partners:

- French is the foreign language spoken by our largest trading partner (Canada).
- The province of Quebec alone is the fifth-largest trading partner of the United States with more than \$104 billion in trade in 2000.
- In 2000, the United States exported more to countries having French as a national language than to countries having any other foreign language. Exports to Canada alone in that year were greater than the combined exports to all countries south of the United States.
- Between 1995 and 2002, exports from the United States to France increased by 33%; imports from France went up 64%.
- The U.S. and France share many trade similarities, particularly their global standing as the world's top two exporters in three very important sectors: defense products, agricultural goods, and services. Franco-American trade is also remarkable for its symmetry, as six of the top 10 exports are the same each way.
- France has the sixth-largest economy in the world after the U.S., Japan, Germany, China and England. In 2005, the economies of China, England and France were similar in size.
- France is the second largest exporter of agricultural products in the world after the U.S.
- In recent years, the U.S. has been the largest direct investor in France. In 2002, France was the second-largest foreign investor in the U.S.
- The world invests in France: In 2003, France was the second-largest destination of foreign investment in the world.
- French companies employ approximately 650,000 Americans. Among foreign countries doing business in the U.S., France employs the third-largest number of Americans.
- French is one of the languages spoken in the U.S.: 1.9 million Americans speak French in the home. (2000 U.S. Census)
- Overall, the French export more per capita than the Japanese and more than twice as much as the Americans. France is, overall, the fourth-largest exporting nation of the world.
- France is the world's leader in the production of luxury goods.
- More tourists visit France than any other country in the world.
- France has rated higher than the United States on the United Nation's Human Development Index (HDI) in recent years (1997-99). Canada has been ranked higher in each of these years. The HDI measures the overall achievements in a country in life expectancy, educational attainment and adjusted income.
- France gives more foreign aid per capita to developing nations than does the U.S.

France is a technological and research leader:

- France will be the site of the world's first nuclear fusion reactor, the International Thermonuclear Experimental Reactor.

## 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

- Seven of France's top 10 exports to the U.S. are industrial or high-technology products.
- France is the fourth-largest producer of automobiles in the world (Renault, Peugeot, Citroën) and the third-largest exporter.
- France is fourth in research among countries of the Organization for Economic Development and Cooperation (after Japan, Germany, and the US).
- France is a major world research center in the field of high-energy physics.
- The French are a world leader in medical research: the AIDS virus was first isolated by French doctors.
- The French are leaders in medical genetics (the Human Genome Project is located in Paris).
- The French are the world's third-largest manufacturers of electronics equipment.
- France is the European leader in aerospace (Aérospatiale, Arianespace, Airbus).
- Most commercial satellites are put into space on French Ariane rockets.
- The fastest train in the world (the TGV) is French.
- The smart card was invented in France.
- The ocean liner Queen Mary II was built in France.
- France is the world's third military power (after the U.S. and Russia) and has the world's second-largest defense industry (i.e. exocet missiles, radar technology.)
- France is the world's second-largest builder and exporter of civilian and military aircraft and helicopters (Airbus is the world's second-largest fleet of commercial airliners, and many of the U.S. Coast Guard helicopters are made by Aérospatiale in Toulouse.)
- France has one of the most advanced systems of telecommunications in the world. Fiber optics were invented in France.
- France is the world's largest manufacturer of television sets (HDTV was invented in France).

To conclude, in a post-colonial world, French maintains a well-deserved place of importance. French is widely spoken on five continents and in many countries, as a native tongue, language of instruction, language of government, lingua franca of business. As mentioned above, it is one of the principal languages of diplomacy and of important international organizations. French is estimated to be among the three or four most important languages of the internet, because of the number of Web pages up, vigorous efforts to create viable internet discussion lists, success in connecting francophone countries in the southern hemisphere, and its use in page translator applications. Finally, the language's characteristics of semantic reliability and clarity, vessel of the universals of contemporary material culture, strength in verbs, representation in Roman characters, are positive attributes. So is its association with the more widely appreciated features of French culture. With all of the above and the fact that approximately 50% of English vocabulary comes from the French, it is the most natural second language for our students at Sage. Note that depending upon the enrollment and needs of the student population at Sage, we may adjust our language and curriculum offerings accordingly.

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

Recognized globally as one of the best academic preparation programs in the world to help students succeed in college and beyond, the International Baccalaureate (IB) Programme 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 U.S. Department of Education as “critical,” including Arabic, Chinese, Korean, Japanese, Russian, Hindi and Bengali.

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

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

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

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

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

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

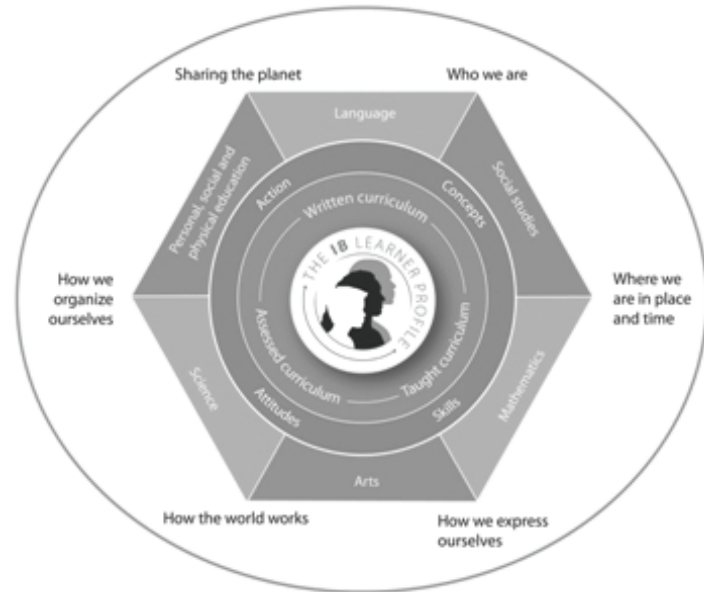
- language
- social studies
- mathematics

# 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

- 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.

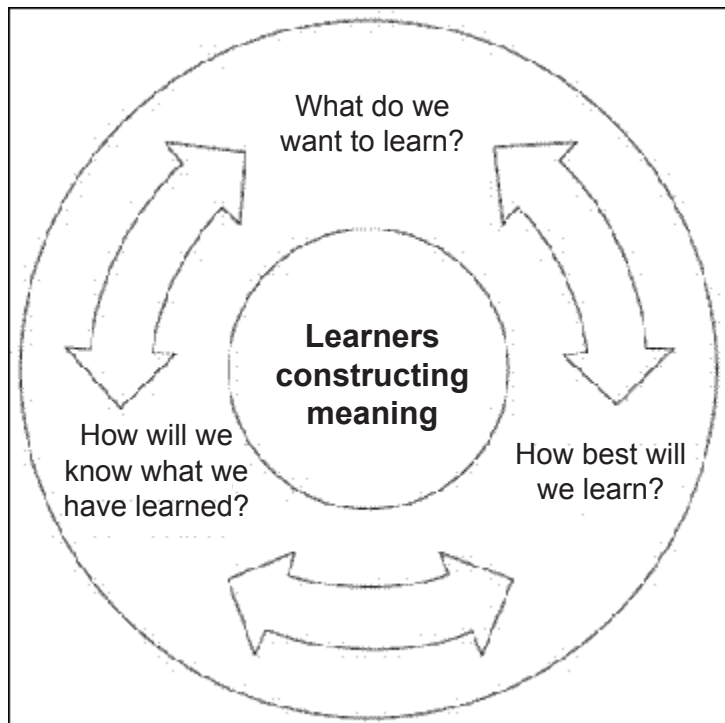
### Curriculum model

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



**THOROUGHNESS STANDARDS (IDAHO CODE 33-1612)**

The 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:* The 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:* The Sage International School will:

- Adapt the policies into a student handbook providing a code of conduct including clear expectations and consequences for unacceptable behavior;
- Set a school-wide philosophy (e.g. Love and Logic) 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:* The Sage International School will:

- Utilize the general philosophy of the PYP program to instill appropriate values;
- Emphasize the importance of adults modeling important values at school;

## 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

- 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 PYP.

*Objectives:* The 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 PYP 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:* The 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 PYP;
- Emphasize foreign language; and,
- Teach a comprehensive health curriculum, 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:* The 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 connections 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 to students a technology environment using tools such as computers, scientific equipment, and networks linked to local and nationwide resources.

*Objectives:* The Sage International School will:

- Use interactive technology as tools in an integrated educational program rather than as primary instructional delivery systems;
- Ensure that students completing the program at The Sage International School are 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 to students the skills and understanding necessary to become international citizens in their respective jobs and communities of the 21st century.

*Objectives:* The 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.

## 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

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

### **SPECIAL NEEDS STUDENTS**

The Sage International School supports the right of all students, including LEP, Gifted and Talented, and students qualifying for Section 504 and IDEA, to equal access to educational opportunity, regardless of physical or mental conditions that may create challenges for them in typical learning environments. No student will be excluded from The Sage International School, counseled out, or referred to other schools in the district because of their special needs.

The Sage International School will conform to the requirements of the federal Individuals 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-Discipline Team*

If pre-referral interventions are unsuccessful, a Multi-Discipline Team will be prepared to evaluate the child for disabilities. The Multi-Discipline 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 the 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**

Special needs students will work on their IEP goals while participating in the inquiry-based Primary Years International Baccalaureate Programme (PYP). The PYP is flexible enough to allow special needs students 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, special needs students 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.

## 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

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

*Other Special Needs Students Services:* Students attending The Sage International School of Boise who are identified as Limited English Proficient (LEP), 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, including special education, Title 1 (if funded), tutoring by volunteers, and the opportunity with parental support to attend school during one or more intercessions

### 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 PYP program of 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

*Limited English Proficiency (LEP):* Sage International School will do the following for LEP students:

1. Identification of LEP students: Sage International School will use the federal definition of

Limited English Proficiency as defined in Title III and IX of the ESEA. Idaho LEP program guidance will be used to support the needs of students who are English language learners (ELL). Students for whom English is a second language will be assessed using the ELL 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 ELL progress through the school.

2. Program of services and instructional methods: Students who are eligible for the LEP program will participate in the NCA LEP program according to state and federal guidelines. State and federally mandated testing of LEP students will be administered. LEP services may be provided on-site or contracted out. The IELA will be used to monitor student growth.
3. Curriculum: Curriculum will be purchased and modified using the Sheltered Instructional Observation Protocol and other LEP instructional approaches. Educational Learning Plans (ELP) will be developed to support ELLs. 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, ELLs will be well supported to access the general curriculum.
4. Assessment: 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 LEP program.
5. Evaluation: The program will be evaluated based on collected data and trends and will be 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 LEP program eligibility criteria:

- Registration cards will include at least the following 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 LEP, they will be tested with an English language proficiency test within 30 days of registration or within two 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.

**MEASURABLE STUDENT EDUCATIONAL STANDARDS AND STANDARDIZED TESTING**

Students at The 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 six 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, The Sage International School will re-examine its instructional practices and make appropriate improvements.

The following educational standards will be met:

1. 80% of kindergarten, first- and second-grade students attending the 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 third grade, 85% of students will receive a score of 3.
2. 80% of fourth-, sixth- and eighth-grade students attending the Sage International School who have at least 90% attendance in a given school calendar year will achieve a score of 3 or 4 on Direct Math Assessment (DMA).
3. 80% of fifth- and seventh-grade students attending the Sage International School who have at least 90% attendance in a given school calendar year will achieve a score of 3 or 4 on the Direct Writing Assessment (DWA).
4. 80% of third- through eighth-grade students attending the Sage International School that have at least 90% attendance in a given school calendar year will achieve proficient or advanced on the reading, math and language ISAT.
5. 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.

6. Our students will participate actively in the Accelerated Reader (AR) program, and by the end of each year, students will have read a required number of books from a leveled reading list. This list will be established by the staff of each grade during the first year.
7. 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.

## METHODS FOR MEASURING STUDENT PROGRESS

*Assessment and Evaluation:* The 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 PYP.

The 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:* The 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 programs to nearly 500,000 students. There are 665 IB World Schools in the United States offering one or more of the three IB programs.

The International Baccalaureate Program is unique in that:

- It offers a continuum of education, consisting of three programs for students aged 3 to 12.
- It has a reputation for high-quality education sustained for more than 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.

## TAB 4

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

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 comprising 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 to continue to provide feedback and recommendations for strengthening ongoing student achievement.

*“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**

*The Sage International School of Boise, A Public Charter School, Inc, Board of Directors:* The 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 comprise 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, the following:

- 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 that 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 The 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.

## TAB 5

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

List of original founders:

- 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 the 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.

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

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 The 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 The 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 The 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 The 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)).
- The 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.

- The 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 The 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.

## TAB 6

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

### **BENEFITS: PROVISION REGARDING PERSI, FEDERAL SOCIAL SECURITY, UN-EMPLOYMENT INSURANCE, AND WORKER'S COMPENSATION INSURANCE**

The 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.

## **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. 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.

## 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 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 10 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:* The 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.

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

### **Final Selection List**

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

### **Notification and Acceptance Process**

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

### **Subsequent School Years**

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

### **Enrollment Capacity of the Charter School**

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

- Kindergarten (two classes): 22 students each (44 total) (one full-day class; one half-day)
- First grade (two classes): 22 students each (44 total)
- Second grade: 24 students
- Third grade: 24 students
- Fourth grade: 24 students
- Fifth grade: 30 students
- Sixth grade: 30 students
- Seventh grade: 30 students

These numbers are the maximum number of students in each grade.

It is our intent to allow the school to grow using a controlled growth plan on a 10-year schedule. We will add one grade level beyond the fifth grade each year up to a top grade level of ninth grade. Additionally, for each year, we will add a second class of a lower grade to promote and allow for growth at the upper levels. Growth is projected as follows (see table on the next page):

# 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

## Sage International School of Boise expected enrollment and growth (maximum numbers per grade)

Year:	1	2	3	4	5	6	7	8	9
Kindergarten (half-day)	22	22	22	22	22	22	22	22	22
Kindergarten (full-day)	22	22	22	22	22	22	22	22	22
1st Grade	24	24	24	24	24	24	24	24	24
1st Grade	24	24	24	24	24	24	24	24	24
2nd Grade	24	24	24	24	24	24	24	24	24
2nd Grade		24	24	24	24	24	24	24	24
3rd Grade	24	24	24	24	24	24	24	24	24
3rd Grade			24	24	24	24	24	24	24
4th Grade	24	24	24	24	24	24	24	24	24
4th Grade				24	24	24	24	24	24
5th Grade	30	30	30	30	30	30	30	30	30
5th Grade					30	30	30	30	30
6th Grade	30	30	30	30	30	30	30	30	30
6th Grade						30	30	30	30
7th Grade	30	30	30	30	30	30	30	30	30
7th Grade							30	30	30
8th Grade		30	30	30	30	30	30	30	30
8th Grade								30	30
9th Grade			30	30	30	30	30	30	30
9th Grade									30
Total	254	308	362	386	416	446	447	506	536

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

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

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

## **DISCIPLINARY PROCEDURES (INCLUDING ALCOHOL/CONTROLLED SUBSTANCE POLICY AND PLAN FOR DENIAL OF SCHOOL ATTENDANCE)**

### **General Discipline**

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

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

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

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

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

*Denial of Attendance to a Student:* Per Idaho Code 33-205, the school's Board of Directors may deny enrollment to The 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

## 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

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, give written notice of the pupil's expulsion to the prosecuting attorney of the county of the pupil's residence.

*Procedure by which Students can be Suspended, Expelled and Reenrolled:* The 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 of 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**

The 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, The 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-9.

#### **B. Procedures**

The 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.

# 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

## C. Disciplinary Procedure

1. First Offense for Use or Possession (K-9)
  - 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-9)
  - 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-9)
  - 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-9)
  - 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.

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

### **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, Web page 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

*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:**

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

*Point of Contact:*

Nancy Glenn

PO Box 9428

Boise, ID 83707

208-343-SAGE

nancy.f.glenn@gmail.com

info@sageinternationalschool.org

Sage is organized exclusively for charitable, educational and scientific purposes. Tab 1 includes the Articles of Incorporation for The 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 kindergarten through seventh grade with plans to extend to ninth 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**

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

**4. Instructional focus**

International Baccalaureate World School with emphasis on Foreign Language Immersion.

**5. Governance/Administrative structure**

- Charter accountability  
Sage plans to remain viable at renewal based on a solid management structure representing all levels of constituents and a strong leadership. In addition, Sage believes that recruitment and retention of highly qualified and committed faculty and staff are 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 at the elementary level (see Tab 2 for a discussion of the Meridian School District). A private school, Riverstone International School, provides IB elementary education. As of Fall 2008, the Boise School District has an "international based" theme at two of its public elementary schools (Longfellow and Pierce Park).

**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 in both English and Spanish. 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 eight teachers and one administrator.

**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 Web site. 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, three-year operating budget, and first year month-by-month cash flow form are attached.

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

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

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

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

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

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

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

## **TRANSPORTATION SERVICES**

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

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

# TAB 8

Business Plan; Transportation Services; School Lunch

## **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

**DOES NOT APPLY**

**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. The 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.

**FILED EFFECTIVE**

**ARTICLES OF INCORPORATION OF  
THE SAGE INTERNATIONAL SCHOOL OF BOISE, INC. 06 AUG 10 PM 3:51  
A PUBLIC CHARTER SCHOOL, INC.**

SECRETARY OF STATE  
STATE OF IDAHO

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

**Article One**

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

**Article Two**

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

**Article Three**

This corporation is organized exclusively for charitable, educational, and scientific purposes, including, for such purposes, the making of distributions to organizations that qualify as exempt organizations under section 501(c)(3) of the Internal Revenue Code, or the corresponding section of any future federal tax code. Without limiting the powers the corporation may lawfully exercise, the corporation shall have the powers to receive, retain and expend funds from the governments of the United States of America, state and local governments, charitable or educational organizations (including foundations), private organizations, or individuals. Consistent with the foregoing, the corporation may exercise all powers which a corporation organized under the laws of the Idaho Business Corporation Act, as may be amended, may be authorized to exercise. The specific purpose for which this corporation is organized is the operation of a public charter school.

**Article Four**

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

**Article Five**

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

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

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

IDAHO SECRETARY OF STATE  
08/10/2006 05:00  
CK: 1658 CT: 203285 BH: 969588  
1 @ 30.00 = 30.00 INC NONP # 2  
1 @ 20.00 = 20.00 NON EXPEDI # 3

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# APPENDIX A

Articles of Incorporation; Bylaws

Gail Zerrade  
5275 N. Maidstone Way  
Boise, ID 83713

Nancy Glenn  
2515 Heights Dr.  
Boise, ID 83702

Bill Carter  
1331 East Monterey Dr.  
Boise, Idaho 83706

## **Article Six**

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

## **Article Seven**

The corporation does have voting members.

## **Article Eight**

No part of the net earnings of the corporation shall inure to the benefit of its incorporator, officers, directors, members, or any other private persons, except that the corporation shall be authorized to make payments and distributions in furtherance of the purposes set forth herein in Article Nine and in the Bylaws. No substantial part of the activities of the corporation shall be the carrying on of propaganda, or otherwise attempting to influence legislation, and the corporation shall not participate in, or intervene in (including the publishing or distribution of statements) any political campaign on behalf of or in opposition to any candidate for public office. Notwithstanding any other provision of these articles, this corporation shall not, except to an insubstantial degree, engage in any activities or exercise any powers that are not in furtherance of the purposes of this corporation.

## **Article Nine**

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

## **Article Ten**

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

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

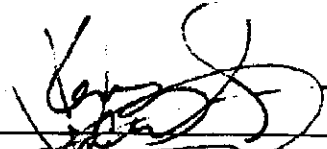
**Article Eleven**

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

**Article Twelve**

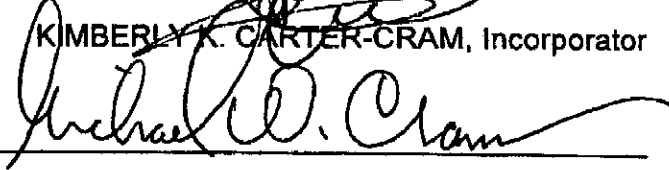
The duration of the corporation will be perpetual.

DATED this 1<sup>st</sup> day of July, 2006.

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KIMBERLY K. CARTER-CRAM, Incorporator

---

MICHAEL W. CRAM, Incorporator

# APPENDIX A

Articles of Incorporation; Bylaws

## ARTICLES OF AMMENDMENT (Non-Profit)

To the Secretary of State of the State of Idaho:

Pursuant to Title 30, Chapter 3, Idaho Code, the undersigned non-profit corporation amends its articles of incorporation as follows:

1. The name of the corporation is: **The Sage International School of Boise, a Public Charter School, Inc.**
2. The text of each amendment is as follows:

**Article Five** amended to read:

The names and addresses of the current Directors are:

Kimberly Carter-Cram 5363 N. Mendelson Ave. Meridian, ID 83646	Michael Cram 5363 N. Mendelson Ave. Meridian, ID 83646	Nancy Glenn 2515 Heights Dr. Boise, ID 83702
Donald Keller 2515 Heights Dr. Boise, ID 83702	William Carter 1112 W. Main St., Suite #302 Boise, ID 83702	

**Article Ten** amended to read:

In the event of dissolution or cessation of all activities, all assets remaining after payment of any outstanding liabilities shall be given to the Idaho Public Charter School Commission. Any such assets not disposed of shall be disposed of by the Superior Court of the county in which the principal office of the corporation is then located, exclusively for such purposes or to such organization or organizations, as said court shall determine, which are organized and operated exclusively for such purpose. Additionally, all records of students residing attending the Sage International School of Boise will immediately be transferred to the Idaho Public Charter School Commission.

3. The date of adoption of the amendments was: January 22, 2009.
4. The amendment consists of matters other than those described in section 30-3-90, Idaho Code, and was therefore adopted by the members. Four members were entitled to vote. Four members voted for each amendment and no members voted against each amendment.

Dated: 22 Jan. 2009

Signature: \_\_\_\_\_

Typed Name: ~~Kimberly Carter~~ Cram



# APPENDIX A

Articles of Incorporation; Bylaws



## STATEMENT OF CHANGE OF REGISTERED OFFICE OR REGISTERED AGENT, OR BOTH

(See reverse for instructions)

File #: \_\_\_\_\_

The undersigned entity submits the following statement for the purpose of changing its registered office or its registered agent, or both, in the State of Idaho.

1. The name of the entity is:  
The Sage International School of Boise, a Public Charter School, Inc.
2. The street address of its present registered office is:  
5363 N. Mendelson Ave, Meridian, ID 83646
3. The new street address in Idaho (not a P.O. box or PMB) to which its registered office is to be changed is:  
2515 Heights Drive, Boise, ID 83702
4. The name of its old registered agent is: Kimberly Carter-Cram
5. The name of its new registered agent is: Nancy Glenn

Dated: 22 Sep 2009

Signed: \_\_\_\_\_

Printed: Kimberly Carter-Cram

Capacity: Director / Registered Agent

I consent to serve as registered agent for the above-named entity.

Nancy Glenn  
(Signature of new registered agent)

FILE ONE COPY

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NO FEE REQUIRED

Rev 08/2008

FILED EFFECTIVE

ARTICLES OF AMMENDMENT Two (2) (Non-Profit)

To the Secretary of State of the State of Idaho:

2009 JUL 30 AM 10:29

SECRETARY OF STATE  
STATE OF IDAHO

Pursuant to Title 30, Chapter 3, Idaho Code, the undersigned non-profit corporation amends its articles of incorporation as follows:

- 1. The name of the corporation is: The Sage International School of Boise, a Public Charter School, Inc.
- 2. The text of each amendment is as follows:

Article Three amended to read:

The corporation is organized exclusively for charitable, educational, and scientific purposes, including, for such purposes, the making of distributions to organizations that qualify as exempt organizations under section 501(c)(3) of the Internal Revenue Code, or the corresponding section of any future federal tax code. Without limiting the powers the corporation may lawfully exercise, the corporation shall have the powers to receive, retain and expend funds from the governments of the United States of America, state and local governments, charitable or educational organizations (including foundations), private organizations, or individuals. The specific purpose for which this corporation is organized is the operation of a public charter school.

Article Five amended to read:

The names and addresses of the current Directors are:

William Carter  
1112 W. Main St., Suite  
302  
Boise, ID 83702

Kimberly Carter-Cram  
5363 N. Mendelson Ave  
Meridian, ID 83646

Michael Cram  
5363 N. Mendelson Ave  
Meridian, ID 83646

Nancy Glenn  
2515 Heights Dr.  
Boise, ID 83702

Evelyn Johnson  
4790 E. Arrow Junction Dr  
Boise, ID 83716

Article Nine:

Remove Article Nine in its entirety

IDAHO SECRETARY OF STATE  
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# APPENDIX A

Articles of Incorporation; Bylaws

## Article Ten amended to read:

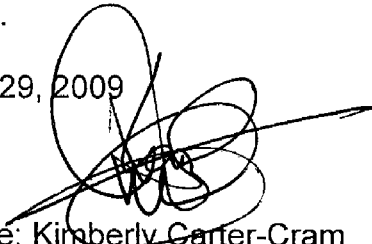
In the event of dissolution or cessation of all activities, all assets remaining after payment of any outstanding liabilities shall be given to the Idaho Public Charter School Commission. Any such assets not disposed of shall be disposed of by the Superior Court of the county in which the principal office of the corporation is then located, exclusively for such purposes or to such organization or organizations, as said court shall determine, which are organized and operated exclusively for such purpose. Additionally, all records of students attending the Sage International School of Boise will be transferred to the students' school district of residence.

The date of adoption of the amendments was: July 29, 2009.

The amendment consists of matters other than those described in section 30-3-90, Idaho Code, and was therefore adopted by the members. Five members were entitled to vote. Five members voted for each amendment and no members voted against each amendment.

Dated: July 29, 2009

Signature:

A handwritten signature in black ink, appearing to read 'Kimberly Carter-Cram', written over a circular stamp or mark.

Typed Name: Kimberly Carter-Cram

Capacity: President

**BYLAWS**

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

**ARTICLE I  
OFFICES****Section 1.1 Offices**

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

**ARTICLE 2  
PURPOSE****Section 2.1 Purpose**

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

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

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

**ARTICLE 3  
NO MEMBERS****Section 3.1 No Members**

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

**Section 3.2 Associates**

Nothing in the Article 3 shall be construed to limit the Corporation's right to refer to persons associated with it as "members" even though such persons are not members, and no such reference by the Corporation shall render anyone a member within the meaning of Section 30-3-34 of the Idaho Nonprofit Corporation Act found in the Idaho Code.

## **Section 3.2 Founders and Admission Preference**

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

## **ARTICLE 4 BOARD OF DIRECTORS**

### **Section 4.1 Board of Directors**

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

### **Section 4.2 Powers of the Board of Directors**

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

### **Section 4.3 Election of Directors**

(a) During the initial year of operation, the Board shall be comprised of the Directors listed in the Articles of Incorporation and any other Directors elected by the then-current Board or appointed in accordance with these bylaws.

(b) No more than three (3) Directors may be a parent with one or more children attending the Public Charter School.

(c) After the initial year of operation, unless the Board deems it necessary to extend the election for an additional year, Directors will be elected to fill vacancies on the Board by vote of stakeholders of the Corporation at the Corporation’s annual meeting. As used herein, “Stakeholders” shall include but are not limited to the parents and guardians of pupils then attending Public Charter School, faculty and employees of Public Charter School and members of the Public Charter School Parent-Faculty Association.

**Section 4.4 Term**

(a) Directors shall be elected or appointed to three (3) year terms of office.

(b) Each Director shall serve until the stakeholders, at the annual meeting of the Corporation, duly elects his/her successor.

**Section 4.5 Resignation and Removal**

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

**Section 4.6 Vacancies**

(a) A Board vacancy or vacancies shall be deemed to exist if any Director dies, resigns, or is removed, or if the authorized number of Directors is increased.

(b) The Board may declare vacant the office of any director who has been convicted of a felony, or has been found to have breached any duty arising under Section 30-3-85 of the Idaho Nonprofit Public Corporation Act or to be of unsound mind, by any court of competent jurisdiction, or has failed to attend four (4) or more meetings of the Board in any calendar year.

(c) Removal of a Director for one or more of the reasons listed in Section 4.6(b) above may be initiated by any member of the Board or by a majority vote petition of the Stakeholders. The Board shall hold a public meeting within ten (10) school attendance days of receiving such a request or petition. Such meeting shall be conducted with regard for the reasonable due process rights of all parties and in public, except where either the Board or the Director whose removal is sought requests a closed session. Where a closed session is held, the final action of the Board shall be taken in public.

(d) A vacancy on the Board may be filled by a majority vote of the remaining Directors, although less than a quorum. Each Director so elected shall hold office until the next annual meeting of the Corporation.

(e) No reduction of the authorized number of Directors shall have the effect of removing any Director prior to the expiration of the Director's term of office.

**Section 4.7 Oath of Directors**

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

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

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

#### **Section 4.7 Compensation of Directors**

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

#### **Section 4.8 Employees**

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

#### **Section 4.9 Voting**

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

#### **Section 4.10 Quorum**

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

#### **Section 4.11 Rights of Inspection**

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

#### **Section 4.12 Committees**

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

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

**Section 4.13 Validity of Instruments**

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

**ARTICLE 5  
BOARD MEETINGS****Section 5.1 Place of Meeting**

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

**Section 5.2 Annual Meeting**

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

**Section 5.3 Regular Meetings**

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

**Section 5.3 Special Meetings**

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

## **Section 5.4 Meetings Open to the Public**

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

## **Section 5.5 Telecommunications Devices at Meetings**

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

## **Section 5.6 Meeting Agendas**

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

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

## **Section 5.7 Notice of Meeting**

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

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

**Section 5.8 Meeting Minutes**

The Directors of the Corporation shall provide for the taking of written minutes of all its meetings. However, neither a full transcript nor a recording of the meeting shall be required. All minutes shall be available to the public within a reasonable time after the meeting, and shall include at least the following information: (a) All members of the Directors of the Corporation present; (b) All motions, resolutions, orders, or ordinances proposed and their disposition; (c) The results of all votes, and upon the request of a member, the vote of each member, by name. Minutes of any executive sessions held by the Directors of the Corporation under Title 67, Chapter 23 of the Idaho Code may be limited to material, the disclosure of which is not inconsistent with the provisions of section 67-2345, Idaho Code, but must contain sufficient detail to convey the general tenor of the meeting.

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

**Section 5.9 Executive Sessions**

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

**Section 5.9 Consent Agenda**

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

## **Section 5.10 Meeting Conduct and Order of Business**

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

## **Section 5.11 Other Provisions of the Open Meeting Law**

Pursuant to Title 33, Chapter 52 of the Idaho Code, all other provision of Title 67, Chapter 23 of the Idaho Code shall be applicable to meetings called by the Directors of the Corporation in the same manner that a traditional school and the boards of school trustees are subject to those provisions.

## **ARTICLE 6**

### **OFFICERS AND DUTIES**

#### **Section 6.1 Officers**

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

#### **Section 6.2 Chairman of the Board**

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

#### **Section 6.3 Vice Chairman**

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

#### **Section 6.4 Secretary**

(a) The Secretary shall keep or cause to be kept, at the principal office or such other place as the Board may order, a book of minutes of all meetings of the Board and its committees, including the following information about all such meetings: the time and place of holding; whether

regular or special; if special, how authorized; the notice thereof given; the names of those present and absent, and the proceedings thereof. The Secretary shall keep, or cause to be kept, at the principal office in the State of Idaho the original or a copy of the Corporation's Articles of Incorporation and Bylaws, as amended to date, and a register showing the names of all Directors and their respective addresses.

(b) The Secretary shall give, or cause to be given, notice of all meetings of the Board and any committees thereof required by these Bylaws or by law to be given, and shall distribute the minutes of meetings of the Board to all its members promptly after the meetings; shall see that all reports, statements and other documents required by law are properly kept or filed, except to the extent the same are to be kept or filed by the Treasurer; and shall have such other powers and perform such duties as may be prescribed from time to time by the Board.

#### **Section 6.5 Treasurer**

(a) The Treasurer of the Corporation shall keep and maintain, or cause to be kept and maintained, adequate and correct accounts of the properties and transactions of the Corporation, including accounts of its assets, liabilities, receipts and disbursements. The books of account shall at all times be open to inspection by any Board member.

(b) The Treasurer shall deposit, or cause to be deposited, all money and other valuables in the name and to the credit of the Corporation with such depositories as may be designated from time to time by the Board. The Treasurer shall disburse the funds of the Corporation as may be ordered by the Board, and shall render to the Board, upon request, an account of all transactions as Treasurer and of the financial condition of the Corporation. The Treasurer shall present an operating statement and report, since the last preceding regular Board meeting, to the Board at all regular meetings. The Treasurer shall have such other powers and perform such other duties as may be prescribed from time to time by the Board.

#### **Section 6.6 Removal**

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

#### **Section 6.7 Vacancies**

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

### **ARTICLE 7**

#### **CHARTER SCHOOL POLICY**

##### **Section 7.1 Adoption and Amendment of Policies**

The adoption of new policies and the revision and amending of existing policies shall be the sole responsibility of the Board of Directors. All policies shall conform to local, state, and federal

# APPENDIX A

## Articles of Incorporation; Bylaws

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

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

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

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

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

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

### **Section 7.2 Administration in Absence of Policy**

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

His/her decisions, however, shall be subject to review by action of the Board at its next regular meeting. In addition, it shall be the duty of the Superintendent to inform the Board of such action and the need for policy.

### **Section 7.3 Suspension of Policies**

Under circumstances which require a waiver of a policy, the policy may be suspended by a majority vote of the members present. In order to suspend a policy, all Directors must have re-

ceived written notice of the meeting which included a proposal to suspend the policies with an explanation of the purpose of such proposed suspension. If such a proposal is not made in writing in advance of the meeting, the policies may only be suspended by a unanimous vote of all Directors present.

**Section 7.4 Policy Manuals**

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

**Section 7.5 Administrative Procedures**

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

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

**ARTICLE 8****PUBLIC RECORDS REQUESTS****Section 8.1 Records Available to Public**

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

**Section 8.2 Written Records Request Required**

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

**Section 8.3 Copying Fee Schedule**

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

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

(3) The labor associated with locating and copying the records exceeds two (2) hours.

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

### **Section 8.3 Response to Request for Examination of Public Records**

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

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

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

### **Section 8.4 Other Provisions of the Public Writings Law**

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

**ARTICLE 9  
CONFLICTS OF INTEREST****Section 9.1 Direct or Indirect Pecuniary Interests**

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

**Section 9.2 Contracts Involving a Person Related to a Director within the Second Degree**

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

**Section 9.3 Contracts Involving the Spouse of a Director**

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

**Section 9.3 Consideration of Employment Involving a Person Related to a Director or a Director's Spouse within the Second Degree**

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

**ARTICLE 10  
FISCAL AFFAIRS****Section 10.1 Fiscal Year**

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

**ARTICLE 11  
NOTICES****Section 11.1 Manner of Giving Notice**

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

# APPENDIX A

Articles of Incorporation; Bylaws

## **Section 11.2 Waiver**

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

## **ARTICLE 12 DISSOLUTION**

### **Section 12.1 Dissolution**

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

## **ARTICLE 13 AMENDMENTS**

### **Section 13.1 Bylaws**

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

## **CERTIFICATE OF BYLAWS**

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

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

\_\_\_\_\_ (date).