

# Petition for Authorization

Submitted by



## Sage International School (SIS) Board of Directors

Grade Level: K-12

Opening FY20: 2019-2020 School Year

Location: Middleton/North of Caldwell

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

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

## Executive Summary

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

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

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

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

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

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

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

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

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

\* measures yet to be determined

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

## Mission, Vision and Core Values

### **Mission**

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

### **Vision**

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

### **Core Values**

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

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

# Educational Program

## Description of Educational Philosophy, Instructional Practices and Curriculum.

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

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

## About IB World School Authorization

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

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

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

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

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

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

### About the IB World School Education Model

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

### The Four Age-Specific IB Education Programs

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



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

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

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

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

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

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

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

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



IB Middle Years Program for 6th-10th (MYP): The IB Organization explains the MYP as follows: Life in the 21st century places many changing demands on students making the transition through adolescence. They are at a crucial period of personal, social, physical and intellectual development, of uncertainty and of questioning. The MYP is designed to help them find a sense of belonging in the ever-changing and increasingly interrelated world around them and to foster a positive attitude to learning. The MYP is designed for students aged 11 to 16, providing a framework of academic challenge that encourages students to embrace and understand the connections between traditional subjects and the real world, and become critical and reflective thinkers.

The MYP consists of eight subject groups integrated through five areas of interaction that provide a framework for learning within and across the subjects. Students are required to study their mother tongue, a second language, humanities, sciences, mathematics, arts, physical education and technology. In the final year of MYP (10th grade at FORGE), students also engage in a personal project, which allows them to demonstrate the understandings and skills they have developed throughout the MYP.

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

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



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

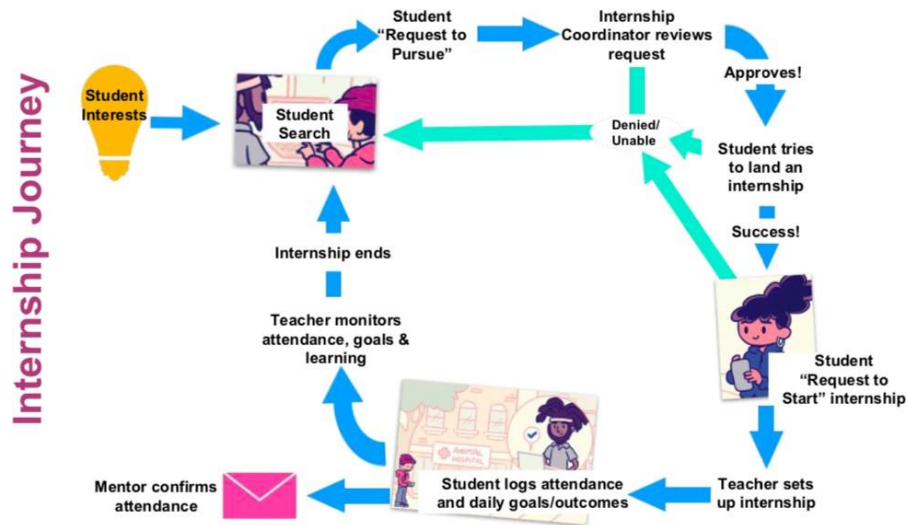
(1) Two DP Courses: For CP students, the requirement to complete two DP courses provides the theoretical underpinning and academic rigor of the CP program;

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

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

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

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



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



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

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



## Workplace Skills Readiness Assessment

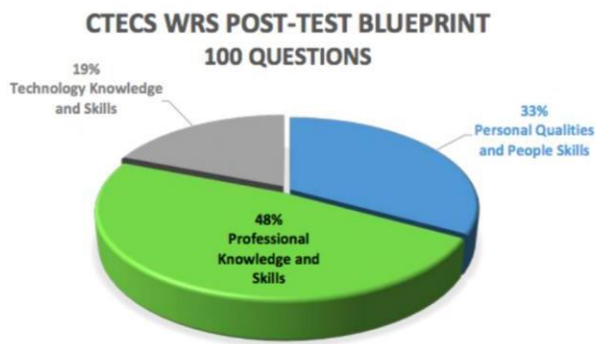
### STATEWIDE RESULTS

Standard of Mastery (cut score): 75%

STUDENTS TESTED: 7,364

MEAN TEST SCORE: 81%

AVERAGE PASS RATE: 79%



### SAGE INTERNATIONAL CP RESULTS

STUDENTS TESTED: 22

MEAN TEST SCORE: 94%

PASS RATE: 100%

NO OTHER SCHOOL IN IDAHO SCORED 94% OR BETTER

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





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

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

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

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

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



### About the IB Learner Profile and IB Learner Attributes

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

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

**Knowledgeable** IB learners explore concepts, ideas and issues that have local and global significance. In so doing, they acquire in-depth knowledge and develop understanding across a broad and balanced range of disciplines.

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

**Communicators** IB learners express ideas and information confidently and creatively in more than one language and in a variety of modes of communication.



They work effectively and willingly in collaboration with others.

**Principled** IB learners act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities. They take responsibility for their own actions and the consequences that accompany them.

**Open-minded** IB Learners understand and appreciate their own cultures and personal histories, and are open to the perspectives, values and traditions of other individuals and communities. They are accustomed to seeking and evaluating a range of points of view and are willing to grow from the experience.

**Caring** IB learners show empathy, compassion and respect towards the needs and feelings of others. They have a personal commitment to service, and act to make a positive difference to the lives of others and to the environment.

**Risk-takers** IB learners approach unfamiliar situations and uncertainty with courage and forethought and have the independence of spirit to explore new roles, ideas and strategies. They are brave and articulate in defending their belief.

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

**Reflective** IB learners give thoughtful consideration to their own learning and experience. They are able to assess and understand their strengths and limitations in order to support their learning and personal development.

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

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

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

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

### Expected Student Outcomes

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

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

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

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

\* measures yet to be determined

Other areas FORGE will measure outcomes will be related to:

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

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

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

This research study may be reviewed in full here:

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

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

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

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

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

Links:

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

Trauma Responsive Schools:

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

### Strategies for Effectively Serving All Students

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

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

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

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

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

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

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

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

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

### Professional Development Plan

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

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

### Types of Professional Development

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

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

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

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

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

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

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

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

\*subject to change depending upon leadership decisions

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

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

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

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

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



## Financial and Facilities Plan

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

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

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



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

### Board Knowledge of Finances

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

### Financial Management and Monitoring Plan

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

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

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

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

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

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

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

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

### Transportation Plan

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

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

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

### Food Service Plan

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

### Description of Facility Needs

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

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

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

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

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

## Board Capacity and Governance Structure

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

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

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

### Description of Governance Structure

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

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

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

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

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

### Founding Board Qualifications

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

### Transition Plan

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

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

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

### Board Training and Recruitment

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

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

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

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

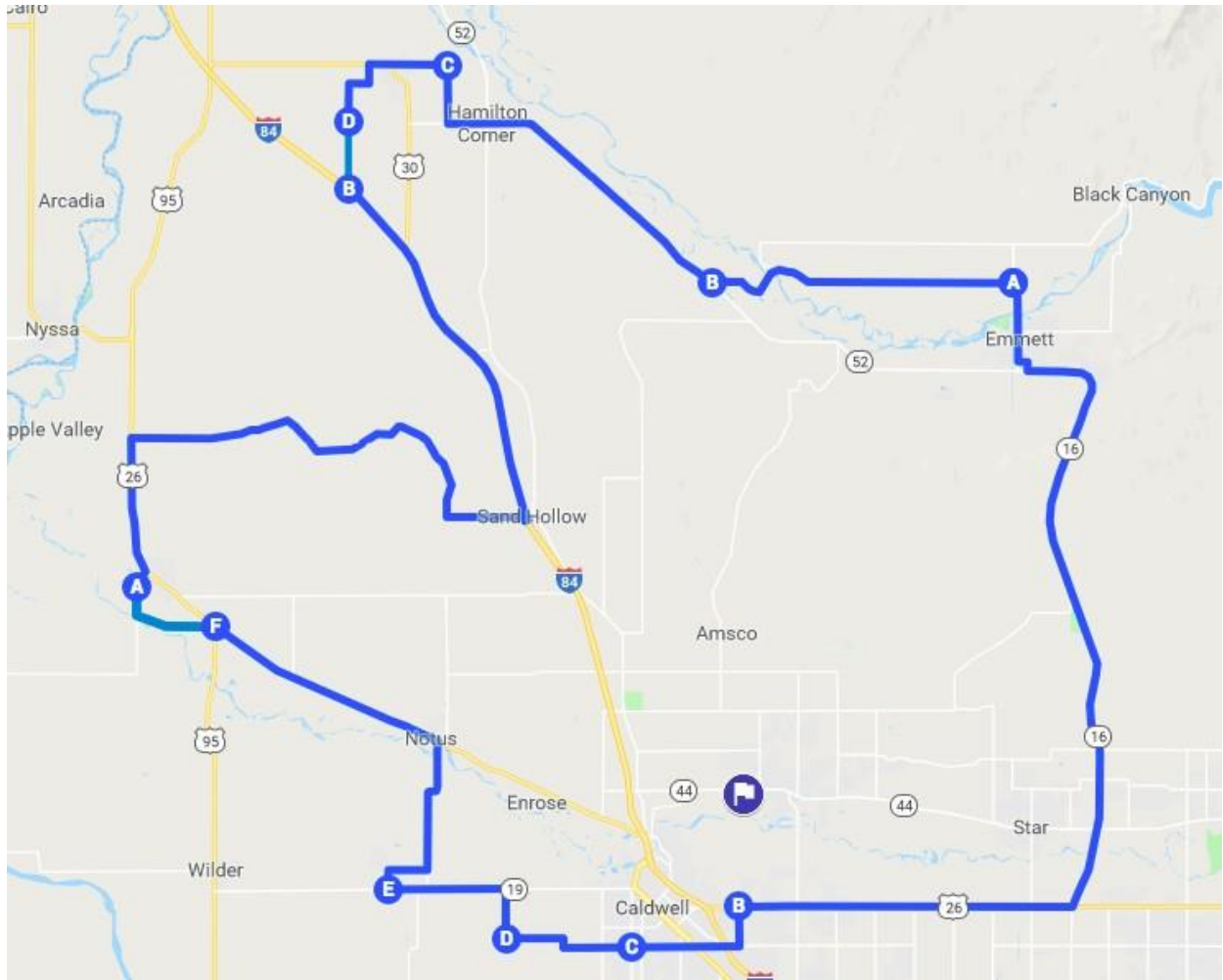
## Student Demand and Primary Attendance Area

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

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

### Primary Attendance Area - Map and Demographics

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



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



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

### Community Need, Demand and Market Interest

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

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

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

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

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



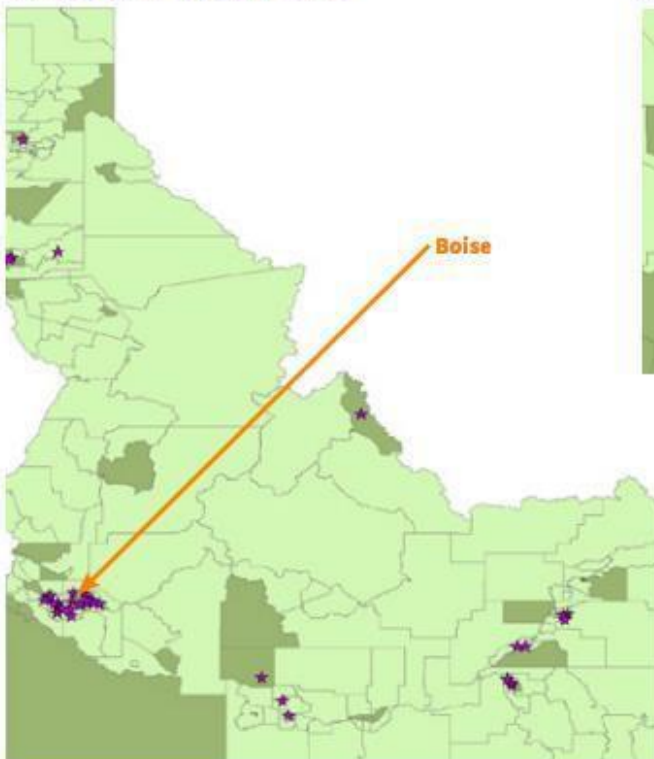
Vision Charter	1149
<b>Total</b>	<b>2726</b>

\*\*Provided by the Idaho Charter School Network

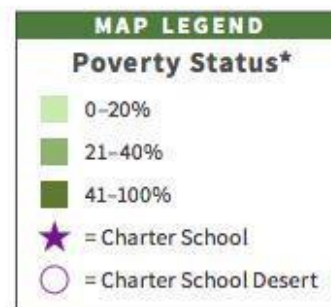
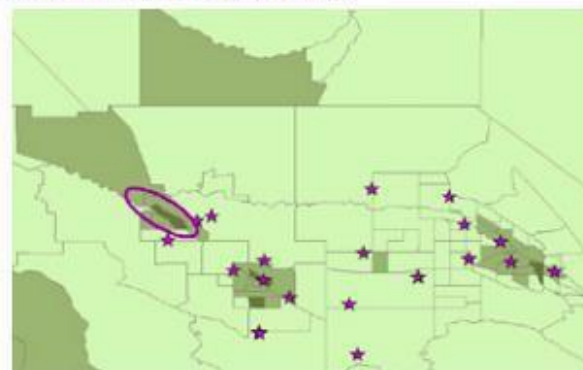
Serving Districts with No School Choice: In addition to serving a portion of the Treasure Valley (downtown Caldwell), FORGE’s primary attendance area will reach into rural districts and communities where little to no school choice exists. FORGE will serve ‘untapped’ communities or markets, including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

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

**Map 1: Overview of charter school deserts in Idaho**



**Map 2: Charter school deserts in the Boise metro area**



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

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

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

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

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

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

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

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

### Community Partnerships and Local Support

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

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

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

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

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

### Strategies for Enrolling Underserved Families

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

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

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

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

Equal Opportunity Statement: All enrollment information shall advise that all prospective students will be given the opportunity to enroll in the public charter school regardless of race, color, national or ethnic origin, religion, gender, social or economic status, or special needs.

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

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

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

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

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

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

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

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

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

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

### Enrollment Capacity and Growth Projection

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

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

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

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

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

## **Enrollment Lottery – Admission Preferences**

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

**Subsequent Enrollment Lotteries:** First Priority: Students returning to FORGE in the second or any subsequent year of operation. Returning students are

automatically enrolled in the appropriate grade and do not need to be selected by lottery. Second Priority: To children of founders and full-time employees, provided that this admission preference shall be limited to not more than (10%). Third Priority: Siblings of pupils already enrolled in FORGE. Fourth Priority: Prospective students residing in FORGE's primary attendance area. Fifth Priority: Prospective students residing outside FOREGE's primary attendance area.

### **Founders' Preference**

Children of Founders will be provided the enrollment lottery preference allowed in Idaho Code. Founders are generally defined as community members who have made material contributions to the establishment of FORGE International School by giving their time, effort, energy and resources to the creation and formation of the charter, including the formation of the school and its policies, mission statement, methods and governance structure. For purposes of the enrollment preferences, Founders shall be defined to include: (1) all members of the SIS Board from the time this Petition was filed through initial enrollment for the FORGE high school (the third school to be established on the FORGE campus – 9<sup>th</sup> grade - initial high school enrollment lottery anticipated to be March 2021); (2) all members of the FORGE Advisory Council from the time this Petition was filed through initial high school enrollment. Additional founders may be added up to the time of initial enrollment for the FORGE high school

The process in which additional Founders are designated will include an application and/or interview with the existing Board of Directors, and a vote by the Board of Directors. These additional "Founders" may be persons, employees, or staff who contribute significantly to the development of the school in ways such as participating as volunteers in the creation and development of the school's physical location, structures, grounds, and general campus, and by other actions, donations and volunteer activities without which the school would not come into existence. These founders will be duly designated upon their contributions at the time the contributions were received, and such designation will be endorsed and ratified by the Board of Directors.

## **Appendix A – Budgets and Facilities Options**

**A1: Financial Summary**

**A2: Pre-Opening Budget**

**A3: Three Year Operating Budget and Break-Even Year 1 Scenario**

**A4: Cash Flow Projection for Initial Operating Year**

**A5: Narrative and Attachments List**

**A6: Facilities Options**

**A7: Sample of Idaho Charter School Network Professional Services Agreement**

**A8: J.A. & Kathryn Albertson Foundation Financial Support**



**Financial Summary - FORGE International, a Sage International School**

Worksheet Instructions: This page will auto-populate as you complete the Pre-Operational and Operational Budget tabs.

<b>Revenue</b>					
Anticipated Enrollment for Each Scenario:		212	227	384	524
	Pre-Operational Budget	Break-Even Year 1 Budget	Full Enrollment Year 1 Budget	Year 2 Budget	Year 3 Budget
School Fees & Charges / Fundraising	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Contributions / Donations (JKAF Grant)	\$245,383.00	\$824,337.00	\$824,337.00	\$457,213.00	\$0.00
Other Local Revenue	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Base Support	\$0.00	\$939,084.00	\$972,097.00	\$1,861,563.00	\$3,011,312.00
Exceptional Child	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Benefit Apportionment	\$0.00	\$119,559.00	\$128,099.00	\$244,743.00	\$395,635.00
Other State Support Total	\$0.00	172,395.00	175,800.00	282,173.00	395,931.00
Kindergaten tuition	\$0.00	57,200.00	\$57,200.00	\$57,200.00	\$57,200.00
Transportation Support	\$0.00	68,250.00	68,250.00	113,750.00	136,500.00
Nutrition Support	\$0.00	40,000.00	40,000.00	45,000.00	50,000.00
Federal Fund (Title IA, IIA, IDEA Part B)	\$0.00	43,817.00	43,817.00	91,974.00	106,141.00
<b>REVENUE TOTAL</b>	<b>\$245,383.00</b>	<b>\$2,264,642.00</b>	<b>\$2,309,600.00</b>	<b>\$3,153,616.00</b>	<b>\$4,152,719.00</b>

**Expenditures**

	Pre-Operational Budget	Break-Even Year 1 Budget	Full Enrollment Year 1 Budget	Year 2 Budget	Year 3 Budget
Staff and Benefit Totals	\$81,744.00	\$1,315,242.00	\$1,336,465.00	\$2,071,108.00	\$2,864,934.00
Educational Program Totals	\$8,000.00	\$132,730.00	\$142,730.00	\$133,330.00	\$124,390.00
Technology Totals	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Capital Outlay Totals	\$3,000.00	\$137,250.00	\$155,000.00	\$82,000.00	\$58,000.00
Board of Directors Totals	\$0.00	\$25,000.00	\$25,000.00	\$37,500.00	\$50,000.00
Facilities Totals	\$60,000.00	\$427,000.00	\$427,000.00	\$450,000.00	\$484,000.00
Transportation/Nutrition Totals	\$0.00	\$145,000.00	\$145,000.00	\$220,000.00	\$260,000.00
Other	\$92,639.00	\$70,000.00	\$70,000.00	\$108,000.00	\$145,000.00
<b>EXPENSE TOTAL</b>	<b>\$245,383.00</b>	<b>\$2,252,222.00</b>	<b>\$2,301,195.00</b>	<b>\$3,101,938.00</b>	<b>\$3,986,324.00</b>

<b>OPERATING INCOME (LOSS)</b>	<b>\$0.00</b>	<b>\$12,420.00</b>	<b>\$8,405.00</b>	<b>\$51,678.00</b>	<b>\$166,395.00</b>
<b>PREVIOUS YEAR CARRYOVER</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$12,420.00</b>	<b>\$64,098.00</b>
<b>NET INCOME (LOSS)</b>	<b>\$0.00</b>	<b>\$12,420.00</b>	<b>\$8,405.00</b>	<b>\$64,098.00</b>	<b>\$230,493.00</b>

Idaho Public Charter School Commission		
Charter Petition: Pre-Operational Budget - FORGE International, a Sage International School		
<p><b>Worksheet Instructions:</b> list revenues, expenditures, and Full-Time Equivalencies (FTE) anticipated during the pre-operational year. Insert rows as necessary throughout the document. Include notes specific to start-up costs (details, sources, etc) in the Assumptions column.</p>		
Pre-Operational Revenue		
Line Item / Account	Budget	Assumptions / Details / Sources
School Fees & Charges / Fundraising		
Contributions / Donations	245,383.00	JKAF Grant Funds
Other Local Revenue		
Base Support		
Exceptional Child		
Benefit Apportionment		
Other State Support Total (details below)		
State Facility funding		
Professional development		
<b>REVENUE TOTAL</b>	<b>\$245,383.00</b>	
<p>Additional Notes or Details regarding Revenue:</p>		

Pre-Operational Expenditures			
Section 1: Staffing			
1a: CERTIFIED STAFF	Budget		Assumptions / Details / Sources
Classroom Teachers	FTE	Amount	
Elementary Teachers			
Secondary Teachers			
Other Teachers (provide assumptions)			
Classroom Teacher Subtotal	0.0	-	Average classroom size: NA during Pre-Opening
Special Education	FTE	Amount	
SPED Director / Coordinator			Title and hours:
Special Education Teacher			
Special Education Subtotal	0.0	-	Anticipated % Special Education Students: NA during Pre-Opening
Other Certified Staff	FTE	Amount	
Administrator	1.0	60,000.00	Title and hours: New School Coordinator / Head of School. Full Time
Assistant Administrator			JKAF Grant is source of funding
Other Certified Staff Subtotal	1.0	60,000.00	
<b>CERTIFIED STAFF TOTAL</b>	<b>1.0</b>	<b>\$60,000.00</b>	
1b: CLASSIFIED STAFF	Budget		Assumptions / Details / Sources
Position	FTE	Amount	
Paraprofessionals- General			
Paraprofessionals- SPED			
Admin / Front Office Staff			
<b>CLASSIFIED STAFF TOTAL</b>	<b>0.0</b>	<b>\$0.00</b>	
1c: BENEFITS	Budget		Assumptions / Details / Sources
Type	Rate	Amount	
PERSI		6,792.00	New School Coordinator benefits.
Workers comp		42.00	JKAF Grant is source of funding.
FICA/medicare		4,590.00	
Group insurance		9,800.00	
Paid time off (provide assumptions)		720.00	
<b>BENEFITS TOTAL</b>		<b>\$21,744.00</b>	
<b>CERTIFIED &amp; CLASSIFIED STAFF TOTAL</b>		<b>\$60,000.00</b>	
<b>TOTAL STAFF &amp; BENEFITS TOTAL</b>		<b>\$81,744.00</b>	

<b>Section 2: Educational Program</b>		
<b>2a: OVERALL EDUCATION PROGRAM COSTS</b>	<b>Budget</b>	<b>Assumptions / Details / Sources</b>
Professional Development	8,000.00	JKAF Grant is Source of Funding; training for New School Coordinator
SPED Contract Services		Types of anticipated SPED Contractors:
Other Contract Services (provide assumptions)		
<b>OVERALL EDUCATION PROGRAM TOTAL</b>	<b>\$8,000.00</b>	
<b>2b: ELEMENTARY PROGRAM</b>	<b>Budget</b>	<b>Assumptions / Details / Sources</b>
Elementary Supplies Total (details below)		
Curriculum / text books		
Other supplies (provide assumptions)		
Elementary Contract Services (provide assumptions)		Types of anticipated Contractors:
<b>ELEMENTARY PROGRAM TOTAL</b>	<b>\$0.00</b>	
<b>2c: SECONDARY PROGRAM</b>	<b>Budget</b>	<b>Assumptions / Details / Sources</b>
Secondary Supplies Total (details below)		
Curriculum / text books		
Other supplies (provide assumptions)		
Secondary Contract Services (provide assumptions)		Types of anticipated Contractors:
<b>SECONDARY PROGRAM TOTAL</b>	<b>\$0.00</b>	
<b>Additional Notes or Details regarding Educational Program Expenditures:</b>		
<b>EDUCATIONAL PROGRAM TOTAL</b>	<b>\$8,000.00</b>	

**Section 3: Technology**

Line Item / Account	Budget	Assumptions / Details / Sources
Contract Services Total (details below)		The New School Coordinator will work from SIS's Central Office at the East Boise Campus where needed to
Internet		Technology hardware expenses are accounted for in Section 4 below.
Other Contract Services (provide assumptions)		
Technology fees & licenses		
<b>TECHNOLOGY TOTAL</b>	<b>\$0.00</b>	

technology services already exist.

Additional Notes or Details regarding Technology Expenditures:

**Section 4: Non-Facilities Capital Outlay**

Line Item / Account	Budget	Assumptions / Details / Sources
Educational Pgm Cap. Outlay Total(details below)		IKAF Grant is source of funding
Furniture (provide assumptions)	1,000.00	Office Furniture for New School Coordinator
Other Outlay (provide assumptions)		
Technology Capital Outlay Total (details below)		
Computers for staff use	2,000.00	Computer for New School Coordinator. Will use East Boise Campus internet/phones
Computers for staff use		
Other Technology (provide assumptions)		
Other Capital Outlay (provide assumptions)		
<b>CAPITAL OUTLAY TOTAL</b>	<b>3,000.00</b>	

Additional Notes or Details regarding Non-Facilities Capital Outlay Expenditures:

Section 5: Board of Directors		
Line Item / Account	Budget	Assumptions / Details / Sources
Board Training		
Legal		
Audit		
<b>BOARD OF DIRECTORS TOTAL</b>	<b>\$0.00</b>	
Additional Notes or Details regarding Board of Directors Expenditures:		

Section 6: Facilities Details (consistent with facilities template)		
Line Item / Account	Budget	Assumptions / Details / Sources
Construction / Remodeling (if applicable)	25,000.00	JKAF Grant is source of funds.
Legal	35,000.00	Sage International anticipates incurring Architect and Legal fees as the second school facility is designed and as Sage negotiates a Lease Purchase Agreement regarding the facility.
Mortgage or Lease (provide assumptions)		
Repairs and Maintenance		
Utilities Total (details below)		
Gas		
Electric		
Other Utilities (provide assumptions)		
<b>FACILITIES TOTAL</b>	<b>\$60,000.00</b>	
Additional Notes or Details regarding Facilities Expenditures:		

Section 7: Transportation/Nutrition		
Line Item / Account	Budget	Assumptions / Details / Sources
Daily Transportation		
Special transportation (SPED, field trips, etc.)		
Nutrition Services (in-house or contracted)		
Other Contract Services (provide assumptions)		
<b>TRANSPORTATION TOTAL</b>	<b>\$0.00</b>	
Additional Notes or Details regarding Transportation Expenditures:		

Section 8: Other Expenditures (if applicable)		
Line Item / Account	Budget	Assumptions / Details / Sources
Contracted - Sage - Boise Campus Staff Support	80,639.00	JKAF Grant is source of funding. See Note below.
Advertising	10,000.00	
Postage/Miscellaneous supply	2,000.00	
<b>OTHER TOTAL</b>	<b>\$92,639.00</b>	
Additional Notes or Details regarding Transportation Expenditures: During Pre-Opening, rather than hiring additional employees, the second campus will contract with Sage employees at the East Boise Campus to access needed expertise. The \$80,000 budget provides the following level of expert services: 10% of Executive Director; 10% of Business Manager; 10% of Registrar; 10% of Human Resources Director; 10% of IT Director; 10% of Sped Director. Also includes funding (\$15,000) to contract with CFO/Financial Expert services through the ICSN (Marc Carignon).		



Idaho Public Charter School Commission Charter Petition: Operational Budgets - FORGE International, a Sage International School					
Worksheet Instructions: list revenues, expenditures, and Full-Time Equivalencies (FTE) anticipated during the pre-operational year. Insert rows as necessary through the document. Include notes specific to start-up costs (details, sources, etc) in the Assumptions column.					
Operational Revenue					
Anticipated Enrollment for Each Scenario:					
Line Item / Account	212	227	384	524	Assumptions / Details / Sources
	Break-Even Year 1 Budget	Full Enrollment Year 1 Budget	Year 2 Budget	Year 3 Budget	
	2019-2020	2019-2020	2020-2021	2021-2022	
School Fees & Charges / Fundraising					
Contributions / Donations	824,831.00	824,257.00	457,213.00		
Other Local Revenue					Assumptions are based on our experience operating the East Boise Campus for eight years
Base Support	925,064.00	972,187.00	1,261,262.00	1,011,172.00	Assumptions are based on our experience operating the East Boise Campus for eight years
Exceptional Child					Assumptions are based on our experience operating the East Boise Campus for eight years
Benefit Apportionment	119,559.00	128,099.00	284,784.00	395,635.00	Assumptions are based on our experience operating the East Boise Campus for eight years
Kindergarten (full-day) tuition	57,200.00	57,200.00	57,200.00	57,200.00	Assumptions are based on our experience operating the East Boise Campus for eight years
Transportation Reimbursement (65%)	68,250.00	68,250.00	113,750.00	136,500.00	Assumptions are based on our experience operating the East Boise Campus for eight years
Food Service Support (85%)	40,000.00	40,000.00	45,000.00	50,000.00	Assumptions are based on our experience operating the East Boise Campus for eight years
Other State Support Total (details below)					Assumptions are based on our experience operating the East Boise Campus for eight years
State Facility Funding	78,440.00	79,450.00	134,440.00	175,540.00	\$350 per student (conservative assumption)
Classroom Tech	30,196.00	30,896.00	38,432.00	45,152.00	
Instructional Management System	1,976.00	2,092.00	3,910.00	6,150.00	
IT Staffing	5,000.00	5,000.00	5,000.00	10,000.00	
Leadership Premiums/Benefits	14,357.00	15,168.00	25,281.00	36,405.00	
Lottery Facility Funding			23,593.00	32,195.00	
Math and Science				29,400.00	
Gifted/Talented	5,000.00	3,381.00	3,645.00	3,880.00	
Professional Development	25,980.00	25,980.00	32,680.00	38,780.00	
Safe & Drug Free	4,646.00	4,833.00	6,792.00	8,539.00	
Strategic Planning	4,000.00	4,000.00	4,000.00	4,000.00	
College & Career Advisors	5,000.00	5,000.00	5,000.00	5,880.00	
Title I - Federal	13,393.00	13,393.00	29,146.00	33,689.00	
Title IA - Federal	5,000.00	5,000.00	7,500.00	8,500.00	
IDEA Part B - Federal	25,425.00	25,425.00	55,328.00	63,962.00	
<b>REVENUE TOTAL</b>	<b>2,264,642.00</b>	<b>2,309,600.00</b>	<b>3,153,616.00</b>	<b>4,152,719.00</b>	
Additional Notes or Details regarding Revenue: Estimated support units used for Base Support calculations =					

Sage also used a budgeting spreadsheet created by the financial experts at BLUUM (Marc Carignon) to verify/cross check revenue and cost assumptions

Operational Expenditures									
Section 1: Staffing									
1a: CERTIFIED STAFF	Break-Even Year 1 Budget		Full Enrollment Year 1 Budget		Year 2 Budget		Year 3 Budget		Assumptions / Details / Sources
	FTE	Amount	FTE	Amount	FTE	Amount	FTE	Amount	
<b>Classroom Teachers</b>									
Elementary Teachers	10.0	471,955.00	10.5	487,733.00	17.00	820,233.00	16.00	842,544.00	Year 1: 10 classroom teachers and 4 additional (language, PE, Art, SpEd)
Secondary Teachers	4.0	186,846.00	4.0	186,846.00	8.00	373,292.00	20.00	934,231.00	Year 1 are all elementary teachers.
Other Teachers (provide assumptions)									
Classroom Teacher Subtotal	14.00	658,801.00	14.50	674,509.00	25.00	1,194,225.00	26.00	1,776,775.00	Average classroom size: 22 in Kinder, 33 and 24 in 3rd; 24 in 4th 25 in 5th
<b>Special Education</b>									
SPED Director / Coordinator									see line 163 - Central Office Contract - FORGET
Special Education Teacher									Accounted for in line 41 Above
Special Education Subtotal	0.00	-	0.00	-	0.00	-	0.00	-	Anticipated % Special Education Students: 7%
<b>Other Certified Staff</b>									
Administrator(s)	1.0	60,000.00	1.0	60,000.00	1.00	61,800.00	2.00	125,654.00	title and hours: Principal / Head of School - Full Time
Support Services Staff	3.0	122,974.00	3.0	122,974.00	3.00	138,915.00	3.00	124,500.00	Support Services Staff = Nurse, ELL, Counselor
Other Certified Staff Subtotal	4.00	182,974.00	4.00	182,974.00	4.00	198,715.00	5.00	268,154.00	
<b>CERTIFIED STAFF TOTAL</b>	<b>18.00</b>	<b>\$841,776.00</b>	<b>18.50</b>	<b>\$857,543.00</b>	<b>29.00</b>	<b>\$1,392,900.00</b>	<b>41.00</b>	<b>\$2,044,929.00</b>	
<b>1b: CLASSIFIED STAFF</b>									
<b>Position</b>	<b>FTE</b>	<b>Amount</b>	<b>FTE</b>	<b>Amount</b>	<b>FTE</b>	<b>Amount</b>	<b>FTE</b>	<b>Amount</b>	<b>Assumptions / Details / Sources</b>
Paraprofessionals - General	1.0	13,920.00	1.0	13,920.00	1.00	14,338.00	1.00	14,768.00	
Paraprofessionals - SPED	1.0	13,920.00	1.0	13,920.00	1.00	14,338.00	1.00	14,768.00	
IT	1.0	20,000.00	1.0	20,000.00	1.00	20,000.00	1.00	21,218.00	With contract with East Boise IT Director for times
SPED Aid	1.0	35,000.00	1.0	35,000.00	1.00	36,500.00	1.00	37,132.00	services - see Section 8 below
Reception	1.0	20,000.00	1.0	20,000.00	1.00	20,000.00	1.00	21,218.00	
Janitorial	1.0	20,000.00	1.0	20,000.00	1.00	20,000.00	1.00	21,218.00	
Admin / Front Office Staff	1.0	15,500.00	1.0	15,500.00	1.00	15,965.00	1.00	16,444.00	
<b>CLASSIFIED STAFF TOTAL</b>	<b>6.00</b>	<b>\$123,340.00</b>	<b>6.00</b>	<b>\$123,340.00</b>	<b>6.00</b>	<b>\$127,251.00</b>	<b>6.00</b>	<b>\$131,330.00</b>	
<b>1c: BENEFITS</b>									
<b>Type</b>	<b>Rate</b>	<b>Amount</b>	<b>Rate</b>	<b>Amount</b>	<b>Rate</b>	<b>Amount</b>	<b>Rate</b>	<b>Amount</b>	<b>Assumptions / Details / Sources</b>
PERSI	11.32%	105,615.00	11.32%	111,037.00	11.32%	172,086.00	11.32%	246,352.00	Based on 8 years experience running East Boise Campus
Workers comp	0.07%	6,760.00	0.07%	6,900.00	0.07%	1,064.00	0.07%	1,523.00	
FICA/Medicare	7.65%	72,812.00	7.65%	75,017.00	7.65%	116,295.00	7.65%	166,484.00	
Group Insurance	15.00%	128,915.00	15.00%	127,184.00	15.00%	242,201.00	15.00%	248,011.00	
Paid time off (provide assumptions)	1.20%	11,082.00	1.20%	11,777.00	1.20%	18,242.00	1.20%	26,115.00	
<b>BENEFITS TOTAL</b>		<b>\$350,124.00</b>		<b>\$355,582.00</b>		<b>\$550,917.00</b>		<b>\$688,675.00</b>	
<b>CERTIFIED &amp; CLASSIFIED STAFF TOTAL</b>		<b>\$965,118.00</b>		<b>\$980,883.00</b>		<b>\$1,520,191.00</b>		<b>\$2,176,259.00</b>	
<b>TOTAL STAFF &amp; BENEFITS TOTAL</b>		<b>\$1,315,242.00</b>		<b>\$1,336,465.00</b>		<b>\$2,071,108.00</b>		<b>\$2,864,934.00</b>	

Section 2: Educational Program					
2a: OVERALL EDUCATION PROGRAM COSTS	Break-Even Year 1 Budget	Full Enrollment Year 1 Budget	Year 2 Budget	Year 3 Budget	Assumptions / Details / Sources
Professional Development	25,980.00	25,980.00	\$2,080.00	38,790.00	
New Teachers 1 week early (training)	22,000.00	24,000.00	20,000.00	15,000.00	JCAT Grant supports an additional week for new staff
Leadership Premiums	12,750.00	17,500.00	11,250.00	30,500.00	
SPED Contract Services					Types of anticipated SPED Contractors:
Other Contract Services (provide assumptions)					
<b>OVERALL EDUCATION PROGRAM TOTAL</b>	<b>\$60,730.00</b>	<b>\$62,730.00</b>	<b>\$73,330.00</b>	<b>\$84,390.00</b>	

2b: ELEMENTARY PROGRAM	Break-Even Year 1 Budget	Full Enrollment Year 1 Budget	Year 2 Budget	Year 3 Budget	Assumptions / Details / Sources
Elementary Supplies Total (details below)					
Curriculum / Text books	72,000.00	80,000.00			\$7,000 per elementary classroom
Other supplies (provide assumptions)					
Elementary Contract Services (provide assumptions)					Types of anticipated Contractors:
<b>ELEMENTARY PROGRAM TOTAL</b>	<b>72,000.00</b>	<b>80,000.00</b>			

2c: SECONDARY PROGRAM	Break-Even Year 1 Budget	Full Enrollment Year 1 Budget	Year 2 Budget	Year 3 Budget	Assumptions / Details / Sources
Secondary Supplies Total (details below)					
Curriculum / text books			60,000.00	40,000.00	
Other supplies (provide assumptions)					
Secondary Contract Services (provide assumptions)					Types of anticipated Contractors:
<b>SECONDARY PROGRAM TOTAL</b>			<b>60,000.00</b>	<b>40,000.00</b>	

Additional Notes or Details regarding Educational Program Expenditures: FORGE will add middle school in Year 2 and High School in Year 3. FORGE will complete high school curriculum purchases in Year 4. Curriculum cost estimates are based on our per-student expenditures at SIS's Boise Campus.

<b>EDUCATIONAL PROGRAM TOTAL</b>	<b>\$132,730.00</b>	<b>\$142,730.00</b>	<b>\$133,330.00</b>	<b>\$124,390.00</b>	
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Section 3: Technology					
Line Item / Account	Break-Even Year 1 Budget	Full Enrollment Year 1 Budget	Year 2 Budget	Year 3 Budget	Assumptions / Details / Sources
Contract Services Total (details below)					See Section 4 below
Internet					
Other Contract Services (provide assumptions)					
Technology Fees & Licenses					
<b>TECHNOLOGY TOTAL</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	
Additional Notes or Details regarding Technology Expenditures: See Section 4 below (these costs are in 'other technology').					

Section 4: Non-Facilities Capital Outlay					
Line Item / Account	Break-Even Year 1 Budget	Full Enrollment Year 1 Budget	Year 2 Budget	Year 3 Budget	Assumptions / Details / Sources
Educational Pgm Cap. Outlay Total (details below)					
Furniture (provide assumptions)	85,000.00	100,000.00	45,000.00	40,000.00	
Other Outlay (provide assumptions)					
Technology Capital Outlay Total (details below)	9,500.00	10,000.00	7,000.00	3,000.00	Teacher computers (1 less for break even)
Computers for staff use					
Other Technology (provide assumptions)	42,750.00	45,000.00	30,000.00	15,000.00	
Other Capital Outlay (provide assumptions)					
<b>CAPITAL OUTLAY TOTAL</b>	<b>137,250.00</b>	<b>155,000.00</b>	<b>82,000.00</b>	<b>58,000.00</b>	
Additional Notes or Details regarding Non-Facilities Capital Outlay Expenditures: 'Other technology' includes internet/phone services and classroom/student computers (chromebooks).					

Section 5: Board of Directors					
Line Item / Account	Break-Even Year 1 Budget	Full Enrollment Year 1 Budget	Year 2 Budget	Year 3 Budget	Assumptions / Details / Sources
Board Training	4,000.00	4,000.00	4,000.00	4,000.00	
Legal					
Audit	7,000.00	7,000.00	7,000.00	7,000.00	
IB Fee	11,000.00	11,000.00	22,000.00	33,000.00	Year 1 = IB fees for Primary Years Program AUTH
Authorization Fee	3,000.00	3,000.00	4,500.00	6,000.00	Year 2 = PYP and Middle Years Program fees; Year 3 = PYP, MYP and Career Program authorization fees
<b>BOARD OF DIRECTORS TOTALS</b>	<b>25,000.00</b>	<b>25,000.00</b>	<b>37,500.00</b>	<b>50,000.00</b>	
Additional Notes or Details regarding Board of Directors Expenditures: I					

Section 6: Facilities Details (consistent with facilities template)					
Line Item / Account	Break-Even Year 1 Budget	Full Enrollment Year 1 Budget	Year 2 Budget	Year 3 Budget	Assumptions / Details / Sources
Construction / Remodeling (if applicable)					Building Hope to build/own school with Sage as tenant
Mortgage or Lease (provide assumptions)	350,000.00	350,000.00	350,000.00	375,000.00	Estimated full service lease cost - no lease/contract yet.
Repairs and Maintenance					
Janitorial	20,000.00	20,000.00	20,000.00	20,000.00	
Utilities - Total (details below)	40,000.00	40,000.00	60,000.00	60,000.00	Could be wrapped into lease rate above - est based on East Boise Campus
Gas					
Electric					
Internet/Phone	2,000.00	2,000.00	2,000.00	2,000.00	See Other Technology in Section 4
Other Utilities (provide assumptions)	15,000.00	15,000.00	18,000.00	22,000.00	Est based on East Boise Campus
Liability Insurance					
<b>FACILITIES TOTAL</b>	<b>427,000.00</b>	<b>427,000.00</b>	<b>450,000.00</b>	<b>484,000.00</b>	
Additional Notes or Details regarding Facilities Expenditures:					

Section 7: Transportation/Nutrition					
Line Item / Account	Break-Even Year 1 Budget	Full Enrollment Year 1 Budget	Year 2 Budget	Year 3 Budget	Assumptions / Details / Sources
Daily Transportation	105,000	105,000	175,000	210,000	Year 1 = 3 routes; Year 2 = 4 routes; Year 3 = 5 routes. Cost estimates based on East Boise Campus experience.
Special Transportation (SPED, field trips, etc.)					
Nutrition Services (in-house or contracted)	40,000.00	40,000.00	45,000.00	50,000.00	
Other contract services (provide assumptions)					
<b>TRANSPORTATION TOTAL</b>	<b>\$145,000.00</b>	<b>\$145,000.00</b>	<b>\$220,000.00</b>	<b>\$260,000.00</b>	
Additional Notes or Details regarding Transportation Expenditures: Assumes 65% reimbursement rate - 3 routes Year 1, 4 routes Year 2, 5 routes Year 3.					

Section 8: Other Expenditures (if applicable)					
Line Item / Account	Break-Even Year 1 Budget	Full Enrollment Year 1 Budget	Year 2 Budget	Year 3 Budget	Assumptions / Details / Sources
Advertising	10,000.00	10,000.00	5,000.00	5,000.00	
Central Office Allocation - Contracted	60,000.00	60,000.00	103,000.00	140,000.00	
<b>OTHER TOTAL</b>	<b>\$70,000.00</b>	<b>\$70,000.00</b>	<b>\$108,000.00</b>	<b>\$145,000.00</b>	
Additional Notes or Details regarding Other Expenditures: The new campus will contract with Sage employees/leaders at the East Boise Campus to obtain needed expertise during startup and operation. This contracted expertise includes: Year 1: 15% of Executive Director; 1% of Business Manager; 10% of Registrar; 15% of Human Resources Director; 10% of IT Director; 10% of Sped Director. Also includes funding (\$15,000) to contract with CFO/Financial Experts services through the ICSN (Marc Carignon). Year 2: 10% of Executive Director; 10% of Business Manager; 10% of Registrar; 10% of Human Resources Director; 15% of IT Director; 10% of Sped Director. Also includes funding (\$15,000) to contract with CFO/Financial Experts services through the ICSN (Marc Carignon). Year 3: 15% of Executive Director; 15% of Business Manager; 10% of Registrar; 10% of Human					

Idaho Public Charter School Commission														
Cash Flow Operational Year 1														
	Year 1 Budgeted	JUL	AUG	SEPT	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUNE	Total
<b>Student Enrollment Capacity</b>	<b>219</b>													
<b>Revenue</b>														
Base Support	93908	243024	291629			148750			148750			106931		\$929,084.00
Benefit Apportionment	119555	32025	38430			17507			17507			14090		\$119,559.00
Facilities	71020										71020			\$71,020.00
Contribution/Donations	82433	824337												\$824,337.00
Kinder Tuition	57200	5720		5720	5720	5720	5720	5720	5720	5720	5720	5720		\$57,200.00
Transportation	68255	17063	20475			11602			11602				7508	\$68,250.00
Nutrition	40000	10000							10000			10000	10000	\$40,000.00
Exceptional Child														\$0.00
Federal Programs	4381				9756			9757			10954		10954	\$41,422.00
Other State Funds	93955						3381	36540	22083	7141	5589	20866	750	\$96,350.00
Local Revenue														\$0.00
<b>Total Revenue</b>	<b>\$2,257,222.00</b>	<b>\$1,132,169.00</b>	<b>\$350,534.00</b>	<b>\$5,720.00</b>	<b>\$15,476.00</b>	<b>\$183,579.00</b>	<b>\$9,101.00</b>	<b>\$52,017.00</b>	<b>\$215,662.00</b>	<b>\$12,861.00</b>	<b>\$93,283.00</b>	<b>\$165,115.00</b>	<b>\$21,705.00</b>	<b>\$2,257,222.00</b>
<b>Expenditures</b>														
Salaries and Benefits	-131524	-109603	-109603	-109603	-109603	-109603	-109603	-109604	-109604	-109604	-109604	-109604	-109604	(\$1,315,242.00)
Education Program	-132730	-104000		-9657					-9657			-9416		(\$132,730.00)
Technology Totals														\$0.00
Capital Outlay Totals	-137355	-100000		-15000				-15000		-7250				(\$137,250.00)
Board of Directors	-25000		-11000			-2500			3000		1500		-7000	(\$25,000.00)
Facilities	-427000	-35583	-35583	-35583	-35583	-35583	-35583	-35583	-35583	-35584	-35584	-35584	-35584	(\$427,000.00)
Transportation	-105000	-8289	-8289	-11053	-11053	-11053	-8289	-8289	-8289	-8289	-11054	-11053	-8289	(\$105,000.00)
Nutrition	-40000	-4000		-3272	-3272	-3272	-3272	-3272	-3272	-3272	-3272	-3272	-3272	(\$40,000.00)
Other	-7000		-10000	-6528	-6528	-6528	-3888	6528	-6528	-6528	-6528	-6528	-3888	(\$70,000.00)
<b>Total Expenditures</b>	<b>(\$2,252,222.00)</b>	<b>(\$353,186.00)</b>	<b>(\$177,755.00)</b>	<b>(\$190,696.00)</b>	<b>(\$166,039.00)</b>	<b>(\$168,539.00)</b>	<b>(\$160,635.00)</b>	<b>(\$178,276.00)</b>	<b>(\$175,933.00)</b>	<b>(\$170,527.00)</b>	<b>(\$167,542.00)</b>	<b>(\$175,457.00)</b>	<b>(\$167,637.00)</b>	<b>(\$2,252,222.00)</b>
<b>Cash Flow</b>														
Operational Cash Flow	\$5,000.00	\$778,983.00	\$172,779.00	(\$184,976.00)	(\$150,563.00)	\$15,040.00	(\$151,534.00)	(\$126,259.00)	\$39,729.00	(\$157,666.00)	(\$74,259.00)	(\$10,342.00)	(\$145,932.00)	\$5,000.00
Cash on Hand														
<b>Cash End of Period</b>	<b>\$5,000.00</b>	<b>\$778,983.00</b>	<b>\$951,762.00</b>	<b>\$766,786.00</b>	<b>\$616,223.00</b>	<b>\$631,263.00</b>	<b>\$479,729.00</b>	<b>\$353,470.00</b>	<b>\$393,199.00</b>	<b>\$235,533.00</b>	<b>\$161,274.00</b>	<b>\$150,932.00</b>	<b>\$5,000.00</b>	<b>\$5,000.00</b>







June 7, 2018

Idaho Public Charter School Commission  
650 W. State Street, Suite 307  
Boise, ID 83720

Re: Status of Forge Facility Project

Dear Commissioners and Staff,

This letter serves as a project status update for the Forge facility project. Currently, Building Hope is working with the Board of Forge to begin the process of evaluating, designing and securing a permanent facility for the school in Middleton, Idaho. A 10-acre parcel has been identified and negotiated for purchase. Estimated total project cost is \$8,500,000 for 40,000 square feet, which includes predevelopment, financing, design, and construction expenses. The following is a timeline of events for the project:

Closing of Financing: September 2018  
Start of Construction: October 2018  
Construction Completion: July 31, 2018  
Start of School: August 2019

Building Hope is excited to partner with Forge in bringing another high-quality facility to Idaho. If you have any questions regarding the Forge project or our facility process, please feel free to reach out to me at any time.

Kind Regards,

Jennifer Barbeau  
Director, Finance and Operations  
Real Estate Development  
(208) 407-6956  
[jbarbeau@bhope.org](mailto:jbarbeau@bhope.org)  
[www.buildinghope.org](http://www.buildinghope.org)

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AGREEMENT  
for  
Back Office Support Services

between

\_\_\_\_\_  
and  
IDAHO CHARTER SCHOOL NETWORK

This Agreement is made and entered into between the Idaho Charter School Network (“NETWORK”) and \_\_\_\_\_ (“SCHOOL”) this \_\_\_\_\_ day of \_\_\_\_\_, 20\_\_\_\_.

In consideration of the mutual promises herein contained, the SCHOOL and NETWORK agree as follows:

1. SCOPE OF SERVICES

During the term of this Agreement, NETWORK shall furnish to SCHOOL the services identified on Exhibit A. Such services shall be performed by individuals as employees or independent contractors of NETWORK and not as employees of the SCHOOL.

2. TERM

The Agreement shall commence on July 1, \_\_\_\_\_ and shall end on June 30, \_\_\_\_\_. NETWORK will perform services with due and reasonable diligence consistent with sound professional practices. Any services identified by Task Order are expected to be completed by NETWORK, even if after June 30, \_\_\_\_\_.

3. COSTS

**3.1 Basic Services.** As compensation for Basic Services to be performed by NETWORK, the SCHOOL will pay NETWORK for services as selected in the attached scope of work document, **Attachment “A”**.

**3.2 Additional Services.** The NETWORK shall not take any action hereunder which could cause the amount for which SCHOOL would be obligated to NETWORK to exceed the costs defined herein. However, this sum may be increased or decreased from time to time by the NETWORK if Additional Services are required or the scope of work is adjusted for any reason, through an Addendum to this Agreement.

**3.3 Reimbursable Expenses.** The SCHOOL shall pay for items specifically agreed upon as Reimbursable Expenses.

- 3.4 Invoices and Payment. NETWORK will submit invoices on a monthly basis. SCHOOL will make payment within 30 calendar days of the invoice date. NETWORK shall keep accurate records of services rendered and expenses incurred, and provide detailed invoices to SCHOOL.
- 3.5 Interest. If payment is not received by the NETWORK within 30 calendar days of the invoice date, SCHOOL shall pay interest at a rate of 1.5% of the past due amount per month.
- 3.6 Suspension of Services. If the SCHOOL fails to make payments when due without a good faith reason, the NETWORK may suspend performance of services until payment is received. The NETWORK shall have no liability to the SCHOOL for any costs or damages as a result of such suspension.

#### 4. OWNERSHIP OF INFORMATION

All deliverables resulting from this Agreement, including hard and digital copies of information, data, graphics, exhibits and other documents, are the property of the SCHOOL. The NETWORK shall not reuse or modify said deliverables without the SCHOOL'S written permission.

#### 5. TERMINATION

The SCHOOL and NETWORK may terminate this Agreement by giving thirty (30) days written notice thereof. If terminated by SCHOOL, NETWORK shall be paid by the SCHOOL for the portion of the work completed prior to termination. If terminated by NETWORK, SCHOOL shall be reimbursed by the NETWORK for any costs associated with finding a replacement for the NETWORK.

#### 6. MODIFICATIONS

The SCHOOL may request to modify this Agreement at any time and the SCHOOL and NETWORK shall agree to an equitable adjustment in cost and schedule.

#### 7. DISPUTE RESOLUTION

Should a dispute arise, SCHOOL and NETWORK agree to negotiate all disputes between them in good faith for a period of thirty (30) calendar days from the date the dispute is raised in writing by either the SCHOOL or NETWORK. If the parties fail to resolve the dispute through negotiation, then prior to litigation the dispute shall be decided through non-binding mediation or other mutually agreed alternative dispute resolution technique, the fees and expenses of which shall be split equally. This Agreement shall be governed by the laws of the State of Idaho.

#### 8. INDEMNIFICATION

The SCHOOL agrees to indemnify and hold the NETWORK, its affiliates, subsidiaries, assignees, and licensees harmless from and against any losses, costs, expenses (including reasonable attorney's fees), judgments, settlements, and damages resulting from any claim or action arising out of Firm's breach of any of the above representations and warranties, or arising from any injury to person or property caused by any Services or Deliverables provided by NETWORK under this Agreement.

NETWORK agrees to indemnify and hold the SCHOOL, its affiliates, subsidiaries, assignees, and licensees harmless from and against any losses, costs, expenses (including reasonable attorney's fees), judgments, settlements, and damages resulting from any claim or action arising from any injury to person or property caused by willful action on the part of the NETWORK during the course of this Agreement.

9. SUSPENSION OF SERVICES

If the SCHOOL suspends services of the NETWORK for any reason for more than thirty (30) days, the SCHOOL and the NETWORK shall agree to an equitable adjustment in cost and schedule.

10. INSURANCE

NETWORK shall procure and maintain insurance as set forth below. NETWORK shall cause SCHOOL to be listed as an additional insured on any applicable general liability insurance policy carried by NETWORK.

Workers' Compensation	Statutory
Employer's Liability	
Each Accident	\$100,000
Disease, policy limit	\$500,000
Disease, each employee	\$100,000
General Liability	
Each occurrence (Bodily Injury and Property Damage)	\$1,000,000
General Aggregate	\$2,000,000
Automobile Liability	
Combined Single Limit (Bodily Injury and Property Damage)	
Each Accident	\$1,000,000
Professional Liability Insurance	\$1,000,000
Each Claim Made	\$1,000,000
Annual Aggregate	\$1,000,000

Errors and Omissions

\$1,000,000

11. ESTIMATES

The NETWORK cannot and does not guarantee that proposals, bids or actual service costs will not vary from opinions of estimated project costs prepared by the NETWORK.

12. SCHOOL FURNISHED SERVICES

The SCHOOL shall provide access to SCHOOL'S records, data, and other information needed by the NETWORK to perform the SCHOOL'S requested services. NETWORK agrees to maintain all SCHOOL records, data and information in a confidential manner and will comply with all rules of confidentiality as required by State and Federal law and school policy, including but not limited to FERPA, HIPPA, et al.

IN WITNESS WHEREOF, the parties hereto have executed this Agreement as of the date first above written.

SCHOOL: \_\_\_\_\_

NETWORK: Idaho Charter School Network

By: \_\_\_\_\_ By: \_

\_\_\_\_\_

Address: \_\_\_\_\_

\_\_\_\_\_

Address: 1010 W. Jefferson, Suite 201  
Boise, Idaho 83702

# Attachment "A" (sample)

**Back Office Services**

Human resources

Maintain employee files throughout the year, including education credentials, fingerprinting, perform background checks through the SDE, benefits documentation, contracts, demographic data, work assignments, timesheets, tax elections, I-9, direct deposit election, and contract. Monthly Fee \$ Annual Fee \$ 8,250

	# of EE's	Annual Fee	Subtotal
Per New Certificated Employee	10	\$ 200	\$ 2,000
Per Existing Certificated Employee	50	\$ 75	\$ 3,750
Per new classified employee	50	\$ 50	\$ 2,500
Per existing classified employee	20	\$ -	\$ -
	<b>130</b>		<b>\$ 8,250</b>

Initiate and manage benefit renewals through insurance broker, all data updates, and reconciling benefits invoices are considered part of accounting services fees below

Payroll

Monthly payroll processing, including: \$ 1,250 \$ 15,000

- Tax payment and quarterly/annual reporting including W-2, W-3, 1099, 1096, Idaho income tax
- Quarterly ID unemployment reporting
- PERSI reporting and payment
- Sick-time tracking
- Monthly payroll transactions report ready to post to school website (we can post if provided credentials)

# of EE's	Check Box	Monthly Fee
0 - 25		\$ 500
25 - 50		\$ 750
50 - 100		\$ 1,000
100 +	X	\$ 1,250

Revenues, Expenditures, Federal Title I, II, IV, and Federal IDEA

Revenue processing tasks consisting of: \$ 3,000 \$ 36,000

- Process cash and check transactions, prepare deposits (to be deposited by school staff)
- Record transactions to correct G/L codes
- Provide donation acknowledgements for monetary donations
- Report sales tax for taxable sales
- Review and reconcile electronic payments from state department of education
- Prepare all adjusted journal entries when applicable
- Federal programs – recognition of revenue and accompanying receivable when expenditure is recorded
- Federal programs – complete monthly posting of funds draw-down using Idaho SDE's CSFGA web site

# of EE's	Check Box	Monthly Fee
0 - 25		\$ 500
25 - 50		\$ 1,000
50 - 100		\$ 2,000
100 +	X	\$ 3,000

Expenditure processing tasks consisting of:

- Electronic storage of all backup to expenditures
- Place orders, issue purchase orders when required
- Process checks semi-monthly
- Track capital expenditures for auditor / SDE
- Loans / Bonds - accurate posting of P&I, monitoring against amortization schedule
- Loans / Bonds - Compute covenant compliance quarterly, include in board reports

Federal Funds - draw downs to be processed by school staff

- Complete compliance review of each expenditure, feedback for questionable expenditures
- Post expenditures to correct G/L
- Electronically maintain all expenditure backup and approvals

High-dollar procurement:

- For expenditures exceeding \$25,000, issue, receive, and catalog bids; provide for Business Manager/Administration review

Per project, hourly fee, \$50/hr rate

Accounting

Monthly Financial Statements \$ 200 \$ 2,400

- Standard 2M Reports ("Budget Report")
- Detail report by G/L code
- Initiate and manage benefit renewals through insurance broker, all data updates, and reconciling benefits invoices

Monthly A/P transaction report posted to school website

Financial Audit Support – Prepare all CPA firm-requested items and follow-ups	\$ 4,000
Monthly bank reconciliations	\$ 150 \$ 1,800
Assist with annual budget preparation	\$ 1,500
Accounting for classroom/sports/activities funds, simplified to posting to G/L	\$ 30 \$ 360

Compliance Reporting


Prepare all requested financial reports (see table, next tab / attachment A) and submit to Finance Manager for review and submission, or submit directly with Finance Manager approval \$ 500 \$ 6,000

Grand total - Annual Cost, based on 12-month contract:

\$ 75,310



## Attachment “B”

 <b>Idaho Charter School Network</b>	1010 West Jefferson, Suite 201 Boise, ID 83702	
<b>ATTACHMENT "B"</b>		
Compliance Reporting Schedule:		
Due Date	Dept.	Item
15-Jul	SDE	School District Budgets*
30-Jul	SDE	School Building Demographics Building Additions, Reconfigurations, Deletions*
30-Jul	PCSC	Dashboard (update of school contact info & copy of Support Unit Computation spreadsheet)*
30-Jul	Lender	Quarterly Financial Statements
30-Jul	PCSC	SDE Budget Worksheets*
17-Oct	SDE	District and Charter School Salary Schedules
17-Oct	SDE	ISEE Staff Data Reporting*
17-Oct	SDE	Application and Budgets for IDEA Part B and Preschool Special Education Funds*
17-Oct	PCSC	Independent Audit Report*
28-Oct	SDE	Annual Statement of Financial Condition*
31-Oct	SDE	IFARMS Annual Financial Report*
31-Oct	SDE	Leadership Premiums*
31-Oct	Lender	Quarterly Financial Statements
10-Nov	SDE	Independent Audit Report
10-Nov	Lender	Independent Audit Report
18-Nov	SDE	ISEE Staff Data Reporting*
9-Dec	SDE	ISEE Staff Data Corrections*
19-Dec	SDE	School Facility Maintenance Report*
15-Jan	SDE	Title I-A, Application for Reallocated Funds*
31-Jan	PCSC	2nd Quarter Reporting (Balance Sheet & Budget/Income Statement), Revised Budget if Applicable
31-Jan	Lender	Quarterly Financial Statements
28-Feb	SDE	Indirect Cost Worksheet*
18-Mar	SDE	Certification of Low-Income Student Count for Charter LEAs*
30-Apr	SDE	Notify County Clerks of Budget Hearing
30-Apr	Lender	Quarterly Financial Statements
30-Jun	SDE	Updated Square Footage Numbers for following year*
23-Jun	SDE	Continuous Improvement Plans and Training Reimbursement Request*
26-Jun	SDE	Court-Ordered Tuition Equivalency Report*
30-Jun	SDE	Consolidated Federal and State Grant Application*
SDE – Idaho State Department of Education PCSC – Idaho Public Charter School Commission Lender - any lending institution requiring reports		
* Based on required formats		

**J.A. AND KATHRYN ALBERTSON FAMILY FOUNDATION, INC.**

**Grant Agreement**

**Project Title: High Performance Model: 20-in-10**

**ID #: XXXX**

**Grantee:** Forge International (Sage II)  
437 E. Parkcenter Blvd.  
Boise, ID 83706

**Contact Person(s):** Keith Donahue  
208-995-7382  
keith.donahue@sageinternationalschool.org

Micah Doramus  
208-995-7382  
micah.doramus@sageinternationalschool.org

**Grant Period:** July 1, 2018 through June 30, 2021

**Total Award:** Up to \$1,530,000 (based on meeting benchmarks)

**Specifications of the Grant Award:**

**1. Project Description:** Sage International School of Boise (Sage) is opening a second K-12 public charter school (Forge International/Sage II) in Middleton in August 2019. Sage currently operates a K-12 school on Boise's Parkcenter Blvd, which enrolls 1,015 students while maintaining a 400-student waitlist. Sage is one of Idaho's highest performing public schools.

Forge International is designed to attract and serve an ethnically, socioeconomically and geographically diverse student population. The schools proposed location would allow its 'primary attendance boundary' to reach south into downtown Caldwell, while also reaching north, west and east into 8-plus rural school districts. Sage schools are International Baccalaureate (IB) World Schools authorized by the IB organization based in Geneva, Switzerland.

**2. Project Objectives.** An investment in Forge International (Forge) offers the opportunity for compelling impact in several ways, including:

- Home-to-school bussing;
- An FRL hot-lunch program;
- Spanish foreign language instruction;
- Bilingual teachers and staff when/where possible;
- Trained staff for a higher FRL and ELL student population;
- Bilingual marketing materials and website
- Strategic partnerships with other community service entities in the area (serving high minority, low income families).

# J.A. AND KATHRYN ALBERTSON FAMILY FOUNDATION, INC.

## Grant Agreement

**Expected Results and Measurements.** Forge International will open its elementary school in August 2019, the middle school in August 2020, and the high school in August 2021. The initial enrollment for elementary will be 227 students. This Grant Agreement provides funding for the first three years of Forge’s academic plan and is intended to help build out reasonable growth while insuring quality instruction. While this Grant Agreement covers the first three years, the Foundation’s expectation is that Forge will continue with their plan to achieve maximum enrollment of 653 (K-12) seats by 2024.

3. **Participation Requirements:** Bluum will provide oversight and evaluation for this grant. All communications, reports and meetings should be coordinated through Bluum. In addition, School shall:
  - a. Reach or exceed ‘Annual Benchmark’ objectives (see Appendix A)
  - b. Meet or exceed annual enrollment targets during the term of the grant
  - c. Have student enrollment at least as diverse as that of the surrounding school district
  - d. Facilitate site visits as requested (at least annually), to be conducted by Bluum and/or its designee(s).
  - e. Agree, if the school fails to meet designated Annual Benchmarks, to work with Bluum on an improvement plan to be submitted to and approved by the J.A. and Kathryn Albertson Family Foundation.
4. **Program Accountability** Forge International is responsible for the implementation and evaluation of the project outlined herein and in Appendix A.

**5.1 Retention of Key Personnel.** The J.A. and Kathryn Albertson Family Foundation, Inc. (Foundation) recognizes that the participation of Keith Donahue, school leader for Forge International, and Micah Doramus, school leader, are critical to the success of the school. If either of the key personnel noted above cease to be directly involved in this project, the Board Chair for Forge International must immediately notify Bluum and the Foundation Program Officer for this grant. Upon such notification, the Foundation will hold any remaining grant funds, subject to notification of replacement of the personnel. At such time the Foundation will make a written determination as to the feasibility of continuing the grant. The Foundation reserves the right to reclaim any remaining grant funds and/or suspend the disbursement of any remaining grant payments in the event of a change in key personnel.

5. **Fiscal Accountability.** These funds have been awarded by the J.A. and Kathryn Albertson Family Foundation, Inc. based on the budget indicated in Forge International’s approved by the Foundation’s Board on May 22, 2018. All grant funds must be expended for charitable or educational purposes. It is understood that the funds will be used in accordance with the approved budget. Line-item variations greater than \$5,000 that exceed 10% of the amount originally approved for the budget category must be requested in advance in writing and approved by the Foundation Program Officer. Any grant funds as well as any interest earned thereon not expended or committed for the specified purposes as stated in the proposal approved by the Foundation’s Board on May 22, 2018, or within the Grant Period stated above, will be returned to the Foundation. If funds are expended in violation of the Agreement, the Grantee shall repay that portion of the grant not used for the intended purpose.

**J.A. AND KATHRYN ALBERTSON FAMILY FOUNDATION, INC.**

**Grant Agreement**

**6.1 Budget:**

Total	Multiple Payments	\$1,530,000.00
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**6.2 Expenditure Prohibitions.** Grantee shall not use any of the funds received from the Foundation:

- (a) To carry on propaganda, or otherwise to attempt, to influence legislation (within the meaning of Internal Revenue Code (“IRC”) Section 4945(d)(1);
- (b) To influence the outcome of any specific public election, or to carry on, directly or indirectly, any voter registration drive (within the meaning of IRC Section 4945(d)(2);
- (c) To make any grant to an individual or other organization that does not comply with the requirements of IRC Section 4945(d)(3) or (4); or
- (d) To undertake any activity for a non-charitable purpose, as defined in IRC Section 170(c)(2)(B);
- (e) To provide material support or resources to any individual or entity that Grantee knows, or has reason to know, is an individual or entity that advocates, plans, sponsors, engages in, or has engaged in terrorist activity;
- (f) To pay administrative indirect costs that are not directly related to Forge International as defined in this Agreement.

**6.3 Funds Disbursement.** Funds will be disbursed as follows (upon receipt of signed Agreement and meeting or exceeding Annual Benchmarks, as stated in Appendix A):

Schedule Date	Amount	Notes	Status
July 1, 2018	\$250,000	Year-1	Scheduled
October 1, 2019	\$850,000	Year-2	Scheduled
October 1, 2020	\$430,000	Year-3	Scheduled

Release of subsequent payments toward multi-year awards will be made only after Annual Benchmarks are achieved and the required reports have been received and approved by both the Foundation and Bluum.

**6.4 Accounting and Record Keeping Procedures.** Forge International shall separately account for the Grant Award on its books and records. Any interest earned must be expended for the purposes of the Project and Grant Award. Forge International shall maintain records of receipts and expenditures relating to the Grant Award and shall make its books and records available to the Foundation at reasonable times. Records of all expenditures from grant funds, interest earned, and copies of reports submitted to the Foundation, shall be kept by the Grantee for at least four years after completion of the use of the Grant Award funds.

**7. Further Assurances.** Grantee shall take all such actions reasonably requested by the Foundation, and shall comply with the provisions of any future regulations promulgated under IRC Sections 4942 to 4945 that are applicable to the grant, to ensure that the grant (a) will constitute a “qualifying distribution” by the Foundation within the meaning of IRC Section

## J.A. AND KATHRYN ALBERTSON FAMILY FOUNDATION, INC.

### Grant Agreement

4942(g), (b) will not constitute a “taxable expenditure” by the Foundation within the meaning of IRC Section 4945, and (c) will not violate the USA PATRIOT Act, Executive Order 13224, or any other applicable law, regulation, or order.

**8. Indemnification.** Grantee acknowledges that the Foundation has no control over the operations, acts or omissions of the Grantee. Grantee shall indemnify and hold the Foundation harmless from and against any claim, liability, loss, damages, fines, penalties, and expenses (including but not limited to reasonable legal fees and costs) arising out of the project outlined above, any breach by the Grantee of this Agreement, or any act or omission of the Grantee about project activities.

**9. Reporting Requirements.** Forge International shall submit the following reports to Bluum:

- a. Mid-Year progress report due on or before January 31 of each year during the term of this grant agreement.** The Performance Report should reflect progress toward the annual benchmarks and implementation of plan objectives.
- b. Annual Report(s) due on or before July 31 of each year during the term of this grant agreement.** The Annual Report shall be a full and complete report on the use of grant funds to-date, compliance with the terms of the grant, and the progress made by Grantee toward achieving the purposes for which the grant was made.
  - Annual reports should include:
    - Enrollment progress to plan
    - Financial progress to plan
    - Report on challenges prior 6 months
    - Report on 2-3 sharable lessons learned
    - Develop recovery plan if progress below plan by more than 10% (financial, academic or attendance)
    - Demographics served (Race/Ethnicity, FRL, ELL, IDEA/504)
    - Student/Teacher Retention
- c. Final report due on or before July 31 of the last year of the grant period.** The Final Report shall be a full and complete report of all expenditures made from grant funds and shall indicate whether the goals of the grant were achieved.
- d. OPINE (CPA Audit) Report due within 30 days of receipt/issuance.** Forge International shall submit a copy of the OPINE on its financial operations from their annual fiscal audit to the Foundation. This should be sent to the Foundation annually, following the Grantee’s annual financial audit. The report should be attested by the responsible financial officer or a Certified Public Accountant.

Grantee also shall promptly report to the Foundation any change in its corporate or tax status, or any material change in the conduct of the program that the grant is intended to support.

## J.A. AND KATHRYN ALBERTSON FAMILY FOUNDATION, INC.

### Grant Agreement

- 10. Communications.** If Forge International would like to issue a news release to inform the community of this project, the Foundation and Bluum will work with you to develop the message. When referring to the Foundation, the title of “J.A. and Kathryn Albertson Family Foundation” should be used and the focus of the release should be on the Project rather than the Foundation. A copy of all news releases should be sent to Bluum and the Foundation. Forge International should not purport to speak on behalf of the Foundation. If clarification of Foundation activities or position is required, a Foundation officer should be contacted.
- 11. Termination of Grant.** The Foundation reserves the right to rescind the grant or cease any further payments of the grant award if:
- a. The original purposes of the grant are changed in any material respect without the Foundation’s prior approval;
  - b. The Grantee’s capacity to accomplish the purposes of the grant have been materially adversely affected; or
  - c. Grantee has failed to comply with any of the terms or conditions of the grant in any material respect.
  - d. Grantee has failed to meet the performance benchmarks attached as Appendix A.
  - e. There is a change in key personnel as outlined in section 5.1 of this agreement.
- 12. Funding.** This is a multi-year grant the J.A and Kathryn Albertson Family Foundation, Inc. has agreed to fund based on Forge International’s proposal approved by the Foundation’s Board on May 22, 2018 and described in this Grant Agreement. **Notwithstanding anything in this Agreement to the contrary**, the Foundation reserves the right, in its sole absolute discretion, to terminate funding for any reason at any time during the term of the Grant Agreement. This shall be in addition to the rights of termination set forth in section 11 of this Grant Agreement.
- 13. Additional Requirements.** Grantee shall:
- a. Honor all timelines specified in the Agreement.
  - b. Share all relevant information on project design, implementation and project outcomes with school districts or other institutions.
  - c. Send the Foundation and Bluum copies of any publication that describes or is a result of this project.
  - d. Permit the Foundation and Bluum to include information on this project in annual reports or Foundation publications.
  - e. Consent to a review of operations under this grant by the Foundation and Bluum, which may include a site visit from Foundation or Bluum personnel or Foundation or Bluum contracted evaluators to observe your program, discuss the program and finances with personnel, and review financial and other records and materials connected with the activities of this grant.
- 14. Entire Agreement.** This 6-page Agreement and any referenced attachments represent the entire agreement between the parties. No change or amendment shall be effective unless made in writing and duly executed by the parties. Any proposed changes should be addressed to the Foundation’s program officer working on the grant. All references in this Agreement

**J.A. AND KATHRYN ALBERTSON FAMILY FOUNDATION, INC.**

**Grant Agreement**

to “IRC” are to the Internal Revenue Code of 1986, as amended, and shall be deemed to include the corresponding provisions of any future federal tax laws and regulations that are applicable to the grant. References to the USA PATRIOT Act are to Public Law No. 107-56.

**\*\*\*\*\*REMAINDER OF THIS PAGE INTENTIONALLY LEFT BLANK\*\*\*\*\***

**J.A. AND KATHRYN ALBERTSON FAMILY FOUNDATION, INC.**

**Grant Agreement**

The signatures of Keith Donahue and Micah Doramus indicate acceptance by the grantee of the terms and conditions of this agreement for grant ID#<JKAF Grant ID> and confirm the grantee’s commitment to the project objectives and expected results outlined above. The signatures of Keith Donahue and Micah Doramus also confirm that the Grantee is (a) a tax-exempt organization under IRC Section 501(c)(3) that is not a private foundation by virtue of being described in IRC Section 509(a)(1) or (2) or (b) a governmental unit described in IRC Section 170(c)(1).

_____ Roger Quarles, Executive Director J.A. and Kathryn Albertson Foundation, Inc.	_____ Date
_____ Brady Panatopoulos, Chief Executive Officer J.A. and Kathryn Albertson Foundation, Inc.	_____ Date
_____ Keith Donahue, School Leader Forge International	_____ Date
_____ Micah Doramus, School Leader Forge International	_____ Date
_____ Financial Officer Forge International	_____ Date



**J.A. AND KATHRYN ALBERTSON FAMILY FOUNDATION, INC.**

**Grant Agreement**

**Appendix A: Forge International Public School**

<b>BENCHMARKS</b>				
	<b>2019-20</b>	<b>2020-21</b>	<b>2021-22</b>	<b>2022-23</b>
<b>Assessments</b>				
Grades 1-8	MAP Primary Fall & Spring in Math & Reading	MAP Primary Fall & Spring in Math & Reading	MAP Primary Fall & Spring in Math & Reading	MAP Primary Fall & Spring in Math & Reading
Grade 3-8	ISAT for Language Arts & Math	ISAT for Language Arts & Math	ISAT for Language Arts & Math	ISAT for Language Arts & Math
<b>Academic Performance</b>				
MAP	Baseline year:	Grades will perform at or above the 60 <sup>th</sup> percentile in spring performance and/or growth	Grades will perform at or above the 60 <sup>th</sup> percentile in spring performance and/or growth	Grades will perform at or above the 60 <sup>th</sup> percentile in spring performance and/or growth
ISAT	Baseline year:	At least 50% of students in each grade tested will perform proficient or advanced	At least 55% of students in each grade tested will perform proficient or advanced	At least 60% of students in each grade tested will perform proficient or advanced
<b>Growth</b>				
Future enrollment	227	384	524	581
<b>Financial</b>				
Audits	Clean Audit	Clean Audit	Clean Audit	Clean Audit
Debt Agreements	No Default	No Default	No Default	No Default
<b>Other</b>				
Leadership	Keith Donahue and Micah Doramus as School Leaders or approved successor	Keith Donahue and Micah Doramus as School Leaders or approved successor	Keith Donahue and Micah Doramus as School Leaders or approved successor	Keith Donahue and Micah Doramus as School Leaders or approved successor
Authorizer	In Good Standing with authorizer	In Good Standing with authorizer	In Good Standing with authorizer	In Good Standing with authorizer

**J.A. AND KATHRYN ALBERTSON FAMILY FOUNDATION, INC.**

**Grant Agreement**

IB Authorization	Process Begun	In Process	IB Authorized	IB Authorized
Student Retention Rate	Baseline year:	TBD based on baseline data	TBD based on baseline data	TBD based on baseline data
Staff Retention Rate	Baseline year:	TBD based on baseline data	TBD based on baseline data	TBD based on baseline data

**Appendix B – Articles of Incorporation and Bylaws**



## Sage International Charter School Regular Board Meeting Minutes

May 21, 2018 ~ 5:30 p.m.  
Parkcenter Building

In Attendance: (voting members in bold)					
Bryan Moore, Chair	<b>X</b>	Travis Dryden, Board Member		Keith Donahue, Exec. Director	<b>X</b>
Jennifer Snow, Vice Chair	<b>X</b>	Mike Lawrence, Board Member	<b>X</b>	Micah Deramus, Principal	<b>X</b>
Robert Shappee, Treasurer	<b>X</b>	Lori Howard, Board Clerk/Secretary	<b>X</b>	Will Bogdanoff, Student Life Dir	
Chris Marshall, Board Member	<b>X</b>			Chris Vargason, Attorney	

**Our Mission** - Sage International School engages students within an inclusive 18 learning community, challenging all members to take risks and contribute locally and globally through open-minded inquiry.

<b>Call to Order - Bryan Moore</b>
<p>A regular meeting of the Sage International School Board was held at Sage International School on May 21, 2018. The meeting convened at 5:34 pm. Travis Dryden and Chris Marshall were not in attendance.</p>
<b>Approve Minutes</b>
<p>The minutes from the April 23 regular meeting was reviewed and approved.</p>
<b>Treasurer Report</b>
<p>The April expenditures were reviewed and approved.</p> <p>Mr. Marshall arrived at 5:46 pm.</p> <p>Mr. Shappee presented the Sage International School budget ending April 30, 2018.</p> <p>The board reviewed the FY18 amended budget and the FY19 proposed budget.</p> <p><i>Motion was made Mr. Shappee to approve the FY19 budget for publication. Motion carried</i></p>
<b>Executive Director Report - Keith Donahue</b>
<p>The Suspension Report from April 23 to May 18 was reviewed.</p> <p>Mr. Donahue gave an update on the status of the replication process. The Public Charter School Commission has submitted their comments regarding the FORGE petition. The Administration has a few areas to clarify and those comments are due to the PCSC on June 11.</p> <p>Mr. Donahue discussed the pre-development budget and the pre-development agreement with Building Hope.</p> <p><i>Motion was made by Mr. Marshall to authorize the Executive Director to enter into the pre-development agreement on the basis that the Building Hope budget represents the worst-case scenario and that the Executive Director will continue to negotiate favorable terms as presented at tonight's meeting.</i></p> <p><i>Motion carried</i></p>

## **New Business - Bryan Moore**

The PCSC recommended that Sage update the Articles of Incorporation and Bylaws. Ms. Howard presented the updates to the board.

*Motion* was made by Mr. Marshall to approve the Articles of Incorporation & Bylaws, with changes. *Motion carried*

Ms. Howard reviewed four policies with the board.

*Motion* was made by Ms. Snow to approved policies 4270P, 5400, 5405 and 5450 as amended. *Motion carried*

Mr. Moore informed the board that Robert Shappee will be leaving the board in a few months. Mr. Shappee has recommended a replacement from his accounting firm.

Ms. Snow's term expires this month and she does not wish to continue as a Director of the Sage board. The board thanked Ms. Snow for her service to Sage. Bryan asked the board to think about candidates to serve on the board.

## **Executive Session**

*Motion* was made by Mr. Shappee for the board to go into Executive Session as per Idaho Code §74-206 1 (b).

### Roll Call:

Jennifer Snow- Yea

Mike Lawrence-Yea

Robert Shappee- Yea

Chris Marshall - Yea

Bryan Moore - Yea

The board went into ES at 7:40 pm.

The board came out of ES at 7:45 pm.

*Motion* was made by Mr. Marshall to approve Mr. Donahue's contract for two more years (the 2018-2019 school year and the 2019-2020 school year). *Motion carried*

*Motion* was made by Mr. Shappee to vote Chris Marshall as Vice Chair. *Motion carried*

## **Adjourn**

*Motion* was made by Ms. Snow to adjourn. *Motion carried.*

The regular meeting of Sage International School adjourned at 7:40 pm.

**Next Meeting: June 19, 2018**

**ARTICLES OF AMENDMENT**

To the Secretary of State of the State of Idaho:

20181tAY·29·ttf·f0:06

Pursuant to Title 30, Chapter 3, Idaho Code, the undersigned articles of incorporation as follows:

**non-profi88Ml rotJh9'A'f**  
**ST/ffE OF IDAHO**

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:

**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 in Idaho.

3. The date of the amendment was: May 21, 2018
4. The amendment consists of matters which do not require shareholder action pursuant to section 30-29-1002, 30-29-1005, and 30-29-1006, Idaho Code, and was therefore adopted by the board of directors.

Dated: 11<sup>th</sup> Jz.-;:prt

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IDAHO SECRETARY OF STATE  
**05/29/2018 05:00**

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No. <b>C 168303</b>	<b>Due no later than Aug 31, 2017</b> <b>Annual Report Form</b>	2. Registered Agent and Address ( <b>NOPOBOX</b> )				
Return to: SECRETARY OF STATE 700 WEST JEFFERSON PO BOX 83720 BOISE, ID 83720-0080  <b>NO FIUNG FEE IF          RECEIVED BY DUE DATE</b>	1. Mailing Address: Correct in this box if needed. SAGE INTERNATIONAL SCHOOL OF BOISE, A PUBUC CHARTER SCHOOL, INC. (THE) KEITH DONAHUE 1513 TYRELLLN110 BOISE ID 83706 USA	KEITH DONAHUE 1513 TYRELLLN110 BOISE ID 83706  3. <u>New</u> Registered Agent Signature:*				
4. Corporations: Enter Names and Business Addresses of President, Secretary, and Directors. Treasurer (optional).						
Office Held	Name	Street or PO Address	City	State	Country	Po sta Code
DIRECTOR	MICHAEL LAWRENCE	1513 TYRELL LN 110	BOISE	ID	USA	83706
PRESIDENT	<b>BRYAN MOORE</b>	89 FALCON DR	BOISE	ID	USA	83702
TREASURER	ROBERT SHAPPEE	2289 S. BONIO WAY, STE 100	MERIDIAN	ID	USA	83642
DIRECTOR	WENDY COX DVORAK	1513 TYRELL LN 110	BOISE	ID	USA	83706
VICE PRESIDENT	CHRIS MARSHALL	488 W SANDSTONE CRT	BOISE	ID	USA	83702
DIRECTOR	JENNIFER SNOW	1513 TYRELL LN 110	BOISE	ID	USA	83706
DIRECTOR	TRAVIS DRYDEN	1513 TYRELL LN 110	BOISE	ID	USA	83706
5. Organized Under the Laws of: <b>ID</b> <b>C 168303</b>	6. Annual Report must be signed.* Signature: LORI HOWARD Name (type or print): LORI HOWARD		Date: 06/20/2017 Title: BOARD CLERK			
Processed 06/20/2017		* Electronically provided signatures are accepted as original signatures.				

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

To the Secretary of State of the State of Idaho:

2009 JUL 30 , a. ff ID: 29  
SEC. Ht fARY Of SIA

Pursuant to Tttle 30, Chapter 3, Idaho Code, the undersigned n%fl.ffc,,f 6on 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

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**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:

**Typed Name: Kimberly Carter-Cram**

Capacity: President

ARTICLES OF AMMENDMENT (Non-Profit)

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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 ~~nam~~ and ~~se~~ ~~the~~ current Directors .:

Kimberly Carter-Cram 5363 N. Mendelson Ave. Meridian, ID 83646	chaelCra,m 5363 N. Mendelson Ave. Meridian, ID 83646	Nancy Glenn 251S Heights Dr. Boise, ID 83702
Donald Keller 251S Heights Dr. Boise, ID 8370	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 organim.ion Of 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]

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

Titled Name: ram

Capacity: Director

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## **BYLAWS**

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

#### **ARTICLE I OFFICES**

##### **Section 1.1 Offices**

Sage International School of Boise's, (the Corporation) 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) 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) 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 3.3 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 all schools governed by the Corporation.

### **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 Sage International 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 Term**

- (a) Directors shall be elected or appointed to three (3) year terms of office.
- (b) Each Director shall serve until their three (3) year term office is completed or until the Director resigns or is removed in accordance with these bylaws.

### **Section 4.4 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 4.5 Vacancies and Election of Directors**

- (a) A Board vacancy or vacancies shall be deemed to exist if any Director dies, resigns, is removed, completes their three (3) year term of service, 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. The Board shall hold a public meeting within ten (10) school attendance days of receiving such a request. 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 shall be filled by a majority vote of the remaining Directors. Each Director so elected shall hold office for a three (3) year term.

(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 4.6 Oath of Directors**

An Oath of Office document shall be given to each Director, whether elected, re-elected or appointed. Each Director will sign the Oath of Office document which will be kept with the Secretary. The Director is required to take his/her oath within ten (10) days after he/she has been given notice of his/her election or appointment, or within fifteen (15) days from the commencement of his/her term of office.

#### **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 or by phone 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 one (1) or more Board members on it, who serve at the pleasure of the Board. The creation of a committee and appointment of members to it shall be by a majority vote of the Board members then in office. Once the task has been accomplished for which the committee was formed it shall be dissolved. A committee of the Board may not 1) authorize distributions; 2) pledge or transfer assets; 3) elect, appoint or remove directors; and 4) adopt, amend or repeal the articles of incorporation or bylaws. Each committee may keep minutes of its proceedings and shall report periodically to the Board. Committees shall report to the full Board regularly at Board meetings and any recommendations from committees shall be reviewed by the Board, discussed and voted on as needed.

#### **Section 4.13 Validity of Instruments**

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

### **ARTICLE 5 BOARD MEETINGS**

#### **Section 5.1 Place of Meeting**

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

#### **Section 5.2 Annual Meeting**

The annual meeting of the Directors of the Corporation shall be held each year in July.

#### **Section 5.3 Regular Meetings**

Regular meetings of the Directors of the Corporation will be scheduled for the third Monday of each month. With proper notice, the Chairman may schedule regular meeting(s) for an alternate date to avoid holding meetings on Holidays, to ensure the availability of a quorum of Directors, or for other valid cause.

#### **Section 5.4 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 5.5 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 5.6 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 5.7 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. Anyone associated with any school governed by the Corporation may also suggest inclusions on the agenda. Such suggestions must be received by the Board Secretary at least four (4) business 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 5.8 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 each school governed by the Corporation. 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, and place of the meeting.

## **Section 5.9 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 74, Chapter 2 of the Idaho Code may be limited to material, the disclosure of which is not inconsistent with the provisions of section 74-206, Idaho Code, but must contain sufficient detail to convey the general tenor of the meeting.

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 5.10 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 74, Chapter 2 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 5.11 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 5.12 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 5.13 Other Provisions of the Open Meeting Law**

All provisions of Title 74, Chapter 2 of the Idaho Code shall be applicable to meetings called by the Directors of the Corporation in the same manner that a traditional school and the boards of 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. The secretary may be a member of the board to trustees; or, in the discretion of the board, may be selected from among competent and responsible persons outside the members of the board. The Officers shall be elected 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**

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.

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 vote of the Directors then in office.

### **Section 6.7 Vacancies**

A vacancy in any office because of death, resignation, removal, completion of term of service, disqualification or any other cause shall be filled in the manner prescribed in these bylaws for regular election to such office as they occur.

## **ARTICLE 7 SCHOOL POLICY**

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

The adoption of new policies and the revision and amending of existing policies shall be the sole responsibility of the Board of Directors. All policies shall conform to local, state, and federal laws as well as to the rules and regulations of the Idaho Department of Education. Proposed new policies and proposed changes in existing policies shall be presented in writing for reading and discussion at a regular or special Board meeting. Such proposals may be referred to the Executive Director for detailed study as needed prior to Board action on the proposal. The Board encourages the Executive Director 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 board meeting.

Proposed new policies and proposed changes in existing policies shall take place at a regular or special Board meeting. The proposed new or amended policy shall be presented in writing for reading and discussion. All new or amended policies shall become effective upon adoption, unless a specific effective date is provided in the motion for adoption.

Although approval of a new or amended policy requires only one reading, 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.

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 Sage International School's policy manual. Policies of any school governed by the Corporation 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 Executive Director shall have the 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 Executive Director to inform the Board of such action and the need for policy.

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

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

### **Section 7.4 Policy Manuals**

The Executive Director shall develop and maintain a current policy manual which contains the policies of each school governed by the Corporation. 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 Sage International School and shall be subject to recall or revision at any time.

### **Section 7.5 Administrative Procedures**

The Executive Director 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 Executive Director 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 Executive Director 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 Sage International School records at all reasonable times. All Sage International School records except those restricted by state and federal law shall be available to citizens for inspection at the office of the Executive Director or at a place designated by the Superintendent Executive Director.

### **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 Corporation will be 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 Corporation 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, Sage International 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 8.4 Response to Request for Examination of Public Records**

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

If the Corporation 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 Corporation 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 Corporation has reviewed the request or shall

state that the Corporation 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 8.5 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 any school governed by the Corporation.

### **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 any school governed by the Corporation 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 the Corporation 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 Corporation funds, moneys or property to such spouse. Any opinion from the Board's legal counsel shall be in writing.

### **Section 9.4 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 at any school governed by the Corporation, such Director shall abstain from voting in the election of such relative and shall be absent from the meeting while such employment is being considered and determined.

**ARTICLE 10  
FISCAL AFFAIRS**

**Section 10.1 Fiscal Year**

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

**ARTICLE 11  
NOTICES**

**Section 11.1 Manner of Giving Notice**

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

**Section 11.2 Waiver**

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

**ARTICLE 12  
DISSOLUTION**

**Section 12.1 Dissolution**

Upon dissolution of the Corporation, assets shall be distributed to creditors pursuant to Section 33-5212 of the Idaho Code. After paying or adequately providing for the debts and obligations of the Corporation, the remaining assets upon corporation, Idaho Nonprofit Corporation Act 30-3-113 (f)(ii) states its assets may be transferred to those persons whom the corporation holds itself out as benefiting or servicing. The asset would be held in public trust until it could be put to same or similar charitable use, by a nonprofit corporation which is organized and operated exclusively for educational purposes and which has established their tax exempt status under Section 501(c)(3) of the Internal Revenue Code of 1986, or to a state or local government for public purpose as determined by the Board.

**ARTICLE 13  
AMENDMENTS**

**Section 13.1 Bylaws**

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

**CERTIFICATE OF BYLAWS**

I certify that I am the Board Chair 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 July 23, 2018.

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## **Appendix C – Board of Directors**

**C1: Bryan Moore, Chairman**

**C2: Chris Marshall, Vice Chairman**

**C3: Robert Shappee, Treasurer**

**C4: Travis Dryden, Director**

**C5: Mike Lawrence, Director**



# BRYAN R. MOORE

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Long-term commercial lending experience with world-class organizations. Proven abilities in business development in new markets. Expertise in underwriting and managing complex credits. Strong decision-maker. Career characterized by series of promotions to progressively responsible assignments. Demonstrated leadership ability in stressful environments. Skilled communicator equally effective in sales or customer service roles. Work well with all levels from senior corporate management to individual customers. Adept at identifying customer needs/problems and building a winning solution for them. Excellent interpersonal and relationship building capability. Well-organized and skilled in time management. MBA. Pacific Coast Banking School Graduate.

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## PROFESSIONAL EXPERIENCE

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### U.S. Bank

2016 - Present

*Vice President – Commercial Lending – Boise, ID*

\$448 Billions dollar publicly traded bank.

Senior Commercial Lender in Boise Metro Commercial Banking team. Manage prospects and credits from \$1MM to \$100MM. Manage commercial portfolio of \$50MM in outstanding.

### Washington Trust Bank

2008 - 2016

*Vice President – Commercial Lending – Boise, ID*

\$5.1 Billions dollar privately owned bank.

Manage commercial portfolio with over \$70MM in commitments.

### Zions First National Bank

2004 – 2008

*Vice President – Commercial Lending – Boise, ID*

\$14 billion dollar subsidiary of Zions Bankcorporation. Source and develop commercial relationships up to \$20MM. Underwrite commercial credits above \$500M. Manage and develop Commercial Lending Assistant.

- Manage commercial portfolio with \$35MM in commitments.
- In a new market, booked \$6MM in loans first year, \$10MM the second, \$15MM in the third year.
- Exceeded sales goals by over 100% for the last three years.
- Delinquency held under 1% for each of the last three years.
- No loan losses in last three years.
- Peak Performer in 2007 (34 officers out of 350 total achieved this level with Zions).

### General Motors Acceptance Corporation

1993 - 2004

*Senior Analyst - Detroit, MI (2003–Present)*

\$1.9 billion subsidiary of General Motors with automotive financing, commercial finance, insurance and mortgage operations in 41 countries. Assigned to critical role in dealing with highest level risk automotive dealerships with revenues ranging from \$150MM to \$900MM and exposures of \$50MM to \$300MM. Developed comprehensive financial analysis of at-risk dealerships as a prelude to development of remedial strategies.

- Conducted in-depth evaluations of borrowers/guarantor financial strength.
- Ensured the adequacy of collateral.
- Conducted definitive analysis of documentation and risk management procedures.
- Carried out comprehensive problem identification/investigation and analysis process.
- Created strong and harmonious relationships with field and National Account professionals.
- Developed solution recommendations provided to Credit/Executive Committee made up of CEO, CFO, CCO, Regional Vice Presidents and the Corporate Controller.
- Gained acceptance of recommendations in almost all cases.
- Manage responsibility for real estate loans up to \$20MM; lines of credit to \$10MM and working capital loans ranging to \$2MM.

*Senior Analyst - Troy, MI (2000 – 2002)*

Promoted to Executive Office role to provide comprehensive business case analysis for VP Diversified Business Activities. Also tasked with providing review of Internet account access, on-line billing, credit card billing and extension applications. Interfaced with Area VPs, legal staff and other GM divisions.

*Commercial Lending Analyst - Hartford, CT (1998 – 2000)*

Tasked with financial analysis of inventory floorplan/credit lines of up to \$20MM. Oversaw and managed revolving lines of credit. Prepared complex loan documentation. Assumed responsibility for improvement of 35-member Wholesale Administration Department.

- Increased Wholesale Administration Department productivity 20% while reducing headcount 10%.
- Identified several key wholesale conversion discrepancies totaling \$350,000 - \$400,000 and thereby saved significant future losses.

During 1993–1998, served as Acquisition Analyst, New Haven, CT, Leasing Administrator and Account/Credit Administrator in Pittsburgh, PA. These assignments built communications, analytical and management abilities. Successfully managed five direct reports, conducted collection efforts on a \$20MM portfolio with 15,000 accounts and managed vehicle documentation processing.

- Achieved highly successful collection results in keeping 30 day delinquencies under 2% in an industry with a 4% average.
- Accurately processed over \$4MM in annual vehicle transactions.

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## **EDUCATION**

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Duquesne University, Pittsburgh, PA  
**Master of Business Administration**, May 1997

Bowling Green State University, Bowling Green, OH  
**Bachelor of Science in Business Administration**, Economics, August 1993

Pacific Coast Banking School, Seattle, WA  
**Graduate Banking**, Class of 2015

**American Bankers Series**, Boise, ID

**GMAC Supervisory Training Courses**, Detroit, MI  
Sales Path Chally Passed; Management Development Series; Sales Acquisition Training – Commispond, Professional Selling Skills; Wholesale Inventory Management; Intermediate Credit Review; Loan Plans; Back to Basics: Loans.

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## **COMMUNITY ACTIVITIES**

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**Sage International School of Boise**  
Board Chair

**Idaho Wildlife Federation**  
Board of Directors

**Leadership Boise – Boise Chamber of Commerce**  
Graduate 2006 – 2008 Class

**Boise Valley Habitat for Humanity**  
Former Chair Family Selection Committee 2005-2015

# CURRICULUM VITAE of CHRISTOPHER EDWARD MARSHALL

A professionally trained, results driven senior business leader with substantial experience and a proven commercial and management track record. Strong communication and interpersonal skills allied to the ability to build and sustain business relationships at all levels. Self-motivated and resourceful with a real passion for teamwork and innovation.

<b>Address</b>	488W Sandstone Ct, Boise, Idaho 83702.	<b>Telephone (M)</b>	+1 208 890 2211
<b>E-mail</b>	<a href="mailto:chrisem488@gmail.com">chrisem488@gmail.com</a>	<b>DoB</b>	24 February 12961
<b>Age</b>	57 years	<b>Driving Licence</b>	Yes, since 1979
<b>Status</b>	married, 2 children	<b>Nationality</b>	Dual: British/American
<b>Place of Birth</b>	New York, USA		

## Education

Britannia Naval College, Dartmouth (1980)	Certificate in Naval Officer Training
Staffordshire University (1986-89)	2:1 Class BA (Hons) Degree in International Relations & Politics
Pendleton XI Form College (1977-79)	GCE A Level - 3 subjects; GCE 'O' Level - 1 subject
Moorside High School (1972-77)	GCE 'O' Level - 7 subjects

## Business Training

Business Finance for Managers (1991)	Warwick University & SLP Ltd
Strategic Marketing Management (1992)	Strat X Ltd & Lucas
Inventory Management (1993)	MML & Plossl & Johnson (prt Certificate in Purchasing & inventory Mgmt)
Strategic Decision Making (2000)	Hamburg Business School, Germany
Intercultural Communication (2001)	Hamburg Business School, Germany
Also, training courses in:	Time management, office supervision, presentation & negotiation skills

## QUALITIES AND EXPERIENCE

- Exceptional international experience spanning three decades
- Successfully managed growth to a truly global business and market leader
- Full understanding and knowledge of manufacturing, especially electronics, in-house vs outsource
- Extensive understanding of B2B distribution go-to-market methods
- Personally driven by collaborative team cultures and innovative approaches
- Successfully acquired and integrated companies, including an exceptional acquisition/integration of a business twice our size

## CAREER HISTORY

**Current** Engaged in various activities that enable me to give back to the local community

2013-current Sage International School Board of Governors. Deputy Chair (2014-2016). Oversaw growth from 200 to 1200 K-12 students, along with move to a new single K-12 campus facility, and planning for a new campus some 30 miles away

2016-current Sage International School, mentor and coach for the administration and management

2017-current Sage International School High School Ski and Snowboard Team Co-ordinator and Coach

2017-current *Idaho Rush* soccer Coach

2017-current Bogus Basin Recreation Association (BBRA) member. Non-profit ski area for Boise

2017-current Vice President of Adopt-A-Roof BVI, a registered British Virgin Islands non-profit organization that aims to assist the repair and reconstruction of homes of vulnerable people following Hurricanes Irma and Maria. Funds raised \$300,000 as of April 2018

**ECCO Safety Group** (part of the Berwind private investment group). The world leader in vehicle safety products. Includes brand names ECCO, Precor, Code 3, Britax, Hazard Systems, Nova, Premier Hazard, Vision Alert, Delta Design

**2009-2016** **CHIEF EXECUTIVE OFFICER.** Responsibility for the market leader \$300M global operation with 900 employees at 12 locations on four continents engaged in the design, manufacture and sale of vehicle warning products

Reason for leaving After some 14 years with the business and 6 years as CEO, I felt that I had achieved the goals I had set myself. The time was right to divert attention to my family, especially my teenage boys who had grown up seeing me traveling endlessly with work.

Achievements

- \*ESG was the highest performing business in the Berwind portfolio for 4 consecutive years
- \*2009 to 2016 sales growth from \$80M to \$300M including a \$150M acquisition. Est \$500M enterprise value
- \*Acquisition of largest competitor (PSE Group) in 2013 and integration into a single business with over 1000 employees, 12 locations globally, with operations in USA, UK, Germany, France, Australia and China
- \*Led the drive to low cost supply chain methodologies

- \*Established an enhanced end-user market awareness culture through sophisticated marketing techniques and channels
- \*Developed an innovation culture including the launch of LED worklamps and the 'game-changing' Axios lighting program
- \*Achieved 44% GP margins across ESG... unheard of in the auto parts industry

**2004-2009**      **MANAGING DIRECTOR (VISION ALERT).** Full responsibility for the \$30M European headquarters with 90 employees involved in sales, manufacturing, engineering and administration. Sales to 60 countries

**2002-2004**      **SALES AND MARKETING DIRECTOR (VISION ALERT).** Creation of a complete Sales & Marketing strategy for the European operation. Extensively travelled throughout Europe to establish a strong distribution network. Maintenance of a team of UK Sales agents and the formation of an in-house UK Sales team.

Achievements      \*Business growth from \$5M (2002) to \$30M (2009). Improved profit from £60K NIBT to £500K NIBT during same period.  
 \*Moved VA from 1/8<sup>th</sup> the size of ECCO (parent company) to ½ its size in 4 years  
 \*Established VA as a credible mainstream supplier to the European aftermarket  
 \*Created a structured training programme for all team-members, from production operatives to Managers  
 \*Developed a strong OEM base with customers including Caterpillar, JCB, McCormick, Terex.  
 \*Implemented a sustainable and enduring quality ethos through ISO9001, 6 Sigma, Lean, Kaizan and 5S  
 \*Managed a successful growth from 50 to 90 employees through an effective training programme including:  
 Leadership Development Programme, Operations Skills matrix programme, NVQ, Bite Size training, Self-help IT training.

**Hella Ltd**      International blue-chip automotive & marine original equipment and aftermarket parts manufacturer

**1993 - 2002**      **EXECUTIVE DIVISIONAL MANAGER.** Key responsibilities of this UK Board level position were:  
 \* Management of 11 team members: Operations Manager, Product & Marketing Managers; quality, assembly staff  
 \*Management of commercial operations including creation of UK product & marketing strategy.  
 \*Inventory planning & management, supplier selection & development, assembly department for custom configurations.  
 \*Development of business through new channels such as retail, buying clubs, new media and motorsport.  
 Achievements      \*Assisted in the doubling of Hella market share throughout period.  
 \*Out of 350 global Hella managers, one of only 14 selected as 'A' category in the International Management assessment Programme. The only non-German selected worldwide. (Assessment details provided upon request)

**Lucas Industries** UK and Germany based blue-chip automotive parts manufacturer

**1992-1993**      **AEROSPACE EUROPEAN PRODUCT MANAGER** (Aircraft Systems Division). Key responsibilities:  
 \*Established Customer Service Centre stocking profiles, inter-company pricing & supply lead-time rules  
 \*Created a new Customer service Culture (1<sup>st</sup> for the industry). Established market pricing and customer contracts

**1989-1992**      **AUTOMOTIVE PRODUCT MANAGER** (Braking Division) Key responsibilities:  
 \*Day to day product management with full commercial and p&l accountability for friction & hydraulic parts  
 \*Support for sales teams through field activities and full marketing mix support  
 Achievements      \*1992 re-launch of friction products in the UK aftermarket. Secured a £1m national distribution contract.

**1986-1989**      **Staffordshire University, Stoke-on Trent, UK**

**City of Salford Education Department**

**1985-1986**      Qualified Rowing Instructor. Worked as a coach at Agecroft Rowing Club for members, school and college students

**Manchester Mini Waste**

**1982-1985**      Partner in an innovative industrial & domestic waste disposal and LDP recycling business

**Ministry of Defence** (Royal Navy 1980-1982; Royal Naval Reserve 1987-1989)

**1987-1989**      RNR. Recruited as Training Officer. The unit received the 1988 RNR National Training Award.

**1980-1982**      Royal Naval Aircrew Officer. Commissioned Officer trained at Britannia Royal Naval College, Dartmouth and as helicopter pilot serving in HMS Intrepid & HMS Bulwark. Also based in RNAS Culdrose, Yeovilton & Prestwick.

## ADDITIONAL INFORMATION

### Links to activities:

<https://www.linkedin.com/in/christopher-marshall-52538716/>  
[http://www.visionalert.co.uk/files/929\\_Press%20release%20ECCO%20Group%20CEO.pdf](http://www.visionalert.co.uk/files/929_Press%20release%20ECCO%20Group%20CEO.pdf)  
<http://www.manufacturing-today.com/sections/profiles/1542-ecco-safety-group>  
<http://www.salfordcc.ac.uk/blog/2016/03/24/international-ceo-returns-to-college-to-inspire-business-students/>  
<http://eccogroup.uberflip.com/i/324510-the-dirt-issue1/2>  
<http://premierhazard.co.uk/news/72/ecco-safety-group>

### Skills and interests:

Information Technology	Daily use of wide range of software. Experience includes Microsoft Office (Outlook, Excel, Word, Powerpoint), Also SAP R/3, Expandable, Solidworks
Interests	Family, sailing, skiing, camping, hill-walking, canoeing, cycling, golf, football, reading, flying (PPL holder), motor sport (race licence holder and competitor for ten years, 1990-2000)
Other activities	.
Current business	Operating two LLCs, one a rental operation in the British Virgin Islands, the other, a consulting business in Boise
References	Available on request

### CHRISTOPHER EDWARD MARSHALL

April 2018

# Robert Shappee

robertshappee@harriscpas.com • 2289 S. Bonito Way, Suite 100, Meridian, ID 83642 • 208-333-8965

www.harriscpas.com

## Education

Boise State University

**2013** Masters of Science – Accountancy, Taxation

University of LaVerne

**1997** Bachelors of Science – Business Administration

Boise State University

**1993** Associates of Science – Marketing Mid-Management

## Experience

Harris CPAs | [Partner](#)

**2006 – current**

Assist business owners with financial needs including tax consulting and compliance, audits, reviews and compilations of financials statements and various business consulting. Varied experience in areas including Government Audits, Employee Benefit Plan Audits, Tax Controversy, and Succession Planning.

## Professional Designations

- 2003 – Certified Public Accountant - CPA
- 2012 – Certified Construction Industry Financial Professional - CCIFP

## Associations

- Member, American Institute of Certified Public Accountants
- Member, Idaho Society of Certified Public Accountants
- Treasurer, Meridian Arts Foundation
- Treasurer, Sage International School of Boise
- Treasurer, Construction Financial Management Association – Idaho
- Member, Construction Industry CPA's and Consultants

# Travis Dryden

I solve problems and create opportunities using business acumen and creativity

4tdryden@gmail.com

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## Summary

- Senior creative business strategist with extensive branding, digital content, traditional advertising, and promotional marketing campaign management experience including fiduciary responsibility
- Steadily advancing career of award-winning advertising and marketing agency, high-tech industry, global agribusiness and freelance marketing communications positions
- Military background with strength in team building and leadership assessment and development, operational planning, progressive personnel management, as well as skills-based and compliance-related training

### Specialties:

- Creative direction, channel marketing, advertising, promotions, corporate communications, brand development, sales support, and product lifecycle management expertise
- Fortune 100 client roster across domestic U.S. and international advertising and marketing arenas with expertise in high tech, healthcare, consumer goods, education, civic, and non-profit brand management
- Conceptual development and copywriting background with emphasis on targeted marketing and strategic messaging creation for B2B and B2C products and services
- Audio, video, interactive digital production, and project management experience (waterfall and agile methodologies)

### Top Strengths:

(Tom Rath's StrengthsFinder [strengths.gallup.com](http://strengths.gallup.com))

1. Learner
  2. Strategic
  3. Positivity
  4. Individualization
  5. Relator
- 

## Experience

Senior Marketing Manager at J.R. Simplot Company

October 2017 - Present

Setting the table for sales through partnership, service, and proactive management of information.

The Marketing Manager is the interface between Product Marketing Managers and the Simplot Sales Team in delivering solutions to priority customers in assigned segments. Develops and executes cross-functional customer marketing plans within assigned customer marketing segments.

By enriching field sales with powerful insights and tools, my team empowers them be the best market experts and customer advisors they can be.

### **Strategy & Content Director at SOVRN**

August 2013 - October 2017 (4 years 3 months)

Builder of teams, brands, culture, and business. Planner, collaborator, and advisor in brand and product management through business consulting, strategic communications, and management of highly effective marketing and advertising. Developer of inspired, insightful creative with special emphasis on content development planning, process improvement, and audience activation.

- Served as principal in business consulting, marketing strategy, and content disciplines
- Cultivated growth within existing accounts and led new business acquisition efforts
- Advised managing partners on business development decisions
- Led projects including scoping, planning and execution (pre-production through post)

### **Creative Director at [wire] stone**

April 2013 - August 2013 (5 months)

Same job as the previous seven years, just a new, industry-aligned title.

Creative expert with a flair for inspiring, growing and managing a team. Highly accomplished creative leader who consistently delivers strong strategy, ideation, and concepts. Expert at inspiring, guiding, and managing a creative team to produce breakthrough creative work. Masterful at presenting creative concepts and managing the creative relationship with clients at all levels.

- Led client and [wire] stone teams to create effective creative strategy and concepts
- Managed large creative teams at the business level, including employee reviews, team efficiency and quality, discipline, and employee growth
- Guided, managed, and built creative relationship with clients including Boeing, Cartier, Intel, Kofax, and Lowe's

### **Principal/Owner**

1994 - August 2013 (19 years 8 months)

Freelance marketing communications writing and creative advertising consulting services with a strategic mindset and a service-oriented, highly professional reputation.



A long roster of clients across a number of industries including high tech (software, telcom, hardware, etc.) automotive, construction and building materials, retail, education, insurance, healthcare (dental, reproductive health, networked providers, electronic medical records) and sports and lifestyle.

### **Creative Services Manager at [wire] stone**

January 2006 - April 2013 (7 years 4 months)

- Direct report to company COO of \$25 million digital agency
- Managed up to 15 content experts with varied skill sets including SEO, technical writing, content strategy, script writing, executive communications, advertising copywriting, and marketing communications across six regional offices across the U.S. (includes hiring, reviews, training, professional growth and development)
- Co-managed creative department with longtime design-side colleague, including creative direction, annual staffing and CAPEX budget allocation
- Consulted with and advised executive management on a variety of business planning and operations issues including senior leadership presentations
- Fostered business development and enrich client relationships through strategic planning facilitation and creative delivery excellence

### **Creative Solutions at [wire] stone**

2004 - 2006 (3 years)

- Project management, concept, copy generation for integrated marketing campaigns
- Developed go-to-market, branding, and targeted B2B/B2C campaigns including Apple iPod, Intel Centrino, Jim Beam CRM, Microsoft Small Business Summit, Oakley electronic eyewear
- Select clients: Apple, CytoSport, HP, Intel, Jim Beam, Microsoft, Motorola, Oakley

### **Platoon Sergeant/TAC NCO at United States Army**

2003 - 2004 (2 years)

Active Duty service at Fort Benning, Georgia

- One of 16 Senior NCOs hand selected for this assignment in support of Operation Enduring Freedom
- Responsible for training and professional development of Federal Officer Candidates at U.S. Army Office Candidate School
- Mentored and evaluated three classes of Federal OCS graduates and two classes of Regional State OCS trainees in 11 months
- Earned U.S. Army Achievement and U.S. Army Commendation Medals during this activation

### **Senior Copywriter at Publicis**

2000 - 2003 (4 years)

- Strategic planning, research and execution of holistic marketing efforts

- Team lead, supervising creative on T-Mobile B2B BlackBerry launch (North America), HP inkjet supplies and environmental messaging strategy, Centrinity brand advertising campaign
- Select clients: Centrinity, HP, Idaho Transportation Dept., Intel, Micron, T-Mobile

### Marketing Communications Specialist

1999 - 2000 (2 years)

- Direct report of the VP of Marketing
- Supervised brand development, advertising, collateral, Internet, event marketing efforts
- Strategic marketing communications planning and execution including transitioning training program to revenue-generating model, international partner marketing, global branding compliance
- Managed in-house marketing communications personnel, ad agency resources, vendors

### Copywriter

1996 - 1999 (4 years)

- Conceptual development and execution of print and broadcast advertising, direct mail, promotions
- Strategic channel marketing program development, sell-in, implementation
- Participation in Compaq Alpha Server launch (global), Iomega market rise and dominance, Kodak digital camera launch (North America)
- Select clients: Compaq, HP, Iomega, Kodak, SCO Unix, Seagate Software, Western Digital

### Junior Copywriter at Hitchcock, Fleming & Associates

1993 - 1996 (4 years)

- Conceptual and creative copy generation for print ads, direct mail, broadcast, marketing collateral
- Introduced Goodyear Infitred tires, American Standard Americast technology, opened Inventors HoF, transitioned several traditional regional rubber companies into polymer age, branded merger of two competing local hospitals under a single regional health system
- Select clients: American Standard, Flood (wood finish products), Goodyear Tire & Rubber, National Inventors Hall of Fame, Summa Health System, Telxon Corp. (since acquired by Symbol Technologies which was later acquired by Motorola)

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## Education

The Ohio State University

BA, Journalism, 1989 - 1993

Boise State University

Communications, 2006 - 2006

The University of Akron

English Literature, 1994 - 1996

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## Honors and Awards

Eagle Scout, Meritorious Service Medal

# Travis Dryden

I solve problems and create opportunities using business acumen and creativity

4tdryden@gmail.com

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[Contact Travis on LinkedIn](#)

# Michael Philip Lawrence

601 W. Bannock St. ■ Boise, Idaho 83701 ■ 208-447-9473 ■ mpl@givenspursley.com

## BAR MEMBERSHIP

**IDAHO STATE BAR - #7288**

*Admitted September 2005*

## EDUCATION

**LEWIS & CLARK LAW SCHOOL**

*J.D., cum laude, May 2005*

Certificate in Environmental and Natural Resources Law

**PORTLAND, OR**

**WESTERN MONTANA COLLEGE**

*Bachelor of Liberal Studies, cum laude, May 1997*

**DILLON, MT**

## WORK EXPERIENCE

**GIVENS PURSLEY LLP**

*Partner, 2012-present*

*Associate Attorney, 2006-2011*

Represent clients in transactional and litigation matters focusing on environmental, natural resources, water rights, and real estate law

**BOISE, ID**

**IDAHO COURT OF APPEALS**

*Law Clerk for the Honorable Karen Lansing, 2005-2006*

Drafted draft opinions, bench memoranda, and press releases

**BOISE, ID**

**BONNEVILLE POWER ADMINISTRATION**

*Law Clerk, 2003 - 2004; Senior Law Clerk, 2004-2005*

Legal research and drafting on environmental and corporate law issues

**PORTLAND, OR**

**SALOMON NORTH AMERICA**

*Sales Planning Manager, 2000-2002*

Financial analyses, budgeting, forecasting and sales tracking for all business units; developed sales tracking tools for outside sales force

**PORTLAND, OR**

**ADIDAS AMERICA**

*Marketing Analyst, 1998-2000*

Tracked production of factory orders for NFL, Collegiate, and U.S. Olympic team apparel; developed reporting and forecasting tools

**PORTLAND, OR**

**PORTLAND RIVER COMPANY**

*River Manager, 1998*

Managed single-day and multi-day trip operations

**MAUPIN, OR**

**ROCKY MOUNTAIN RIVER TOURS**

*Middle Fork of Salmon River Guide, 1993-1997*

Guided clients on 4-6 day wilderness whitewater trips

**BOISE / SALMON, ID**

## **Appendix D – School Administration and Organizational Chart**

**D1: Head of School Vitae**

**D2: Administration Policy 6100P**

**D3: Organizational Chart**

# Micah J. Doramus

Sage International School  
1513 Tyrell Suite 110  
Boise, Idaho, 83706

Cell: 208-995-7401  
Office: 208-343-7243  
Email: micah.doramus@sageinternationalschool.org

## EXPERIENCE

2015-Present Sage International School Boise, ID  
*Principal*  
Curriculum; technology integration; teacher supervision/evaluation; new administrator mentor/coach; human resources (hiring and non-renewing contracts); professional development; federal programs; budgeting; Skyward; scheduling K-12; integration of unified K-12 campus; work with Executive Director and Board of Directors to set goals and begin strategic planning.  
K-8 School Administration (2015-16); K-12 School Administration (2016-18)  
Past President (2018- current) and President (2016-2018) for *Idaho Middle Level Association*

2007-Present Eagle & Lowell Scott Middle Schools Meridian, ID  
*Assistant Principal*  
Grade level discipline, curriculum/supervision, technology integration/implementation, PowerSchools, scheduling, Special Education Department co-chair, Emergency Planning, Staff Professional Development Committee co-chair, Technology & Grant Committee co-chair, Microsoft Innovative Educator Trainer.  
Split assignment Lowell Scott Middle and Eagle Middle Schools (2008-2009)  
President Elect (2014-current) and Region IIIA Director (2013-2014) for *Idaho Middle Level Association*

2002-2007 Nampa Senior High School Nampa, ID  
*Dean of Students and Discipline* (2006-2007)  
*Teacher* (2002-2006) US History, Social Studies, Economics, English, Newspaper  
*Administrator* 2007: Freshman Summer Program (Credit Recovery)  
*Sophomore House Coordinator* 2006: Staff Development Planning Team Teaching—  
Team Leader 2003-2006 (History, Social Studies, English)  
*Help Lab Coordinator* 2003-2004; 2005-2006 (After School Program)  
*SOS Team* (Staff Offering Support) 2003-2007  
*Admin. Internship* 2004-2005: Experience in discipline, scheduling, curriculum, special services, SASI, IGPro.

## EDUCATION

2003-2005 Northwest Nazarene University Nampa, ID  
*M.A., Educational Leadership*

1997-2001 Northwest Nazarene University Nampa, ID  
*B.A., History Education*  
Certified Secondary History, English, and Social Studies  
ST2EP Conference—Olympia, WA 1999-2001 (Student Teacher Technology Educational Partnership—Technology Education Grant Project w/ The Evergreen State College).  
Involvement in Student Teacher Technology Educational Partnership in collaboration with Vallivue High and Middle Schools and the Generation Y Project 1999-2001.

# Micah J. Doramus

Sage International School  
1513 Tyrell Suite 110  
Boise, Idaho, 83706

Cell: 208-995-7401  
Office: 208-343-7243  
Email: micah.doramus@sageinternationalschool.org

## PUBLICATIONS

Doramus, M. J. (2017). Trust is not freely given; it must be earned, and the price is humility and vulnerability. In *The principal reader* (pp. 165-168). Burlington, Ontario, Canada: Word & Deed Publishing Incorporated & Edphil Books

## PRESENTATIONS

Doramus, M. (2013). *DIY professional development 2.0: Using web-based tools and social networking for professional growth*. Presentation for Idaho Middle Level Conference 2013.

Doramus, M. (2012). *Edmodo: Utilizing social networking in the classroom*. Teacher workshop presented at Joint School District No. 2 Tech Expo 2012 (Aug. 2012). Teacher workshop presented to staff of Eagle Middle School, Joint School District No. 2, Meridian, ID.

Doramus, M. (Jan. 2012). *The power of why: A look at who we are and why we're here*. Teacher workshop presented to staff of Eagle Middle School, Joint School District No. 2, Meridian, ID.

Doramus, M. (Jan. 2011). *Teaching with purpose: PLC, RTI, and Data-Based Decision Making*. Teacher workshop presented to staff of Eagle Middle School, Joint School District No. 2, Meridian, ID.

Doramus, M. (Nov. 2010). *Practical guide to parent contact: A common sense approach to linking home and school*. Teacher workshop presented to staff of Lowell Scott Middle School (2008) and Eagle Middle School (2010), Joint School District No. 2, Meridian, ID.

Doramus, M. (Sept. 2008). *School safety and you: A parent's guide to safety at Lowell Scott Middle School*. Parent workshop presented to parents at Lowell Scott Middle School (2008)

## REFERENCES

**Keith Donahue**, Executive Director, Sage International School, Boise, ID  
keith.donahue@sageinternationalschool.org 208-343-7243

**Tony Nelson**, Principal, Star Middle School, Star, ID  
nelson.tony@westada.org 208-350-4255

**Emily Boles**, Special Education Director/Teacher, Sage International School, Boise, ID  
emily.boles@sageinternationalschool.org 208-343-7243

## Sage International School

### ADMINISTRATION

#### 6100P Board/Executive Director Relations

<b>The Board shall:</b>	<b>The Executive Director shall:</b>
Select the Executive Director and delegate to him/ her all necessary administrative powers	Serve as chief executive officer of Sage International School.
Adopt policies for the operations of the school system and review administrative procedures.	Recommend policies or policy changes to the Board and develop procedures that implement Board policy.
Formulate a statement of goals reflecting the philosophy of Sage International School.	Provide leadership in the development, operation, supervision and evaluation of the educational program.
Adopt annual objectives for improvement of Sage International School.	Recommend annual objectives for improvement of Sage International School.
Approve courses of study.	Recommend courses of study.
Approve textbooks.	Recommend textbooks.
Approve the annual budget.	Prepare and submit the annual budget.
Approve expenditures in any budget category when expenditures in that category exceed, or are reasonably anticipated to exceed, previously approved expenditure levels by \$3,000 or more.	Inform the Board whenever expenditures exceed, or are reasonably anticipated to exceed, previously approved expenditure levels by \$3,000 or more; and recommend to the Board an approach regarding the expenditure(s) at issue
Employ certificated and classified staff, in its discretion, upon recommendation of the Executive Director.	Recommend candidates for employment as certificated and classified staff.
Authorize the allocation of certificated and classified staff.	Recommend staff needs based on student enrollment, direct and assign teachers and other employees of the schools under his/her supervision; shall organize, reorganize and arrange the administrative and supervisory staff, including instruction and business affairs, as best serves Sage International School, subject to the approval of the Board.
Approve contracts for construction, remodeling, or major maintenance.	Recommend contracts for major construction, remodeling or maintenance.
Approve payment of vouchers and payroll.	Recommend payment of vouchers and payroll.



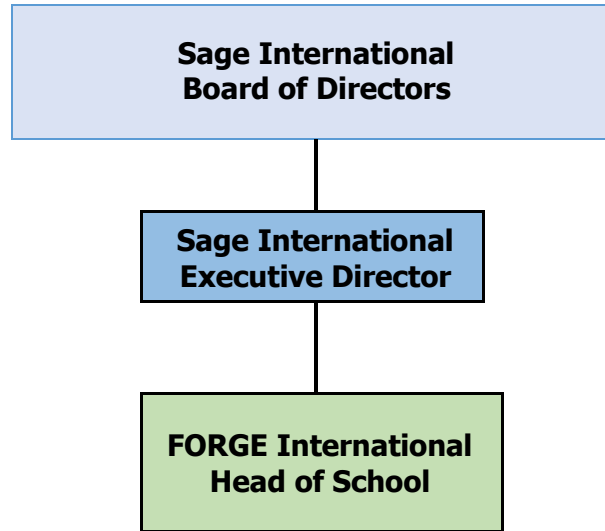
<b>The Board shall:</b>	<b>The Executive Director shall:</b>
Approve proposed major changes of school plant and facilities.	Prepare reports regarding school plant and facilities needs.
Approve collective bargaining agreements.	Supervise negotiation of collective bargaining agreements.
Assure that appropriate criteria and processes for evaluating staff are in place.	Establish criteria and processes for evaluating staff.
Appoint citizens and staff to serve on special Board committees, if necessary.	Recommend formation of ad hoc citizens' committees.
Conduct regular and special meetings.	As necessary attend all Board meetings and all Board and citizen committee meetings, serve as an ex-officio member of all Board committees and provide administrative recommendations on each item of business considered by each of these groups.
Serve as final arbitrator for staff, citizens and students.	Inform the Board of appeals and implement any such forthcoming Board decisions.
Promptly refer all criticisms, complaints, and suggestions called to its attention to the Executive Director.	Respond and take action on all criticism, complaints, and suggestions as appropriate.
Authorize the ongoing professional enrichment of its administrative leader as feasible.	Undertake consultative work, speaking engagements, writing, lecturing, or other professional duties and obligations.
Approve appropriate Charter School expenditures recommended by the Executive Director for the purpose of ongoing Charter School operations.	Diligently investigate and make purchases that benefit the most efficient and functional operation of Sage International School.

\* A copy of the Executive Director's evaluation may be included.

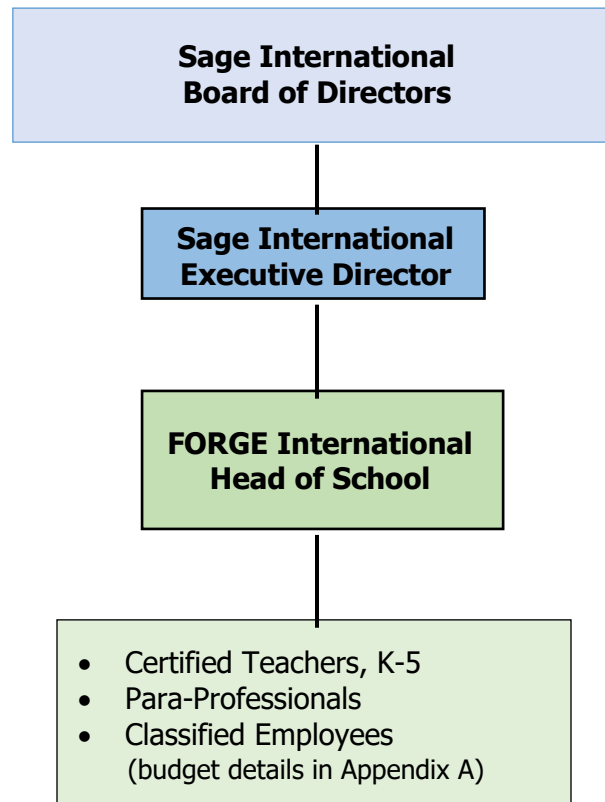
Procedure History:

Adopted: 2/21/2011      Reviewed: 6/20/2016-7/18/2016      Revised: 7/18/2016

**Sage International School 'FORGE International'  
Start Up FY19 (2018-2019)**



**Sage International School "FORGE International"**  
**FY20 (2019-2020)**



## **Appendix E – Supporting Documentation**

### **E1: IB Position Paper on the Common Core Standards:**

<http://www.ibo.org/contentassets/12ca22e438df4a65b4c92e42b70b10ea/ib-common-core-position-statement.pdf>

### **E2: School District Superintendent Letters**

- **Caldwell District**
- **Emmett District**
- **Middleton District**
- **New Plymouth District**
- **Notus District**
- **Parma District**
- **Vallivue District**
- **West Ada District**

### **E3: Market Survey**

### **E4: Rural Market Study**



**SAGE**  
INTERNATIONAL SCHOOL  
OF BOISE

Think World.

March 20, 2018

Dear Shalene French,

On behalf of the Sage International School of Boise, a Public Charter School, Inc. (Sage International) Board of Directors, we are providing this letter and New School Petition to satisfy the notice and comment requirements of Idaho Code 33-5202(b) (attached for reference). You are receiving this notice because the primary attendance area of the proposed school overlaps all or a portion of your school district.

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Thank you for your consideration. We look forward to hearing from you.

Sincerely,

Sage If  \_\_\_\_\_  
Keith Donahue, Executive Director

## RELEVANT IDAHO CODE CITATION

For your reference, following please find the relevant portion of Idaho Code 56-3305 and the following link to the full Idaho Code provision:

<https://legislature.idaho.gov/statutesrules/idstat/Title33/T33CH52/SECT33-5205/>

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**SAGE**  
INTERNATIONAL SCHOOL  
OF BOISE

Think World.

March 20, 2018

Dear Wayne Rush,

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Keith Donahue, Executive Director

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INTERNATIONAL SCHOOL  
OF BOISE

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March 20, 2018

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**SAGE**  
INTERNATIONAL SCHOOL  
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March 20, 2018

Dear Kevin Barker,

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Thank you for your consideration. We look forward to hearing from you.

Sincerely,

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Keith Donahue, Executive Director

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**SAGE**  
INTERNATIONAL SCHOOL  
OF BOISE

Think World.

March 20, 2018

Dear Craig Woods,

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INTERNATIONAL SCHOOL  
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March 20, 2018

Dear Jim Norton,

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INTERNATIONAL SCHOOL  
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March 20, 2018

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March 20, 2018

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Sincerely,

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# Forge International Market Interest Survey

This form is to gather interest information for the opening of Forge International School to assist school and community leaders to provide a high quality education.

Este encuesta es para juntar interes para el apertura del Forge International School para ayudar los lideres de la escuela y comunidad dar un educacci6n de alta calidad.

\* Required

## 1. Please select language

Mark only one oval

- English      *Skip to question 2.*
- Espanol      *Skip to question 10.*

## English Language Survey

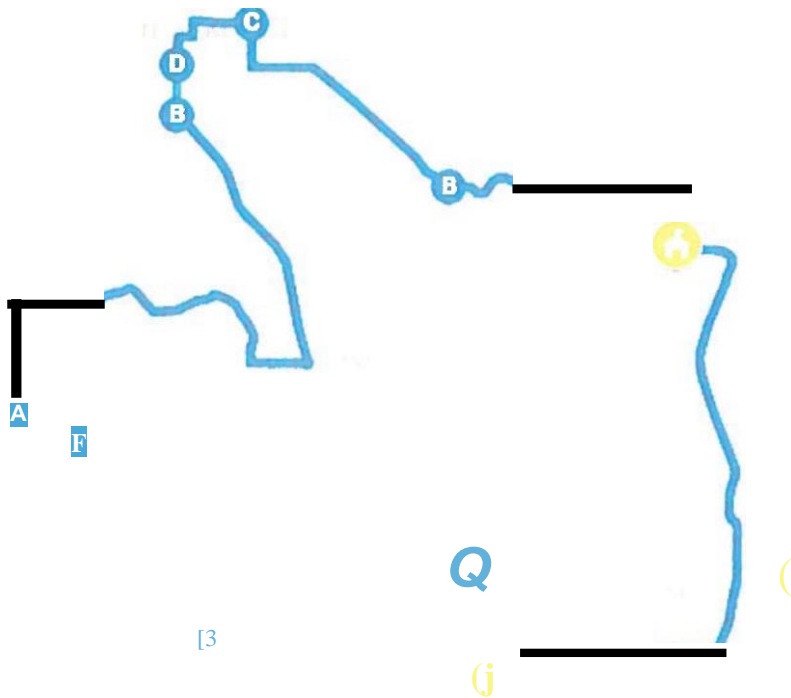
This form is to gather interest information for the opening of Forge International School to assist school and community leaders to provide a high quality education.

## 2. I currently live in the

Mark only one oval.

- Middleton School District
- Caldwell School District
- Vallivue School District
- Notus School District
- Parma School District  
New Plymouth School District
- Emmett School District
- West Ada School District

3. Use this map to answer the following question: <http-s://tinyurl.com/forgeboundaYmaR>



Mark only one oval

I DO live inside the proposed boundary area and am interested in my child(ren) attending Forge International.

I DO NOT live inside the proposed boundary area but would be interested in my child(ren) attending Forge International (NOTE: Bussing transportation only available within the Forge boundaries.)

4. If enrolled at Forge International my child(ren) plan to get to school by (reminder: no bussing for out-of-boundary)

Mark only one oval

- In-boundary parent pick-up/drop-off
- In-boundary bussing provided by Forge International
- Out-of-boundary parent pick-up/drop-off

5. During the 2019-20 School Year I will have students in the following grades (check all that apply)

Check all that apply

- Kindergarten
- First Grade
- Second Grade
- Third Grade
- Fourth Grade
- Fifth Grade
- Other:

**6. Forge International will operate a 4-day school week for students (No school on Fridays).***Mark only one oval.*

- This is a preferred schedule for our family
- Our family may need affordable child care on Fridays to consider attending Forge International
- This may prevent our family from attending Forge International

**7. Forge International will operate a non-traditional yearly calendar for students (Starting school in mid-August and going until mid-June with fall/winter/spring breaks).***Mark only one oval*

- This is a preferred schedule for our family
- Our family may need flexibility with schedule to consider attending Forge International
- This may prevent our family from attending Forge International

**8. Forge International will operate a daily school schedule from 8:05a-3:25p for elementary. Secondary grades, when added, will remain in school until 3:40p.***Mark only one oval*

- This is a preferred schedule for our family
- Our family may need flexibility with the daily schedule to consider attending Forge International
- This may prevent our family from attending Forge International

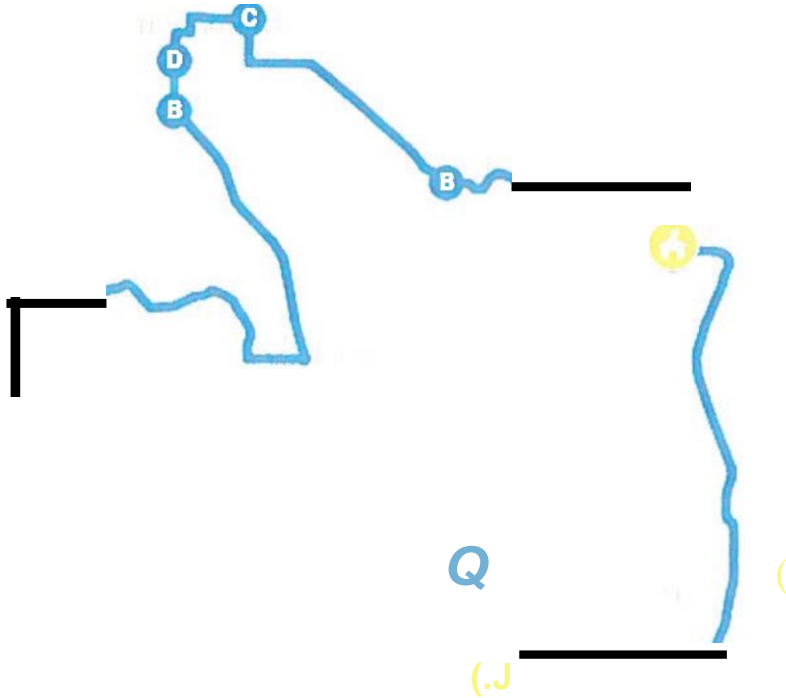
**9. Please add me to future electronic mailings regarding Forge International at the following email:***Skip to question 1B.***Encuesta en Espanol**

Este encuesta es para juntar interes para el apertura del Forge International School para ayudar los lideres de la escuela y comunidad dar un educacci6n de alta calidad.

**10. Ahora vivimos en el***Mark only one oval*

- Zona Escolar de Middleton
- Zona Escolar de Caldwell
- Zona Escolar de Vallivue
- Zona Escolar de Notus
- Zona Escolar de Parma
- Zona Escolar de New Plymouth
- Zona Escolar de Emmett
- Zona Escolar de West Ada

11. Usa este mapa para responder la siguiente pregunta: <http://tinyurl.com/forgeboundanimaR>



Mark only one oval

- VIVO dentro del area limite propuesta y me interesa mis hijos asistan a Forge International.
- NO VIVO dentro del area limite propuesta, pero estarfa interesado en mis hijos que asisten a Forge International (NOTA: el transporte en autobus solo esta disponible dentro de las limites de Forge).

12. Si estamos inscrito en Forge International, mis hijos planean llegar a la escuela (recordatorio no hay autobuses para fuera de limites).

Mark only one oval

- por padres que los conducen hacia y desde su hogar dentro del limite.
- en autobus proporcionado por Forge dentro del limite.
- par padres que los conducen hacia y desde su hogar fuera del limite.

13. Durante el ano escolar 2019-20 tendre estudiantes en los siguientes grados (marque todo lo que corresponda)

Check all that apply

- Kindergarten
- Primer
- Segundo
- Tercer
- Cuarto
- Quinto
- Other:



**14. Forge International operar.1 una semana escolar de 4 dias para los estudiantes (No hay clases los viernes). \***

*Mark only one oval.*

- Este es un horario preferido para nuestra familia
- Nuestra familia necesitara cuidado infantil asequible los viernes para considerar asistir a Forge International
- Esto puede evitar que nuestra familia asista a Forge International

**15. Forge International operar.1 un calendario anual no tradicional para los estudiantes (La escuela comenzara el curso escolar en mediados de agosto y terminara en mediados de junio).**

*Mark only one oval.*

- Este es un calendario preferido para nuestra familia
- Nuestra familia puede necesitar flexibilidad con el horario para considerar asistir a Forge International
- Esto puede evitar que nuestra familia asista a Forge International

**16. Forge International operara el horario escolar comensando de 8:05am y terminando a las 3:25pm para la escuela primaria.**

*Mark only one oval.*

- Este es un horario preferido para nuestra familia
- Nuestra familia puede necesitara flexibilidad con el horario para considerar asistir a Forge International
- Esto puede evitar que nuestra familia asista a Forge International

**17. Por favor, agregueme a futuros correos electr6nicos con respecto a Forge International en el siguiente correo electr6nico:**

*Skip to question 18*

## Other Feedback

**18. Please provide us with any other feedback or ask any questions you may have about Forge International.**

**19. Por favor dinos cualquier otro comentario o preguntanos cualquier cosa que tienen sobre Forge International.**

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# Economic and Market Feasibilities of Two Proposed Charter Schools in the Treasure Valley of Idaho

June 2018

Prepared for:

A charter school development support partnership between Bluum, Inc.,  
Boise, Idaho and Building Hope, Washington D.C.

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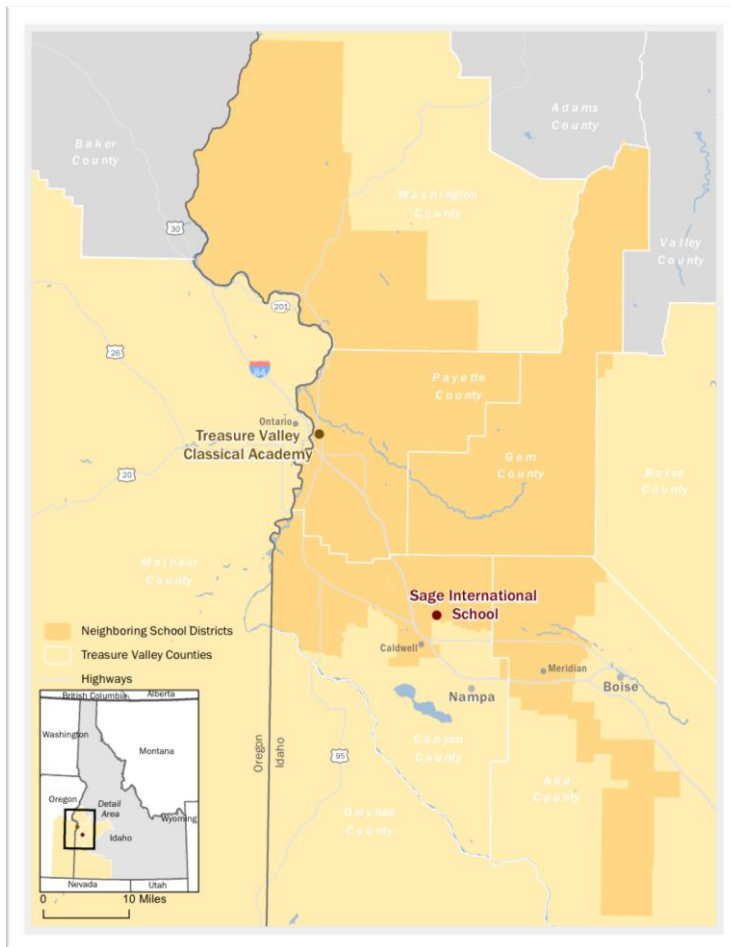
# Introduction

## Background

The Bluum Organization is a non-profit organization committed to ensuring Idaho's children reach their fullest potential by cultivating great leaders and innovative schools. Through building partnerships that include school operators and funders their goal is to have 20,000 new high-performing seats at schools of choice within 10 years. This report is an analysis of the economic and market feasibilities of two future schools supported through Bluum and its partners.

The two new schools will be in Idaho's Treasure Valley – a nine-county region encompassing Boise and areas to the west. One will be a replication of the highly successful Sage International School in Boise. It will be in Middleton, Idaho and have 653 K-12 seats. The second school, the Treasure Valley Classical Academy, will be based on the national model from Hillsdale College's Barney Charter School Initiative. It will be located in Fruitland, Idaho near the Oregon border.

**Figure 1: Location of Two Proposed Charter Schools**



Both schools will operate as public charter schools. They will draw students from nearby public schools and from home schooling. Most Treasure Valley Classical Academy students will come from Payette County. Sage International II will draw mostly from Canyon County.

Bluum and its partners are assisting the development and start-up operations for the schools. Developing new charter school is a major undertaking. Amongst other support, these schools may seek aid through a USDA rural development grant. This report provides the economic and market feasibility analyses, in accordance with USDA guidelines, for the grant application and for other planning and development purposes.

## Summary of Findings

The economic feasibility of both schools is clear.

The **Treasure Valley Classical Academy** will occupy an available school building in a community with large numbers of family households with incomes below both the state and national averages. The building is fully supported by utilities and transportation infrastructure. The 53 school employees will cause total employment in the area to rise by 66, which is well within the capacity of Payette County.

The **Sage International II** school site is favorable for development. Middleton is a burgeoning Boise suburb, which almost ensures population growth. However, being the low cost, room-to-grow alternative to the more expensive inner suburbs of Boise and the city itself, those moving to the Middleton area tend to be younger and with children. Incomes are not as high, but there is strong interest in high quality public education.

The market feasibility of each school is also strong.

**Sage International II** will be located in a setting with strong expected growth in student-age populations, limited other school choice options, and mixed academic results in the current nearby district run schools. Sage II also builds on an existing successful school operating model (distinctive International IB) for its school in the Boise area. This provide operating experience and potential efficiencies, program reputation, a base of interested families (current wait list), skilled administrators and knowledge about the start-up challenges that will be faced by the new program. This combination of factors suggests that Sage II will likely have little difficulty meeting its enrollment targets.

The **Treasure Valley Classical Academy** also builds on operator experience. TVCA is offering a distinctive program designed to appeal to a traditional set of academic and leadership values. Nearby district-run schools demonstrate a mix of academic performance. While expected growth in student-age populations is modest in the immediate surrounding area, TVCA expects to draw students from a broad geography, including the more robustly growing area of north Canyon County. Attracting talented staff in Payette County will most likely be more difficult than will be the case for Sage II in

Canyon County. Altogether, meeting the enrollment targets for TVCA is feasible, but will present a comparatively greater challenge than in the case of Sage II.

## Economic Feasibility

USDA rural development grant guidelines ask that independent reviewers describe the abilities of local economies to accommodate the project being considered for development and its ultimate impacts on the local economy. Specifically, the guidelines state that an economic feasibility should include, but not be limited to:

*Information related to the project site; availability of trained or trainable labor; utilities; rail, air, and road service to the site; and the overall economic impact of the project.<sup>1</sup>*

The following address the economic feasibilities of the two proposed charter schools and their impacts on their respective counties. As the two schools are just 30 miles apart, they are both part of the southwest region of Idaho and the analyses share some of the same regional economic data.

### Treasure Valley Classical Academy in Payette Co.

The proposal calls for locating the Treasure Valley Classical Academy in Payette County. The school anticipates having 702 K-12 students when enrollment levels off. At that level, it should employ 53 teachers, administrators, and support staff. The academy will be at the existing Fruitland Olde School Community Center, which is in the middle of downtown Fruitland at 500 SW 3rd Street. Figure 2 is a recent photograph of the building.

**Figure 2: Proposed Location**



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<sup>1</sup>“Feasibility Study Requirements.” USDA Rural Development, Business & Cooperative Programs. March 10, 2010. RD Instruction 4279-B, Appendix A.

The Treasure Valley Classical Academy site has following characteristics:

- Built in 1928 as Fruitland’s high school, it was later made into a middle school until it closed in 1996. Actively used today for community purposes, building upgrades are needed.<sup>2</sup>
- The building has a functional gymnasium, library, auditorium, classrooms, and other features typical of a large public-school building.
- A nonprofit, Alma Mater, Inc., took ownership of the building and rents it for offices, weddings, performing arts events, occasional classes, and childcare.
- The nonprofit sought donations to keep the building for foreclosure in 2018. Much of the available space is vacant.<sup>3</sup>
- The building is currently being served by Fruitland Public Works for water and sewer services.
- The existing building will see a \$4 million set of improved to meet current building standard, ADA compliance, fire and safety requirements. Before renovation the building capacity will be 384 students. Portables can also be used as necessary.
- Idaho Power provides electric service. The average commercial rate in Idaho is 6.86 cents per kWh, which is the lowest in the nation.
- Intermountain Gas Company provides utility gas service to the site.
- The Idaho Northern & Pacific Railroad runs through Fruitland and connects with the mainline of the Union Pacific Railroad just north of the city in Payette.
- U.S. highway 95 runs through Fruitland and connects it within a mile to I-84 and U.S. 30.
- Boise Airport is 53 miles by interstate from the site.
- With 53 direct employees once enrollment reaches the intended goal, the school will create a total of 66 jobs in Payette and Canyon counties through the job multiplier effect for education establishments.
- There is a large pool of trained educators in Southwest Idaho. The state’s labor department reports that there were 7,360 actively employed, fulltime K-12 teachers and special education instructors in the southwest region of Idaho. Their average wage, as of May 2017, was \$49,117 and half earn between \$37,151 and \$60,087 a year.

## Payette County Economics

Payette County is Idaho’s smallest county in area. It is on the Oregon border and intersected by Interstate-84, which is a major east-west interstate highway. Payette County has 23,215 residents (2017) and Fruitland, the county’s second most populated city, has

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<sup>2</sup> “City weighs new life for Olde School.” Independent Enterprise (Payette, ID). March 18, 2015.

<sup>3</sup> Hunter Morrow. “Olde School remains open despite hurdles.” Independent Enterprise (Payette, ID). March 7, 2018.

5,234. The economy of Payette County depends on two favorable geographic endowments. The most critical is its abundance of highly productive, often irrigated, farmlands with the transportation infrastructure backing it up.

The other geographic advantage is the county's proximity to Malheur County, Oregon where the minimum wage there is 39 percent higher and there is no sales tax. The situation fostered a large base of relatively high paying retail and accommodation jobs within a very short commute of Payette where income taxes are lower. The Census reports that 30 percent of all workers living in Payette County work in Malheur as a result. That is an unusually high number for a rural Northwest county.

The county's economy has infrastructure advantages. I-84, a major east-west interstate connecting the Pacific Northwest to the rest of the country, runs through Payette County. The interstate brings jobs to transportation and warehousing businesses and offers commuters a one-hour drive to the state's largest city, Boise. Importantly, dams supply low-priced hydroelectric power to the region.

Table 1 lists relevant economic measures for Payette County. Its population has been rising at a 1.3 percent rate since 1969. In the last ten years, the county's population growth rate has exceeded that of neighboring farming counties. The better performance is tied to its desirability as a location, in part because of I-84 and large farms, for food processing. Manufacturing and farming account for a fourth of all jobs in the county.

**Table 1: Payette County Economic Measures**

<b>Local Economic Measure</b>	<b>Payette Co.</b>
Population	
Resident population, 2017	23,215
Growth rate since 1969	1.3%
Average household size (2012-2016)	2.97
Per capita income	
Per capita, 2016	\$36,818
As a share of Idaho per capita	93%
As a share of U.S. per capita	75%
Growth rate since 1969	5.5%
After adjusting for inflation	1.4%
Civilian labor force	
As % of population	50%
Unemployment rate	3.9%
% of jobs in county by sector:*	
Farms	10%
Manufacturing	14%
Retail	8%
Wholesale	2%
Government	11%
Services	42%
Other	12%



Sources: Idaho Department of Labor, U.S. Bureau of Economic Analysis, U.S. Census, and the U.S. Bureau of Labor Statistics.

\* Jobs include working small business owners, farm operators, farm workers, and self-employed persons.

The county's 2016 per capita income of \$36,818 was 93 percent that of Idaho's, which is high for a farming county in the Northwest. Since 1969, per capita incomes have been growing at a 5.5 percent rate (1.4 percent when adjusted for inflation).

Exactly half of the county's residents are in the workforce in 2017 – similar to the national average. On average, there are 2.97 persons per household in Payette County, which is a reflection of the high proportion of families with children.

Looking at the sources of personal income, shown in Table 2, close to 60 percent comes from working (\$503 million). This is typical for working counties, as opposed to retirement areas, in Idaho. Almost \$211 millions of labor earnings made by residents in 2016 came from working outside the county.

**Table 2: Sources of Local Personal Income, Payette County, Canyon County, and Idaho, US Bureau of Economic Analysis Data for 2016**

Sources of Local Personal Income in 2016	Payette County	State of Idaho
<b>Labor earnings of locals:</b>		
Wages and salaries paid by local employers	\$244,769,000	\$29,443,921,000
Local employer retirement & insurance contributions	46,057,000	5,120,962,000
Locally owned farmers' net income	44,787,000	1,314,545,000
Self-employed worker earnings	83,314,000	6,142,431,000
Less government insurance taxes paid by workers	(27,570,000)	(2,772,668,000)
Less pay outflow to non-locals working in county	(99,089,000)	(6,765,018,000)
Plus pay inflow to residents working outside county	210,918,000	7,769,292,000
<b>Net labor earnings of local residents</b>	<b>\$503,186,000</b>	<b>\$40,253,465,000</b>
<b>Plus other sources of personal income:</b>		
Dividends, interest, and rental income	\$155,425,000	\$13,928,775,000
Welfare, SSI, foster care, & other social services	18,086,000	1,004,319,000
Unemployment insurance	1,157,000	119,822,000
Social Security retirement, pensions, disability & other	169,919,000	11,127,029,000
<b>Total Personal Income</b>	<b>\$847,773,000</b>	<b>\$66,433,410,000</b>
Population	23,026	1,683,140
<b>Per-capita income</b>	<b>\$36,818</b>	<b>\$39,470</b>

Source: U.S. Bureau of Economic Analysis.

Summarizing, the charter school will occupy an available school building in a community with large numbers of family households with incomes below both the state and national averages. The building is fully supported by utilities and transportation infrastructure. The 53 school employees will cause total employment in the area to rise by 66, which is well within the capacity of Payette County. Clearly, this project is economically feasible.

## Sage International School in Canyon County

The proposed school will be a replication of an existing Sage charter school in Boise. Rather than being in a city, the new school will be in the suburban-rural city of Middleton. There a new school will be built. The Sage International School site in Middleton has following characteristics:

- The chosen site is at 1223 W.Main St., one mile west of the city center and four blocks from the public middle school.
- The property is mostly vacant land on the edge of single-family housing developments and irrigated farmland.
- The city provides water, sewer, and trash services.
- Idaho Power provides electric service. The average commercial rate in Idaho is 6.86 cents per kWh, which is the lowest in the nation.
- Intermountain Gas Company provides utility gas service to the site.
- The Idaho Northern & Pacific Railroad has trackage rights on a Union Pacific line which runs by Middleton.
- The school site is less than three miles from an exit off U.S. interstate 84 onto state highway 44.
- Boise Airport is 30 miles from the site.
- At full enrollment, the school will have 653 students and employ 55 educators and staff.
- With 55 direct employees once enrollment reaches the intended goal, the school will create a total of 69 jobs in Canyon and Payette counties through the job multiplier effect for education establishments.
- There is a large pool of trained educators in Southwest Idaho. The state's labor department reports that there were 7,360 actively employed, fulltime K-12 teachers and special education instructors in the southwest region of Idaho. Their average wage, as of May 2017, was \$49,117 and half earn between \$37,151 and \$60,087 a year.

## Canyon County Economics

Canyon County is Idaho's second most populous county with 216,699 residents. Middleton is the third largest city in the county and has 7,439. The county's economic engine is Boise.

The most recent Census data estimate that 44 percent of the county's working residents commute to Ada County (the city of Boise). Through easy access *via* a relatively uncongested interstate and rapid job growth, Canyon has become increasingly attractive to those wanting a less urban lifestyle and plenty of affordable room to raise a family.

Table 3 is a summary of key economic measures for Canyon County. Like so many other exurban counties that are gradually transitioning to suburban, the population of Canyon County has grown rapidly – a 2.5 percent rate since 1969. Many are young families, as suggested by the high 2.76 ratio of persons per household. Jobs inside the county skew towards serving the local populous (*i.e.*, retailing and services) and those sectors are generally lower paying.

**Table 3: Canyon County Economic Measures**

Local Economic Measure	Canyon Co.
Population:	
Resident population, 2017	216,699
Growth rate since 1969	2.7%
Average household size (2012-2016)	2.76
Personal income:	
Per capita, 2016	\$29,305
As a share of Idaho per capita	74%
As a share of U.S. per capita	60%
Growth rate since 1969	4.7%
After adjusting for inflation	0.7%
Civilian labor force	96,377
As % of population	44%
Unemployment rate	3.6%
% of jobs in county by sector:*	
Farms	4%
Manufacturing	11%
Retail	12%
Wholesale	4%
Government	11%
Services	41%
Other	16%

Sources: Idaho Department of Labor, U.S. Bureau of Economic Analysis, U.S. Census, and the U.S. Bureau of Labor Statistics.

\* Jobs include working small business owners, farm operators, farm workers, and self-employed persons.

The county’s 2016 per capita income of \$29,305 was only 74 percent that of Idaho’s. Since 1969, per capita incomes have been growing at a 4.7 percent rate (1.4 percent when adjusted for inflation).

A lower than average share of the population is in the labor force (44 percent in Canyon County versus 49 percent statewide).

Sources of personal income in Table 4 show that earnings from work brought in 61 percent of all income made by Canyon County residents in 2016. And nearly one in four dollars made was from pay earned in other places and mostly Boise.

**Table 4: Sources of Local Personal Income, Payette County, Canyon County, and Idaho, US Bureau of Economic Analysis Data for 2016**

<b>Sources of Local Personal Income in 2016</b>	<b>Canyon County</b>	<b>Idaho</b>
<b><i>Labor earnings of locals:</i></b>		
Wages and salaries paid by local employers	\$2,321,266,000	\$29,443,921,000
Local employer retirement & insurance contributions	416,766,000	5,120,962,000
Locally owned farmers' net income	42,007,000	1,314,545,000
Self-employed worker earnings	439,652,000	6,142,431,000
Less government insurance taxes paid by workers	(231,370,000)	(2,772,668,000)
Less pay outflow to non-locals working in county	(660,932,000)	(6,765,018,000)
Plus pay inflow to residents working outside county	1,464,771,000	7,769,292,000
<b>Net labor earnings of local residents</b>	<b>\$3,792,160,000</b>	<b>\$40,253,465,000</b>
<b><i>Plus other sources of personal income:</i></b>		
Dividends, interest, and rental income	\$912,620,000	\$13,928,775,000
Welfare, SSI, foster care, & other social services	170,947,000	1,004,319,000
Unemployment insurance	10,383,000	119,822,000
Social Security retirement, pensions, disability & other	1,317,763,000	11,127,029,000
<b>Total Personal Income</b>	<b>\$6,203,873,000</b>	<b>\$66,433,410,000</b>
Population	211,698	1,683,140
Per-capita income	\$29,305	\$39,470

Source: U.S. Bureau of Economic Analysis.

In conclusion, the economic conditions of Canyon County and of the proposed Middleton site are favorable for school development. Middleton is a burgeoning Boise suburb, which almost ensures population growth. However, being the low cost, room-to-grow alternative to the more expensive inner suburbs of Boise and the city itself, those moving to the Middleton area tend to be younger and with children. Incomes are not as high, but interest in high quality public educations is.

# Market Feasibility

## Background

USDA rural development grant guidelines ask that independent reviewers analyze the market's capacity to absorb a proposed development and the possible competitive forces that would come into play. Specifically, the guidelines state that a market feasibility should include, but not be limited to:

*Information on the sales organization and management, nature and extent of market and market area, marketing plans for sale of projected output, extent of competition, and commitments from customers or brokers.*<sup>4</sup>

The guidelines are USDA suggestions and likely more applicable to commercial business enterprise developments than for public charter schools. ECONorthwest understands this. Thus, we provide supporting market information suitable for an appropriate evaluation of the proposed two charter schools.

This analysis of market conditions relates to the proposed opening of two new charter schools serving the Treasure Valley region of Idaho. A previous report developed for Bluum in 2016, *Treasure in the Valley*, outlines new school growth opportunities in Ada and Canyon counties. This analysis builds on that effort but includes recent market trends in a geography that includes Payette county, while also examining market factors surrounding the historical enrollments for a select set of comparison charter schools.

## Methods

This market analysis provides information on the following:

- **A description of new school programs and projected enrollments.** This information is assembled from available documentation of the planning for the two new school programs.
- **A description of the surrounding area district run school enrollment history and overview of academic performance.** This information is assembled from available data and reports from the Idaho State Department of Education and from information available from individual school districts.
- **An estimate of projected growth in area school-age population.** Near-term estimates of school-age populations were developed for geographies representing potential enrollment areas for the proposed schools. The geographies are comprised of census tracts that are within a 30-mile radius of each proposed school. Estimates of census tract population change by age cohort were developed using a simple

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<sup>4</sup>"Feasibility Study Requirements." USDA Rural Development, Business & Cooperative Programs. March 10, 2010. RD Instruction 4279-B, Appendix A.

method that relied upon historical population growth rates aided by a near-term cohort survival method<sup>5</sup> executed first at county level, then for tracts, with each set of estimates controlled to the results at the next higher geographic level.

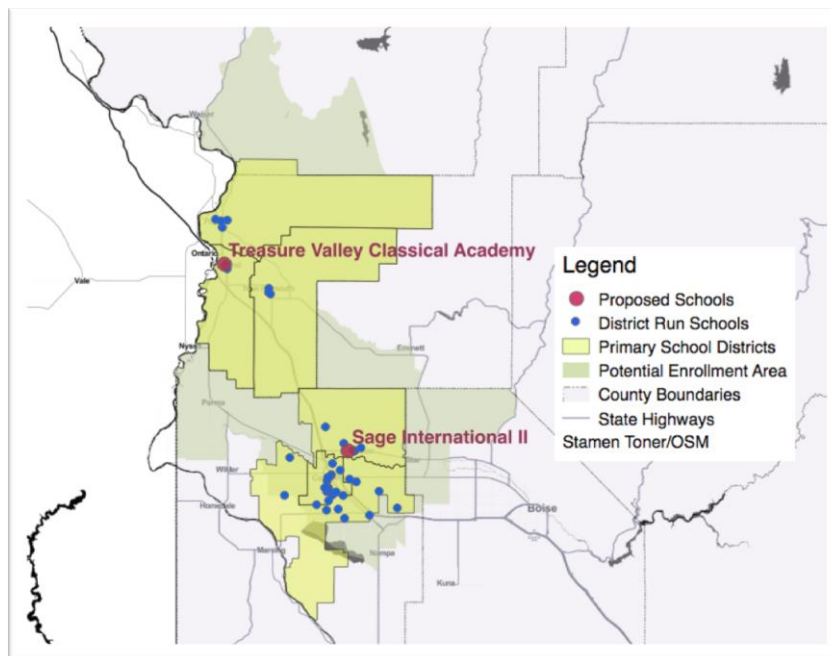
- **A comparison with four selected charter schools with an operating history in rural Idaho.** The enrollment history of each of the four comparison charter schools has been reviewed in light of other local conditions (enrollment trends in district run schools and academic performance of existing schools) that might influence the ability of each school to attract new students to a start-up program. These comparisons shed some light on the prospects of the new school programs being considered in more rural parts of the Treasure Valley.

Together this information provides a good basis for judging general market feasibility of the new school programs.

## New Charter Schools in the Treasure Valley

In 2016 Bluum published a report, *Treasure in the Valley*, that identified conditions that would likely support the siting of new high-quality choice schools in Idaho’s Treasure Valley. That report highlighted new school opportunities in the western portion of the Valley, including the Middleton, Caldwell and Nampa communities. Two new schools are being proposed; one in the Fruitland area serving Payette county but also north Canyon County, and the other in Middleton serving a broad and quickly growing area within Canyon County.

**Figure 3: New Proposed School Locations**



<sup>5</sup>Method implemented by Nielson <http://www.claritas.com>

The Treasure Valley Classical Academy (TVCA) is a school that will be based on the national model from Hillsdale College’s Barney Charter School Initiative. The Treasure Valley Classical Academy will be located in Fruitland, ID and is marketing itself as a Classical Academy model that will “promote the founding of classical charter schools and excellence in teaching and operations, to the end that public-school students may be educated in the liberal arts and sciences and receive instruction in the principles of moral character and civic virtue.” Key to the Classical Academy is its leader Stephen Lambert who is a retired Air Force Colonel with a distinguished military career, and has been running a highly-successful classical academy in Atlanta, GA. From a recent parent group meeting in Fruitland there seems to be a strong appetite for both a classical academy approach to education and to having a decorated retired Air Force Colonel leading the school.

The TVCA will begin by offering K-6 grades and will add new cohorts each year, eventually serving K-12. Serving just over 50 students per grade, enrollment will stabilize at about 700 students. Initial enrollment projections are as follows:

**Table 5: Treasure Valley Classical Academy Enrollment Projection**

Year	Students
2019-2020	324
2020-2021	378
2021-2022	432
2022-2023	477
2023-2024	540
2024-2025	594

Source: TVCA

Sage International School is proposing to open a second campus in Middleton, ID based on its extremely successful campus in Boise. Sage schools are International Baccalaureate (IB) World Schools authorized by the IB organization based in Geneva, Switzerland. One of the most powerful aspects of the Sage K-12 model is the ability to offer students a carefully sequenced and coordinated 13-year educational scope and sequence while utilizing IB’s global inquiry-based curriculum. Sage has waiting list that exceeds 400 students. Opening a second campus (Sage II) allows Sage to reach a broader base of students in one of Idaho’s fastest growing communities where existing school choices are currently limited.

Sage II will begin by offering K-5 grade and will also add new cohorts each year, eventually serving K-12. Serving just under 50 students per grade, enrollment will stabilize at about 650 students. Initial enrollment projections are as follows:

**Table 6: Treasure Valley Classical Academy Enrollment Projection**

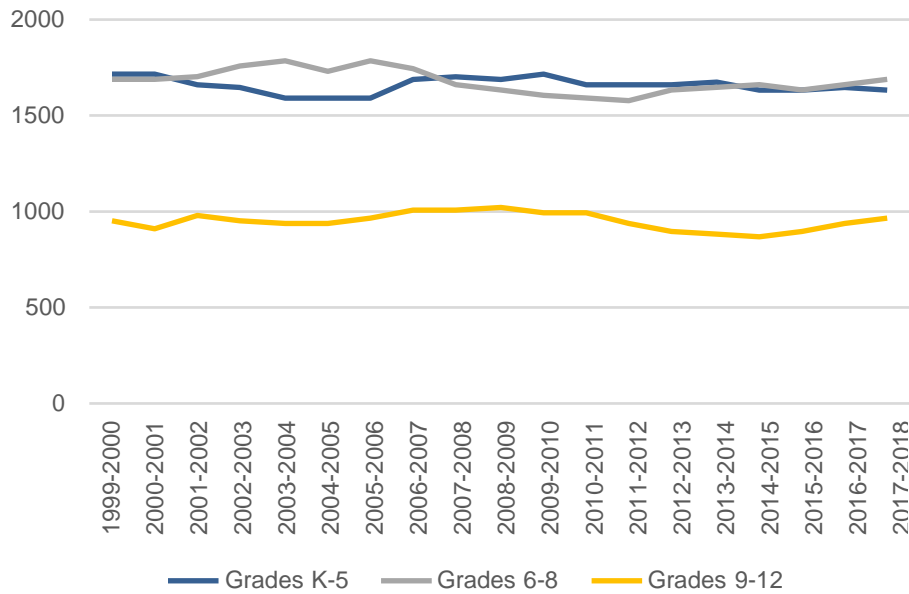
Year	Students
2019-2020	227
2020-2021	384
2021-2022	524
2022-2023	581
2023-2024	625
2024-2025	653

Source: TVCA

## Area District Run Schools

The Classical Academy will be located in Fruitland, ID and is expected to serve students in the Payette county area; while also drawing in a more limited manner from north Canyon and south Washington counties. Payette county is currently served by three school districts, Payette Joint SD, New Plymouth SD, and the Fruitland SD. Together the 3 principal districts in the area serve just under 4,300 students in 12 schools. Recent enrollments in the Payette, New Plymouth and Fruitland School Districts have been relatively stable (see Figure 4) with growth in the Fruitland SD roughly matching declines in enrollment in the Payette SD and New Plymouth SD.

**Figure 4: Historical Enrollment in Payette, New Plymouth and Fruitland SD**



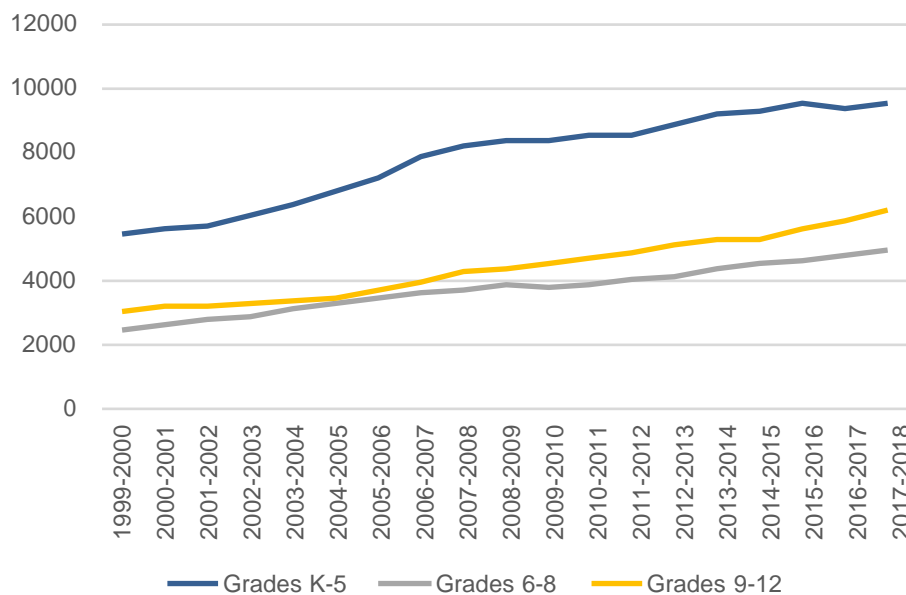
Source: ISDE, ECONorthwest



Graduation rates and proficiency in math<sup>6</sup> in the Payette SD are notably below state-wide averages. Graduation rates in the Fruitland SD are above the state rate, but math proficiency is below the state average. Graduation rates and math proficiency in the New Plymouth SD are above the state averages. Analysis performed for a previous report, *Treasure in the Valley*, estimated a state-wide model of school performance that takes into account the student population and other local factors when comparing actual 2013 and 2015 math test performance compared with predicted performance. Again, schools in the Payette SD under-performed while schools in the New Plymouth SD and Fruitville SD generally achieved or exceeded expected results. Altogether, across these districts there are approximately 750 students attending under-performing schools based on math assessments.

Sage II will be located in Middleton, ID and will serve students primarily within Canyon County, but may also draw some students from Gem, Payette and Ada counties. School Districts in the immediate area include Caldwell SD, Middleton SD, Vallivue SD, and also nearby Notus SD, Meridian SD, and Nampa SD. Together the 3 principal districts (Caldwell, Middleton, and Vallivue) in the area serve just over 20,500 students in 29 schools. Recent enrollments in the Caldwell, Middleton and Vallivue School Districts have been growing (see Figure 5) with growth in each district, but the strongest growth in the Vallivue SD.

**Figure 5: Historical Enrollment in Caldwell, Middleton and Vallivue SD**



Source: ISDE, ECONorthwest

<sup>6</sup> Based on share of students meeting proficiency or demonstrating advanced competence on 2016-2017 math tests.

Graduation rates in the Caldwell SD and Middleton SD are close to the state rate, while graduation rates in the Vallivue SD exceed the state rate. Proficiency in math<sup>7</sup> in the Caldwell SD are notably below state-wide averages, while math proficiency is close to the state average in the Middleton SD and the Vallivue SD. The previously estimated state-wide model of school performance for the 2013 and 2015 math tests reveal that some schools in the Caldwell SD under-perform compare with model predictions and other school over-perform. Schools in the Middleton SD somewhat under-performed given their demographics and local characteristics, while schools in the Vallivue SD generally exceeded expected results. Altogether, across these districts there are approximately 1,850 students attending under-performing schools based on math assessments.

## Near-Term Growth in School-Age Populations

Near-term estimates of school-age populations were developed for geographies representing potential enrollment areas for the proposed schools. The geographies are comprised of census tracts that are within a 30-mile radius of each proposed school. Estimates of census tract population change were developed using the method described earlier in this report.

The potential enrollment area for the Classical Academy in Fruitland is expected to see only modest growth in student-age population through 2024. For the age group 5-9 and 10-14 total population is expected to remain the same (with younger cohorts replacing aging cohorts), but for the age group 15-17 total population by 2024 is expected to increase by around 125 persons.

The potential enrollment area for the Sage International II school in Middleton is expected to see strong growth in student-age population through 2024. For the age group 5-9 population is expected to increase by nearly 2,900 and 10-14 total population is expected to increase by 3,100 persons. And for the age group 15-17 total population by 2024 is expected to increase by over 1,300 persons.

## Comparison Charter Schools

In an effort to better understand the enrollment potential for the proposed charter schools four comparison rural-based Idaho charter schools were selected for review. These schools are:

- North Idaho STEM School - <https://www.northidahostemcharteracademy.org/>
- Upper Carmen Charter School - <http://www.uppercarmencharter.com/index.html>
- Forrest M. Bird Charter School - <http://forrestbirdcharterschool.org/>

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<sup>7</sup>Based on share of students meeting proficiency or demonstrating advanced competence on 2016-2017 math tests.

- North Valley Academy - <http://northvalleyacademy.org/>

The **North Idaho STEM Charter Academy** is an accredited K-12 public school located in Rathdrum, Idaho in close proximity to three academically strong and growing school districts, Coeur d'Alene SD, Post Falls SD, and the Lakeland Joint SD. Its mission is to prepare students, through rigorous and relevant content, to be productive and successful citizens by developing a strong work-ethic. With a distinctive and rigorous academic program, and bolstered by a growing school-age population, the North Idaho STEM Charter Academy has seen strong growth in enrollment.

The **Upper Carmen Public Charter School** is a public charter school located in Carmen Idaho serving 90 students, grades K-12. The school is located within the jurisdictional boundaries of the Salmon School District and nearby the South Lemhi School District. Upper Carmen Public Charter School was founded in 2005 to complement the existing public-school system by providing an alternative learning environment to enable more students from Lemhi County to be successful. Recent enrollments in the two nearby districts have been dropping. With high academic rigor and a distinctive program, the Upper Carmen Public Charter School has a small but growing enrollment in spite of surrounding area decline in school-age population.

The **Forrest M. Bird Charter School** is a public school incorporating middle and high school grades. Its focus is providing an alternative and creative path to post-secondary and career readiness. The Forrest M. Bird Charter School is located within the jurisdictional boundaries of the Lake Pend Oreille School District and nearby the West Bonner County School District. Recent enrollments in the two districts have been dropping. The Forrest M. Bird Charter, offers an alternative program for students not well served in traditional classrooms and as a result has sustained modest growth in enrollments in spite of relatively strong district run programs and declines in area student-age populations.

The **North Valley Academy** is a K-12 public charter school operating since 2008 in Gooding Idaho is located within the jurisdictional boundaries of the Gooding Joint School District. Recent enrollments in the district have remained stable. The North Valley Academy (NVA) seeks to develop an educated citizenry through an accelerated, dynamic, sequential and interactive academic program where pacing is driven by student capabilities. The North Valley Academy has seen largely stable enrollments within an environment where student-age populations are also stable, and surrounding district run schools struggle to achieve consistent academic proficiency.

The general implications from these rural charter school comparisons for the new charter schools in the Treasure Valley are:

- Most new schools employ a phased growth strategy – adding new student cohorts over time.

- Strong surrounding growth in student-age populations is a benefit to new school start-up, but not a necessary condition for building new school enrollment.
- Enrollment growth is supported by the development of a distinctive school program, that will serve specific sub-markets of students and can draw students from a relatively broad base of potential students.
- Offering programs with high academic rigor appears to support strong enrollment growth for new schools, especially in a context of limited other school choice and lower performing existing school programs.

## Implications for New Schools Start-up

The two proposed new schools in the Treasure Valley have start-up strategies that build on the important factors above. In particular:

Sage International II will be located in a setting with strong expected growth in student-age populations, limited other school choice options, and mixed academic results in the current nearby district run schools. Sage II also builds on an existing successful school operating model (distinctive International IB) for its school in the Boise area. This provide operating experience and potential efficiencies, program reputation, a base of interested families (current wait list), skilled administrators and knowledge about the start-up challenges that will be faced by the new program.

This combination of factors suggests that Sage II will likely have little difficulty meeting its enrollment targets.

The Treasure Valley Classical Academy also builds on operator experience, although in another geographic setting. TVCA is offering a distinctive program designed to appeal to a traditional set of academic and leadership values (this is borne out by focus group research conducted in the general vicinity). Nearby district-run schools demonstrate a mix of academic performance. Expected growth in student-age populations is modest in the immediate surrounding area. TVCA expects to draw students from a broad geography, including the more robustly growing area of north Canyon County. Attracting talented staff in Payette County will most likely be more difficult than will be the case for Sage II in Canyon County.

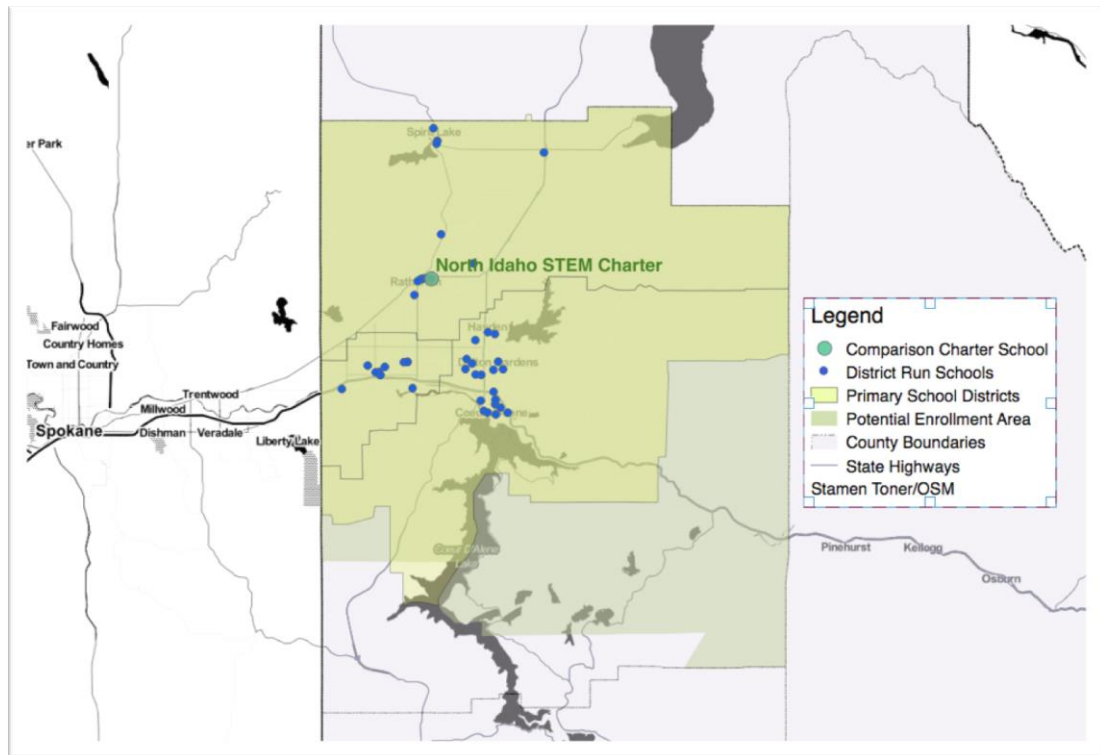
Altogether, meeting the enrollment targets for TVCA is likely feasible, but will present a greater challenge than in the case of Sage II. A more aggressive marketing and information campaign might be an important aspect of achieving planned enrollment for this program, especially given no previous local operating presence within the region.

# Exhibit A: Comparison with Selected Rural Charter Schools

## North Idaho STEM School

North Idaho STEM Charter Academy is an accredited K-12 public school located in Rathdrum, Idaho. Its mission is to prepare students, through rigorous and relevant content, to be productive and successful citizens by developing a strong work-ethic and the higher-level critical thinking skills needed to solve problems in the real world.

**Figure 6: North Idaho STEM School and Surrounding Area**



North Idaho STEM Charter Academy opened in the 2012-2013 school year with just over 250 students as a K-8 program and adding grades each new school year through grade 12. Enrollment is shown in Table 7 below.

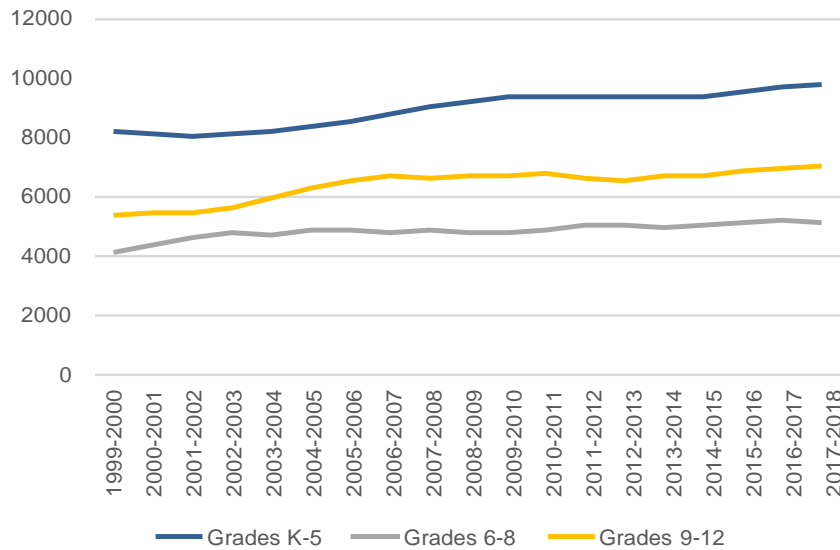
**Table 7: North Idaho STEM Charter Academy Enrollment**

Year	Students
2012-2013	264
2013-2014	312
2014-2015	392
2015-2016	434
2016-2017	482
2017-2018	486

Source: ISDE

The North Idaho STEM Charter School is located in close proximity to three school districts, Coeur d’Alene SD, Post Falls SD, and the Lakeland Joint SD. Together the three principal districts in the area serve just under 10,000 students in 44 schools. Recent enrollments in the Coeur d’Alene, Post Falls, and the Lakeland School Districts have been growing (see Figure 7) with similar growth rates in all three districts.

**Figure 7: Historical Enrollment in Coeur d’Alene, Post Falls and Lakeland SD**



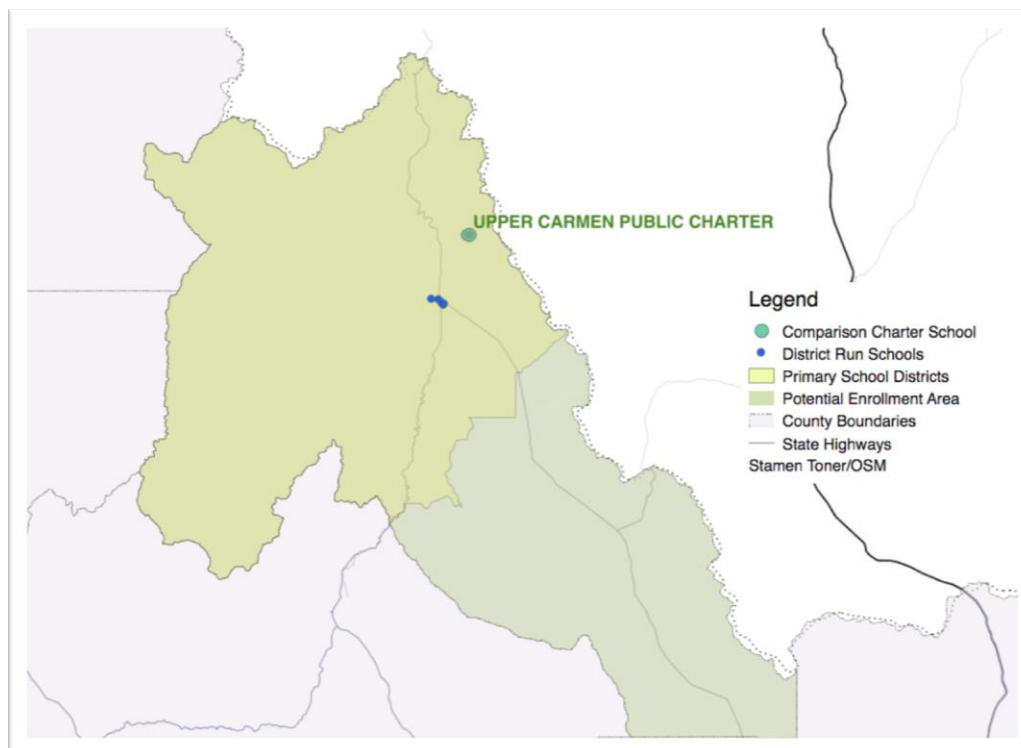
Source: ISDE, ECONorthwest

Graduation rates and proficiency in math in all three school districts are above state-wide averages. The previously estimated state-wide model of school performance for the 2013 and 2015 math tests reveal that most schools in the three school districts perform at or above expected levels when controlling for local factors.

## Upper Carmen Charter School

Upper Carmen Public Charter School is a public charter school located in Carmen Idaho serving 90 students, grades K-12. Upper Carmen Public Charter School was founded in 2005 to complement the existing public-school system by providing an alternative learning environment to enable more students from Lemhi County to be successful.

**Figure 8: Upper Carmen Charter School and Surrounding Area**



The school strives to support students that may not thrive in traditional school settings. These students include:

1. Students who learn quickly and become bored in school; these students can become disruptive and interrupt the learning process.
2. Students who do not learn easily for a variety of reasons and need repeated exposure in a setting that does not label them or remove them from their peers.

Upper Carmen Public Charter School began in 2005 with Kindergarten through third grade; in 2008, it expanded through fifth grade. In 2010 grades six through eight were added, enabling students to attend through middle school. Upper Carmen Public Charter School strives to meet the needs of all students by emphasizing individualized instruction.

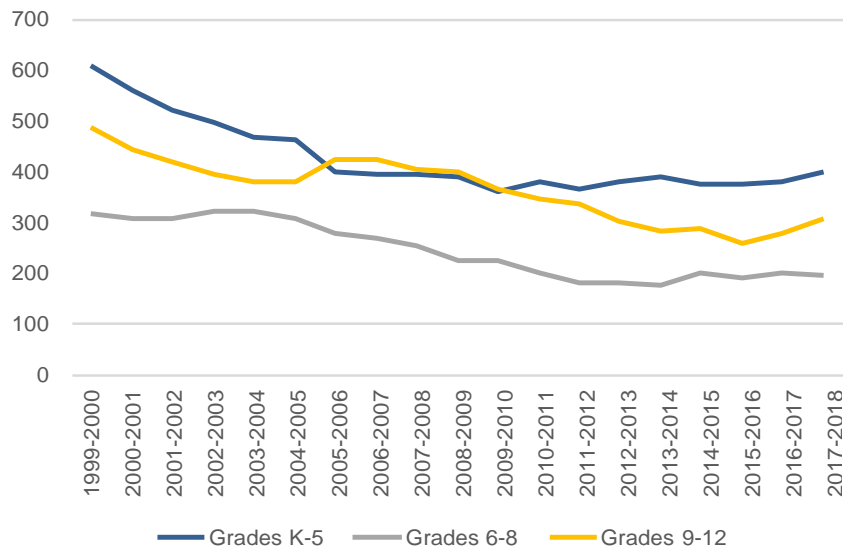
**Table 8: Upper Carmen Public Charter School Enrollment**

Year	Students
2005-2006	24
2006-2007	30
2007-2008	36
2008-2009	47
2009-2010	55
2010-2011	76
2011-2012	73
2012-2013	83
2013-2014	85
2014-2015	85
2015-2016	104
2016-2017	116
2017-2018	113

Source: ISDE

The Upper Carmen Charter School is located within the jurisdictional boundaries of the Salmon School District and nearby the South Lemhi School District. Together these two districts serve just under 900 students in 6 schools. Recent enrollments in the two districts have been dropping (see Figure 9) with similar rates of decline in enrollment in each district.

**Figure 9: Historical Enrollment in Salmon and South Lemhi SD**



Source: ISDE, ECONorthwest



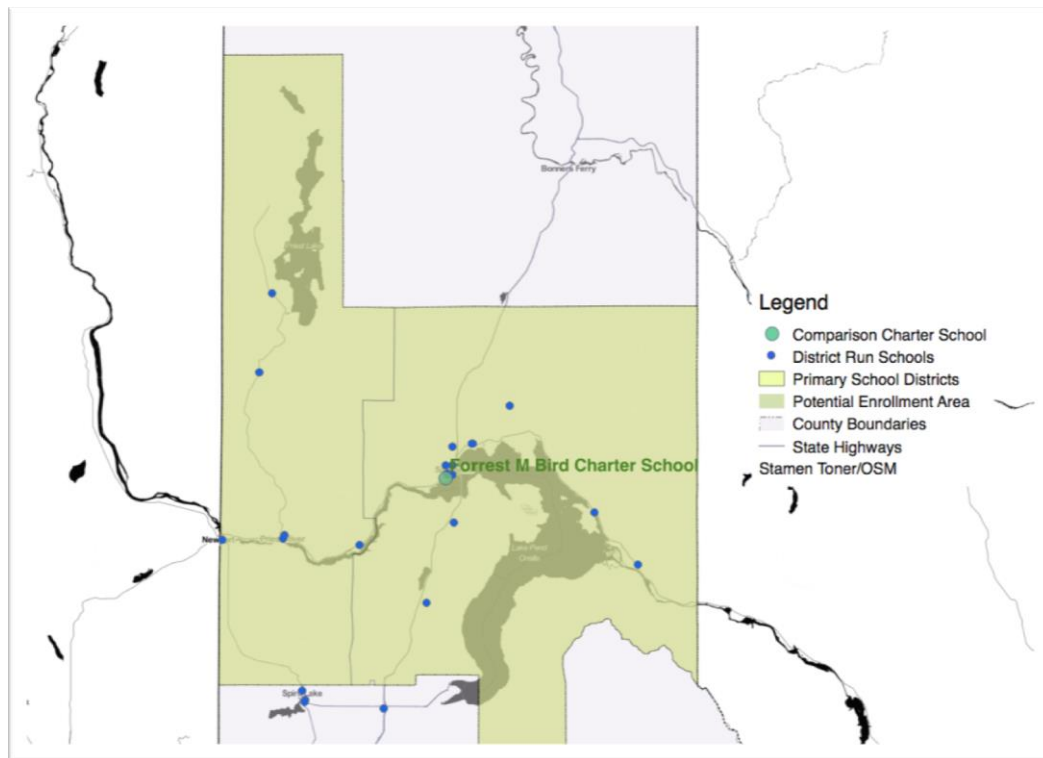
Graduation rates in the Salmon School District are on par with the state rate. Math proficiency rates in the district are below state-wide averages. The previously estimated state-wide model of school performance for the 2013 and 2015 math tests reveal that, in spite of lower than state average proficiency rates, most schools in the school district perform at or above expected levels when controlling for local factors.

## Forrest M. Bird Charter School

The Forrest M. Bird Charter School is a public school incorporating middle and high school grades. Its focus is providing an alternative and creative path to post-secondary and career readiness. This is done by

- Facilitating a positive and safe community culture
- Fostering accountability through high behavioral standards and academic success through integration and project-based learning.
- Limiting each grade to approximately 50 students with a 6-12 prospective enrollment not to exceed 400 in total.
- Provide each student with at least one positive adult adviser/advocate to support student success.
- Provide students access to innovative pathways, maximizing their post-secondary academic and career opportunities.

**Figure 10: Forrest M. Bird Charter School and Surrounding Area**



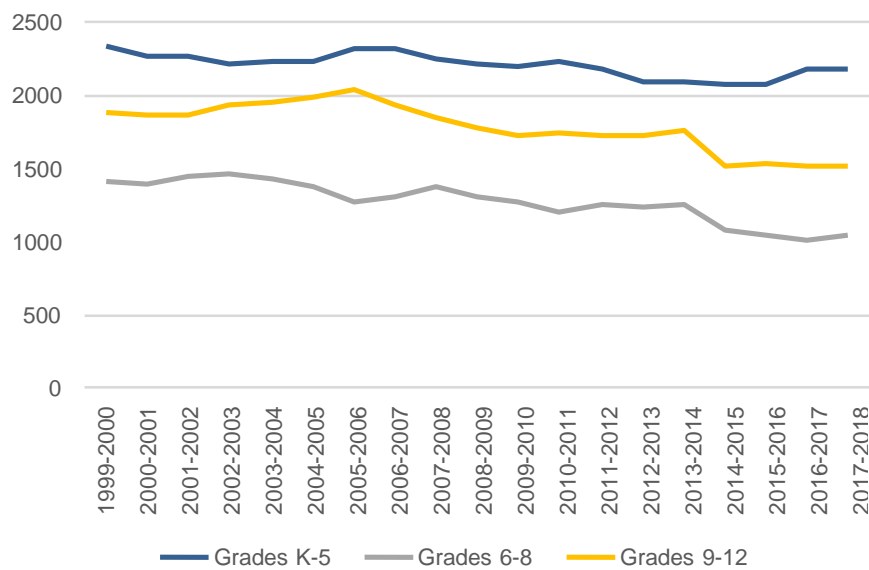
**Table 9: Forrest M. Bird Charter School Enrollment**

Year	Students
2005-2006	80
2006-2007	119
2007-2008	135
2008-2009	151
2009-2010	211
2010-2011	268
2011-2012	287
2012-2013	277
2013-2014	348
2014-2015	332
2015-2016	339
2016-2017	361
2017-2018	338

Source: ISDE

The Forrest M. Bird Charter School is located within the jurisdictional boundaries of the Lake Pend Oreille School District and nearby the West Bonner County School District. Together these two districts serve just over 4,700 students in 18 schools. Recent enrollments in the two districts have been dropping (see Figure 11) with similar rates of decline in enrollment in each district.

**Figure 11: Historical Enrollment in Lake Pend Oreille and West Bonner SD**



Source: ISDE, ECONorthwest

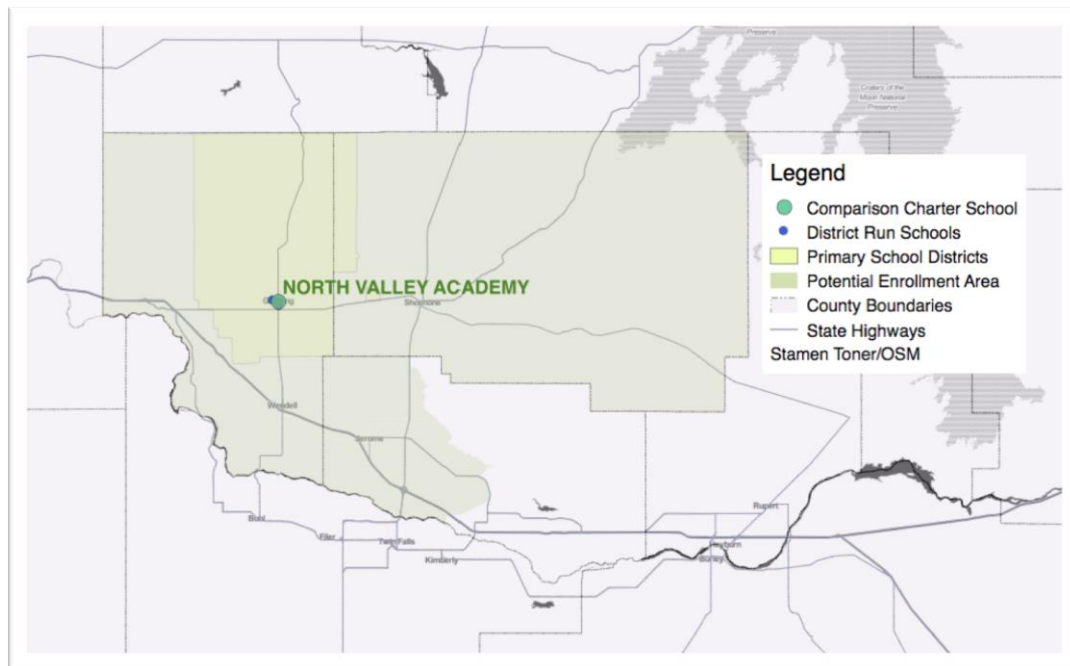
Graduation rates in the West Bonner school district are at the state-wide rate while graduation rates for the Lake Pend Oreille School District are above the state rate. Math proficiency rates in West Bonner are below state-wide averages and proficiency rates in Lake Pend Oreille are above average. The previously estimated state-wide model of school performance for the 2013 and 2015 math tests reveal that most schools in Lake Pend Oreille perform at or above expected levels when controlling for local factors. There were more mixed results for schools in West Bonner.

## North Valley Academy

The North Valley Academy is a K-12 public charter school operating since 2008 in Gooding Idaho. The North Valley Academy (NVA) seeks to develop an educated citizenry through an accelerated, dynamic, sequential and interactive academic program where pacing is driven by student capabilities. A character development component of the curriculum teaches students to acquire habits and attitudes that lead to accepting responsibility for personal decisions and actions, and foster the ability to face challenges with courage and integrity.

Other features unique to NVA include: a focus on reading, writing and math excellence through the use of Core Knowledge Sequence, which is aligned to state standards and state required assessments; concept-based math and science programs; and individual diagnostic assessments to help the teacher, child and parent create a personal learning plan; and an overall emphasis on Patriotism.

**Figure 12: North Valley Academy and Surrounding Area**



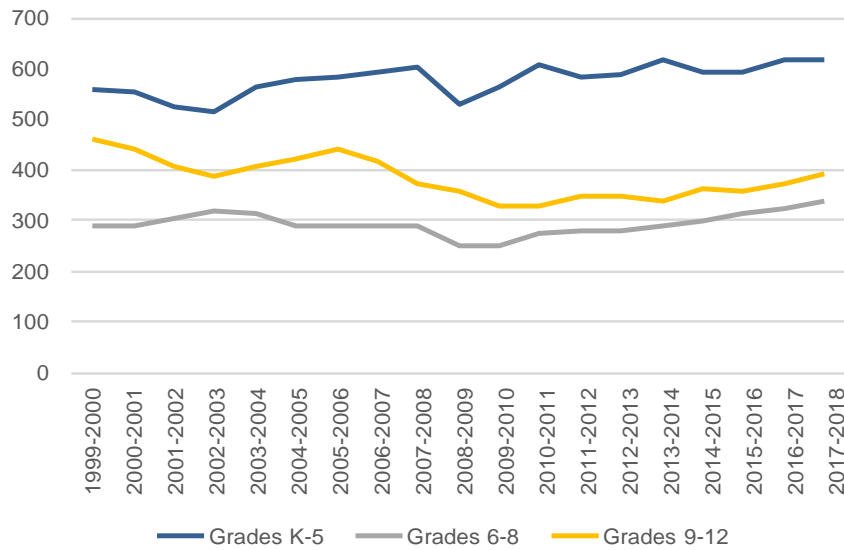
**Table 10: North Valley Academy Enrollment**

Year	Students
2008-2009	161
2009-2010	247
2010-2011	235
2011-2012	252
2012-2013	296
2013-2014	230
2014-2015	261
2015-2016	247
2016-2017	243
2017-2018	230

Source: ISDE

The North Valley Academy is located within the jurisdictional boundaries of the Gooding Joint School District. The district serves just under 1,200 students in 3 schools. Recent enrollments in the district have remained stable (see Figure 13).

**Figure 13: Historical Enrollment in Gooding SD**



Source: ISDE, ECONorthwest

Graduation rates in the Gooding School District are slightly below the state-wide rate. Proficiency in math is below the state-wide averages. The previously estimated state-wide model of school performance for the 2013 and 2015 math tests reveal that, in spite of lower than state average proficiency rates, most schools in the school district perform at or above expected levels when controlling for local factors.

## Exhibit B: School Performance Modeling

A simple model was developed that estimates school performance as a function of school-level characteristics, predominantly characteristics of the student population being served. The model attempts to answer the following question: What is the expected performance of any school given the characteristics of the school population? The model is a linear regression model estimated using data on all schools in Idaho. The dependent variable is a measure of the share of students at the school-level meeting proficiency in the statewide Math assessment. The explanatory variables include shares of students who are white, black, Hispanic, Asian/Pacific Islander, eligible for FRL, are designated as receiving Special Education services, are English language learners, the total enrollment in the school, and dummy variables indicating if the school is a middle or high school. The method is similar to the methods employed in the Center on Reinventing Public Education's (CRPE) report *Measuring Up*.<sup>8</sup> Math assessments were selected for this study for two reasons. First, performance on math assessments is likely influenced by reading proficiency, but performance on reading assessments are less influenced by math proficiency<sup>9</sup>. Second, math proficiency is strongly linked with future earning potential<sup>10</sup>.

The model produces estimates of expected shares of students meeting proficiency standards in math, along with standard errors around these estimates. Actual school-level performance can then be compared with the model predictions. Where actual school performance is sufficiently different than predicted performance (taking into account the prediction's standard errors), schools can be characterized as underperforming, performing as expected, or performing above expected levels.

School-level models were estimated based on data from 2013 statewide assessments (ISAT) and from 2015 assessments. Between 2013 and 2015 Idaho adopted a new assessment based on the Smarter Balanced Assessment Consortium and designed to support Common Core curriculum. Tests were administered in 2014 as well but the Idaho State Department of Education (SDE) does not release these results as 2014 was considered a "test" of the test during the transition to the new assessment program. This transition in assessment also means that analysis of 2013 and 2015 school performance based on these testing data are independent and may not be comparable.

$$\beta_6(ELL)_j + \beta_7(Size)_j + \beta_8(Size^2)_j + \beta_9(Mid)_j + \beta_{10}(High)_j + \epsilon$$

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<sup>8</sup> [http://www.crpe.org/sites/default/files/measuringup\\_10.2015\\_0.pdf](http://www.crpe.org/sites/default/files/measuringup_10.2015_0.pdf)

<sup>9</sup> <http://www.ncbi.nlm.nih.gov/pmc/articles/PMC2791887/>

<sup>10</sup> [http://www.ppic.org/content/pubs/report/R\\_701JBR.pdf](http://www.ppic.org/content/pubs/report/R_701JBR.pdf)

