SUBJECT
Odyssey Charter School Performance Certificate Conditions Update (Updated 06/16/2014)

APPLICABLE STATUTE, RULE, OR POLICY
I.C. §33-5209B(1)
I.C. §33-5209C(7)

BACKGROUND
Odyssey Charter School (Odyssey) is a public charter school authorized by the Public Charter School Commission (PCSC). Odyssey opened in Idaho Falls in fall 2013, offering project-based learning for students in middle and high school grades.

Due to significant concerns regarding numerous aspects of the school's operations, Odyssey's performance certificate was approved in April 2014 subject to a list of conditions.

Pursuant to I.C. 33-5209C(7), the charter may be revoked if the school fails to meet any of the specific, written conditions for necessary improvements.

DISCUSSION
Condition 2 in Odyssey's performance certificate requires that the school obtain accreditation candidacy status during the 2013-2014 school year; the deadline for meeting this condition is June 30, 2014.

A letter issued by Northwest Accreditation Commission (NWAC) on June 11, 2014, states that "Odyssey Charter is not approved to move to the candidacy step to procure accreditation." The letter and accompanying report indicate that during a third readiness visit on May 28, 2014, the NWAC team of educational professionals determined that Odyssey substantially failed to meet the requirements for accreditation candidacy.

NWAC Director Dale Kleinert has confirmed with PCSC staff that Odyssey cannot and will not achieve candidacy status by the June 30, 2014 deadline in the performance certificate. No additional readiness visit can be completed before fall 2014 because such visits must be conducted while school is in session, and Odyssey has recessed for the summer.

Odyssey's response to the NWAC's candidacy delay decision is included with these materials. Details of NWAC's decision, as well as evidence of Odyssey's awareness of the accreditation requirement and multiple opportunities to achieve candidacy status, are also provided. It should be noted that NWAC's concerns indicate systemic weakness and are not limited to a small or inconsequential subset of the school's operations.

Odyssey's failure to achieve accreditation candidacy has a potential, negative impact on high school students who attended the school during the 2013-14 school year. Receiving high schools and institutions of higher learning are not obliged to acknowledge course credits earned at a non-accredited high school.

A deputy superintendent with District 93 has informed PCSC staff that the district does not recognize credits from non-accredited schools; she noted that the district's summer school may offer an opportunity for Odyssey students to make up coursework. District 91's superintendent stated that the district's policy is to count toward graduation requirements only credits earned at accredited schools; in this case, the administration's recommendation to the board will be that the district accept elective credits from Odyssey students but require that credit for core subjects be earned through accredited options such as summer school, night school, or virtual school.

Failure to obtain accreditation (or candidacy, in Year One), constitutes a violation of IDAPA 08.02.02.140, which provides that "All public secondary schools, serving any grade(s) 9-12, will be accredited…Schools will meet the accreditation standards of the Northwest Accreditation Commission." I.C. §33-5205(3)(e) and I.C. §33-119 make clear that accreditation requirements do apply to public charter schools.

IMPACT

Because it is impossible for Odyssey to achieve accreditation candidacy status during the 2013-14 school year or by June 30, 2014, as required by Condition 2 to which Odyssey's performance certificate is subject, the PCSC may proceed toward revocation of the charter. The revocation process described in IDAPA 08.02.04.303 includes the following steps:

1. Issuance of written notice of intent to revoke the charter
2. Provision of a reasonable opportunity for the school to reply (30 days);
3. Holding of a public hearing (30-60 days)
4. Final decision by PCSC

In the event of a revocation decision, the school may appeal to the State Board of Education in a process taking up to 120 days.

STAFF COMMENTS AND RECOMMENDATIONS

The Public Charter School Commission's mission is "to ensure PCSC-authorized public charter schools' compliance with Idaho statute, protecting student and public interests by balancing high standards of accountability with respect for the autonomy of public charter schools and

implementing best authorizing practices to ensure the excellence of public charter school options available to Idaho families."

Upon the approval of its charter petition, Odyssey Charter School's board was granted both responsibility and authority to operate the public charter school in compliance with Idaho statute. Multiple, systemic, and serious concerns were identified by several professional education entities before and during the 2013-14 school year. Odyssey's board was notified of these concerns and was offered extensive guidance and support toward their resolution.

Throughout this process, the PCSC respected the charter school board's prerogative to make its own decisions regarding how to operate the school. However, Odyssey's continued failure to resolve the identified concerns – evidenced most directly by the school's failure to achieve accreditation candidacy as required by Idaho law – indicates that Odyssey Charter School does not represent a prudent use of taxpayer dollars or a high quality educational option for Idaho students.

PCSC staff has grave concerns regarding Odyssey leadership's capacity to operate a high quality public charter school. The school administrator has emphasized the good intentions and dedication of Odyssey's board and administration and noted that ongoing conflict with some stakeholders may have impacted the content of some individuals' conversations with the NWAC evaluation team. However, NWAC's decision not to approve candidacy appears to rely more heavily on Odyssey's lack of documented progress in several key areas than on reported stakeholder perceptions.

Odyssey's pattern of failure to demonstrate improvement in key areas despite extensive guidance and the provision of multiple time extensions has repeated itself since the petitioning phase. Although the board has recently shown improved responsiveness under the new chair, membership turnover has been unusually high. Additionally, the board has not indicated any intention to make changes to the school's administrative leadership.

Odyssey's failure to achieve accreditation candidacy status represents not only failure to meet the Condition 2 of the performance certificate, but also its failure to meet minimum quality expectations established by the state to protect the interests of students and taxpayers. For this reason, PCSC staff recommends that the PCSC direct staff to issue to Odyssey Charter School a notice of intent to revoke the charter.

Additionally, staff recommends that the PCSC require Odyssey to provide to the parents of all Odyssey high school students a letter notifying them that Odyssey has not achieved accreditation candidacy status, and that

schools to which students transfer therefore are not obliged to acknowledge credits earned at Odyssey. Parents of students who have enrolled in Odyssey's high school grades for the 2014-15 school year should also be notified of the school's lack of accreditation candidacy status.

COMMISSION ACTION

A motion to direct staff to issue to Odyssey Charter School notice of intent to revoke the charter on the grounds that Odyssey has failed to meet Condition 2 in its performance certificate by the timeline specified.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

AND

A motion to direct Odyssey Charter School Odyssey to provide to the parents of all Odyssey high school students a letter notifying them that Odyssey has not achieved accreditation candidacy status, and that schools to which students transfer therefore are not obliged to acknowledge credits earned at Odyssey.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

Request for Accreditation Extension
Odyssey Charter School

Since the Public Charter School Commission is discussing Odyssey Charter School's Performance Certificate Conditions. The leadership of Odyssey Charter School would like to explain a few things about Odyssey's accreditation process.

Dale Kleinert states in his Odyssey Continuing Application Letter that Odyssey has had three readiness visits. While technically this is true, the statement is a bit misleading.

First Readiness Visit

The first readiness visit took place on November 13, 2013. Karl Peterson, Odyssey's administrator, filled out the ID Readiness Self-Assessment and had it waiting for Steve Young, Idaho Accreditation Council Representative. Mr. Young met with Mr. Peterson and they discussed accreditation. Mr. Peterson gave Mr. Young the Self-Assessment. Mr. Young asked if the assessment was based on the opinion with teacher input or did Mr. Peterson fill it out on his own. Mr. Peterson said that he had filled it out. Mr. Young said that the teachers should give their input for the self-evaluation. They talked awhile about the accreditation process. The whole visit was less than 30 minutes. Mr. Peterson had the teacher fill out an individual copy of the readiness report anonymously and he totaled up the scores in preparation for Mr. Young's second readiness visit.

Second Readiness Visit

The second visit took place on December 16, 2013. Mr. Young again came to Odyssey again and he visited with Mr. Peterson. Mr. Peterson provided the new readiness report with the numbers of teachers who marked each section and which had the higher score. Mr. Young expressed that he was glad to see the teacher input. They discussed the accreditation process. Mr. Young stated that he didn't see any problem with Odyssey achieving candidate status. This visit was around 30 minutes long. Mr. Young recommended that Odyssey Charter School be approved for candidate status on January 6, 2014. Dale Kleinert director of Idaho's office of AdvancED recommended that Odyssey remain an applicant.

RECOMMENDATION OF VISITING STATE OFFICE REPRESENTATIVE

[X] Recommended as a candidate for accreditation

Report of Readiness for Accreditation: Schools

[ ] Recommended to remain as an applicant

_____   January 6, 2014
AdvancED Representative Richard (Steve) Young   Date

STATE OFFICE APPROVAL

_____   2/13/14
State Director   Date

[ ] Approved as a candidate for accreditation

[X] Approved to remain as an applicant

Third Readiness Visit

This is the visit that took place on May 28, 2014 and is the visit Dale Kleinert's report is referring. This readiness visit was a day-long visit with four accreditation representatives. This is the only visit where the school was thoroughly examined.

In summary, though technically Odyssey had three readiness visits, the first two were little more than short discussions. In reality Odyssey received only one *thorough* readiness visit.

On June 13, 2014, Karl Peterson, the school's administrator, attended a workshop about accreditation presented by Dale Kleinert. He and Mr. Kleinert had a chance to discuss Odyssey's accreditation visit and discussed a plan on how to reach candidacy and full accreditation.

The real question that needs to be asked is "Can Odyssey meet the standards set out for accreditation in the near future or can it not?" In sixth paragraph Dale Keinert's Odyssey Continuing Application Letter, it states:

> ***The school may remain in Applicant status until September 26, 2015,*** which is two years from the initial application date in order to work on the requirements listed in the attachment and prepare to meet accreditation standards. The school may not

announce or post that it is accredited during the application process. (emphasis added)

AdvancED's representative is willing to give us over a year to reach Candidacy status. Also, in the same letter, in the eighth paragraph, Mr. Kleinert states:

> The school can then prepare to host the External Review for the purpose of seeking full accreditation. ***The review needs to be scheduled <u>within two years</u> of receiving Candidacy status.*** This two year preparation period provides time to address any ongoing required items in the new Readiness Report to gain full accreditation. (emphasis added)

Mr. Kleinert states in the above paragraph that Odyssey can have two more years, for a total of three years, to achieve full accreditation.

If Odyssey were a traditional school and not bound by Appendix A of its performance certificate, it would have over three years to accomplish accreditation according to AdvancED rules.

In "2 Steps to Accreditation in Idaho" that is provided by the State Department of Education to new charter school board of directors and administrators during the New Charter School Bootcamp, it states in point 7 that after the school has its internal review and passes, that the External Review needs to be conducted within **18 months** of receiving the Candidacy Letter.

The difference between how a traditional school and Odyssey would be treated is enormous if the Commission chose to close the school over accreditation.

Also, according to the State Department of Education's own materials handed out at the New Charter School Bootcamp, charter schools have over 18 months to move from candidacy to accreditation. It does not give a timespan at all for how long a school can move from applicant stage to candidacy.

The staff and the administrator of Odyssey Charter School acknowledge that some of the indicators have not been met yet, the important question that needs to be answered is Odyssey on the road to accreditation and can it be met in a timely fashion? Odyssey has proven its dedication to achieving excellence. Appendix A of the performance certificate lists 7 items to be accomplished by June 30, 2014. Except for reaching candidacy, Odyssey will meet all of the items due by that date.

It may be common for many schools to achieve accreditation in two years, it is certainly possible to take longer. AdvancED has a plan that can take up to three years. Also, some parents may be worried about other schools accepting Odyssey's credits, but students who have transferred to other schools have had no problem with those schools accepting Odyssey's credits.

Odyssey has received a lot of attention for its struggles but all schools struggle to one degree or another. Many traditional schools and charter schools face challenges. One charter school has borrowed thirty thousand dollars to finish the school year, another charter school has lost or asked to leave nine of its employees. Compass Academy, a local magnet school, is now becoming accredited after two years, a common span of time to accomplish this. The students at that school took a possible risk about accreditation there. Where some might look at Odyssey and say they have received more help than some other schools, Odyssey has achieved many things that other schools have not. Most charter schools avoid dealing with high school grades because they do not want to become accredited and face the intense scrutiny accreditation brings or they cannot attract students for the higher grades. Odyssey will end the year with more money than most charter schools do. Odyssey has more students enrolled for next year than the average charter school. Many charter schools have struggled to find students to fill their middle school grades, but Odyssey has had no problem attracting over one hundred middle school students last year and is projected to do it again. Odyssey has attracted over 70 high school students for next year.

The Commission may be concerned about the challenges that Odyssey has faced, but the leadership of Odyssey see things a little differently. We see a highly dedicated leadership team who is willing to overcome any challenge presented to it and never give up. AdvancED is willing to grant Odyssey up two three more years to achieve accreditation.

The Board of Directors of Odyssey respectfully requests that the Commission extend the time for Odyssey to achieve Candidacy and full accreditation that would be in line with the timespans laid out by Dale Kleinert's AdvancED letter and the State Department of Education's new charter school materials.

SUMMARY OF EVIDENCE

Idaho law requires that all public high schools be accredited.

Exhibit	Description
A1	I.C. §33-119 provides that the state board of education shall establish standards for accreditation of secondary schools, including charter school districts.
A2	I.C. §33-5205(3)(e) provides that a charter school petition must include a provision ensuring that the school will be accredited as provided by the state board of education.
A3	IDAPA 08.02.02.140 provides that all public secondary schools will be accredited [and] will meet the accreditation standards of the Northwest Accreditation Commission.

The Performance Certificate between the Public Charter School Commission and Odyssey Charter School requires that Odyssey Charter School be accredited.

Exhibit	Description
B1	Odyssey Charter School Performance Certificate (Excerpt) • Section 3E, Accreditation • Section 5G, Alignment with all Applicable Law • Appendix A, Conditions of Authorization or Renewal, Condition 2

Odyssey was aware of the accreditation requirement.

Exhibit	Date(s)	Description
C1	4/5/12	Initial Charter Petition for Odyssey Charter School (Excerpt) Tab 4, Accreditation Section, p73
C2	12/31/12	Approved Charter Petition for Odyssey Charter School (Excerpts) i. Tab 4, Accreditation Section, p42 ii. Pre-Opening Timeline, p86 iii. Appendix I Pre-Opening & 3-Year Operating Budgets
C3	2/28-3/1/11 & 3/8-9/12	Charter Start! Workshop i. Workshop Agendas ii. Workshop Materials (Excerpts) iii. Workshop Certificates of Attendance
C4	4/4-5/13	Charter School Boot Camp i. Boot Camp Agenda (includes introduction to sufficiency review process, which addresses accreditation requirement; see Exhibit C7 for Odyssey's sufficiency review form) ii. Boot Camp Attendee List
C5	multiple	Odyssey Charter School Board Meeting Minutes • 1/16/13 minutes (consideration of accreditation committee; discussion of accreditation fees) • 2/13/13 minutes (status report: accreditation paperwork to be completed and funding approved)

Exhibit	Date(s)	Description
		• 2/20/13 minutes (status report: paperwork to be completed) • 2/27/13 minutes (discussion: importance of meeting accreditation requirements in order to meet timeline and ensure that high school credits count) • 4/24/13 minutes (discussion: board member will attend accreditation training in Boise on June 14, 2013)

C6	multiple	Communication Between PCSC Staff and Odyssey Charter School
		   i. Initial Petition Review Memo (Multiple, subsequent memos contained similar text.)
		   ii. 9/26/13 PCSC Staff Site Visit Report (references discussion between A. Henken and K. Peterson regarding accreditation process)
		   iii. 6/2-6/14 email exchange between T. Baysinger and Odyssey board & administration (addresses update regarding accreditation process)

C7	multiple	Communication Between Odyssey Charter School and Third Parties i. SDE Sufficiency Review of Charter Petition

C8	6/13/13
	
	&
	
	4/17/14
		PCSC Meeting Materials regarding Odyssey Charter School (Excerpts)
		   i. 6/13/13 PCSC Meeting Materials (published online 6/6/13) Odyssey Pre-Opening Update – Pre-Opening Timeline assigns ongoing accreditation arrangements to administrator
		   ii. 4/17/14 PCSC Meeting Materials (published online 4/10/14) Odyssey Proposed Amendment – Cover sheet references lack of accreditation candidacy as part of staff's rationale for recommending denial of proposed enrollment expansion.

C9	4/17/14	PCSC Draft Meeting Minutes regarding Odyssey Charter School – Indicate that Odyssey representatives were present via telephone and participated in discussion. Dale Kleinert, Director of Accreditation for AdvancEd, was present in person and participated in discussion.)
B1	4/17/14	Odyssey Charter School Performance Certificate (Excerpt) • Section 3E, Accreditation • Section 5G, Alignment with all Applicable Law

Odyssey was aware of the performance certificate condition and deadline regarding accreditation candidacy.

Exhibit	Date(s)	Description
D1	multiple	Odyssey Charter School Board Meeting Minutes • 4/2/14 minutes (discussion: performance certificate conditions related to accreditation) • 4/29/14 minutes (discussion: performance certificate conditions and evidence needed to meet accreditation expectations)
D2	multiple	Communication Between PCSC Staff and Odyssey Charter School i. 3/14/14 email exchange among school and PCSC staff (references telephone & online performance certificate collaboration meeting that took place between PCSC staff and

		Odyssey board & administration; meeting included review of performance certificate and attached Appendix A Conditions; documents were shared with Odyssey via Dropbox after the meeting)
		ii. 3/14/14 email from K. Peterson to T. Baysinger (references Appendix A condition re accreditation)
		iii. 3/24/14 email from A. Henken to Odyssey board & administration (references performance certificate conditions and PCSC subcommittee interest in ensuring that both parties are familiar and comfortable with them prior to recommending approval)
		iv. 4/1/14 email from T. Baysinger to Odyssey board & administration (references performance certificate conditions and PCSC subcommittee interest in ensuring that all parties are familiar and comfortable with them prior to recommending approval)
		v. 4/21/14 email exchange among school and PCSC staff (indicates that complete copy of executed performance certificate, signed by both parties, was provided to Odyssey board & administration via Dropbox)
D3	4/17/14	PCSC Meeting Materials regarding Odyssey Charter School (Excerpt) – Cover sheet (published online 4/10/14) references Odyssey conditions and potential consequence of failure to meet conditions.
C9	4/17/14	PCSC Meeting Minutes regarding Odyssey Charter School – Indicate that Odyssey representatives were present via telephone and participated in discussion. Dale Kleinert, Director of Accreditation for AdvancEd, was present in person and participated in discussion.
B1	4/17/14	Odyssey Charter School Performance Certificate • Appendix A, Conditions of Authorization or Renewal, Condition 2

Odyssey had sufficient opportunity to meet the accreditation requirement and performance certificate condition.

Exhibit	Date(s)	Description
E1	multiple	Communication Between Odyssey Charter School and Northwest Accreditation Commission i. NWAC Accreditation Training Invitee List for 6/14/13 (demonstrates that Odyssey administrator accepted invitation to training) ii. NWAC Accreditation Training Packet for 6/14/13 iii. 9/25/13 Accreditation Application Received Letter iv. Readiness Visit Date Request Form v. 10/29/13 Odyssey Self-Assessment vi. 11/13/13 S. Young Email regarding Odyssey Self-Assessment (describes Odyssey's failure to properly complete self-assessment in advance of readiness visit) vii. 12/16/13 Readiness Visit Follow-up Report

		viii. 2/13/14 Accreditation Delay Letter – Candidacy Not Approved ix. 4/16/14 Accreditation Work List with D. Kleinert Guidance x. 4/30/14 Email exchanges between D. Kleinert and Odyssey representatives (offers additional assistance with preparation for third readiness visit) xi. 6/11/14 Accreditation Delay Letter – Candidacy Not Approved xii. 5/28/14 Accreditation Delay Letter – Candidacy Not Approved
E2	5/27/14	5/27/24 Odyssey Charter School Board Meeting Minutes (discussion regarding preparations for NWAC site visit)

E3	multiple	Communication Between PCSC Staff and Odyssey Charter School
		   i. 4/8/14 - 4/10/14 email exchange among T. Baysinger and Odyssey board & administration (provides update regarding accreditation process)
		  ii. 4/14/14 email from K. Peterson to T. Baysinger (provides update regarding accreditation process; the attachments to this email are reproduced in Exhibit E1)
		
		See also:
		
		  • Exhibit D2v – 4/21/14 Executed performance certificate, signed by both parties, provided to Odyssey board & administration via Dropbox
		  • Exhibit C6iii – 6/2/14 email exchange between T. Baysinger and OCS board & administration (addresses update regarding accreditation process)

Exhibit B1 All C Exhibits All D Exhibits	multiple	Odyssey Charter School repeatedly demonstrated awareness of the accreditation requirement and process since the beginning of the petitioning phase. Information, reminders, and assistance regarding the process of achieving accreditation candidacy were made available to Odyssey by multiple sources (including the State Department of Education, the Public Charter School Commission, AdvancEd, and the Idaho Charter School Network) from the petitioning phase through the present.

Odyssey substantially failed to meet the accreditation requirement and performance certificate condition.

Exhibit	Date	Item

E1xii	5/28/14	Readiness Visit Follow-up Report from NWAC
		
		The report indicates that only one (1) out of nine (9) areas previously identified as "needs improvement" was met during the May 28, 2014 visit. The remaining areas still in need of improvement represent significant indicators of school quality, including:
		  • Process for reviewing, revising, and communicating a school purpose for student success;
		  • Process by which leadership will provide clear direction for improving conditions to support learning;

		- Mechanism by which leadership will monitor and support improvement of instructional practices; - Programming to ensure effective professional development consistent with the school's mission; - Learning support services to meet students' unique needs; - Sufficient and qualified staffing to fulfill the school's mission and educational program; - Evidence that instructional time, material resources, and fiscal resources will be obligated to support the school's mission; and - Plan for provision of services to support student needs including counseling, assessment, and education. The report notes specific concerns including, but not limited to: - Teacher concerns about retribution negatively impacting inter-school communication; - Lack of a continuous improvement plan; - Hasty adoption of board policies, without opportunity for appropriate stakeholder input; - Failure to evaluate teachers and administrator in accordance with statutory requirements; - Minimal evidence of professional development (past or planned) despite no-school Fridays reportedly set aside for training and collaboration; - Lack of Response to Intervention and Title I training and implementation; and - Failure to provide budget or financial plan, and inability of leadership to estimate projected year-end fund balance.
E1xii		6/6/14 Accreditation Delay Letter – Candidacy Not Approved
F2		Summary of PCSC staff concerns regarding Odyssey Charter School. These concerns both align with and extend beyond those identified by the NWAC readiness visit team.

Odyssey's failure to achieve accreditation candidacy status is consistent with the pattern of deficiency identified throughout the life of the school.

Exhibit	Description
F1	Odyssey petition review analysis – Totals at bottom demonstrate failure to address identified issues despite extensive guidance and time extensions; this pattern was repeated during the accreditation application process.
F2	Summary of identified concerns regarding Odyssey Charter School. These concerns both align with and extend beyond those identified by the NWAC readiness visit team.
F3	Letters of concern regarding Odyssey received by PCSC office. Additional comments citing similar concerns were received by phone.

EXHIBIT A

Exhibit	Description
A1	I.C. §33-119 provides that the state board of education shall establish standards for accreditation of secondary schools, including charter school districts.
A2	I.C. §33-5205(3)(e) provides that a charter school petition must include a provision ensuring that the school will be accredited as provided by the state board of education.
A3	IDAPA 08.02.02.140 provides that all public secondary schools will be accredited [and] will meet the accreditation standards of the Northwest Accreditation Commission.

TITLE 33
EDUCATION

CHAPTER 1
STATE BOARD OF EDUCATION

33-119. ACCREDITATION OF SECONDARY SCHOOLS -- STANDARDS FOR ELEMENTARY SCHOOLS. The state board shall establish standards for accreditation of any secondary school and set forth minimum requirements to be met by public, private and parochial secondary schools, and those in chartered school districts, for accredited status; and the board may establish such standards for all public elementary schools as it may deem necessary.

The board may withdraw accreditation from any secondary school after such period as it may establish when it has been determined that such school has failed or neglected to conform to accreditation standards; and it may reinstate such school as accredited when in its judgment such school has again qualified for accredited status. The board may further establish minimum requirements which any pupil shall meet to qualify for graduation from an accredited secondary school.

"Secondary school" for the purposes of this section shall mean a school which, for operational purposes, is organized and administered on the basis of grades seven (7) through twelve (12), inclusive, or any combination thereof.

"Elementary school" for the purposes of this section shall mean a school which, for operational purposes, is organized and administered on the basis of grades one (1) through six (6), inclusive, one (1) through eight (8), inclusive, or any combination of grades one (1) through eight (8), inclusive.

History:
[33-119, added 1963, ch. 13, sec. 19, p. 27.]

EXHIBIT A1   1

Idaho Statutes

TITLE 33
EDUCATION

CHAPTER 52
PUBLIC CHARTER SCHOOLS

33-5205. PETITION TO ESTABLISH PUBLIC CHARTER SCHOOL. (1) Any group
of persons may petition to establish a new public charter school, or to
convert an existing traditional public school to a public charter school.
The purpose of the charter petition is to present the proposed public
charter school's academic and operational vision and plans, demonstrate
the petitioner's capacities to execute the proposed vision and plans and
provide the authorized chartering entity a clear basis for assessing the
applicant's plans and capacities. An approved charter petition shall not
serve as the school's performance certificate.
     (a) A petition to establish a new public charter school, including a
     public virtual charter school, shall be signed by not fewer than
     thirty (30) qualified electors of the attendance area designated in
     the petition, unless it is a petition for approval by an authorized
     chartering entity permitted pursuant to subsection (1)(c) or (1)(d) of
     section 33-5202A, Idaho Code. Proof of elector qualifications shall be
     provided with the petition. A petition to establish a new public
     charter school may be submitted directly to an authorized chartering
     entity permitted pursuant to subsection (1)(c) or (1)(d) of section
     33-5202A, Idaho Code; provided however, that no such individual
     authorized chartering entity shall approve more than one (1) new
     public charter school each year within the boundaries of a single
     school district. Except as provided in this paragraph, authorized
     chartering entities permitted pursuant to the provisions of subsection
     (1)(c) or (1)(d) of section 33-5202A, Idaho Code, shall be governed by
     the same laws and rules in approving new public charter schools as the
     public charter school commission.
     (b) A petition to establish a new public virtual school shall not be
     submitted directly to a local school district board of trustees.
     Except as provided in paragraph (a) of this subsection, a petition to
     establish a new public charter school, other than a new public virtual
     school, shall first be submitted to the local board of trustees in
     which the public charter school will be located. A petition shall be
     considered to be received by an authorized chartering entity as of the
     next regularly scheduled meeting of the authorized chartering entity
     after submission of the petition.
     (c) The board of trustees may either: (i) consider the petition and
     approve the charter; or (ii) consider the petition and deny the
     charter; or (iii) refer the petition to the public charter school
     commission, but such referral shall not be made until the local board
     has documented its due diligence in considering the petition. Such
     documentation shall be submitted with the petition to the public

EXHIBIT A2   1

charter school commission. If the petitioners and the local board of trustees have not reached mutual agreement on the provisions of the charter, after a reasonable and good faith effort, within seventy-five (75) days from the date the charter petition is received, the petitioners may withdraw their petition from the local board of trustees and may submit their charter petition to the public charter school commission. Documentation of the reasonable and good faith effort between the petitioners and the local board of trustees must be submitted with the petition to the public charter school commission.

(d) A petition to convert an existing traditional public school shall be submitted to the board of trustees of the district in which the school is located for review and approval. The petition shall be signed by not fewer than sixty percent (60%) of the teachers currently employed by the school district at the school to be converted, and by one (1) or more parents or guardians of not fewer than sixty percent (60%) of the students currently attending the school to be converted. Each petition submitted to convert an existing school or to establish a new charter school shall contain a copy of the articles of incorporation and the bylaws of the nonprofit corporation, which shall be deemed incorporated into the petition.

(2) Not later than seventy-five (75) days after receiving a petition, the authorized chartering entity shall hold a public hearing for the purpose of discussing the provisions of the charter, at which time the authorized chartering entity shall consider the merits of the petition and the level of employee and parental support for the petition. In the case of a petition submitted to the public charter school commission, such public hearing must be not later than seventy-five (75) days after receipt of the petition, which may be extended for an additional specified period of time if both parties agree to an extension. Such agreement shall be established in writing and signed by representatives of both parties.

In the case of a petition for a public virtual charter school, if the primary attendance area described in the petition of a proposed public virtual charter school extends within the boundaries of five (5) or fewer local school districts, the prospective authorizer shall provide notice in writing of the public hearing no less than thirty (30) days prior to such public hearing to those local school districts. Such public hearing shall include any oral or written comments that an authorized representative of the local school districts may provide regarding the merits of the petition and any potential impacts on the school districts.

In the case of a petition for a non-virtual public charter school submitted to the public charter school commission, the board of the district in which the proposed public charter school will be physically located, shall be notified of the hearing in writing, by the public charter school commission, no less than thirty (30) days prior to the public hearing. Such public hearing shall include any oral or written comments that an authorized representative of the school district in which the proposed public charter school would be physically located may provide regarding the merits of the petition and any potential impacts on the school district. The hearing shall include any oral or written comments that petitioners may provide regarding any potential impacts on such school district. If the school district chooses not to provide any oral or written comments as provided for in this subsection, such school district shall notify the public charter school commission of such decision. This public hearing shall be an opportunity for public participation and oral presentation by the public. This hearing is not a contested case hearing as described in chapter 52, title 67, Idaho Code. Following review of any

petition and any public hearing provided for in this section, the authorized chartering entity shall within seventy-five (75) days either:

    (a) Approve the charter;

    (b) Deny the charter; or

    (c) Provide a written response identifying the specific deficiencies in the petition.

If the authorized chartering entity exercises the option provided for in paragraph (c) of this subsection, then the petitioners may revise the petition and resubmit such within thirty (30) days. Within forty-five (45) days of receiving a revised petition, the authorized chartering entity shall review the revised petition and either approve or deny the petition based upon whether the petitioners have adequately addressed the specific deficiencies identified in the authorized chartering entity's written response, or based upon any other changes made to the petition, and upon no other criteria.

    (3) An authorized chartering entity may approve a charter under the provisions of this chapter only if it determines that the petition contains the requisite signatures, the information required by subsections (4) and (5) of this section, and additional statements describing all of the following:

    (a) The proposed educational program of the public charter school, designed among other things, to identify what it means to be an "educated person" in the twenty-first century, and how learning best occurs. The goals identified in the program shall include how all educational thoroughness standards as defined in section 33-1612, Idaho Code, shall be fulfilled.

    (b) The measurable student educational standards identified for use by the public charter school. "Student educational standards" for the purpose of this chapter means the extent to which all students of the public charter school demonstrate they have attained the skills and knowledge specified as goals in the school's educational program.

    (c) The method by which student progress in meeting those student educational standards is to be measured.

    (d) A provision by which students of the public charter school will be tested with the same standardized tests as other Idaho public school students.

    (e) A provision which ensures that the public charter school shall be state accredited as provided by rule of the state board of education.

    (f) The governance structure of the public charter school including, but not limited to, the person or entity who shall be legally accountable for the operation of the public charter school, and the process to be followed by the public charter school to ensure parental involvement.

    (g) The qualifications to be met by individuals employed by the public charter school. Instructional staff shall be certified teachers as provided by rule of the state board of education.

    (h) The procedures that the public charter school will follow to ensure the health and safety of students and staff.

    (i) A plan for the requirements of section 33-205, Idaho Code, for the denial of school attendance to any student who is an habitual truant, as defined in section 33-206, Idaho Code, or who is incorrigible, or whose conduct, in the judgment of the board of directors of the public charter school, is such as to be continuously disruptive of school discipline, or of the instructional effectiveness of the school, or whose presence in a public charter school is detrimental to the health and safety of other pupils, or who has been

expelled from another school district in this state or any other state.

(j) The primary attendance area of the charter school, which shall be composed of a compact and contiguous area. For the purposes of this section, if services are available to students throughout the state, the state of Idaho is considered a compact and contiguous area.

(k) Admission procedures, including provision for overenrollment. Such admission procedures shall provide that the initial admission procedures for a new public charter school, including provision for overenrollment, will be determined by lottery or other random method, except as otherwise provided herein. If initial capacity is insufficient to enroll all pupils who submit a timely application, then the admission procedures may provide that preference shall be given in the following order: first, to children of founders, provided that this admission preference shall be limited to not more than ten percent (10%) of the capacity of the public charter school; second, to siblings of pupils already selected by the lottery or other random method; third, to students residing within the primary attendance area of the public charter school; and fourth, by an equitable selection process such as a lottery or other random method. If so stated in its petition, a new public charter school may include the children of full-time employees of the public charter school within the first priority group subject to the limitations therein. Otherwise, such children shall be included in the highest priority group for which they would otherwise be eligible. If capacity is insufficient to enroll all pupils who submit a timely application for subsequent school terms, then the admission procedures may provide that preference shall be given in the following order: first, to pupils returning to the public charter school in the second or any subsequent year of its operation; second, to children of founders, provided that this admission preference shall be limited to not more than ten percent (10%) of the capacity of the public charter school; third, to siblings of pupils already enrolled in the public charter school; fourth, to students residing within the primary attendance area of the public charter school; and fifth, by an equitable selection process such as a lottery or other random method. There shall be no carryover from year to year of the list maintained to fill vacancies. A new lottery shall be conducted each year to fill vacancies which become available. If so stated in its petition, a public charter school may include the following children within the second priority group subject to the limitations therein:

   (i) The children of full-time employees of the public charter school;

   (ii) Children who previously attended the public charter school within the previous three (3) school years, but who withdrew as a result of the relocation of a parent or guardian due to an academic sabbatical, employer or military transfer or reassignment.

Otherwise, such children shall be included in the highest priority group for which they would otherwise be eligible.

(l) The manner in which annual audits of the financial operations of the public charter school are to be conducted.

(m) The disciplinary procedures that the public charter school will utilize, including the procedure by which students may be suspended, expelled and reenrolled, and the procedures required by section 33-210, Idaho Code.

(n) A provision which ensures that all staff members of the public charter school will be covered by the public employee retirement system, federal social security, unemployment insurance, worker's compensation insurance, and health insurance.

(o) If the public charter school is a conversion of an existing traditional public school, the public school attendance alternative for students residing within the school district who choose not to attend the public charter school.

(p) A description of the transfer rights of any employee choosing to work in a public charter school that is approved by the board of trustees of a school district, and the rights of such employees to return to any noncharter school in the same school district after employment at such charter school.

(q) A provision which ensures that the staff of the public charter school shall be considered a separate unit for purposes of collective bargaining.

(r) The manner by which special education services will be provided to students with disabilities who are eligible pursuant to the federal individuals with disabilities education act, including disciplinary procedures for these students.

(s) A plan for working with parents who have students who are dually enrolled pursuant to section 33-203, Idaho Code.

(t) The process by which the citizens in the primary attendance area shall be made aware of the enrollment opportunities of the public charter school.

(u) A proposal for transportation services including estimated first year costs.

(v) A plan for termination of the charter by the board of directors, to include:

> (i) Identification of who is responsible for dissolution of the charter school;
>
> (ii) A description of how payment to creditors will be handled;
>
> (iii) A procedure for transferring all records of students with notice to parents of how to request a transfer of student records to a specific school; and
>
> (iv) A plan for the disposal of the public charter school's assets.

(4) An authorized chartering entity, except for a school district board of trustees, may approve a charter for a public virtual school under the provisions of this chapter only if it determines that the petition contains the requirements of subsections (3) and (5) of this section and the additional statements describing the following:

(a) The learning management system by which courses will be delivered;

(b) The role of the online teacher, including the consistent availability of the teacher to provide guidance around course material, methods of individualized learning in the online course and the means by which student work will be assessed;

(c) A plan for the provision of professional development specific to the public virtual school environment;

(d) The means by which public virtual school students will receive appropriate teacher-to-student interaction, including timely and frequent feedback about student progress;

(e) The means by which the public virtual school will verify student attendance and award course credit. Attendance at public virtual schools shall focus primarily on coursework and activities that are correlated to the Idaho state thoroughness standards;

EXHIBIT A2   5

    (f) A plan for the provision of technical support relevant to the delivery of online courses;

    (g) The means by which the public virtual school will provide opportunity for student-to-student interaction; and

    (h) A plan for ensuring equal access to all students, including the provision of necessary hardware, software and internet connectivity required for participation in online coursework.

    (5) The petitioner shall provide information regarding the proposed operation and potential effects of the public charter school including, but not limited to, the facilities to be utilized by the public charter school, the manner in which administrative services of the public charter school are to be provided and the potential civil liability effects upon the public charter school and upon the authorized chartering entity.

    (6) An initial charter, if approved, shall be granted for a term of three (3) operating years. This term shall commence on the public charter school's first day of operation.

History:

    [33-5205, added 1998, ch. 92, sec. 1, p. 332; am. 1999, ch. 244, sec. 3, p. 625; am. 2000, ch. 443, sec. 3, p. 1405; am. 2004, ch. 371, sec. 6, p. 1104; am. 2004, ch. 375, sec. 1, p. 1117; am. 2005, ch. 376, sec. 4, p. 1204; am. 2008, ch. 105, sec. 2, p. 289; am. 2008, ch. 157, sec. 1, p. 451; am. 2009, ch. 11, sec. 11, p. 21; am. 2009, ch. 41, sec. 1, p. 115; am. 2009, ch. 160, sec. 1, p. 477; am. 2009, ch. 200, sec. 1, p. 639; am. 2010, ch. 79, sec. 10, p. 138; am. 2012, ch. 188, sec. 1, p. 495; am. 2013, ch. 343, sec. 4, p. 911.]

The Idaho Code is the property of the state of Idaho and is made available on the Internet as a public service. Any person who reproduces or distributes the Idaho Code for commercial purposes is in violation of the provisions of Idaho law and shall be deemed to be an infringer of the state of Idaho's copyright.

i.   Unsatisfactory being equal to "1";   (3-20-14)

ii.   Basic being equal to "2"; and   (3-20-14)

iii.   Proficient being equal to "3".   (3-20-14)

o.   A plan for including stakeholders including, but not limited to, teachers, board members, administrators, and parents in the development and ongoing review of their principal evaluation plan.   (3-20-14)

05.   Evaluation Policy - Frequency of Evaluation. The evaluation policy should include a provision for evaluating all principals on a fair and consistent basis.   All principals shall be evaluated at least once annually no later than May 1 of each year.   (3-20-14)

06.   Evaluation Policy - Personnel Records. Permanent records of each principal evaluation will be maintained in the employee's personnel file. All evaluation records will be kept confidential within the parameters identified in federal and state regulations regarding the right to privacy (Section 33-518, Idaho Code). Local school districts shall report the rankings of individual certificated personnel evaluations to the State Department of Education annually for State and Federal reporting purposes. The State Department of Education shall ensure that the privacy of all certificated personnel is protected by not releasing statistical data of evaluation rankings in local school districts with fewer than five (5) teachers and by only reporting that information in the aggregate by local school district.   (3-20-14)

07.   Evaluation System Approval. Each school district board of trustees will develop and adopt policies for principal performance evaluation in which criteria and procedures for the evaluation are research based and aligned with state standards. By July 1, 2014, an evaluation plan which incorporates all of the above elements shall be submitted to the State Department of Education for approval. Once approved, subsequent changes made in the evaluation system shall be resubmitted for approval.   (3-20-14)

122. -- 129.   (RESERVED)

130.   SCHOOL FACILITIES.
Each school facility consists of the site, buildings, equipment, services, and is a critical factor in carrying out educational programs. The focus of concern in each school facility is the provision of a variety of instructional activities and programs, with the health and safety of all persons essential.   (4-1-97)

01.   Buildings. All school buildings, including portable or temporary buildings, will be designed and built in conformance with the current edition of the codes specified in the Idaho Building Code Act, Section 39-4109, Idaho Code, including, the National Electrical Code, Uniform Plumbing Code, and Idaho General Safety and Health Standards. All school buildings, including portable or temporary buildings, will meet other more stringent requirements established in applicable local building codes.   (3-16-04)

02.   Inspection of Buildings. All school buildings, including portable or temporary buildings, will be inspected as provided in Section 39-4130, Idaho Code, for compliance with applicable codes. Following this inspection, the school district will, within twenty (20) days, (1) correct any deficiencies specified in the inspection report or (2), if the corrective action involves structural modification, file a written plan with the inspecting agency for correction by the beginning of the following school year.   (4-1-97)

131. -- 139.   (RESERVED)

140.   ACCREDITATION.
All public secondary schools, serving any grade(s) 9-12, will be accredited. Accreditation is voluntary for elementary schools, grades K-8, private and parochial schools, and alternative schools not identified in Subsection 140.01.a. through 140.01.e. of this rule. (Section 33- 119, Idaho Code)   (3-20-14)

01.   Alternative Schools. Beginning with the 2014-15 school year, an alternative school serving any grade(s) 9-12 that meets any three (3) of the criteria in Subsections 140.01.a. through 140.01.e. of this rule, shall be required to be accredited. An alternative school that does not meet three (3) of the following criteria in Subsections

140.01.a. through 140.01.e. shall be considered as an alternative program by the district board of trustees and shall be included in the accreditation process and reporting of another secondary school within the district for the purposes of meeting the intent of this rule. (3-20-14)

a. School has an Average Daily Attendance greater than or equal to 36 students based on previous years enrollment; (3-20-14)

b. School enrolls any students full-time for the school year once eligibility determination is made as opposed to schools that enroll students for "make-up" or short periods of time; (3-20-14)

c. School offers an instructional model that is different than that provided by the traditional high school within the district for a majority of the coursework, including but not limited to online/virtual curriculum; (3-20-14)

d. School administers diplomas that come from that alternative school as opposed to students receiving a diploma from the traditional high school within the school district; or (3-20-14)

e. School receives its own accountability rating for federal reporting purposes. (3-20-14)

02. **Continuous School Improvement Plan**. Schools will develop continuous school improvement plans focused on the improvement of student performance. (4-2-08)

03. **Standards**. Schools will meet the accreditation standards of the Northwest Accreditation Commission. (3-29-12)

04. **Reporting**. An annual accreditation report will be submitted to the State Board of Education. (4-2-08)

141. -- 149. **(RESERVED)**

150. **TRANSPORTATION.**
Minimum School Bus Construction Standards. All new school bus chassis and bodies must meet or exceed Standards for Idaho School Buses and Operations as incorporated in Section 004 of these rules and as authorized in Section 33-1511, Idaho Code. (5-8-09)

151. -- 159. **(RESERVED)**

160. **MAINTENANCE STANDARDS AND INSPECTIONS.**

01. **Safety**. School buses will be maintained in a safe operating condition at all times. Certain equipment or parts of a school bus that are critical to its safe operation must be maintained at prescribed standards. When routine maintenance checks reveal any unsafe condition identified in the Standards for Idaho School Buses and Operations as incorporated in Section 004 of these rules the school district will eliminate the deficiency before returning the vehicle to service. (5-8-09)

02. **Annual Inspection**. After completion of the annual school bus inspection, and if the school bus is approved for operation, an annual inspection sticker, indicating the year and month of inspection, will be placed in the lower, right-hand corner of the right side front windshield. The date indicated on the inspection sticker shall correlate to State Department of Education's annual school bus inspection certification report signed by pupil transportation maintenance personnel and countersigned by the district superintendent. (Section 33-1506, Idaho Code) (7-1-02)

03. **Sixty-Day Inspections**. At intervals of not more than sixty (60) calendar days, excluding documented out-of-use periods in excess of thirty (30) days, the board of trustees shall cause inspection to be made of each school bus operating under the authority of the board. Except that, no bus with a documented out-of-use period in excess of sixty (60) days shall be returned to service without first completing a documented sixty (60) day inspection. Annual inspections are considered dual purpose and also meet the sixty (60) day inspection requirement. (Section 33-1506, Idaho Code) (7-1-04)

EXHIBIT B

Exhibit	Description
B1	Odyssey Charter School Performance Certificate (Excerpt) • Section 3E, Accreditation • Section 5G, Alignment with all Applicable Law • Appendix A, Conditions of Authorization or Renewal, Condition 2

CHARTER SCHOOL PERFORMANCE CERTIFICATE

This performance certificate is executed on this 17th day of April, 2014, by and between the Idaho Public Charter School Commission (the "Authorizer"), and Odyssey Charter School, Inc. (the "School"), an independent public school organized as an Idaho nonprofit corporation and established under the Public Charter Schools Law, Idaho Code Section 33-5201 *et seq*, as amended (the "Charter Schools Law.")

RECITALS

WHEREAS, effective December 31, 2013, the Authorizer approved a charter petition for the establishment of the School; and

WHEREAS, the School began operations in the year 2013; and

WHEREAS, the Charter Schools Law was amended effective as of July 1, 2013 to require all public charter schools approved prior to July 1, 2013 to execute performance certificates with their authorizers no later than July 1, 2014;

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

SECTION 1: AUTHORIZATION OF CHARTER SCHOOL

A. **Continued Operation of School.** Pursuant to the Charter Schools Law, the Authorizer hereby approves the continued operation of the School on the terms and conditions set forth in this Charter School Performance Certificate (the "Certificate"). The approved Charter is attached to this Certificate as Appendix B.

B. **Pre-Opening Requirements.** Pursuant to Idaho Code Section 33-5206(6), the Authorizer may establish reasonable pre-opening requirements or conditions ("Pre-Opening Requirements") to monitor the start-up progress of a newly approved public charter school to ensure that the school is prepared to open smoothly on the date agreed. The School shall not commence instruction until all pre-opening requirements have been completed to the satisfaction of the Authorizer. Pre-opening requirements are attached as Appendix C. If all pre-opening conditions have been completed to the satisfaction of the Authorizer, the School shall commence operations/instruction with the first day of school in Fall 2013 In the event that all pre-opening conditions have not been completed to the satisfaction of the Authorizer, the School may not commence instruction on the scheduled first day of school. In such event, the Authorizer may exercise its authority on or before July 20 to prohibit the School from commencing operation/instruction until the start of the

succeeding semester or school year.

C. **Term of Agreement.** This Certificate is effective as of <mark>April 17, 2014,</mark> and shall continue through <mark>June 30, 2017</mark>, unless earlier terminated as provided herein.

SECTION 2: SCHOOL GOVERNANCE

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

B. **Articles of Incorporation and Bylaws.** The articles of incorporation and bylaws of the entity holding the charter shall provide for governance of the operation of the School as a nonprofit corporation and public charter school and shall at all times be consistent with all applicable law and this Certificate. The articles of incorporation and bylaws are attached to this Certificate as Appendix D (the "Articles and Bylaws"). Any modification of the Articles and Bylaws must be submitted to the Authorizer within five (5) business days of approval by the Charter Board.

C. **Charter Board Composition.** The composition of the Charter Board shall at all times be determined by and consistent with the Articles and Bylaws and all applicable law and policy. The roster of the Charter Board is attached to this Certificate as Appendix E (the "Board Roster"). The Charter Board shall notify the Authorizer of any changes to the Board Roster and provide an amended Board Roster within five (5) business days of their taking effect.

SECTION 3: EDUCATIONAL PROGRAM

A. **School Mission.** The mission of the School is as follows: <mark>Our mission at Odyssey Charter School is to graduate students who, in addition to being proficient in a range of academic subjects, possess an advanced level of interpersonal and social communication skills, have the ability to engage in critical thinking and rational problem solving, demonstrate respect for the value of the contributions of others, possess a strong sense of personal integrity and responsibility, and believe in their own capacity for achievement.</mark>

B. **Grades Served.** The School may serve students in <mark>grade 6 through grade 12.</mark>

C. **Design Elements.** The School shall implement and maintain the following essential design elements of its educational program:

- <mark>Project based learning. Project Based Learning in the form of both large and small</mark>

projects, as well as individual and group projects, will be the major teaching method used at Odyssey. Medium and large projects will meet the following 8 essential elements:
- ° Significant content
- ° A need to know
- ° A driving question
- ° Student voice and choice
- ° 21st Century skills of Communication, Collaboration, Critical Thinking, and Creativity & Innovation
- ° Inquiry and Innovation
- ° Reflection and Revision
- ° Public Presented Product

- Character development. Students will be taught to be effective in organizing their personal lives as well as developing effective and acceptable social skills.
- Four C's of critical thinking, communication, collaboration, and creativity & innovation. Students will collaborate with other students to find unique and creative solutions to problems they face.
- Technology. Students will learn to use a variety of technology, including but not limited to social media, word processing, and internet use as a tool in their education.

D. **Standardized Testing.** Students of the School shall be tested with the same standardized tests as other Idaho public school students.

E. **Accreditation.** The School shall be accredited as provided by rule of the state board of education.

SECTION 4: AUTHORIZER ROLE AND RESPONSIBILITIES

A. **Oversight allowing autonomy.** The Authorizer shall comply with the provisions of Charter School Law and the terms of this Certificate in a manner that does not unduly inhibit the autonomy of the School. The Authorizer's Role will be to evaluate the School's outcomes according to this Certificate and the Performance Framework rather than to establish the process by which the School achieves the outcomes sought.

B. **Charter School Performance Framework.** The Charter School Performance Framework ("Performance Framework") is attached and incorporated into this agreement as Appendix F. The Performance Framework shall be used to evaluate the School's academic, financial and operational performance, and shall supersede and replace any and all assessment measures, educational goals and objectives, financial operations metrics, and operational performance metrics set forth in the Charter and not explicitly incorporated into the Performance Framework. The specific terms, form and requirements of the Performance Framework, including any required indicators, measures, metrics, and targets, are determined by the Authorizer and will be binding on the School.

C. **Authorizer to Monitor School Performance.** The Authorizer shall monitor and report on the School's progress in relation to the indicators, measures, metrics and targets set out in the Performance Framework. The School shall be subject to a formal review of its academic, mission-specific, operational, and financial performance at least annually.

D. **School Performance.** The School shall achieve an accountability designation of *Good Standing* or *Honor* on each of the three sections of the Performance Framework. In the event the School is a party to a third party management contract which includes a deficit protection clause, the School shall be exempt from some or all measures within the financial portion of the Performance Framework. In accordance with Charter School Law, the Authorizer shall renew any charter in which the public charter school met all of the terms of its performance certificate at the time of renewal.

E. **Performance Framework As Basis For Renewal of Charter.** The School's performance in relation to the indicators, measures, metrics and targets set forth in the Academic and Mission-Specific, Operational and Financial sections of the Performance Framework shall provide the basis upon which the Authorizer will decide whether to renew the School's Charter at the end of the Certificate term. As part of the Performance Framework, the Authorizer agrees to consider mission-specific, rigorous, valid, and reliable indicators of the School's performance. These negotiated indicators will be included in the Mission-Specific portion of the Academic and Mission Specific section of the Performance Framework.

F. **Authorizer's Right to Review.** The School will be subject to review of its academics, operations and finances by the Authorizer, including related policies, documents and records, when the Authorizer deems such review necessary. The Authorizer shall conduct its reviews in a manner that does not unduly inhibit the autonomy granted to the School.

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

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

SECTION 5: SCHOOL OPERATIONS

A. **In General.** The School and the Charter Board shall operate at all times in accordance with all federal and state laws, local ordinances, regulations and Authorizer policies applicable to charter schools. Authorizer policies in effect for the duration of this Certificate are attached as Appendix G.

B. **Maximum Enrollment.** The maximum number of students who may be enrolled in the school shall be 700 students. The maximum number of students who may be enrolled per class/grade level, as well as the rate at which Odyssey may expand to full capacity, shall be as follows.

	6th	7th	8th	9th	10th	11th	12th	Total
Year 1	50	100	75	50	50	0	0	325
Year 2	50	100	100	75	50	50	0	425
Year 3	75	100	100	100	75	50	50	550
Year 4	75	100	100	100	100	75	50	600
Year 5	100	100	100	100	100	100	100	700

C. **Enrollment Policy.** The School shall make student recruitment, admissions, enrollment and retention decisions in a nondiscriminatory manner and without regard to race, color, creed, national origin, sex, marital status, religion, ancestry, disability or need for special education services. In no event may the School limit admission based on race, ethnicity, national origin, disability, gender, income level, athletic ability, or proficiency in the English language. If there are more applications to enroll in the charter school than there are spaces available, the charter school shall select students to attend using a random selection process that shall be publicly noticed and open to the public. The School shall follow the enrollment policy approved by the Authorizer and incorporated into this agreement as Appendix H.

D. **School Facilities.** 1235 Jones Street, Idaho Falls, Idaho. The School shall provide reasonable notification to the Authorizer of any change in the location of its facilities.

E. **Attendance Area.** The School's primary attendance area is as follows: Bonneville County, Jefferson Joint School District 251, and Shelley Joint School District 60.

F. **Staff.** Instructional staff shall be certified teachers as provided by rule of the state board of education. All full-time staff members of the School will be covered by the public employee retirement system, federal social security, unemployment insurance, worker's compensation insurance, and health insurance.

G. **Alignment with All Applicable Law.** The School shall comply with all applicable federal and state laws, rules, and regulations. In the event any such laws, rules, or regulations are amended, the School shall be bound by any such amendment upon the effective date of said amendment.

SECTION 6: SCHOOL FINANCE

A. **General.** The School shall comply with all applicable financial and budget statutes, rules, regulations, and financial reporting requirements, as well as the requirements contained in the School Performance Framework incorporated into this contract as Appendix F.

B. **Financial Controls.** At all times, the Charter School shall maintain appropriate governance and managerial procedures and financial controls which procedures and controls shall include, but not be limited to: (1) commonly accepted accounting practices and the capacity to implement them (2) a checking account; (3) adequate payroll procedures; (4) procedures for the creation and review of monthly and quarterly financial reports, which procedures shall specifically identify the individual who will be responsible for preparing such financial reports in the following fiscal year; (5) internal control procedures for cash receipts, cash disbursements and purchases; and (6) maintenance of asset registers and financial procedures for grants in accordance with applicable state and federal law.

C. **Financial Audit.** The School shall submit audited financial statements from an independent auditor to the Authorizer no later than October 15 of each year.

D. **Annual Budgets.** The School shall adopt a budget for each fiscal year, prior to the beginning of the fiscal year. The budget shall be in the Idaho Financial Accounting Reporting Management Systems (IFARMS) format and any other format as may be reasonably requested by the Authorizer.

SECTION 7: TERMINATION, NON-RENEWAL AND REVOCATION

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

B. **Nonrenewal.** The Authorizer may non-renew the Charter at the expiration of the Certificate if the School failed to meet one (1) or more of the terms of its Certificate. Any school which is not renewed shall work with the Authorizer to ensure a smooth and orderly closure and transition for students and parents, as guided by the public charter school closure protocol established by the Authorizer attached as Appendix I.

C. **Revocation.** The School's Charter may be revoked by the Authorizer if the School has failed to meet any of the specific, written renewal conditions attached, if applicable, as Appendix A for necessary improvements established pursuant to Idaho Code§ 33-5209B(1) by the dates specified. Revocation may not occur until

the public charter school has been afforded a public hearing, unless the Authorizer determines that continued operation of the public charter school presents an imminent public safety issue. If the School's Charter is revoked, the School shall work with the Authorizer ensure a smooth and orderly closure and transition for students and parents, as guided by the public charter school closure protocol established by the Authorizer attached as Appendix I.

D. **Dissolution.** Upon termination of the Charter for any reason by the Charter Board, or upon nonrenewal or revocation, the Charter Board will supervise and have authority to conduct the winding up of the business and other affairs of the School; provided, however, that in doing so the Authorizer will not be responsible for and will not assume any liability incurred by the School. The Charter Board and School personnel shall cooperate fully with the winding up of the affairs of the School.

E. **Disposition of School's Assets upon Termination or Dissolution.** Upon termination of the Charter for any reason, any assets owned by the School shall be distributed in accordance with Charter Schools Law.

SECTION 8: MISCELLANEOUS

A. **No Employee or Agency Relationship.** None of the provisions of this Certificate will be construed to create a relationship of agency, representation, joint venture, ownership, or employment between the Authorizer and the School.

B. **Additional Services.** Except as may be expressly provided in this Certificate, as set forth in any subsequent written agreement between the School and the Authorizer, or as may be required by law, neither the School nor the Authorizer shall be entitled to the use of or access to the services, supplies, or facilities of the other.

C. **No Third-Party Beneficiary.** This Certificate shall not create any rights in any third parties, nor shall any third party be entitled to enforce any rights or obligations that may be possessed by either party to this Certificate.

D. **Amendment.** This Certificate may be amended by agreement between the School and the Authorizer in accordance with Authorizer policy, attached as Appendix G. All amendments must be in writing and signed by the School and the Authorizer.

IN WITNESS WHEREOF, the Authorizer and the School have executed this Performance Certificate to be effective April 17, 2014.

Alan Reed

Chairman, Idaho Public Charter School Commission

Chairman, Odyssey Charter School Board

Appendix A: Conditions of Authorization/Renewal
Appendix B: Charter
Appendix C: Pre-Opening Requirements
Appendix D: Articles of Incorporation and Bylaws
Appendix E: Board Roster
Appendix F: School Performance Framework
Appendix G: Authorizer Policies
Appendix H: Enrollment Policy
Appendix I: Public Charter School Closure Protocol

Appendix A: Conditions of Authorization / Renewal

School: Odyssey Charter School, Inc.
Date: April 17, 2014

Pursuant to Section 33-5209B, Idaho Code, this performance certificate for Odyssey Charter School, Inc. (Odyssey) is subject to the following conditions:

1. Board Membership – Odyssey will return to, and remain in, compliance with Idaho statute, Odyssey's approved charter, and the bylaws of Odyssey Charter School, Inc. with regard to the minimum number of members serving at any given time. Section 30-3-64 of the Idaho Nonprofit Corporation Act provides that "The board of directors must consist of three (3) or more individuals." Tab 5 of Odyssey's approved charter provides that the board will consist of five to seven members. Section 4 of Odyssey's bylaws states that the number of board members "shall be fixed pursuant to resolutions adopted by the Board." According to the bylaws, the first such resolution should have been made in July 2013.

   This condition must be met by June 30, 2014.

2. Accreditation Candidacy – Odyssey will achieve accreditation candidacy status during the 2013-2014 school year.

   This condition must be met by June 30, 2014.

3. Full Accreditation – Odyssey will obtain full accreditation during the 2014-2015 school year.

   This condition must be met by June 30, 2015.

4. Special Education Compliance – Odyssey will return to, and remain in, compliance with state and federal special education requirements. This will include fulfillment of the corrective actions ordered by the Idaho State Department of Education in the Final Report regarding the Complain Investigation of Odyssey Charter School District #484, C-14-1-14, that was sent to the school on February 25, 2014.

   This condition must be met by June 30, 2014.

5. Financial Planning – Odyssey will submit to the Public Charter School Commission (PCSC) office a complete, detailed financial plan for the remainder of FY14 and all of FY15. Such plan shall include budgets and monthly cash flow projections using PCSC templates. Such plan shall address the means by which Odyssey will mitigate known financial challenges including, but not limited to: costs associated with lawsuits filed against Odyssey, its board, or its employees; costs associated with returning to special education compliance; and low or declining enrollment.

   This condition must be met by June 30, 2014.

Appendix A: Conditions of Authorization / Renewal

6. Stakeholder Complaint Process – Odyssey will adopt and publish on its website a clear, thorough stakeholder complaint process. Such process shall include steps to be taken by complainants, all contact information necessary to follow such steps, and timelines and means by which Odyssey will respond to complainants. Such process shall specify that Odyssey will submit to the PCSC office copies of any complaints filed against the school, including lawsuits and complaints filed with the Professional Standards Commission relating to school employees, within five business days of receipt, pursuant to IDAPA 08.02.04.302. The process shall remain posted in a highly visible location on Odyssey's website throughout the performance certificate term.

   This condition shall be met by June 30, 2014.

7. Odyssey shall adopt and publish on its website a description of the ethical standards by which Odyssey's governing board shall abide. Such description shall include, but not be limited to, a clear definition of the role of the board. The governing board's ethical standards shall remain posted in a highly visible location on Odyssey's website throughout the performance certificate term.

   This condition shall be met by June 30, 2014.

Pursuant to I.C. 33-5209C(7), Odyssey's charter may be revoked by the Public Charter School Commission if Odyssey fails to meet any of these specific, written conditions for necessary improvements by the dates specified.

EXHIBIT C

Exhibit	Date(s)	Description
C1	4/5/12	Initial Charter Petition for Odyssey Charter School (Excerpt) Tab 4, Accreditation Section, p73
C2	12/31/12	Approved Charter Petition for Odyssey Charter School (Excerpts) 　i.　Tab 4, Accreditation Section, p42 　ii.　Pre-Opening Timeline, p86 　iii.　Appendix I Pre-Opening & 3-Year Operating Budgets
C3	2/28-3/1/11 & 3/8-9/12	Charter Start! Workshop 　i.　Workshop Agendas 　ii.　Workshop Materials (Excerpts) 　iii.　Workshop Certificates of Attendance
C4	4/4-5/13	Charter School Boot Camp 　i.　Boot Camp Agenda (includes introduction to sufficiency review process, which addresses accreditation requirement; see Exhibit C7 for Odyssey's sufficiency review form) 　ii.　Boot Camp Attendee List
C5	multiple	Odyssey Charter School Board Meeting Minutes 　•　1/16/13 minutes (consideration of accreditation committee; discussion of accreditation fees) 　•　2/13/13 minutes (status report: accreditation paperwork to be completed and funding approved) 　•　2/20/13 minutes (status report: paperwork to be completed) 　•　2/27/13 minutes (discussion: importance of meeting accreditation requirements in order to meet timeline and ensure that high school credits count) 　•　4/24/13 minutes (discussion: board member will attend accreditation training in Boise on June 14, 2013)
C6	multiple	Communication Between PCSC Staff and Odyssey Charter School 　i.　Initial Petition Review Memo (Multiple, subsequent memos contained similar text.) 　ii.　9/26/13 PCSC Staff Site Visit Report (references discussion between A. Henken and K. Peterson regarding accreditation process) 　iii.　6/2/14 email exchange between T. Baysinger and Odyssey board & administration (addresses update regarding accreditation process)
C7	multiple	Communication Between Odyssey Charter School and Third Parties 　i.　SDE Sufficiency Review of Charter Petition
C8	6/13/13 & 4/17/14	PCSC Meeting Materials regarding Odyssey Charter School (Excerpts) 　i.　6/13/13 PCSC Meeting Materials (published online 6/6/13) Odyssey Pre-Opening Update – Pre-Opening Timeline assigns ongoing accreditation arrangements to administrator 　ii.　4/17/14 PCSC Meeting Materials (published online 4/10/14) Odyssey Proposed Amendment – Cover sheet references lack of accreditation candidacy as part of staff's rationale for recommending denial of proposed enrollment expansion.

| C9 | 4/17/14 | PCSC Draft Meeting Minutes regarding Odyssey Charter School – Indicate that Odyssey representatives were present via telephone and participated in discussion. Dale Kleinert, Director of Accreditation for AdvancEd, was present in person and participated in discussion.) |

C9	4/17/14	PCSC Draft Meeting Minutes regarding Odyssey Charter School – Indicate that Odyssey representatives were present via telephone and participated in discussion. Dale Kleinert, Director of Accreditation for AdvancEd, was present in person and participated in discussion.)

- ~~Alternate Mechanism. Odyssey will establish an alternate mechanism to determine eligibility for grade level promotion. The alternate mechanism shall require a student to demonstrate proficiency of the appropriate content standards. All locally established mechanisms used to demonstrate proficiency will be forwarded to the State Department of Education. Alternate mechanisms must be re-submitted to the Department when changes are made to the mechanism.~~

- ~~Attendance shall be an element included in the credit system, alternate mechanism, or both.~~

- Students must maintain or exceed ninety percent (90%) attendance in a class in order to pass that class. Attendance time can be made up through arrangements with the principal. The attendance time must be made up before the end of the semester.

- Special Education Students. The Individualized Education Program (IEP) team for a student who is eligible for special education services under the Individuals with Disabilities Education Improvement Act may establish alternate requirements or accommodations to credit requirements as are deemed necessary for the student to become eligible for promotion to the next grade level.

- Limited English Proficient (LEP) students. The Educational Learning Plan (ELP) team for a Limited English Proficient (LEP) students, as defined in Subsection *112.04.d.iv*, may establish alternate requirements or accommodations to credit requirements as deemed necessary for the student to become eligible for promotion to the next grade level.

Accreditation

Idaho Code 33-5205(3)(e) and 33-5210(4)(b)

Before opening its doors, Odyssey Charter School will apply to Northwest Accreditation Commission for accreditation, as required in IDAPA *08.02.02.140*. In compliance with Idaho State Board of Education Rules, Odyssey Charter School will complete the accreditation process. During its initial year of operation, the school will complete an accreditation self-assessment. Additionally, the school will develop a five-year strategic plan focused on the improvement of student performance. The strategic plan will be monitored by a review team established by the school's administration and Board of Directors. This team will be empowered to recommend revision of goals as necessary and will provide regular reports on implementation of the plan to the Board of Directors.

Accreditation reports outlining the attainment of standards will be submitted, as requested, to both the Public Charter School Commission and the State Accreditation Committee.

Copies of all annual reports, including accreditation reports, financial audits, programmatic audits, school report cards, and testing results, will be given to the Public Charter School

Commission. The State Department of Education receives a copy of the financial audits. Parents and the general public will also be provided with report information, where appropriate.

The school will budget for continuing education through workshops and conferences.

NCLB

Throughout the accreditation and strategic planning process, Odyssey Charter School will comply with all provisions of NCLB. In the event that concerns regarding NCLB standards should arise, steps will be taken by the Director and the Board to identify and target school and individual needs. A comprehensive plan of improvement will be developed and implemented as required by NCLB.

Accreditation reports outlining the attainment of standards will be submitted as requested, to both the chartering agency and the State Accreditation Committee. The Committees will review the reports and make recommendations to the State Board of Education for accreditation status. After accreditation, the Director will submit annual accreditation reports to the Idaho State Department of Education.

Copies of all annual reports including accreditation reports, financial audits, school report cards, testing results, and all other federal, state, and local reports will be given to the accrediting agency, state officials, and federal agencies. Parents and the public in general will also be provided with report information, where appropriate.

Improvement Planning Provision

Odyssey Charter School is committed to being a school where student success is our top priority. If it were ever determined that, based on student performance, the school was in need of improving performance,, improvement in accordance with NCLB), Odyssey Charter School will also develop a strategic plan focused on improving school and staff capacity (structure, resource allocation, teacher skill sets) to increase student achievement.

The Board of Directors of Odyssey Charter School will provide consultation to the Directorprincipal regarding ongoing plans for the school. If Odyssey is authorized by the local school district, it will cooperate fully with the school districtPublic Charter School Commission in improving OCS's NCLBOdyssey Charter School's No Child Left Behind performance. If Odyssey is its own LEA, theThe Board of Directors will take the responsibility of the school district in meeting the policies of the State Department of Education regarding school improvement.

The PAC (Parent Action Committee (PAC) will also work with the Board of Directors on school improvement.

Odyssey Charter School   *Page 55*

Provisions by which Students Will Receive Standardized Testing

Idaho Code § 33-5205(3)(d)

Under the direction of the School Test Coordinator, the following standardized tests will be conducted in strict accordance with, and at the specified intervals mandated by, the ~~s~~State of Idaho~~,~~: ~~namely,~~ Idaho Standards Achievement Test for grades 6 through 10. Testing will begin early in the testing window. The Coordinator will reschedule testing for students who have not been tested. Additionally, Odyssey will administer any and all required state ~~other~~ assessments according to SDE protocols~~required in Idaho now or in the future will be administered in accordance with state mandates and policies.~~

Accreditation

Idaho Code §§ 33-5205(3)(e) and 33-5210(4)(b)

Before opening its doors, Odyssey Charter School will apply to Northwest Accreditation Commission, a Division of AdvancED for accreditation, as required in IDAPA *08.02.02.140*. In compliance with Idaho State Board of Education Rules, Odyssey Charter School will complete the accreditation process outlined below.

- Odyssey will apply for its readiness visit before May 1, 2014, so that the visit can take place after the school has begun operation. Odyssey will complete the readiness checklist before the readiness visit.
- After the readiness visit, Odyssey will be in candidacy status. Odyssey will then complete the self-assessment and survey of the school's stakeholders.
- Odyssey will then complete its full external review during the 2014-15 school year.
- Odyssey will then attempt to be deemed fully accredited by the Northwest Accreditation Commission, a Division of AdvancED, before Odyssey performs its first graduation in the spring of 2016—three school years after the initial opening of Odyssey. Since Odyssey starts in 2013-14 with sophomores, the school will have sufficient time to complete the accreditation process before this class reaches graduation.
- Additionally, the school will develop a five-year strategic plan focused on the improvement of student performance as outlined by Northwest Accreditation Commission, a Division of AdvancED. This will begin the repeating five year cycle of re-accreditation in which Odyssey will be continually involved.

The strategic plan will be monitored by a review team established by the school's administration and Board of Directors. This team will be empowered to recommend revision of goals as necessary and will provide regular reports on implementation of the plan to the Board of Directors.

Accreditation reports outlining the attainment of standards will be submitted, as requested, to both the Public Charter School Commission and the Idaho State Accreditation Committee.

Category	Goal
Marketing and Public Relations	In order to attract students to the school, Odyssey Charter School will educate the community on the advantages and roles of its program.
Programmatic Development	Odyssey Charter School will execute the programmatic goals of its charter in order to meet the needs of the students, to accomplish the instructional goals outlined in the school's charter, and to be in compliance with all state and federal requirements.

The following timelines list the deadlines and corresponding actions that will be completed in order to accomplish the goals above.

2012 – Upon Approval of Charter	
Category	**Action**
Board Governance	Join the ISBA. Transform the Founders Committee into the Board of Directors. Arrange for board training in key areas like open meetings law, parliamentary procedure, effective meeting strategies, role of a board member, governing vs. managing, policy development, fiscal controls, Idaho Open Meeting Law, etc. Schedule board meetings. Training will be completed through the ISBA and possibly the Charter School Network. Arrange for accreditation. Secure SDE passwords and ensure SDE communication.
Enrollment	Continue to collect names of potential students and notify them of the application process. Document efforts to inform public of enrollment opportunities, especially for LEP students.
Facilities	Work to solidify facilities contract. Communicate with the city to ensure that the facility will be acceptable

Odyssey Charter School
Pre-Opening Budget (Start-Up Costs)

	LOCATION			
	BROKEN BOW	BOWEN ADDITION	PANCHERI	1167 JONES
Revenues:				
State Apportionment				
State Transportation				
Lunch Reimbursement (daily)				
Albertson's Grant	$250,000	$250,000	$250,000	$250,000
Total Revenues	250,000	250,000	250,000	250,000
Expenses:				
Salaries				
Teachers				
Special Education				
Administration	8,583	8,583	8,583	8,583
Instructional Aids				
Office Staff				
Business Manager				
Maintenance/Other				
Total Salaries	8,583	8,583	8,583	8,583
Benefits				
Retirement/PERSI	901	901	901	901
Health/Life Insurance	831	831	831	831
Payroll Taxes	657	657	657	657
Workers Comp/Unemployment	331	331	331	331
Total Benefits	2,721	2,721	2,721	2,721
Operating Expenses				
Textbooks	34,781	34,781	34,781	34,781
Student technology	49,645	49,645	49,645	49,645
Supplies				
Furniture & equipment	37,918	37,918	37,918	37,918
Computer hardware - admin	12,523	12,523	12,523	12,523
Audits				
Licensing & software app.				
Advertising and marketing	5,000	5,000	5,000	5,000
Gas and/or electric				
Telephone and internet				
Liability & property ins.				
Testing, assess., ==accreditation==	350	350	350	350
Board training	1,000	1,000	1,000	1,000
Professional development				
Membership dues	2,000	2,000	2,000	2,000
IT consulting & legal fees	16,900	16,900	16,900	16,900
Travel				
Postage				
Building costs	18,418	76,625	8,679	55,763
Miscellaneous				
Total Operating Expenses	178,534	236,741	168,795	215,879
Program Expenses				
Lunch (daily cost)				
Transportation				
Spec. Ed. (Counselor, ST, OT)				
Total Program Expenses				
Total Expenses	**189,838**	**248,045**	**180,099**	**227,183**
Beginning Balance	0	0	0	0
Ending Balance	$60,162	$1,955	$69,901	$22,817

Odyssey Charter School

(ALTERNATE: WORST CASE) Location: Broken Bow Plaza
STUDENT #'S BASED ON BREAK EVEN GROWTH & ONE (1) ADDITIONAL CLASS PER YEAR

	Year 1			Year 2			Year 3			Year 4		
	Students per Class		Total	Students per Class		Total	Students per Class		Total	Students per Class		Total
Grade 6 (different divisor)	20	1	20	20	1	20	18	1	18	18	1	18
Grade 7	20	2	40	24	1	24	20	1	20	18	2	36
Grade 8	20	2	40	24	2	48	23	1	23	20	1	20
Grade 9	20	1	20	24	2	48	22	2	44	24	1	24
Grade 10	20	1	20	20	1	20	23	2	46	22	2	44
Grade 11				20	1	20	20	1	20	23	2	46
Grade 12							20	1	20	20	1	20
Total number of classes / students		7	140		8	180		9	191		10	208
Operating School Days			176			176			176			176
Inflation Rate						3%			3%			3%
Revenues:												
State Apportionment	*10.9*	$5,174	$724,323	*13.4*	$4,917	$884,979	*14.2*	$4,969	$949,068	*15.4*	$5,001	$1,040,124
State Transportation		85%	55,202		85%	56,858		85%	58,564		85%	60,321
Lunch Reimbursement (daily)		$211	37,132		$217	38,246		$224	39,394		$231	40,576
Grants/Other Revenue												
Total Revenues			816,658			980,084			1,047,026			1,141,021
Expenses:												
Salaries						2%			2%			2%
Teachers	5.0	$30,000	150,000	6.0	$31,500	189,000	6.0	$33,000	198,000	7.0	$35,000	245,000
Special Education	2.0	$30,000	60,000	2.0	$31,500	63,000	3.0	$33,000	99,000	3.0	$35,000	105,000
Administration	1.0	$51,500	51,500	1.0	$63,000	63,000	1.0	$68,900	68,900	1.0	$69,900	69,900
Instructional Aids	3.0	$9,000	27,000	3.0	$9,180	27,540	4.0	$9,364	37,454	4.0	$9,551	38,203
Office Staff	1.0	$16,000	16,000	1.0	$16,320	16,320	1.0	$16,646	16,646	1.0	$16,979	16,979
Business Manager	1.0	$20,000	20,000	1.0	$26,000	26,000	1.0	$30,000	30,000	1.0	$32,000	32,000
Maintenance/Other	0.5	$20,000	10,000	1.0	$20,400	20,400	1.0	$20,808	20,808	1.0	$21,224	21,224
Total Salaries	13.5		334,500	15.0		405,260	17.0		470,809	18.0		528,307
Benefits												
Retirement/PERSI		10.50%	35,123		10.50%	42,552		10.50%	49,435		10.50%	55,472
Health/Life Insurance		9.69%	32,400		9.15%	37,080		9.19%	43,285		8.94%	47,206
Payroll Taxes		7.65%	25,589		7.65%	31,002		7.65%	36,017		7.65%	40,415
Workers Comp/Unemployment		3.86%	12,913		3.88%	15,730		3.85%	18,106		3.85%	20,332
Total Benefits		31.70%	106,025		31.18%	126,365		31.19%	146,842		30.93%	163,426
Operating Expenses												
Textbooks		$83	11,594			34,420			33,426			36,009
Student technology		$94	16,548			34,930			17,522			16,526
Supplies			12,000			12,360			12,731			13,113
Furniture & equipment			12,639			7,224			5,088			5,151
Computer hardware - admin			0			0			0			12,523
Audits			6,650			6,650			6,850			7,055
Licensing & software app.			13,538			8,478			8,808			9,262
Advertising and marketing			0			5,150			5,305			5,464
Gas and/or electric			3,540			3,751			3,979			4,226
Telephone and internet			3,600			3,600			3,600			3,708
Liability & property ins.			4,000			4,120			4,244			4,371
Testing, assess., ==accreditation==			3,750			4,223			4,350			4,480
Board training			2,750			3,750			3,863			3,978
Professional development			21,175			30,425			23,975			21,175
Membership dues			0			2,000			2,500			2,500
IT consulting & legal fees			9,100			26,780			27,583			28,411
Travel			600			618			637			656
Postage			600			618			637			656
Building costs			110,785			111,168			111,562			111,967
Miscellaneous			500			515			530			546
Total Operating Expenses			233,369			300,780			277,188			291,776
Program Expenses												
Lunch (daily cost)		$385	67,760		$397	69,793		$408	71,887		$421	74,043
Transportation			64,944			66,892			68,899			70,966
Spec. Ed. (Counselor, ST, OT)			9,000			9,270			9,548			9,835
Total Program Expenses			141,704			145,955			150,334			154,844
Total Expenses			815,598			978,360			1,045,173			1,138,353
Beginning Balance			$60,162			$61,222			$62,946			$64,799
Ending Budget Balance			$61,222			$62,946			$64,799			$67,467

Odyssey Charter School

<div align="right">

(ALTERNATE: WORST CASE) Location: Bowen Addition
STUDENT #'S BASED ON BREAK EVEN GROWTH & ONE (1) ADDITIONAL CLASS PER YEAR

</div>

	Year 1			Year 2			Year 3			Year 4		
	Students per Class		Total	Students per Class		Total	Students per Class		Total	Students per Class		Total
Grade 6 (different divisor)	20	1	20	24	1	24	20	1	20	18	1	18
Grade 7	20	2	40	24	1	24	21	1	21	18	2	36
Grade 8	20	2	40	24	2	48	21	1	21	22	1	22
Grade 9	20	1	20	24	2	48	22	2	44	24	1	24
Grade 10	20	1	20	20	1	20	23	2	46	24	2	48
Grade 11				20	1	20	20	1	20	24	2	48
Grade 12							20	1	20	20	1	20
Total number of classes / students		7	140		8	184		9	192		10	216
Operating School Days			176			176			176			176
Inflation Rate						3%			3%			3%
Revenues:												
State Apportionment	*10.9*	$5,174	$724,323	*13.7*	$4,901	$901,854	*14.3*	$4,972	$954,693	*16.0*	$4,974	$1,074,437
State Transportation		85%	55,202		85%	56,858		85%	58,564		85%	60,321
Lunch Reimbursement (daily)		$211	37,132		$217	38,246		$224	39,394		$231	40,576
Grants/Other Revenue			0									
Total Revenues			816,658			996,959			1,052,651			1,175,334
Expenses:												
Salaries						2%			2%			2%
Teachers	5.0	$30,000	150,000	6.0	$31,500	189,000	6.0	$33,000	198,000	7.0	$35,000	245,000
Special Education	2.0	$30,000	60,000	2.0	$31,500	63,000	3.0	$33,000	99,000	3.0	$35,000	105,000
Administration	1.0	$51,500	51,500	1.0	$63,000	63,000	1.0	$68,900	68,900	1.0	$69,900	69,900
Instructional Aids	3.0	$9,000	27,000	3.0	$9,180	27,540	4.0	$9,364	37,454	4.0	$9,551	38,203
Office Staff	1.0	$16,000	16,000	1.0	$16,320	16,320	1.0	$16,646	16,646	1.0	$16,979	16,979
Business Manager	1.0	$20,000	20,000	1.0	$26,000	26,000	1.0	$30,000	30,000	1.0	$32,000	32,000
Maintenance/Other	0.5	$20,000	10,000	1.0	$20,400	20,400	1.0	$20,808	20,808	1.0	$21,224	21,224
Total Salaries	13.5		334,500	15.0		405,260	17.0		470,809	18.0		528,307
Benefits												
Retirement/PERSI		10.50%	35,123		10.50%	42,552		10.50%	49,435		10.50%	55,472
Health/Life Insurance		9.69%	32,400		9.15%	37,080		9.19%	43,285		8.94%	47,206
Payroll Taxes		7.65%	25,589		7.65%	31,002		7.65%	36,017		7.65%	40,415
Workers Comp/Unemployment		3.86%	12,913		3.88%	15,730		3.85%	18,106		3.85%	20,332
Total Benefits		31.70%	106,025		31.18%	126,365		31.19%	146,842		30.93%	163,426
Operating Expenses												
Textbooks		$83	11,594		$190	34,966		$173	33,249		$170	36,771
Student technology			16,548			34,930			17,522			18,047
Supplies			12,000			12,360			12,731			13,113
Furniture & equipment			12,639			7,332			5,005			5,352
Computer hardware - admin			0			0			0			12,523
Audits			6,650			6,650			6,850			7,055
Licensing & software app.			13,538			8,558			8,828			9,422
Advertising and marketing			0			5,150			5,305			5,464
Gas and/or electric			2,796			3,430			3,648			4,357
Telephone and internet			3,600			3,600			3,600			3,708
Liability & property ins.			4,000			4,120			4,244			4,371
Testing, assess., ==accreditation==			3,750			4,223			4,350			4,480
Board training			2,750			3,750			3,863			3,978
Professional development			21,175			30,425			23,975			21,175
Membership dues			0			2,000			2,500			2,500
IT consulting & legal fees			9,100			26,780			27,583			28,411
Travel			600			618			637			656
Postage			600			618			637			656
Building costs			64,260			129,800			116,147			141,224
Miscellaneous			500			515			530			546
Total Operating Expenses			186,100			319,825			281,201			323,809
Program Expenses												
Lunch (daily cost)		$385	67,760		$397	69,793		$408	71,887		$421	74,043
Transportation			64,944			66,892			68,899			70,966
Spec. Ed. (Counselor, ST, OT)			9,000			9,270			9,548			9,835
Total Program Expenses			141,704			145,955			150,334			154,844
Total Expenses			768,329			997,405			1,049,186			1,170,385
Beginning Balance			$1,955			$50,285			$49,839			$53,304
Ending Budget Balance			$50,285			$49,839			$53,304			$58,253

<div align="center">EXHIBIT C2</div>

Odyssey Charter School

(ALTERNATE: WORST CASE) Location: Pancheri
STUDENT #'S BASED ON BREAK EVEN GROWTH & ONE (1) ADDITIONAL CLASS PER YEAR

	Year 1			Year 2			Year 3			Year 4		
	Students per Class		Total	Students per Class		Total	Students per Class		Total	Students per Class		Total
Grade 6 (different divisor)	20	1	20	23	1	23	21	1	21	20	1	20
Grade 7	20	2	40	25	1	25	22	1	22	20	2	40
Grade 8	20	2	40	25	2	50	25	1	25	21	1	21
Grade 9	20	1	20	25	2	50	25	2	50	23	1	23
Grade 10	20	1	20	20	1	20	25	2	50	24	2	48
Grade 11				20	1	20	20	1	20	24	2	48
Grade 12							20	1	20	20	1	20
Total number of classes / students		7	140		8	188		9	208		10	220
Operating School Days			176			176			176			176
Inflation Rate						3%			3%			3%
Revenues:												
State Apportionment	10.9	$5,174	$724,323	14.0	$4,887	$918,729	15.4	$4,887	$1,016,569	16.5	$5,014	$1,103,031
State Transportation		85%	55,202		85%	56,858		85%	58,564		85%	60,321
Lunch Reimbursement (daily)		$211	37,132		$217	38,246		$224	39,394		$231	40,576
Grants/Other Revenue			0									
Total Revenues			816,658			1,013,834			1,114,527			1,203,928
Expenses:												
Salaries						2%			2%			2%
Teachers	5.0	$30,000	150,000	6.0	$31,500	189,000	6.0	$33,000	198,000	7.0	$35,000	245,000
Special Education	2.0	$30,000	60,000	2.0	$31,500	63,000	3.0	$33,000	99,000	3.0	$35,000	105,000
Administration	1.0	$51,500	51,500	1.0	$63,000	63,000	1.0	$68,900	68,900	1.0	$69,900	69,900
Instructional Aids	3.0	$9,000	27,000	3.0	$9,180	27,540	4.0	$9,364	37,454	4.0	$9,551	38,203
Office Staff	1.0	$16,000	16,000	1.0	$16,320	16,320	1.0	$16,646	16,646	1.0	$16,979	16,979
Business Manager	1.0	$20,000	20,000	1.0	$26,000	26,000	1.0	$30,000	30,000	1.0	$32,000	32,000
Maintenance/Other	0.5	$20,000	10,000	1.0	$20,400	20,400	1.0	$20,808	20,808	1.0	$21,224	21,224
Total Salaries	13.5		334,500	15.0		405,260	17.0		470,809	18.0		528,307
Benefits												
Retirement/PERSI		10.50%	35,123		10.50%	42,552		10.50%	49,435		10.50%	55,472
Health/Life Insurance		9.69%	32,400		9.15%	37,080		9.19%	43,285		8.94%	47,206
Payroll Taxes		7.65%	25,589		7.65%	31,002		7.65%	36,017		7.65%	40,415
Workers Comp/Unemployment		3.86%	12,913		3.88%	15,730		3.85%	18,106		3.85%	20,332
Total Benefits		31.70%	106,025		31.18%	126,365		31.19%	146,842		30.93%	163,426
Operating Expenses												
Textbooks		$83	11,594		$188	35,299		$166	34,496		$164	36,139
Student technology			16,548			36,364			18,999			18,047
Supplies			12,000			12,360			12,731			13,113
Furniture & equipment			12,639			7,440			5,339			5,007
Computer hardware - admin			0			0			0			12,523
Audits			6,650			6,650			6,850			7,055
Licensing & software app.			13,538			8,638			9,148			9,502
Advertising and marketing			0			5,150			5,305			5,464
Gas and/or electric			2,700			3,195			4,024			4,272
Telephone and internet			3,600			3,600			3,600			3,708
Liability & property ins.			4,000			4,120			4,244			4,371
Testing, assess., ==accreditation==			3,750			4,223			4,350			4,480
Board training			2,750			3,750			3,863			3,978
Professional development			21,175			30,425			23,975			21,175
Membership dues			0			2,000			2,500			2,500
IT consulting & legal fees			9,100			26,780			27,583			28,411
Travel			600			618			637			656
Postage			600			618			637			656
Building costs			123,355			144,693			176,733			174,533
Miscellaneous			500			515			530			546
Total Operating Expenses			245,099			336,438			345,542			356,136
Program Expenses												
Lunch (daily cost)		$385	67,760		$397	$69,793		$408	71,887		$421	74,043
Transportation			64,944			$66,892			68,899			70,966
Spec. Ed. (Counselor, ST, OT)			9,000			9,270			9,548			9,835
Total Program Expenses			141,704			145,955			150,334			154,844
Total Expenses			827,328			1,014,019			1,113,527			1,202,713
Beginning Balance			$69,901			$59,232			$59,047			$60,048
Ending Budget Balance			$59,232			$59,047			$60,048			$61,263

(ALTERNATE: WORST CASE) Location: 1167 Jones Avenue
STUDENT #'S BASED ON BREAK EVEN GROWTH & ONE (1) ADDITIONAL CLASS PER YEAR

	Year 1			Year 2			Year 3			Year 4		
	Students per Class		Total	Students per Class		Total	Students per Class		Total	Students per Class		Total
Grade 6 (different divisor)	20	1	20	20	1	20	20	1	20	20	1	20
Grade 7	20	2	40	24	1	24	22	1	22	20	2	40
Grade 8	20	2	40	23	2	46	22	1	22	23	1	23
Grade 9	20	1	20	23	2	46	21	2	42	23	1	23
Grade 10	20	1	20	20	1	20	21	2	42	23	2	46
Grade 11				20	1	20	20	1	20	22	2	44
Grade 12							20	1	20	20	1	20
Total number of classes / students		7	140		8	176		9	188		10	216
Operating School Days			176			176			176			176
Inflation Rate						3%			3%			3%

Revenues:

			Year 1			Year 2			Year 3			Year 4
State Apportionment	10.9	$5,174	$724,323	13.1	$4,932	$868,104	14.0	$4,988	$937,818	16.0	$4,974	$1,074,437
State Transportation		85%	55,202		85%	56,858		85%	58,564		85%	60,321
Lunch Reimbursement (daily)		$211	37,132		$217	38,246		$224	39,394		$231	40,576
Grants/Other Revenue			0									
Total Revenues			816,658			963,209			1,035,776			1,175,334

Expenses:

Salaries

			Year 1			Year 2 (2%)			Year 3 (2%)			Year 4 (2%)
Teachers	5.0	$30,000	150,000	6.0	$31,500	189,000	6.0	$33,000	198,000	7.0	$35,000	245,000
Special Education	2.0	$30,000	60,000	2.0	$31,500	63,000	3.0	$33,000	99,000	3.0	$35,000	105,000
Administration	1.0	$51,500	51,500	1.0	$63,000	63,000	1.0	$68,900	68,900	1.0	$69,900	69,900
Instructional Aids	3.0	$9,000	27,000	3.0	$9,180	27,540	4.0	$9,364	37,454	4.0	$9,551	38,203
Office Staff	1.0	$16,000	16,000	1.0	$16,320	16,320	1.0	$16,646	16,646	1.0	$16,979	16,979
Business Manager	1.0	$20,000	20,000	1.0	$26,000	26,000	1.0	$30,000	30,000	1.0	$32,000	32,000
Maintenance/Other	0.5	$20,000	10,000	1.0	$20,400	20,400	1.0	$20,808	20,808	1.0	$21,224	21,224
Total Salaries	13.5		334,500	15.0		405,260	17.0		470,809	18.0		528,307

Benefits

		Year 1		Year 2		Year 3		Year 4
Retirement/PERSI	10.50%	35,123	10.50%	42,552	10.50%	49,435	10.50%	55,472
Health/Life Insurance	9.69%	32,400	9.15%	37,080	9.19%	43,285	8.94%	47,206
Payroll Taxes	7.65%	25,589	7.65%	31,002	7.65%	36,017	7.65%	40,415
Workers Comp/Unemployment	3.86%	12,913	3.88%	15,730	3.85%	18,106	3.85%	20,332
Total Benefits	31.70%	106,025	31.18%	126,365	31.19%	146,842	30.93%	163,426

Operating Expenses

		Year 1		Year 2		Year 3		Year 4
Textbooks	$83	11,594	$193	33,969	$178	33,542	$173	37,274
Student technology		16,548		33,497		16,045		18,428
Supplies		12,000		12,360		12,731		13,113
Furniture & equipment		12,639		7,116		5,116		5,467
Computer hardware - admin		0		0		0		12,523
Audits		6,650		6,650		6,850		7,055
Licensing & software app.		13,538		8,398		8,748		9,422
Advertising and marketing		0		5,150		5,305		5,464
Gas and/or electric		3,295		3,499		3,720		5,073
Telephone and internet		3,600		3,600		3,600		3,708
Liability & property ins.		4,000		4,120		4,244		4,371
Testing, assess., ==accreditation==		3,750		4,223		4,350		4,480
Board training		2,750		3,750		3,863		3,978
Professional development		21,175		30,425		23,975		21,175
Membership dues		0		2,000		2,500		2,500
IT consulting & legal fees		9,100		26,780		27,583		28,411
Travel		600		618		637		656
Postage		600		618		637		656
Building costs		93,492		95,823		101,379		145,270
Miscellaneous		500		515		530		546
Total Operating Expenses		215,831		283,111		265,352		329,568

Program Expenses

		Year 1		Year 2		Year 3		Year 4
Lunch (daily cost)	$385	67,760	$397	$69,793	$408	71,887	$421	74,043
Transportation		64,944		$66,892		68,899		70,966
Spec. Ed. (Counselor, ST, OT)		9,000		9,270		9,548		9,835
Total Program Expenses		141,704		145,955		150,334		154,844

	Year 1	Year 2	Year 3	Year 4
Total Expenses	798,060	960,691	1,033,337	1,176,145
Beginning Balance	$22,817	$41,416	$43,934	$46,372
Ending Budget Balance	$41,416	$43,934	$46,372	$45,561

Odyssey Charter School   **(ALTERNATE: MOST LIKELY) Location: Broken Bow Plaza**

	Year 1			Year 2			Year 3			Year 4		
	Students per Class		Total	Students per Class		Total	Students per Class		Total	Students per Class		Total
Grade 6 (different divisor)	20	1	20	20	1	20	20	1	20	20	1	20
Grade 7	20	2	40	20	2	40	20	3	60	20	3	60
Grade 8	20	2	40	20	2	40	20	3	60	20	3	60
Grade 9	20	2	40	20	2	40	20	2	40	20	3	60
Grade 10	20	2	40	20	2	40	20	2	40	20	2	40
Grade 11				20	2	40	20	2	40	20	2	40
Grade 12							20	2	40	20	2	40
Total number of classes / students		9	180		11	220		15	300		16	320
Operating School Days			176			176			176			176
Inflation Rate						3%			3%			3%
Revenues:												
State Apportionment	13.4	$4,965	$893,729	16.5	$5,013	$1,102,795	20.1	$4,555	$1,366,630	21.4	$4,582	$1,466,116
State Transportation		85%	82,804		85%	85,288		85%	87,846		85%	90,482
Lunch Reimbursement (daily)		$470	82,716		$484	85,198		$499	87,754		$514	90,387
Grants/Other Revenue												
Total Revenues			1,059,249			1,273,281			1,542,231			1,646,984
Expenses:												
Salaries						2%			2%			2%
Teachers	6.0	$30,000	180,000	8.0	$31,500	252,000	10.0	$33,000	330,000	11.0	$35,000	385,000
Special Education	3.0	$30,000	90,000	3.0	$31,500	94,500	5.0	$33,000	165,000	5.0	$35,000	175,000
Administration	1.0	$51,500	51,500	1.0	$63,000	63,000	1.0	$68,900	68,900	1.0	$69,900	69,900
Instructional Aids	4.0	$9,000	36,000	4.0	$9,180	36,720	6.0	$9,364	56,182	6.0	$9,551	57,305
Office Staff	1.0	$16,000	16,000	2.0	$16,320	32,640	2.0	$16,646	33,293	2.0	$16,979	33,959
Business Manager	1.0	$20,000	20,000	1.0	$26,000	26,000	1.0	$30,000	30,000	1.0	$32,000	32,000
Maintenance/Other	1.0	$20,000	20,000	1.0	$20,400	20,400	1.0	$20,808	20,808	1.0	$21,224	21,224
Total Salaries	17.0		413,500	20.0		525,260	26.0		704,182	27.0		774,388
Benefits												
Retirement/PERSI		10.50%	43,418		10.50%	55,152		10.50%	73,939		10.50%	81,311
Health/Life Insurance		9.87%	40,800		9.41%	49,440		9.40%	66,200		9.14%	70,809
Payroll Taxes		7.65%	31,633		7.65%	40,182		7.65%	53,870		7.65%	59,241
Workers Comp/Unemployment		3.97%	16,421		3.89%	20,410		3.86%	27,207		3.86%	29,930
Total Benefits		31.99%	132,271		31.45%	165,185		31.41%	221,217		31.16%	241,290
Operating Expenses												
Textbooks			15,906			33,822			40,520			33,830
Student technology			18,812			12,584			14,768			7,605
Supplies			18,000			18,540			19,096			19,669
Furniture & equipment			25,440			11,480			11,395			9,753
Computer hardware - admin			0			0			0			12,523
Audits			6,650			6,650			6,850			7,055
Licensing & software app.			8,538			0			0			0
Advertising and marketing			2,500			2,575			2,652			2,732
Gas and/or electric			4,637			4,908			5,199			5,514
Telephone and internet			3,600			3,600			3,600			3,708
Liability & property ins.			6,000			6,180			6,365			6,556
Testing, assess., ==accreditation==			5,275			5,433			5,596			5,764
Board training			2,150			3,350			3,451			3,554
Professional development			31,775			31,775			35,925			35,125
Membership dues			2,000			2,000			2,500			2,500
IT consulting & legal fees			11,700			12,051			12,413			12,785
Travel			1,200			1,236			1,273			1,311
Postage			1,200			1,236			1,273			1,311
Building costs			110,785			144,247			151,882			152,287
Miscellaneous			1,000			1,030			1,061			1,093
Total Operating Expenses			277,169			302,697			325,819			324,676
Program Expenses												
Lunch (daily cost)		$495	87,120		$510	89,734		$525	92,426		$541	95,198
Transportation			97,416			100,338			103,349			106,449
Spec. Ed. (Counselor, ST, OT)			9,000			9,270			68,899			70,966
Total Program Expenses			193,536			199,342			264,673			272,614
Total Expenses			1,016,476			1,192,484			1,515,891			1,612,968
Beginning Balance			$62,162			$104,935			$185,732			$212,071
Ending Budget Balance			$104,935			$185,732			$212,071			$246,088

BUILDING COSTS - BROKEN BOW PLAZA (MOST LIKELY SCENARIO)

		Student Capacity			
Student capacity - Broken Bow		260	260	260	260
Student capacity - 1167 Jones				90	90
Total available square feet	6,808	260	260	350	350

BROKEN BOW PLAZA	Start-up	Monthly	YEAR 1	YEAR 2	YEAR 3	YEAR 4
Anticipated student enrollment			180	220	300	320
BROKEN BOW:						
Remodeling costs	$0					
Signs	$370					
Signs - Toyskins, Inc.	$1,009					
Occupancy permit	$300					
Conditional use permit	$400					
Deposit	$16,339					
Rent (per month / annual)		$8,170	$98,035	$98,035	$98,035	$98,035
Triple net (bldg insurance, tax, maint.)		$1,021	$12,250	$12,617	$12,996	$13,386
Maintenace (interior areas)		$42	$500	$515	$530	$546
1167 JONES:						
Remodeling costs				$25,000		
Signs				$370		
Signs - Toyskins, Inc.				$1,009		
Occupancy permit				$300		
Conditional use permit				$400		
Deposit - 1167 JONES				$6,000		
Rent - 1167 JONES		$3,000			$36,000	$36,000
Triple net - 1167 JONES		$360			$4,320	$4,320
Total start-up / monthly / annual costs	$18,418	$12,592	$110,785	$144,247	$151,882	$152,287

Odyssey Charter School   **(ALTERNATE: BEST CASE) Location: Broken Bow Plaza**

	Year 1			Year 2			Year 3			Year 4		
	Students per Class		Total	Students per Class		Total	Students per Class		Total	Students per Class		Total
Grade 6 (different divisor)	25	3	75	25	3	75	20	2	40	20	2	40
Grade 7	25	3	75	25	3	75	25	3	75	20	3	60
Grade 8	25	3	75	25	3	75	25	3	75	25	3	75
Grade 9	25	2	50	25	3	75	25	3	75	25	3	75
Grade 10	25	2	50	25	2	50	25	3	75	25	3	75
Grade 11				25	2	50	25	2	50	25	3	75
Grade 12							25	2	50	25	2	50
Total number of classes / students		13	325		16	400		18	440		19	450
Operating School Days			176			176			176			176
Inflation Rate						3%			3%			3%
Revenues:												
State Apportionment	22.5	$4,486	$1,457,938	26.1	$4,277	$1,710,846	27.8	$4,184	$1,841,101	28.4	$4,240	$1,908,058
State Transportation		85%	110,405		85%	113,717		85%	117,128		85%	120,642
Lunch Reimbursement (daily)		$892	156,985		$919	161,695		$946	166,546		$975	171,542
Grants/Other Revenue												
Total Revenues			1,725,328			1,986,258			2,124,776			2,200,242
Expenses:												
Salaries						2%			2%			2%
Teachers	9.0	$30,000	270,000	11.0	$31,500	346,500	12.0	$33,000	396,000	13.0	$35,000	455,000
Special Education	4.0	$30,000	120,000	5.0	$31,500	157,500	6.0	$33,000	198,000	6.0	$35,000	210,000
Administration	1.0	$51,500	51,500	1.0	$63,000	63,000	1.0	$68,900	68,900	1.0	$69,900	69,900
Instructional Aids	5.0	$9,000	45,000	6.0	$9,180	55,080	7.0	$9,364	65,545	8.0	$9,551	76,407
Office Staff	1.0	$16,000	16,000	2.0	$16,320	32,640	2.0	$16,646	33,293	2.0	$16,979	33,959
Business Manager	1.0	$20,000	20,000	1.0	$26,000	26,000	1.0	$30,000	30,000	1.0	$32,000	32,000
Maintenance/Other	1.0	$20,000	20,000	1.0	$20,400	20,400	1.0	$20,808	20,808	1.0	$21,224	21,224
Total Salaries	22.0		542,500	27.0		701,120	30.0		812,546	32.0		898,490
Benefits												
Retirement/PERSI		10.50%	56,963		10.50%	73,618		10.50%	85,317		10.50%	94,341
Health/Life Insurance		9.69%	52,800		9.15%	66,744		9.19%	76,385		8.94%	83,921
Payroll Taxes		7.65%	41,501		7.65%	53,636		7.65%	62,160		7.65%	68,734
Workers Comp/Unemployment		3.86%	21,452		3.88%	27,269		3.85%	31,434		3.85%	34,769
Total Benefits		31.70%	172,716		31.18%	221,266		31.19%	255,295		30.93%	281,767
Operating Expenses												
Textbooks			67,358			38,095			38,131			34,141
Student technology			103,377			26,901			9,230			4,371
Supplies			27,000			27,810			28,644			29,504
Furniture & equipment			78,494			16,684			14,665			13,981
Computer hardware - admin			12,523			0			0			12,523
Audits			6,650			6,650			6,850			7,055
Licensing & software app.			17,238			11,678			12,550			12,823
Advertising and marketing			3,750			3,863			3,978			4,098
Gas and/or electric			3,835			3,950			4,069			4,191
Telephone and internet			3,600			3,600			3,600			3,708
Liability & property ins.			9,000			9,270			9,548			9,835
Testing, assess., ==accreditation==			7,913			8,150			8,394			8,646
Board training			3,150			3,350			3,451			3,554
Professional development			31,775			31,775			35,925			35,125
Membership dues			2,000			2,000			2,500			2,500
IT consulting & legal fees			12,870			13,256			13,654			14,063
Travel			1,800			1,854			1,910			1,967
Postage			1,800			1,854			1,910			1,967
Building costs			182,189			204,912			205,565			206,862
Miscellaneous			1,500			1,545			1,591			1,639
Total Operating Expenses			577,821			417,196			406,163			412,554
Program Expenses												
Lunch (daily cost)		$894	157,300		$921	162,019		$948	166,880		$977	171,886
Transportation			129,888			133,785			137,798			141,932
Spec. Ed. (Counselor, ST, OT)			9,000			9,270			68,899			70,966
Total Program Expenses			296,188			305,074			373,577			384,784
Total Expenses			1,589,225			1,644,656			1,847,582			1,977,594
Beginning Balance			$55,762			$191,865			$533,468			$810,661
Ending Budget Balance			**$191,865**			**$533,468**			**$810,661**			**$1,033,310**

BUILDING COSTS - BROKEN BOW PLAZA (BEST CASE SCENARIO)

Student capacity	714
Average quare footage per student	18
Total available square feet	12,784

	SF	sf/Student	# of Students			
Broken Bow s.f.	6,800	25	267	267	267	267
1167 Jones s.f.	2,400	27	90	90	90	90
Modular classrooms (2) s.f.	3,584			100	100	100
student capacity			357	457	457	457

	One-time	Monthly	YEAR 1	YEAR 2	YEAR 3	YEAR 4
BROKEN BOW:						
Remodeling costs	$0					
Signs	$370					
Signs - Toyskins, Inc.	$1,009					
Occupancy permit	$300					
Conditional use permit	$400					
Deposit	$16,339					
Rent (per month / annual)		$8,170	$98,035	$98,035	$98,035	$98,035
Triple net (bldg insurance, tax, maint.)		$1,021	$12,250	$12,617	$12,996	$13,386
Maintenace (interior areas)		$42	$500	$515	$530	$546
1167 JONES:						
Deposit - 1167 JONES	$6,000					
Rent - 1167 JONES		$3,000	$36,000	$36,000	$36,000	$36,000
Triple net - 1167 JONES		$360	$4,320	$4,320	$4,320	$4,320
Site prep work - EST. FOR MODULARS			$10,000			
Delivery & set-up - MODULARS			$12,284			
Ramp with switchback	$400	$256	$400	$3,072	$3,072	$3,072
Rent - MODULARS		$1,075		$12,900	$12,900	$12,900
Rent - LAND		$2,400		$28,800	$28,800	$28,800
Maintenace (interior areas)		$700	$8,400	$8,652	$8,912	$9,803
	0					
Total start-up / monthly / annual costs	$24,817.80	$17,023.10	$182,189.16	$204,911.66	$205,565.19	$206,862.14

Charter Start! 101 Workshop
February 28 & March 1, 2011
Doubletree Riverside Hotel

Agenda

	Monday, February 28	
8:00-8:30	**Registration**	
8:30-9:15	**Charter School 101:** • Introductions • Overview and Logistics • Goal of workshop • Charter School background	**Michelle Clement Taylor** School Choice Coordinator
9:15-12:15	**Sustainable Organizational Strategies:** • Strategic Planning • Board effectiveness • Fundraising	**Beth Geagan** Balance Business
12:15-1:00	**Buffet Lunch & Networking**	
1:00-2:00	**From Dreams to Reality:** • Petitioning Process & Timeline • Laws and Rules that Govern Idaho Charters	**Tamara Baysinger** Program Manager, Idaho Public Charter School Commission
2:00 – 2:30	**Sufficiency Review**	**Michelle Clement Taylor** **Lori Howard**
2:30-3:00	**Break - Networking**	
3:00-3:30	**Promoting High Achievement for All Students:** • Student Education Standards	**Tamara Baysinger**
3:30-4:15	**Measurable Mission Statements**	**Michelle Clement Taylor**

Charter Start! 101 Workshop

	Tuesday, March 1	
8:30-9:15	**Let's Get Started** • Question answer • External resources	**Michelle Clement Taylor** School Choice Coordinator
9:15-10:30	**School Finance & Budget 101** • What you need to know to get started	**Greg Berg** Finance Coordinator **Julie Oberle** Finance Coordinator
10:30-10:45	**Break**	
10:45-11:45	**Special Education and Charter Schools**	**Becky Martin** Charter Schools Special Education Coordinator
11:45-12:30	**Buffet Lunch & Networking**	
12:30-2:00	**Resources available for planning and implementation** **SDE Resources** **Charter School Grant**	**Michelle Clement Taylor** **Lori Howard**
2:00-2:30	**Break**	
2:30-3:15	**What I know now that I wish I had known then.**	**Don Keller, Principal** Sage International School of Boise
3:15-3:45	**Closing and Questions**	**Michelle Clement Taylor**

Charter Start! 101 Workshop
March 8 & 9, 2012
Idaho State Department of Education
Agenda

Thursday, March 8, 2012		
7:45-8:15	**Registration**	
8:15-8:30	**Welcome**	**Superintendent Luna**
8:30-9:15	**Charter School 101:** • Introductions • Overview and Logistics • Goal of workshop • Charter School background	**Michelle Clement Taylor** School Choice Coordinator **Materials in Folder**
9:15-10:00	**Sustainable Organizational Strategies:** • Strategic Planning • Board effectiveness • Fundraising • Requirements	**Michelle Clement Taylor** **Materials on CD**
10:00-10:15	**Break - Networking**	
10:15-11:15	**From Dreams to Reality:** • Petitioning Process & Timeline • Laws and Rules that Govern Idaho Charters	**Tamara Baysinger** Program Director, Idaho Public Charter School Commission **Materials on CD**
11:15-12:00	<mark>**Sufficiency Review – Part 1**</mark>	**Michelle Clement Taylor** **Materials on CD**
12:00 -1:00	**Lunch & Networking**	
1:00-1:45	**Promoting High Achievement for All Students:** • Student Education Standards	**Tamara Baysinger** **Materials on CD**
1:45-2:30	<mark>**Sufficiency Review – Part 2**</mark>	**Michelle Clement Taylor** **Materials on CD**
2:30-2:45	**Break - Networking**	
2:45-3:45	**Common Core Standards**	**TBD** **Materials in Folder**
3:45-4:15	**Measurable Mission Statements**	**Michelle Clement Taylor** **Materials on CD**

Friday, March 9, 2011		
8:15-8:45	**Let's Get Started** • Question /answer • Resources	**Michelle Clement Taylor** School Choice Coordinator
8:45-10:00	**School Finance & Budget 101** • What you need to know to get started	**Greg Berg** Finance Coordinator **Julie Oberle** Finance Coordinator **Materials in Folder**
10:00-10:30	**Break**	
10:30-11:30	**Students Come First and Charter Schools**	**Matt McCarter** Students Come First Director
11:30– 12:15	**Special Education and Charter Schools**	**Rich Henderson** Special Education Director **Materials on CD**
12:15 – 1:15	**Lunch – on your own**	
1:15-2:45	**SDE Resources ~** • School Nutrition • Certification • LEP • Transportation • School Climate	**Lynda Westphal,** Child Nutrition Coordinator **Christina Linder** Director of Certification **Fernanda Brendefur,** LEP Coordinator **Brandon Phillips,** Transportation Finance Specialist **Matt Hyde,** Coordinator **Materials on CD**
2:45-3:00	**Break**	
3:00-4:00	**Q & A Panel: Surviving the review and approval process**	**TBD**
4:00-4:30	**Closing, Questions, Next Steps**	**Michelle Clement Taylor**

Certificate of Attendance

This certificate is awarded to

KARL PETERSON

For attending the two-day
Charter Start Workshop on
February 28 & March 1, 2011

Michelle Clement Taylor

School Choice Coordinator

Certificate of Attendance

This certificate is awarded to

JASON RICHARDSON

For attending the two-day
Charter Start Workshop on
February 28 & March 1, 2011

Michelle Clement Taylor

School Choice Coordinator

Certificate of Attendance

This certificate is awarded to

JAMES PARK

For attending the two-day Charter Start Workshop on February 28 & March 1, 2011

Michelle Clement Taylor

School Choice Coordinator

Certificate of Attendance

This certificate is awarded to

JOHN ADAMS

For attending the two-day Charter Start Workshop on February 28 & March 1, 2011

Michelle Clement Taylor

School Choice Coordinator

Certificate of Attendance

This certificate is awarded to

Lisa Nolan

For attending the Charter Start! 101 Workshop

March 8-9, 2012

Michelle Clement Taylor

School Choice Coordinator

Certificate of Attendance

This certificate is awarded to

Monica Couch

For attending the Charter Start! 101 Workshop

March 8-9, 2012

Michelle Clement Taylor

School Choice Coordinator

Charter Start! 201: New Charter School Boot Camp
April 4 & 5, 2013
Idaho State Department of Education – Barbara Morgan Room

Thursday – April 4, 2013		
8:00- 9:00	**Welcome** • Introductions • Overview and Logistics • Purpose of Boot Camp	**Michelle Clement Taylor** School Choice Coordinator
9:00-11:30	**School Finance 201:** • What is required before school starts in the fall • School Finance training • Data Acquisition	**Wendy Lee** Finance Coordinator **Julie Oberle** Finance Coordinator **Kathy Vincen** Finance Coordinator **Matt Storm** Finance Coordinator
11:30-12:15	**Where are you at now** • Preopening checklists • Policies, procedures • Facilities • Transportation/Food service • Enrollment – student records	**Michelle Clement Taylor**
12:15 - 1:15	**Lunch – on your own**	
1:15-2:15	**Carrying out the Mission and Vision of the School** • High Quality Schools • Star Rating System • Data Driven Decision Making • Charter School Flexibility	**Michelle Clement Taylor**
1:30-1:45	**Welcome – High Quality Schools and Choice**	**Superintendent Luna**
2:15-3:15	**Idaho Core Standards** • What to consider with your curriculum • Tie to assessments • Training and resources	**Diann Roberts** ELA/Reading Coordinator **Chris Avila** Mathematics Coordinator
3:15-3:30	**Break**	
3:30-4:30	**Assessment Requirements** • Formative Assessment • ISAT/SBAC • IRI • IELA • ISAT – Alt (Alternate assessments) • NAEP • SAT/Accuplacer	**Nancy Thomas Price** Formative/Interm Assessment Coordinator **Dr. Angie Rishell** ISAT Coordinator **Stephanie Lee** Assessment Specialist **Nichole Hall** IELA Coordinator **Toni Wheeler** ISAT-Alt Coordinator **Angela Hemmingway** NAEP Coordinator
4:30-5:00	**Questions – End of day one**	**Michelle**

Friday – April 5, 2013		
8:00- 8:15	Day 2 – Questions and Review	**Michelle**
8:15-8:30	**The Future of Assessment: SBAC**	**Dr. TJ Bliss** Assessment Director
8:30-12:00 With a short break	**Special Education – What do you need in place at the start of school?** • Overview • Compliance Monitoring • Special Education Funding • Dispute Resolution	**Richard Henderson** Director of Special Education **William Morriss** Charter School Special Ed. Coordinator **Dr. Richard O'Dell** QA & Reporting Coordinator **Lester Wyer** Funding & Account. Coordinator **Mert Burns** Complaint Reviewer
12:00-1:00	**Lunch**	
1:00-2:00	**Federal Programs** • Requirements • Monitoring	**Marcia Beckman** Director
2:00-3:00	**Hiring the best people for the positions** • Certification • Highly Qualified Teachers • Background checks • Ethics	**Christina Linder** Director - Certification **Cina Lackey** Teacher Certification Coordinator **Shannon Haas** Ethics/Backgrounds Program Specialist
3:00-3:15	**Break**	
3:15-4:15	**Longitudinal Data System, Digital Back pack, Unique ID** • What are the system requirements • What are the related expectations • SchoolNet • Technology Requirements	**Joyce Popp** Chief Information Officer **Todd King** IT Resources Manager
4:15-4:45	**Accreditation**	**Vicki Reynolds**
4:45-5:00	**Closing and Questions** • Tying up the loose ends	**Michelle**

WHY DOES REGIONAL ACCREDITATION MATTER?

Accreditation is designed to help educational institutions boost their ongoing performance efforts for the benefit of their students. NWAC/AdvancED insists on a relentless pursuit of excellence – for itself and for the institutions it accredits. This ethic of excellence ensures that institutions will find rich benefits from being accredited by both the regional and NWAC partner agency. Parents can confidently make informed decisions about their children's education, knowing their child's school is regionally accredited. Region accreditation matters because our students deserve the highest level of educational excellence possible.

Educational institutions that engage in NWAC/AdvancED Accreditation will:
- Unite with a global network committed to standards of educational excellence.
- Earn the distinction of quality through the recognized seal of NWAC/AdvancED accreditation.
- Benefit from AdvancED research that shapes educational policy and improves learning practices.
- Experience, if they choose, a state-of-the-art web-based accreditation system that is continuously being upgraded and improved. While the use of ASSIST and the tools included are optional, partner schools have access to the surveys and the plan builder in ASSIST if they chose to use them.
- Hear the best available ideas and thinking on education practices and trends through innovative products, educational technologies, and the collective knowledge of peers.
- Benefit from shared expertise and powerful professional learning through local and global workshops, training, conferences, and personalized service.

Students and their parents will:
- Experience ease in transferring credits from one school to another.
- Gain greater access to federal loans, scholarships, postsecondary education and military programs that require students attend an accredited institution recognized regionally.
- Benefit from their institution or educational system's commitment to raising student performance and accountability

IDAHO ACCREDITATION PROCESSES

State Board Rule requires all public schools serving grades 9-12 to be accredited by the Northwest Accreditation Commission (NWAC), a division of AdvancED.

Schools with current accreditation are reviewed on a 5-year cycle for compliance by a trained External Review team of Idaho educators.

Statewide Committee reviews accreditation compliance reports and provides input to the NWAC/AdvancED Commission regarding accreditation status (Accredited, Advised, Warned, Dropped)

FOR MORE INFORMATION ON ACCREDITATION IN IDAHO

Vikki Reynolds, Idaho State Director
888-413-3669 ext 5659
vreynolds@advanc-ed.org

The Northwest Accreditation Commission (NWAC) is an accreditation division of AdvancED®.

WEBSITES AND LINKS AVAILABLE AT:
www.sde.idaho.gov/site/accreditation and www.advanc-ed.org

STEPS TO ACCREDITATION IN IDAHO

Go to www.advanc-ed.org; click the "How to Accredit" link under the Accreditation tab. The other two items under this tab are useful for understanding and explaining accreditation.

Click the "School" link (A) and review standards and indicators in the Readiness Assessment link (B):

A Platform
FOR PROCESS MANAGEMENT

Home > Accreditation

Tweet Like Share

What Is Accreditation?
-   NEW AdvancED Standards for 2012-13

Why Does Accreditation Matter?

How Do We Accredit?
-   Schools
-   Systems
-   Education Service Agencies
-   Corporation and Digital Learning
-   Policies & Procedures

A

HOW DO WE ACCREDIT?

AdvancED views accreditation through a broad lens. While some regard the accreditation process as the means to the end—the coveted accreditation seal—we see the process as packing immeasurably more power to impact student performance and drive sustained continuous improvement. Through our research and global reach, we believe that institutions win when they embrace the accreditation process, and in so doing commit to a continuous process of improvement, meet strict quality standards, and demonstrate quality assurance.

The accreditation process must also be collaborative and comprehensive. The process yields the best results for schools and school systems, and ultimately for students, by uniting community stakeholders, including education experts who provide personalized assistance to institutions and educational systems. By bringing together all those who are invested in your school's success, you build support for your vision and goals.

The AdvancED Accreditation Process is comprehensive, evaluating all the parts of your institution. The process focuses on your vision and goals, evaluates teaching and learning, and examines how results are documented and resources are allocated. The five AdvancED Standards are the foundation of the Accreditation Process and serve as your guide to continuous improvement.

Throughout the accreditation process, AdvancED provides innovative resources and tools and customized assistance to help institutions navigate the process of school improvement and maximize the effectiveness of their efforts.

A Platform
FOR PROCESS MANAGEMENT

Home > Accreditation > How Do We Accredit?

Tweet Like Share

What Is Accreditation?
-   NEW AdvancED Standards for 2012-13

Why Does Accreditation Matter?

How Do We Accredit?
-   Schools
-   Systems
-   Education Service Agencies
-   Corporation and Digital Learning
-   Policies & Procedures

SCHOOLS

School leaders establish a seamless link between accreditation and school improvement using accreditation as a dynamic catalyst for the continuous improvement process. School Accreditation can be used by individual institutions, both public and private, and educational service agencies.

School leaders engaged in AdvancED Accreditation will:

-   Take stock of themselves in relation to a set of research based quality standards
-   Establish a vision, assess their current reality, implement and improvement plan, monitor progress and evaluate results
-   Enhance the school's best thinking with the insights and perspectives of an external review team.

AdvancED provides an effective engine for systematizing and maximizing school improvement efforts. Schools testify to the significant impact and benefit that stem from integrating school improvement and accreditation, including increased student performance.

Ready to get started?

-   Review the AdvancED Accreditation Standards for Schools
-   View the AdvancED School Assurances
-   View the AdvancED Policies and Procedures
-   Readiness Assessment (to be completed before the readiness visit)
-   Complete the Application for Accreditation

B

C

Review the Idaho State Assurances below:

Idaho State Department Of Education Assurances

1) The institution has a comprehensive policy and procedure aligned toIDAPA 08.02.03.160 and encompassing the following: School Climate, Discipline, Student Health, Violence Prevention, Gun-free Schools, Substance Abuse - Tobacco, Alcohol, and Other Drugs, Suicide Prevention, Student Harassment, Drug-free School Zones, Building Safety including Evacuation Drills.
2) The institution has written policies for granting credits in accordance with the provisions found in IDAPA 08.02.03,105.3 and IDAPA 08.02.03,105.b which require 60 hours of total instruction per credit or the issuance of credits based on mastery.
3) The institution maintains class sizes in accordance with the goals outlined in IDAPA 08.02.02.110 and implements technology within the classroom to address instances where greater teacher/pupil class size ratios are needed or as appropriate.
4) The institution employs administrative and instructional personnel who are properly licensed and endorsed for all assignments, grade levels, subject areas and fields and meet all applicable Idaho Educator Licensing requirements in accordance with Idaho Code 33-1201 and 33-1202 and IDAPA 08.02.02 - Rules Governing Uniformity. (This includes educators assigned as counselors, library media, special ed., para-professionals, etc.) Provide a list of staff and their credentials for the visit.
5) The institution implements an educator evaluation policy and model that is aligned to the requirements outlined in IDAPA 08.02.02.120.
6) The institution has a current gifted and talented plan that has been updated and is being implemented in accordance with IDAPA.

Submit an application to AdvancED (by August 1, 2013 for accreditation in the 2013-14 school year) per the instructions (D):
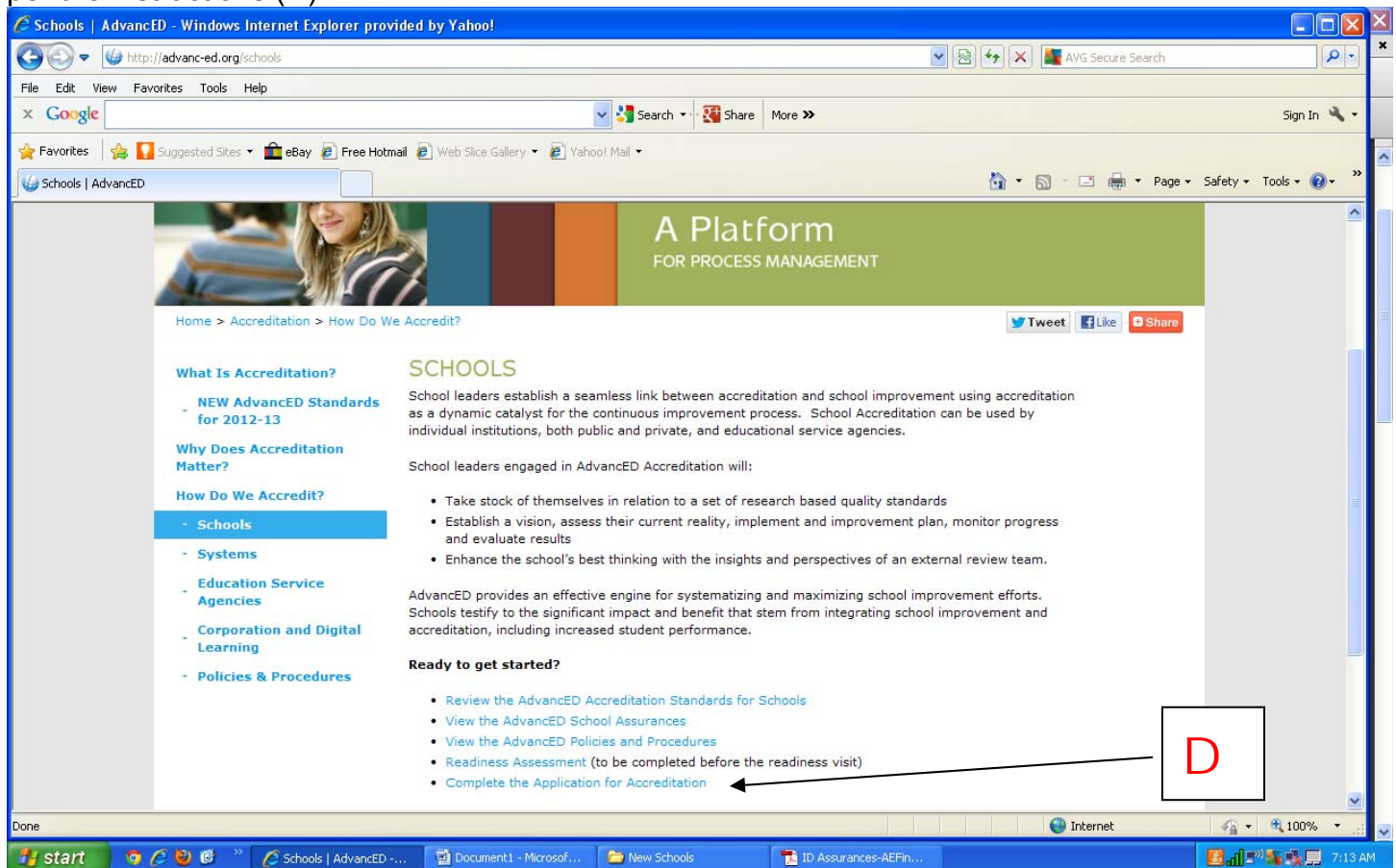
An application fee of $350 plus an annual school fee of $725 will be required at the time of application.

STEPS FOR ATTAINING FULL ACCREDITATION

1. Application Received by AdvancED, recorded and forwarded to state office.
2. Readiness Letter and Self-assessment of Readiness sent to school from State Office.
3. When prepared, school requests a readiness visit and submits the completed Self-assessment of Readiness within 3 months of application.
4. State Office schedules a Readiness Visit within 6 weeks of receiving Self-assessment materials.
5. State Office sends Readiness Visit findings to school and NWAC/AdvancED within 30 days of visit.

NOTE: for full accreditation in the 2013-14 school year, the first 5 steps must be <u>completed by December 15, 2013</u>.

6. If approved for Candidacy, State Office sends Candidacy Letter, External Review Date Request Form and information for Internal Review to school.
7. School conducts Internal Review, corrects any potential barriers to accreditation, and requests an External Review to be conducted within 18 months of receiving the Candidacy Letter.

NOTE: for full accreditation in the 2013-14 school year, the Internal and External Reviews must be <u>completed by April 1, 2014.</u>

8. Upon receipt of the External Review Date Request Form, State Office will assign an External Review Team Leader.
9. External Review Team Leader will contact the school within 30 days of receiving the assignment to confirm a visit date and review details or respond to questions.
10. School completes and submits Internal Review materials at least 4 weeks prior to scheduled visit using the AdvancED web-based reporting system, ASSIST. Instructions and access codes will be issued by the state office in the Candidacy Letter.
11. School hosts External Review visit and receives oral exit report from the Team Leader.
12. Team Leader submits report to Idaho NWAC Council for review at either an April or October meeting. Council recommendation is forwarded the NWAC/AdvancED Accreditation Commission for final action.
13. Accreditation Commission grants accreditation (meetings held in January and June annually) and the AdvancED Accreditation Department mails the accreditation certificate to the school.
14. School acts on External Review Team recommendations, engages in continuous improvement, and adheres to NWAC/AdvancED standards.
15. School provides accurate contact and demographics information annually.
16. School submits Accreditation Progress report in response to the team's recommendations approximately two years after the visit.
17. State Office monitors reports and State Council makes changes in accreditation recommendations, if necessary.
18. School conducts a full Internal review and hosts an External Review visit once every 5 years.

FOR QUESTIONS OR ASSISTANCE, CONTACT THE IDAHO STATE OFFICE OF NWAC/ADVANCED:
vreynolds@advanc-ed.org; 888-413-3669 ext.5759

Self Assessment of Readiness for Accreditation for Schools

AdvancED® is dedicated to advancing excellence in education worldwide. The North Central Association Commission on Accreditation and School Improvement (NCA CASI), the Northwest Accreditation Commission (NWAC), and the Southern Association of Colleges and Schools Council on Accreditation and School Improvement (SACS CASI) are accreditation divisions of AdvancED.

Self Assessment of Readiness
for Accreditation for Schools

Introduction
AdvancED promotes a philosophy that accreditation is an on-going, never-ending process of improvement, not an event that occurs only once every five years. To that end, AdvancED wants institutions to be aware of all requirements before they begin the journey toward accreditation. This Self-Assessment of Readiness for Accreditation will help you and others to determine if your institution has the capacity to pursue and achieve accreditation.

Definition of the Standard, Indicators, and Performance Levels
The five AdvancED Standards are comprehensive statements of quality practices and conditions that research and best practice indicate are necessary for schools to achieve quality student performance results and organizational effectiveness.The indicators are operational definitions or descriptions of exemplary practices and processes. When seen together, the Indicators provide a comprehensive picture of each Standard. If you have not already done so, please download and review the AdvancED Standards for Quality Schools from www.advanc-ed.org.

Directions for Completing the Report
In order to complete the Self-Assessmentof Readiness, consider the following steps:

1. Download and read the AdvancED Standardsfor Quality Schools thoroughly (including indictors and performance levels).

2. In this document, select "Meets" if you believe your school meets the intent of the indicator. Otherwise, select "Needs Improvement."

3. After completing ratings of all indicators, respond to the prompts for student performance and stakeholder perceptions.

4. After you have completed the report, email a copy to your AdvancED state office.

Standards

Standard 1	The school maintains and communicates a purpose and direction that commit to high expectations for learning as well as shared values and beliefs about teaching and learning.	Meets	Needs Improvement
1.1	The school engages in a systematic, inclusive, and comprehensive process to review, revise, and communicate a school purpose for student success.		
1.2	The school leadership and staff commit to a culture that is based on shared values and beliefs about teaching and learning and supports challenging, equitable educational programs and learning experiences for all students that include achievement of learning, thinking, and life skills.		
1.3	The school's leadership implements a continuous improvement process that provides clear direction for improving conditions that support student learning.		

Standard 2	The school operates under governance and leadership that promote and support student performance and school effectiveness.	Meets	Needs Improvement
2.1	The governing body establishes policies and support practices that ensure effective administration of the school.		
2.2	The governing body operates responsibly and functions effectively.		
2.3	The governing body ensures that the school leadership has the autonomy to meet goals for achievement and instruction and to manage day-to-day operations effectively.		
2.4	Leadership and staff foster a culture consistent with the school's purpose and direction.		
2.5	Leadership engages stakeholders effectively in support of the school's purpose and direction.		
2.6	Leadership and staff supervision and evaluation processes result in improved professional practice and student success.		

Standard 3	The school's curriculum, instructional design, and assessment practices guide and ensure teacher effectiveness and student learning.	Meets	Needs Improvement
3.1	The school's curriculum provides equitable and challenging learning experiences that ensure all students have sufficient opportunities to develop learning, thinking, and life skills that lead to success at the next level.		
3.2	Curriculum, instruction, and assessment are monitored and adjusted systematically in response to data from multiple		

		Meets	Needs Improvement
	assessments of student learning and an examination of professional practice.		
3.3	Teachers engage students in their learning through instructional strategies that ensure achievement of learning expectations.		
3.4	School leaders monitor and support the improvement of instructional practices of teachers to ensure student success.		
3.5	Teachers participate in collaborative learning communities to improve instruction and student learning.		
3.6	Teachers implement the school's instructional process in support of student learning.		
3.7	Mentoring, coaching, and induction programs support instructional improvement consistent with the school's values and beliefs about teaching and learning.		
3.8	The school engages families in meaningful ways in their children's education and keeps them informed of their children's learning progress.		
3.9	The school has a formal structure whereby each student is well known by at least one adult advocate in the school who supports that student's educational experience.		
3.10	Grading and reporting are based on clearly defined criteria that represent the attainment of content knowledge and skills and are consistent across grade levels and courses.		
3.11	All staff members participate in a continuous program of professional learning.		
3.12	The school provides and coordinates learning support services to meet the unique learning needs of students.		

Standard 4	The school has resources and provides services that support its purpose and direction to ensure success for all students.	Meets	Needs Improvement
4.1	Qualified professional and support staff are sufficient in number to fulfill their roles and responsibilities necessary to support the school's purpose, direction, and the educational program.		
4.2	Instructional time, material resources, and fiscal resources are sufficient to support the purpose and direction of the school.		
4.3	The school maintains facilities, services, and equipment to provide a safe, clean, and healthy environment for all students and staff.		
4.4	Students and school personnel use a range of media and information resources to support the school's educational programs.		
4.5	The technology infrastructure supports the school's teaching, learning, and operational needs.		
4.6	The school provides support services to meet the physical,		

		Meets	Needs Improvement
	social, and emotional needs of the student population being served.		
4.7	The school provides services that support the counseling, assessment, referral, educational, and career planning needs of all students.		

Standard 5	The school implements a comprehensive assessment system that generates a range of data about student learning and school effectiveness and uses the results to guide continuous improvement.	Meets	Needs Improvement
5.1	The school establishes and maintains a clearly defined and comprehensive student assessment system.		
5.2	Professional and support staff continuously collect, analyze and apply learning from a range of data sources, including comparison and trend data about student learning, instruction, program evaluation, and organizational conditions.		
5.3	Professional and support staff are trained in the evaluation, interpretation, and use of data.		
5.4	The school engages in a continuous process to determine verifiable improvement in student learning, including readiness and success at the next level.		
5.5	Leadership monitors and communicates comprehensive information about student learning, conditions that support student learning, and the achievement of school improvement goals to stakeholders.		

Student Performance

Briefly describe recent student performance results, areas of strength and areas for improvement. These descriptionsshould not be complete statistical analyses, simply brief narratives. If applicable, give examples of awards your institution has garnered (Blue Ribbon or similar recognition from states or other organizations, National Merit Scholars, etc.).

Recent Results

Strengths

Areas for Improvement

Stakeholder Perceptions

Please briefly describe the perceptions and opinions of your stakeholders in terms of strengths and areas for improvement. If you have administered stakeholder surveys, provide a brief review of the results. If you have not administered formal surveys, write a brief synopsis of comments, complaints, or testimonials you have from stakeholders.

Strengths

Areas for Improvement

Assurances

We have reviewed the requirements set forth in the AdvancED Assurances.	Yes	No

Please identify any assurances that are not being met and describe what needs to be done to address the expectations in the Assurance.

1) **AdvancED Policies and Procedures**- The institution has read, understands, and complies with the AdvancED Policies and Procedures.
2) **Substantive Changes**- The institution has reported all substantive changes in the institution that affect the scope and/or have an impact on the institution's ability to meet the AdvancED standards and policies. Such changes include, but are not limited to:
   - Restructuring (merging, opening, or closing) of the institution or institution(s) within its jurisdiction
   - Mission and purpose of the institution
   - Governance structure of the institution, including changing to a charter school/school system, being the subject of a state takeover, or a change in ownership
   - Grade levels served by the institution
   - Staffing, including administrative and other non-teaching professionals personnel
   - Available facilities, including upkeep and maintenance
   - Level of funding
   - School day or school year
   - Establishment of an additional location geographically apart from the main campus
   - Student population that causes program or staffing modification(s)
   - Available programs, including fine arts, practical arts and student activities
3) **Security and Crisis Management Plan**- The institution implements a written security and crisis management plan which includes emergency evacuation procedures and appropriate training for stakeholders. Attach the security and crisis management plan. (optional)
4) **Financial Transactions**- The institution monitors all financial transactions through a recognized, regularly audited accounting system.
5) **Improvement Plan**- The institution engages in a continuous improvement process and implements an improvement plan. Attach the improvement plan if the plan is not located in AdvancED's Adaptive System of School Improvement Support Tools (ASSIST).

Attending	Name	Email	School
Y	Richard Brodock	richard.brodock@prestonidahoschools.org	SEI Tech
Y	Joel Wilson	joel.wilson@prestonidahoschools.org	SEI Tech
N	Brian Mendendall	moc@prestonidahoschools.org	SEI Tech
Y	Karl Peterson	kbpetersonmail@yahoo.com	Odyssey Charter
Y	Brian Stucki	bjstucki@gmail.com	Odyssey Charter
Y	Kimberly Evans Ross	KDE@moffatt.com	Odyssey Charter
Y	Amy Whitford	andrew_whitford1@msn.com	Odyssey Charter
Y	Chad Harris	chadswharris@gmail.com	American Heritage Charter
N	Guy Wangsgard	wangguy@cableone.net	American Heritage Charter
N	Deby Infanger	debyinfanger@gmail.com	American Heritage Charter
Y	Tiffnee Harst	tharst@sd60.k12.id.us	American Heritage Charter
Y	Joel Weaver	joel.weaver@cteacademy.org	Chief Tahgee Elementary Academy
Y	Cyd Crue	cyd.crue@cteacademy.org	Chief Tahgee Elementary Academy
Y	Nancy E Murillo		Chief Tahgee Elementary Academy
Y	Velda Racehorse	vracehorse@sbtribes.com	Chief Tahgee Elementary Academy
Y	Javier Castenda	jcastaneda@heritagecommunitycharter.com	Heritage Community Charter.
Y	Elixabeth Moore	emoore@heritagecommunitycharter.com	Heritage Community Charter.
Y	Shantell Mullanix	smullanix@heritagecommunitycharter.com	Heritage Community Charter.
?	Shane Pratt	spratt@rhpcs.org	Rolling Hills
?	Aaron Ritter	aritter@isucceedvhs.net	iSucceed Virtual High School
Y	Jeremy Clark	clarkeje@whitepinecharterschool.org	White Pine Charter

Odyssey Charter School

Minutes of Regular Meeting

Board of Trustees

January 16, 2013, 5:30 p.m.

900 Pier View Dr. Suite 206

Idaho Falls, Idaho

In attendance:

> Karl Peterson, Board Member
> Chris Peterson, Board Member
> Lisa Nolan, Board Member
> Monica Couch, Board Member
> Kimberly Evans Ross, Board Member
> Bill Sewell
> Amy Whitford
> Brian Stucki

Minute taker: Kimberly Evans Ross
Confidentiality: Public

Call to Order

Monica Couch moved to approve the Minutes of the last meeting. Lisa Nolan seconded the motion. Vote was 5-0 in favor of the Motion.

Kimberly Evans Ross moved to amend the Agenda to move board training up to first action item. Monica Couch seconded the motion. Vote was 5-0 in favor of the motion. Brian Stucki provided training on use of parliamentary procedure during board meetings.

Chris Peterson moved to appoint Kimberly Evans Ross as President of the Board of Directors. Monica Couch seconded the motion. Vote was 5-0 in favor of the motion.

Monica Couch moved to appoint Karl Peterson as Vice President of the Board of Directors. Chris Peterson seconded the motion. Vote was 5-0 in favor of the motion.

Chris Peterson moved to appoint Lisa Nolan as Treasurer of the Board of Directors. Monica Couch seconded the motion. Vote was 5-0 in favor of the motion.

Karl Peterson moved to appoint Monica Couch as Secretary of the Board of Directors. Chris Peterson seconded the motion. Vote was 5-0 in favor of the motion.

Chris Peterson moved to create the following committees and to appoint committee members as designated below. Karl Peterson seconded the motion. Motion carried.

Marketing & Fundraising	Chair: Chris Peterson Brian Stucki
Facilities Committee	Chair: Karl Peterson Chris Peterson Kimberly Evans Ross Bill Sewell
Hiring Committee	Chair: Chris Peterson Amy Whitford
Transportation Committee	Chair: Monica Couch Lisa Nolan
Food Program Committee	Chair: Monica Couch Lisa Nolan
Academic Calendaring Committee	Chair: Karl Peterson Brian Stucki

Other committees considered but not formed: Curriculum Alignment, Enrollment and Accreditation

Status reports:

Dept. of Education – Karl Peterson reported that letters have been sent to Idaho Board of Education and Idaho Department of Education.

Monica Couch will create a calendar of regulatory dates.

Section 501(c)(3) status – Monica Couch reported that application to convert from charitable to educational organization will require additional filings and a $400 fee. No action taken.

Post office box – Lisa Nolan reported. Monica Couch moved to change Odyssey's mailing address to 310 Elm Street, Idaho Falls, Idaho 83402 until the school building is secured and operating, and to use the fax number of (208) 522-0502. The school's telephone number will continue to be (208) 557-3627. Lisa Nolan seconded the motion. Motion carried.

Checking account - Lisa Nolan reported on recommendations for checking account for operating budget. Lisa Nolan moved for the Board to open a checking account at BANK OF IDAHO. Monica Couch seconded the motion. Motion carried. Lisa Nolan will investigate online savings accounts and report back next week.

ISBA Membership – Monica Couch reported. Membership for half year is $625. Board voted to apply for membership immediately.

Accreditation – Monica Couch reported. Application fee is $350, plus $700 annual fee. No action taken at this time.

Albertson's Grant - Karl Peterson reported. 501(c)(3) and Approval letter has been sent. Albertson's sent a letter/application that will need to be completed. Chris Peterson will prepare and send application. Grant funds should be available within 1-2 weeks.

Marketing efforts – Chris Peterson reported.

Of original 227 interested enrollees, so far 35 students have confirmed intent to enroll. Chris will continue to contact families on the contact list.

Rich Communication (Jess) has offered to match the school's radio marketing budget. Chris Peterson moved that the Board approve $400/month for radio advertising with Rich Communication. Karl Peterson seconded the motion. Motion carried. Other advertising efforts will continue, but no additional funds have been committed at this time.

Facilities update – Karl Peterson reported. Floor plan for Broken Bow site has been sent to architect. Plan is for 6 classrooms, which may require addition of trailers depending on number of students enrolled. Site plan will be next – e.t.a. about 10 days.

Hiring – no report at this time.

Meeting adjourned at 8:30 p.m.

_____
Kimberly Evans Ross, President

_____
Monica Couch, Secretary

Odyssey Charter School

Minutes of Regular Meeting

Board of Trustees

February 13, 2013, 5:30 p.m.

900 Pier View Dr. Suite 206

Idaho Falls, Idaho

In attendance:

        Kimberly Evans Ross, President
        Karl Peterson, Vice President
        Lisa Nolan, Treasurer
        Monica Couch, Secretary
        Chris Peterson, Board Member
        Bill Sewell
        Brian Stucki
        Brian Stutzman
        Dan Murdock

Minute taker: Monica Couch
Confidentiality: Public

Call to Order

Verification of Quorum

Karl Peterson moved to approve the agenda. Chris Peterson seconded. Motion carried.

Albertson's grant has been funded.

Status reports:

Regulatory Calendar: No additions.

IRS status: Monica Couch will finish the IRS status change application and give a copy to Lisa Nolan to be funded.

Accreditation: Monica Couch will fill out paperwork and give a copy to Lisa Nolan to be funded.

Marketing and Fundraising: Chris Peterson is working on a CHC grant. An application is also being put in for the EIRMC grant. A jump roping group wants to use our building and they would tentatively donate $3,000 per year. The enrollment form has been translated into Spanish. Chris Peterson will investigate the possibility of creating Spanish radio ads to publicize the

school. Discussion of placement of enrollment brochures in Spanish speaking stores and restaurants.

Enrollment: 70 students have enrolled.

Hiring Committee: Orchestra/Music, Math, Special Education/English and Theater/English/Speech/Debate teachers have been hired. A Science/Health teacher is being interviewed next week. Brian Stucki is working on getting benefit information (including PERSI). Kimberly and Brian will contact the ISBA and obtain employment contracts. Discussion of preparation of a Master Contract.

Transportation: Monica Couch will talk to Teton Stages and Nari Mendenhall at Monticello Montessori. Darin Guthry (757-2857), a teacher at Bonneville High School, had proposed a competing bus company to Teton Stages to all the charter schools.   Monica Couch will contact him.

Food Services: Brian Stucki will talk to Trent Walker and get a menu. We need more firm numbers on enrollment and location before we talk to the District 91 Food Services Manager again.

Academic Calendar: Odyssey is allowed a lot of flexibility in their academic calendar, as long as the school follows the required 990 hours for high school students. 141 days are planned in the school year. Chris Peterson moved to adopt a 4-day calendar for 2013-2014 Odyssey Charter School academic year. Karl Peterson seconded the motion. Motion tabled.

Facilities Committee: The zoning meeting is on March 5, 2013. $250 has been spent on escrow for the 13th Street building. Century 21 is the holder of the escrow account. Brian Stutzman gave some information on the 13th Street building and other commercial properties in District 91. Graham Whipple will charge $1,500 to secure the Conditional Use Permit for the 13th Street building.

Uniforms/Dress Code: Discussion of jeans and shirts with collars.

Kimberly Evans Ross gave us the letter she is required to give us by Moffatt Thomas, saying that she is not Odyssey Charter School's attorney.

Meeting adjourned at 7:30 p.m.

_____
Kimberly Evans Ross, President

_____
Monica Couch, Secretary

Odyssey Charter School

Minutes of Regular Meeting

Board of Trustees

February 20, 2013, 5:30 p.m.

900 Pier View Dr. Suite 206

Idaho Falls, Idaho

In attendance:

        Kimberly Evans Ross, President
        Karl Peterson, Vice President
        Lisa Nolan, Treasurer
        Monica Couch, Secretary
        Chris Peterson, Board Member
        Brian Stutzman

Minute taker: Monica Couch
Confidentiality: Public

Call to Order

Verification of Quorum

Karl Peterson moved to approve the agenda. Chris Peterson seconded. Motion carried.

Karl Peterson moved to approve the minutes from Feb. 13, 2013. Monica Couch seconded. Motion carried.

Status reports:

IRS status: Monica Couch will finish the IRS status change application.

Accreditation: Monica Couch will complete the accreditation paperwork.

Uniforms: Chris Peterson will draw up a uniform policy and bring it to the board meeting next week for a vote.

Enrollment: 104 students have enrolled.

Facilities: Bruce Kleege is the owner of the 13th Street building. Brent Butikofer spoke with him, and Mr. Kleege won't fund the improvements on the 13th Street building without collateral. Brent Butikofer indicated that this position is not unusual, because we are not an established business. He suggested that we prepare a letter of intent. Karl and Chris Peterson went through the 13th Street building with Devon Mortimer, of Comfort Construction, to obtain some

beginning bids for the 13th Street building renovations. Perhaps Cadet heaters could be used in some of the smaller classrooms.

Brian Stutzman gave some information on the Century Link building, on International Way, near the airport. The Board also discussed using the land behind the Monarch Daycare, on Sunnyside, to set up trailers.

Marketing and Fund Raising Committee: Brian Stucki is working on the CHC grant. Wendy Boring will apply for the EIRMC grant.

Hiring Committee: Interviews are continuing for teachers.

Transportation: We will wait to solicit further information until we have a definite location for the school.

Food Services: Monica Couch will contact Trent Walker this week to obtain his proposed menu. The board discussed using Kiwi Loco and other vendors to provide food for the students.

Monica Couch will contact the Idaho Charter School Network and schedule fiscal and programmatic audits, if they are required.

The Board is working on preparing the school's Policy Manual, using the ISBA standard forms.

Karl Peterson and Brian Stucki are working on the class schedule.

Lisa Nolan has prepared standard reimbursement forms.

Meeting adjourned at 6:57 p.m.

_____
Kimberly Evans Ross, President

_____
Monica Couch, Secretary

Odyssey Charter School

Minutes of Regular Meeting

Board of Trustees

March 27, 2013, 5:30 p.m.

900 Pier View Dr. Suite 206

Idaho Falls, Idaho

In attendance:

> Kimberly Evans Ross, President
> Karl Peterson, Vice President
> Monica Couch, Secretary
> Andrew Whitford
> Amy Whitford
> Bill Sewell
> Brian Stucki
> Steven Frei
> Brent Butikofer

Minute taker: Monica Couch
Confidentiality: Public

Call to Order

Verification of Quorum

Karl Peterson made a motion to amend the agenda to report on Facilities as the first item of business and to approve the agenda as amended. Monica Couch seconded. Motion carried.

<u>Unfinished Business</u>:

Facilities Committee: Brent Butikofer went over the Letters of Intent for the two Broken Bow properties. The board discussed various facilities options.

The Snake River School District is selling the building that the Pingree school occupied. They want to have all the school furniture, etc., out of building by the end of the month, but they weren't able to set a date for us to receive supplies.

Kimberly Evans Ross moved that Amy Whitford be appointed a Director to replace Lisa Nolan. Chris Peterson seconded. Motion carried.

Kimberly Evans Ross moved that Amy Whitford be appointed as Treasurer. Karl Peterson seconded. Motion carried.

IRS status: We received file-stamped AOI from the Secretary of State and Monica Couch will submit the status change to the IRS.

Grants: The CHC grant was submitted. Monica Couch will check on the status of the EIRMC grant.

Student Handbook and Dress Code: The dress code will include blue and khaki slacks, Bermuda shorts, capris, or skirts, and solid color polos. Students won't be allowed to bring electronic devices to school. Chris Peterson and Amy Whitford will work on the dress code.

Teacher/ Master Agreements and Employee Benefits: Karl Peterson suggested that we prepare a Letter of Intent regarding salary and benefits for the teachers. The legislature will have completed their work this week, so we will have the 2013-2014 schedules.

Programmatic Audit: We received formal notice that Odyssey Charter School is not required to have a pre-opening programmatic or financial audit.

Policy Manual/Strategic Plan: We will wait to complete the Policy Manual and Strategic Plan until after the Charter School Boot Camp.

Hiring Committee: Desiree Jessen was hired yesterday. Brian said that the Boy Scouts works with Lexis Nexis to obtain criminal background checks for the teachers. It normally costs $55 per background check. We do have to have all teachers tested for tuberculosis.

Amy Whitford, Brian Stucki and Karl Peterson should all be bonded, as they are check signers. Leavitt Group is working with Brian on the benefits, and they can do everything. Brian Stucki has to be bonded as a notary. Kimberly Evans Ross is a notary.

Marketing and Fund Raising Committee: 154 students are currently enrolled. The cookie party for the students and parents, board members, teachers, etc. is May 3rd. Everyone should bring two dozen cookies, and it is at the armory, 1575 Skyline. The students will vote on the school mascot (Olympians, Gladiators, the Titans), and on the school colors (red/gold, lime green/white/black, royal blue/black).

Transportation: We will wait to solicit further information until we have a definite location for the school.

Food Program: Brian Stucki gave Monica Couch a card for another lunch vendor. She will call and get a bid, and she will find out how much it will cost the school to be the sponsor for lunch vendors.

School Calendar: Idaho School of Science and Technology only has 137 days in the school year. Brian Stucki based Odyssey's calendar on a 7 hr. day. Brian is planning on 145 days. We're planning to be on a semester schedule. District 91 and 93 start on September 3rd and end on the 5th of June.

Brian Stucki recommended getting a post office box for the school. The Board authorized him to get one.

Meeting adjourned at 7:55 p.m.

_____
Kimberly Evans Ross, President

_____
Monica Couch, Secretary

Odyssey Charter School

Minutes of Regular Meeting

Board of Trustees

April 10, 2013, 5:30 p.m.

900 Pier View Dr. Suite 206

Idaho Falls, Idaho

In attendance:

> Kimberly Evans Ross, President
> Karl Peterson, Vice President
> Thomas Jones, Treasurer
> Monica Couch, Secretary
> Chris Peterson, Board Member
> Amy Whitford
> Andrew Whitford
> Bill Sewell

Minute taker: Monica Couch
Confidentiality: Public

Call to Order

Verification of Quorum

Monica Couch made a motion to approve the Agenda. Karl Peterson seconded. Motion carried.

The Board welcomed Thomas Jones to the Board and he accepted the Treasurer position.

Budget: Discussion of the budget (Karl's financials that he provided). Brian Stucki left a stack of materials with Kimberly. We need someone who can keep a check registry and keep track of what is going out and in. Karl and Chris and Amy interviewed a person as Business Manager today. ISEE training – Thomas Jones and the new Business Manager will go to that training. Discussion of paying the storage units bill for May. The salary for the Business Manager will be $25,000. We need to advertise the position. I will put it in the Voice. Chris and Amy will get me the job description.

The CHC grant documents are in the dropbox, and Karl is set to meet with her. The ISEE training (5/3/13 – in Idaho Falls) will teach (Brian), Thomas, and Karl all the reports that are supposed to be filed, when they are due, and how to file them. We need to open a new account, and transfer the Albertson's money to the new account, because the state was provided with the current account (to put in State advance payments). They require us to keep a copy of a receipt for every expense that the Albertson's grant is used for. The laptop will be for the Business

Manager. Brian needs to be removed from the Bank Account.   I will go the bank and remove Brian and get a new card so that everyone can sign it.

Unfinished Business:

Building and Lease: Mike Bowcutt wants to have us write a $25,000 check to start the remodeling costs for the bathrooms, putting in a wall and a door, and removing the garage door in the back, but the leases aren't nailed down yet. He thinks he can have all the subcontractor's budgets worked out by Monday, April 29th. Karl would like to have the leases signed before we give Mike Bowcutt the check. It will cost approximately $1.10 - $1.20/sq. feet. The city requires a fence between us and between the BLM (but not between us and the welding company). The base rate isn't changing, but the remodeling costs are changing. Discussion of whether we roll the IT into the building, or pay for it up front. There are some final numbers that need to be put in. $7,488.80 is the base rent for the main building, and the rent for the shop is $1,320 per month. Triple net needs to be added. The trailers will need to be added on top on that (approximately $2,600/month). Chris called the trailer company today (Paul Bennett, Pacific Mobile Classroom, are the used trailers). Remodeling costs for the Jones building included running IT out to the trailers. The welding shop owner is looking to build their own shop, so his shop may become available in a year, which would add 2,400 sq. ft.

Grants: Karl is meeting with the CHC grant people tomorrow at 1:00 p.m.

Teacher/ Master Agreements and Employee Benefits: Brian left the Leavitt Group folder that includes his notes on the benefits. We need to get that finished up to give to the teachers. We need to do new contracts for the teachers because the state authorized a $500 raise. We need to be prepared to pay payroll taxes, unemployment insurance; we don't need to pay benefits over the summer. Would the business manager and the administrator be a subcontractor over the summer (they are providing their own supplies and their own offices, etc.). We need to start procurement over the summer.   Thomas can keep a register/data entry / Amy has experience doing procurements. State reports – Amy, Thomas, and new Business Manager would work together. Thomas is going to be trained on a new job (outside of Odyssey) and he will let us know what hours he is available after he gets his training schedule for his new job.

Our mailing address is P.O. Box _____, Idaho Falls, ID. We need to centralize our office files. One person should be doing accounts payable, for procurements – a list of what is coming in, what has been paid for, etc. We need to know what the financial impact of the purchasing decisions are. We have some budgets in place, but for some we don't – for different items.

Thomas will send out his contact information to all of us. Thomas will take home the laptop and Brian's files and sort them out.

Discussion of IT costs. WE need to get all "costs" to Thomas. We are using SchoolDex now (instead of OpenSIS). We need to get hard costs for SchoolDex now. Thomas will run the spreadsheets – Karl did so much of the research on what things costs (in petition and in the dropbox), and so we need to get information if prices have changed. For outfitting the school, Brian Stutzman will continue to be involved (Bill said he is very interested in being on the board). Suppliers, vendors, names of things --- all that needs to go to Thomas. Thomas won't have the checkbook, but he'll give us the go-ahead to go ahead and get it (get the "ok'), then the

board has to okay the purchases, and then the business manager will write the check (the business manager will be supervised by Thomas, in his capacity as Treasurer). Bill make decisions as to what hardware we need. Rich Boardcasting bill hasn't been paid, and we need to pay our storage fees, the Paramount (Royal Theaters) – Lindsey is the person at the theater.

Brian gave a key for the post office for Karl and I have one. I have the key to the storage, and Bailey has one. Chris will get Bailey's key and give it to Amy to keep.

I will make sure that Thomas has dropbox, and I will go to the bank and to the post office.

1099 is for subcontractor tax form. W2 is for a regular employee. We will do a mass onboarding and then start giving W2 forms. Over the summer, we will do only 1099 employees. The business manager will be a 1099 until the fall also. Things for regular employees [payroll taxes (pay ours, withhold theirs), get an account with the unemployment office, withhold income tax, set up benefits – PERSI, etc.). The business manager will set up all that.

Bill Sewell will go to the building at 1:00 p.m. tomorrow to wander about the building and look at things for IT.

We need to start setting up employee files and Thomas will be the central repository for those employee files.

Kimberly will ask if Thomas can work out of Moffatt Thomas, and he will bring a filing cabinet from out storage to keep track of our files.

Amy/Karl will work together to get the packet for the parents together. They may borrow stuff from the Science andTechnology charter school in Blackfoot.

There must be an enrollment deadline, and it has to be advertised 14 days before, and it is prior to the lottery deadline. The enrollment deadline has to be advertised three times in the media, and in two languages, and has to include that we're accepting students regardless of race, color, etc.

Commission rules talk about the enrollment deadline. Chris will do research!

The teachers have to authorize us to perform a background check, and to sign a form. We need to have original transcriptions from the teachers (they don't have to be sealed transcripts) and resumes.

We are preparing a class catalogue. Chairs, desk, overhead projectors can bid by suppliers. Look at the auction sites from the Blackfoot charter school. Techsoup also. Pingree school stuff (Brian Thelen). Thomas will prepare a master inventory list. Amy will be the shopper.

We will give the students their class schedule before class, but they will choose their electives during registration. SchoolDex doesn't automatically make school schedules. We will have school counselors who can suggest online classes for advanced students.

We have to request their IEPs and 504s within 48 hours after they register, and they have 10 days to send everything else.

Discussion of school calendar. We will add back in September 30, October 1-2 back into the calendar.

Chris will contact Naomi Ostergar, and **I need to find the company where special ed. could go for half a day.**

P.E., journalism, keyboarding, can be K-8 teacher.

June 13 is to report to the commission. June 14, 2013 accreditation training – Amy is going to Boise for that training.

ADVERTISEMENTS NEED TO BE DONE WITH REQUISITE LANGUAGE AND IN TWO LANGUAGES IN THE NEWSPAPER FOR THE MAY 15 DAY. Thomas could translate them.

Tell Allison that Thomas should be on the commission mailing email list.

Advertise with Department of Labor.

Facilities:

Policy Manual/Strategic Plan:

Marketing and Fund Raising Committee:

Transportation: Monica Couch will get a bid for transportation from Teton Stages for the Broken Bow location

Food Program: Monica Couch will call and get a bid from Gandolfo's, and will follow up again with That One Place. She will find out how much it will cost the school to be the sponsor for contract lunch vendors.

Meeting adjourned at 7:54 p.m.

_____
Kimberly Evans Ross, President

_____
Monica Couch, Secretary

Odyssey Charter School

Minutes of Regular Meeting

Board of Trustees

January 16, 2013, 5:30 p.m.

900 Pier View Dr. Suite 206

Idaho Falls, Idaho

In attendance:

> Karl Peterson, Board Member
> Chris Peterson, Board Member
> Lisa Nolan, Board Member
> Monica Couch, Board Member
> Kimberly Evans Ross, Board Member
> Bill Sewell
> Amy Whitford
> Brian Stucki

Minute taker: Kimberly Evans Ross
Confidentiality: Public

Call to Order

Monica Couch moved to approve the Minutes of the last meeting. Lisa Nolan seconded the motion. Vote was 5-0 in favor of the Motion.

Kimberly Evans Ross moved to amend the Agenda to move board training up to first action item. Monica Couch seconded the motion. Vote was 5-0 in favor of the motion. Brian Stucki provided training on use of parliamentary procedure during board meetings.

Chris Peterson moved to appoint Kimberly Evans Ross as President of the Board of Directors. Monica Couch seconded the motion. Vote was 5-0 in favor of the motion.

Monica Couch moved to appoint Karl Peterson as Vice President of the Board of Directors. Chris Peterson seconded the motion. Vote was 5-0 in favor of the motion.

Chris Peterson moved to appoint Lisa Nolan as Treasurer of the Board of Directors. Monica Couch seconded the motion. Vote was 5-0 in favor of the motion.

Karl Peterson moved to appoint Monica Couch as Secretary of the Board of Directors. Chris Peterson seconded the motion. Vote was 5-0 in favor of the motion.

Chris Peterson moved to create the following committees and to appoint committee members as designated below. Karl Peterson seconded the motion. Motion carried.

Marketing & Fundraising	Chair: Chris Peterson Brian Stucki
Facilities Committee	Chair: Karl Peterson Chris Peterson Kimberly Evans Ross Bill Sewell
Hiring Committee	Chair: Chris Peterson Amy Whitford
Transportation Committee	Chair: Monica Couch Lisa Nolan
Food Program Committee	Chair: Monica Couch Lisa Nolan
Academic Calendaring Committee	Chair: Karl Peterson Brian Stucki

Other committees considered but not formed: Curriculum Alignment, Enrollment and Accreditation

Status reports:

Dept. of Education – Karl Peterson reported that letters have been sent to Idaho Board of Education and Idaho Department of Education.

Monica Couch will create a calendar of regulatory dates.

Section 501(c)(3) status – Monica Couch reported that application to convert from charitable to educational organization will require additional filings and a $400 fee. No action taken.

Post office box – Lisa Nolan reported. Monica Couch moved to change Odyssey's mailing address to 310 Elm Street, Idaho Falls, Idaho 83402 until the school building is secured and operating, and to use the fax number of (208) 522-0502. The school's telephone number will continue to be (208) 557-3627. Lisa Nolan seconded the motion. Motion carried.

Checking account - Lisa Nolan reported on recommendations for checking account for operating budget. Lisa Nolan moved for the Board to open a checking account at BANK OF IDAHO. Monica Couch seconded the motion. Motion carried. Lisa Nolan will investigate online savings accounts and report back next week.

ISBA Membership – Monica Couch reported. Membership for half year is $625. Board voted to apply for membership immediately.

Accreditation – Monica Couch reported. Application fee is $350, plus $700 annual fee. No action taken at this time.

Albertson's Grant - Karl Peterson reported. 501(c)(3) and Approval letter has been sent. Albertson's sent a letter/application that will need to be completed. Chris Peterson will prepare and send application. Grant funds should be available within 1-2 weeks.

Marketing efforts – Chris Peterson reported.

Of original 227 interested enrollees, so far 35 students have confirmed intent to enroll. Chris will continue to contact families on the contact list.

Rich Communication (Jess) has offered to match the school's radio marketing budget. Chris Peterson moved that the Board approve $400/month for radio advertising with Rich Communication. Karl Peterson seconded the motion. Motion carried. Other advertising efforts will continue, but no additional funds have been committed at this time.

Facilities update – Karl Peterson reported. Floor plan for Broken Bow site has been sent to architect. Plan is for 6 classrooms, which may require addition of trailers depending on number of students enrolled. Site plan will be next – e.t.a. about 10 days.

Hiring – no report at this time.

Meeting adjourned at 8:30 p.m.

_____

Kimberly Evans Ross, President

_____

Monica Couch, Secretary

Odyssey Charter School

Minutes of Regular Meeting

Board of Trustees

February 13, 2013, 5:30 p.m.

900 Pier View Dr. Suite 206

Idaho Falls, Idaho

In attendance:

> Kimberly Evans Ross, President
> Karl Peterson, Vice President
> Lisa Nolan, Treasurer
> Monica Couch, Secretary
> Chris Peterson, Board Member
> **Bill Sewell**
> **Brian Stucki**
> **Brian Stutzman**
> **Dan Murdock**

Minute taker: Monica Couch
Confidentiality: Public

Call to Order

Verification of Quorum

Karl Peterson moved to approve the agenda. Chris Peterson seconded. Motion carried.

Albertson's grant has been funded.

<u>Status reports</u>:

Regulatory Calendar: No additions.

IRS status: Monica Couch will finish the IRS status change application and give a copy to Lisa Nolan to be funded.

Accreditation: Monica Couch will fill out paperwork and give a copy to Lisa Nolan to be funded.

Marketing and Fundraising: Chris Peterson is working on a CHC grant. An application is also being put in for the EIRMC grant. A jump roping group wants to use our building and they would tentatively donate $3,000 per year. The enrollment form has been translated into Spanish. Chris Peterson will investigate the possibility of creating Spanish radio ads to publicize the

school. Discussion of placement of enrollment brochures in Spanish speaking stores and restaurants.

Enrollment: 70 students have enrolled.

Hiring Committee: Orchestra/Music, Math, Special Education/English and Theater/English/Speech/Debate teachers have been hired. A Science/Health teacher is being interviewed next week. Brian Stucki is working on getting benefit information (including PERSI). Kimberly and Brian will contact the ISBA and obtain employment contracts. Discussion of preparation of a Master Contract.

Transportation: Monica Couch will talk to Teton Stages and Nari Mendenhall at Monticello Montessori. Darin Guthry (757-2857), a teacher at Bonneville High School, had proposed a competing bus company to Teton Stages to all the charter schools.   Monica Couch will contact him.

Food Services: Brian Stucki will talk to Trent Walker and get a menu. We need more firm numbers on enrollment and location before we talk to the District 91 Food Services Manager again.

Academic Calendar: Odyssey is allowed a lot of flexibility in their academic calendar, as long as the school follows the required 990 hours for high school students. 141 days are planned in the school year. Chris Peterson moved to adopt a 4-day calendar for 2013-2014 Odyssey Charter School academic year. Karl Peterson seconded the motion. Motion tabled.

Facilities Committee: The zoning meeting is on March 5, 2013. $250 has been spent on escrow for the 13th Street building. Century 21 is the holder of the escrow account. Brian Stutzman gave some information on the 13th Street building and other commercial properties in District 91. Graham Whipple will charge $1,500 to secure the Conditional Use Permit for the 13th Street building.

Uniforms/Dress Code: Discussion of jeans and shirts with collars.

Kimberly Evans Ross gave us the letter she is required to give us by Moffatt Thomas, saying that she is not Odyssey Charter School's attorney.

Meeting adjourned at 7:30 p.m.

_____
Kimberly Evans Ross, President

_____
Monica Couch, Secretary

Odyssey Charter School

Minutes of Regular Meeting

Board of Trustees

February 20, 2013, 5:30 p.m.

900 Pier View Dr. Suite 206

Idaho Falls, Idaho

In attendance:

> Kimberly Evans Ross, President
> Karl Peterson, Vice President
> Lisa Nolan, Treasurer
> Monica Couch, Secretary
> Chris Peterson, Board Member
> Brian Stutzman

Minute taker: Monica Couch
Confidentiality: Public

Call to Order

Verification of Quorum

Karl Peterson moved to approve the agenda. Chris Peterson seconded. Motion carried.

Karl Peterson moved to approve the minutes from Feb. 13, 2013. Monica Couch seconded. Motion carried.

Status reports:

IRS status: Monica Couch will finish the IRS status change application.

Accreditation: Monica Couch will complete the accreditation paperwork.

Uniforms: Chris Peterson will draw up a uniform policy and bring it to the board meeting next week for a vote.

Enrollment: 104 students have enrolled.

Facilities: Bruce Kleege is the owner of the 13th Street building. Brent Butikofer spoke with him, and Mr. Kleege won't fund the improvements on the 13th Street building without collateral. Brent Butikofer indicated that this position is not unusual, because we are not an established business. He suggested that we prepare a letter of intent. Karl and Chris Peterson went through the 13th Street building with Devon Mortimer, of Comfort Construction, to obtain some

beginning bids for the 13th Street building renovations. Perhaps Cadet heaters could be used in some of the smaller classrooms.

Brian Stutzman gave some information on the Century Link building, on International Way, near the airport. The Board also discussed using the land behind the Monarch Daycare, on Sunnyside, to set up trailers.

Marketing and Fund Raising Committee: Brian Stucki is working on the CHC grant. Wendy Boring will apply for the EIRMC grant.

Hiring Committee: Interviews are continuing for teachers.

Transportation: We will wait to solicit further information until we have a definite location for the school.

Food Services: Monica Couch will contact Trent Walker this week to obtain his proposed menu. The board discussed using Kiwi Loco and other vendors to provide food for the students.

Monica Couch will contact the Idaho Charter School Network and schedule fiscal and programmatic audits, if they are required.

The Board is working on preparing the school's Policy Manual, using the ISBA standard forms.

Karl Peterson and Brian Stucki are working on the class schedule.

Lisa Nolan has prepared standard reimbursement forms.

Meeting adjourned at 6:57 p.m.

_____
Kimberly Evans Ross, President

_____
Monica Couch, Secretary

Odyssey Charter School

Minutes of Regular Meeting

Board of Trustees

March 27, 2013, 5:30 p.m.

900 Pier View Dr. Suite 206

Idaho Falls, Idaho

In attendance:

> Kimberly Evans Ross, President
> Karl Peterson, Vice President
> Monica Couch, Secretary
> Andrew Whitford
> Amy Whitford
> Bill Sewell
> Brian Stucki
> Steven Frei
> Brent Butikofer

Minute taker: Monica Couch
Confidentiality: Public

Call to Order

Verification of Quorum

Karl Peterson made a motion to amend the agenda to report on Facilities as the first item of business and to approve the agenda as amended. Monica Couch seconded. Motion carried.

<u>Unfinished Business</u>:

Facilities Committee: Brent Butikofer went over the Letters of Intent for the two Broken Bow properties. The board discussed various facilities options.

The Snake River School District is selling the building that the Pingree school occupied. They want to have all the school furniture, etc., out of building by the end of the month, but they weren't able to set a date for us to receive supplies.

Kimberly Evans Ross moved that Amy Whitford be appointed a Director to replace Lisa Nolan. Chris Peterson seconded. Motion carried.

Kimberly Evans Ross moved that Amy Whitford be appointed as Treasurer. Karl Peterson seconded. Motion carried.

IRS status: We received file-stamped AOI from the Secretary of State and Monica Couch will submit the status change to the IRS.

Grants: The CHC grant was submitted. Monica Couch will check on the status of the EIRMC grant.

Student Handbook and Dress Code: The dress code will include blue and khaki slacks, Bermuda shorts, capris, or skirts, and solid color polos. Students won't be allowed to bring electronic devices to school. Chris Peterson and Amy Whitford will work on the dress code.

Teacher/ Master Agreements and Employee Benefits: Karl Peterson suggested that we prepare a Letter of Intent regarding salary and benefits for the teachers. The legislature will have completed their work this week, so we will have the 2013-2014 schedules.

Programmatic Audit: We received formal notice that Odyssey Charter School is not required to have a pre-opening programmatic or financial audit.

Policy Manual/Strategic Plan: We will wait to complete the Policy Manual and Strategic Plan until after the Charter School Boot Camp.

Hiring Committee: Desiree Jessen was hired yesterday. Brian said that the Boy Scouts works with Lexis Nexis to obtain criminal background checks for the teachers. It normally costs $55 per background check. We do have to have all teachers tested for tuberculosis.

Amy Whitford, Brian Stucki and Karl Peterson should all be bonded, as they are check signers. Leavitt Group is working with Brian on the benefits, and they can do everything. Brian Stucki has to be bonded as a notary. Kimberly Evans Ross is a notary.

Marketing and Fund Raising Committee: 154 students are currently enrolled. The cookie party for the students and parents, board members, teachers, etc. is May 3rd. Everyone should bring two dozen cookies, and it is at the armory, 1575 Skyline. The students will vote on the school mascot (Olympians, Gladiators, the Titans), and on the school colors (red/gold, lime green/white/black, royal blue/black).

Transportation: We will wait to solicit further information until we have a definite location for the school.

Food Program: Brian Stucki gave Monica Couch a card for another lunch vendor. She will call and get a bid, and she will find out how much it will cost the school to be the sponsor for lunch vendors.

School Calendar: Idaho School of Science and Technology only has 137 days in the school year. Brian Stucki based Odyssey's calendar on a 7 hr. day. Brian is planning on 145 days. We're planning to be on a semester schedule. District 91 and 93 start on September 3rd and end on the 5th of June.

Brian Stucki recommended getting a post office box for the school. The Board authorized him to get one.

Meeting adjourned at 7:55 p.m.

_____

Kimberly Evans Ross, President

_____

Monica Couch, Secretary

Odyssey Charter School

Minutes of Regular Meeting

Board of Trustees

April 10, 2013, 5:30 p.m.

900 Pier View Dr. Suite 206

Idaho Falls, Idaho

In attendance:

> Kimberly Evans Ross, President
> Karl Peterson, Vice President
> Thomas Jones, Treasurer
> Monica Couch, Secretary
> Chris Peterson, Board Member
> Amy Whitford
> Andrew Whitford
> Bill Sewell

Minute taker: Monica Couch
Confidentiality: Public

Call to Order

Verification of Quorum

Monica Couch made a motion to approve the Agenda. Karl Peterson seconded. Motion carried.

The Board welcomed Thomas Jones to the Board and he accepted the Treasurer position.

Budget: Discussion of the budget (Karl's financials that he provided). Brian Stucki left a stack of materials with Kimberly. We need someone who can keep a check registry and keep track of what is going out and in. Karl and Chris and Amy interviewed a person as Business Manager today. ISEE training – Thomas Jones and the new Business Manager will go to that training. Discussion of paying the storage units bill for May. The salary for the Business Manager will be $25,000. We need to advertise the position. I will put it in the Voice. Chris and Amy will get me the job description.

The CHC grant documents are in the dropbox, and Karl is set to meet with her. The ISEE training (5/3/13 – in Idaho Falls) will teach (Brian), Thomas, and Karl all the reports that are supposed to be filed, when they are due, and how to file them. We need to open a new account, and transfer the Albertson's money to the new account, because the state was provided with the current account (to put in State advance payments). They require us to keep a copy of a receipt for every expense that the Albertson's grant is used for. The laptop will be for the Business

Manager. Brian needs to be removed from the Bank Account.   I will go the bank and remove Brian and get a new card so that everyone can sign it.

Unfinished Business:

Building and Lease: Mike Bowcutt wants to have us write a $25,000 check to start the remodeling costs for the bathrooms, putting in a wall and a door, and removing the garage door in the back, but the leases aren't nailed down yet. He thinks he can have all the subcontractor's budgets worked out by Monday, April 29th. Karl would like to have the leases signed before we give Mike Bowcutt the check. It will cost approximately $1.10 - $1.20/sq. feet. The city requires a fence between us and between the BLM (but not between us and the welding company). The base rate isn't changing, but the remodeling costs are changing. Discussion of whether we roll the IT into the building, or pay for it up front. There are some final numbers that need to be put in. $7,488.80 is the base rent for the main building, and the rent for the shop is $1,320 per month. Triple net needs to be added. The trailers will need to be added on top on that (approximately $2,600/month). Chris called the trailer company today (Paul Bennett, Pacific Mobile Classroom, are the used trailers). Remodeling costs for the Jones building included running IT out to the trailers. The welding shop owner is looking to build their own shop, so his shop may become available in a year, which would add 2,400 sq. ft.

Grants: Karl is meeting with the CHC grant people tomorrow at 1:00 p.m.

Teacher/ Master Agreements and Employee Benefits: Brian left the Leavitt Group folder that includes his notes on the benefits. We need to get that finished up to give to the teachers. We need to do new contracts for the teachers because the state authorized a $500 raise. We need to be prepared to pay payroll taxes, unemployment insurance; we don't need to pay benefits over the summer. Would the business manager and the administrator be a subcontractor over the summer (they are providing their own supplies and their own offices, etc.). We need to start procurement over the summer.   Thomas can keep a register/data entry / Amy has experience doing procurements. State reports – Amy, Thomas, and new Business Manager would work together. Thomas is going to be trained on a new job (outside of Odyssey) and he will let us know what hours he is available after he gets his training schedule for his new job.

Our mailing address is P.O. Box _____, Idaho Falls, ID. We need to centralize our office files. One person should be doing accounts payable, for procurements – a list of what is coming in, what has been paid for, etc. We need to know what the financial impact of the purchasing decisions are. We have some budgets in place, but for some we don't – for different items.

Thomas will send out his contact information to all of us. Thomas will take home the laptop and Brian's files and sort them out.

Discussion of IT costs. WE need to get all "costs" to Thomas. We are using SchoolDex now (instead of OpenSIS). We need to get hard costs for SchoolDex now. Thomas will run the spreadsheets – Karl did so much of the research on what things costs (in petition and in the dropbox), and so we need to get information if prices have changed. For outfitting the school, Brian Stutzman will continue to be involved (Bill said he is interested in being on the board). Suppliers, vendors, names of things --- all that needs to go to Thomas. Thomas won't have the checkbook, but he'll give us the go-ahead to go ahead and get it (get the "ok'), then the

board has to okay the purchases, and then the business manager will write the check (the business manager will be supervised by Thomas, in his capacity as Treasurer). Bill make decisions as to what hardware we need. Rich Boardcasting bill hasn't been paid, and we need to pay our storage fees, the Paramount (Royal Theaters) – Lindsey is the person at the theater.

Brian gave a key for the post office for Karl and I have one. I have the key to the storage, and Bailey has one. Chris will get Bailey's key and give it to Amy to keep.

I will make sure that Thomas has dropbox, and I will go to the bank and to the post office.

1099 is for subcontractor tax form. W2 is for a regular employee. We will do a mass onboarding and then start giving W2 forms. Over the summer, we will do only 1099 employees. The business manager will be a 1099 until the fall also. Things for regular employees [payroll taxes (pay ours, withhold theirs), get an account with the unemployment office, withhold income tax, set up benefits – PERSI, etc.). The business manager will set up all that.

Bill Sewell will go to the building at 1:00 p.m. tomorrow to wander about the building and look at things for IT.

We need to start setting up employee files and Thomas will be the central repository for those employee files.

Kimberly will ask if Thomas can work out of Moffatt Thomas, and he will bring a filing cabinet from out storage to keep track of our files.

Amy/Karl will work together to get the packet for the parents together. They may borrow stuff from the Science andTechnology charter school in Blackfoot.

There must be an enrollment deadline, and it has to be advertised 14 days before, and it is prior to the lottery deadline. The enrollment deadline has to be advertised three times in the media, and in two languages, and has to include that we're accepting students regardless of race, color, etc.

Commission rules talk about the enrollment deadline. Chris will do research!

The teachers have to authorize us to perform a background check, and to sign a form. We need to have original transcriptions from the teachers (they don't have to be sealed transcripts) and resumes.

We are preparing a class catalogue. Chairs, desk, overhead projectors can bid by suppliers. Look at the auction sites from the Blackfoot charter school. Techsoup also. Pingree school stuff (Brian Thelen). Thomas will prepare a master inventory list. Amy will be the shopper.

We will give the students their class schedule before class, but they will choose their electives during registration. SchoolDex doesn't automatically make school schedules. We will have school counselors who can suggest online classes for advanced students.

We have to request their IEPs and 504s within 48 hours after they register, and they have 10 days to send everything else.

Discussion of school calendar. We will add back in September 30, October 1-2 back into the calendar.

Chris will contact Naomi Ostergar, and **I need to find the company where special ed. could go for half a day.**

P.E., journalism, keyboarding, can be K-8 teacher.

June 13 is to report to the commission. June 14, 2013 accreditation training – Amy is going to Boise for that training.

ADVERTISEMENTS NEED TO BE DONE WITH REQUISITE LANGUAGE AND IN TWO LANGUAGES IN THE NEWSPAPER FOR THE MAY 15 DAY. Thomas could translate them.

Tell Allison that Thomas should be on the commission mailing email list.

Advertise with Department of Labor.

Facilities:

Policy Manual/Strategic Plan:

Marketing and Fund Raising Committee:

Transportation: Monica Couch will get a bid for transportation from Teton Stages for the Broken Bow location

Food Program: Monica Couch will call and get a bid from Gandolfo's, and will follow up again with That One Place. She will find out how much it will cost the school to be the sponsor for contract lunch vendors.

Meeting adjourned at 7:54 p.m.

_____
Kimberly Evans Ross, President

_____
Monica Couch, Secretary

Name of Proposed Public Charter School: Odyssey Charter School
Date: *3/21/12 (previous review 11/2/2011)*

File Number: *2011-03*

Proposed school year: *2013-2014*
Proposed grades to begin operations: *6-12*
Proposed attendance area: *Shelley Joint School District #60, Bonneville County, and Jefferson Joint School District #251, with the facility located in Idaho Falls Joint School District #91*

Means by which petition came to Commission:
☐ Virtual school
X   Referred by school district
Reason for referral: *"Petition lacks the sufficient detail needed to guarantee successful implementation. In addition, the governance, oversight and support of such a school would tax the district's existing resources, and result in additional costs for the district. At this time, the district is also considering a project-based magnet school that is more robust and uses a model that been successfully replicated around the country and has proven results."*

☐ Filed by petitioner after withdrawal from school district
Date of filing with board of trustees:
☐ SBOE re-directed petition for consideration by commission?
Reason for referral:
☐ Transfer of district-authorized charter school
Reason for request:
☐ Documentation of district agreement to proposed transfer, including any charter revisions, has been provided

REQUIRED ELEMENTS OF THE PETITION IN FORMAT REQUIRED BY THE PUBLIC CHARTER SCHOOL COMMISSION
IDAPA 08.03.01.401

COVER PAGE & TABLE OF CONTENTS
X   Name of proposed charter school
X   School year petitioning to open the school
X   Name of the school district(s) affected by the attendance area

X   Where the public charter school building will be physically located, or the
      physical location of the main office of a virtual school
X   Name, address, telephone number, fax number, and email address of the
      petitioner's authorized representative
X   Table of contents

Comments:

TAB 1

X   Articles of Incorporation, file-stamped by Secretary of State's Office *I. C. § 33-5204(1)*
X   Adopted Bylaws *I. C. § 30-3-21(1)*
X   Signatures of at least 30 qualified electors of designated service area? *I. C. § 33-5205(1)(a)*
X   Mission and vision statements

Comments:

TAB 2

X   Proposed operation and potential effects of the public charter school *I.C. § 33-5205(4)*
    X   Facilities to be used by the public charter school
    X   The manner in which administrative services will be provided
    X   Potential civil liability effects upon the public charter school and the
       authorized chartering entity
    X   Commitment to secure property and liability insurance. *I. C. § 33-5204(4)*
       Errors and Omissions insurance is not required by statute but is
       recommended.

Comments:

See Appendix comments regarding facility concerns.

The petition includes a list of 49 families who are interested in attending Odyssey. However, a breakdown of possible numbers of students per grade level would be much more informative, particularly as upper grades are typically the most difficult to fill.

With how many students does Odyssey plan to open? The last submission indicated 210 but this language has been struck. Budget scenarios are based on 140.

Providing documentation that approximately 50 families are interested in attending Odyssey is a good start. However, based on the 140 students with which Odyssey plans to open (according to your budget scenarios), enrolling an additional 90 students may be a significant challenge. Why do you believe Odyssey will be able to fill high school grades when

surrounding charter schools that already exist have not been able to do so?

Note that the school must obtain waivers from the State Department for teachers who are not highly qualified.

Are ISBA's materials available to non-members? If Odyssey plans to join, make sure the budget includes the associated expense.

TAB 3

- X Proposed educational plan and goals, including how each of the educational thoroughness standards defined in I.C. 33-1612 shall be fulfilled *I.C. 33-5205 (4)(a)*
- X Description of what it means to be an "educated person" in the 21st century and how learning best occurs *I.C. 33-5205 (4)(a)*
- X The manner by which special education services will be provided to students with disabilities who are eligible pursuant to the federal individuals with disabilities education act. *I.C. § 33-5205(3)(q)*
- X Plan for working with parents of dually-enrolled students and the manner by which eligible students from the public charter school shall be allowed to participate in dual enrollment in non-charter schools within the same district as the public charter school, as provided for in section 33-203(7), Idaho Code. *I.C. § 33-5205(3)(r)*
- *X* The manner in which gifted and talented students will be served.

Comments:

How does Odyssey define a technology-rich environment? How will this be provided? How is it measured? When including this type of statement in a petition these questions must be considered and the requirements met.

The budget does not seem to provide for technology-related expenses such as hardware and software. If you do not plan to or cannot afford to provide technology access to your students, commitments regarding the provision of a technology-rich environment should be amended or eliminated.

Standard G and other standards related to technology can only be accomplished if students have frequent and consistent access to technology. How will the school ensure this is the case?

It will be important for the school to provide quality professional development to enable staff members to tie projects to content standards so connections between knowledge and application are apparent to students and result in higher achievement. Is the budgeted amount for professional development adequate for the training that will be required?

Please include a description of how you will provide differentiated instruction based on identified student needs. Include examples.

How will mentor opportunities for teachers be provided?

It may be difficult to hire teachers who are highly qualified in multiple content areas. How will you accommodate student and staff needs in the case teachers are not able to teach more than one subject area? Please note that any teacher who teaches a specific content area must be highly qualified in that content regardless of certification (this applies to middle school teachers as well).

Idaho has adopted the common core standards. Schools will be held accountable for implementing the standards and meeting the requirements set forth in them by 2013-2014. Therefore, it is important that you become familiar with these standards now and consider them as you develop your program.

Does the budget accommodate the quality and amount of professional development that is described in the charter?

TAB 4

X   Measurable student educational standards, which means the extent to which all students demonstrate they have attained the skills and knowledge specified as goals in the school's educational program. *I.C. § 33-5205(3)(b)*

X   The method by which student progress in meeting the student educational standards is to be measured. *I.C. § 33-5205(3)(c)*

X   Provision by which students will be tested with the same standardized tests as other Idaho public school students. *I.C. § 33-5205(3)(d)*

X   A provision which ensures that the public charter school shall be state accredited as provided by rule of the state board of education. *I.C. § 33-5205(3)(e)*

X   A provision describing the school's plan if it is ever identified as an "in need of improvement" school as outlined in the No Child Left Behind Act

Comments:
Your Measurable Student Educational Standards (MSES) should be aligned to the mission and vision of the school as well as tied to research to prove effectiveness.

MSES are standards that must be met rather than goals to strive for. Schools are held accountable for meeting their MSES (merely "working toward goals" is not sufficient).

Please consider including an MSES that is growth based.

The actual Middle Level Credit policy should be included in your appendices.

TAB 5

X   The governance structure of the school including, but not limited to, the person or entity that shall be legally accountable for the operation of the public charter school? *I.C. § 33-5205(3)(f)*

X   The process to be followed by the school to ensure parental involvement? *I.C. § 33-5205(3)(f)*

X   The manner in which an annual audit of the financial operations of the public charter school is to be conducted. *I.C. § 33-5205(3)(k)*

Comments:

You may wish to consider expanding the governance description of the school to include items such as an organizational chart. A clear description of the separation between the roles and responsibilities of the board and the roles and responsibilities of the school's administrator could serve as a valuable tool for operational efficiency and lessen the potential for confusion related to task completion.

Please include a plan for recruiting highly qualified board members with identified skill sets.

Please include a plan and schedule for board training. This is a PCSC requirement.

Commit to development of a specific complaint process to be developed and accepted as board policy; this should be included in the pre-opening timeline. The statement that such process will be similar to that of local districts is too vague. Include a commitment to forward copies of all complains to your authorizer as required by administrative rule.

A crisis/emergency policy needs to be developed and included in the policy manual (not in the petition or its appendices). It should address prevention as well as procedures regarding responding to a crisis/emergency. This, too, should appear on the pre-opening timeline.

TAB 6

X   The qualifications to be met by individuals employed by the public charter school. Instructional staff shall be certified teachers, or may apply for a waiver or any of the limited certification options as provided by rule of the state board of education. *I.C. § 33-5205(3)(g)*

X   The procedures that the public charter school will follow to ensure the health and safety of students and staff. *I.C. § 33-5205(3)(h)*

X   A provision which ensures that all staff members of the public charter school will be covered by the public employee retirement system, federal social

security, unemployment insurance, and workers compensation insurance? The budget should reflect consideration of these provisions. *I.C. § 33-5205(3)(m)*

X A description of the transfer rights of any employee choosing to work in a public charter school and the rights of such employees to return to any non-charter school in the school district after employment at a public charter school. *I.C. § 33-5205(3)(o)*

X A provision which ensures that the staff of the public charter school shall be considered a separate unit for purposes of collective bargaining. *I.C. § 33-5205(3)(p)*

X A statement that all teachers and administrators will be on written contract *I.C. § 33-5206(4)*

Comments

Please note that middle school teachers must be highly qualified. This means that those who are elementary certified must also be highly qualified in the content areas they are teaching.

Along with teacher evaluations, your petition should contain statements outlining requirements and procedures for annual evaluations of the board and administration.

TAB 7

X Admission procedures, including provision for over-enrollment. Such admission procedures shall provide that the initial admission procedures for a new public charter school, including provision for over-enrollment, will be determined by lottery or other random method, except as otherwise provided by this provision. *I.C. § 33-5205(3)(j)*

☐ The disciplinary procedures that the public charter school will utilize, including the procedure by which students may be suspended, expelled, and re-enrolled. Disciplinary procedures for Special Education Students should also be included. *I.C. § 33-5205(3)(l)*

X The governing board of the charter school shall ensure that procedures are developed for contacting law enforcement and the student's parents, legal guardian or custodian regarding a student reasonably suspected of using or being under the influence of alcohol or a controlled substance. Charter school policies formulated to meet the provisions of Section 37-2732C, Idaho Code, and this section shall be made available to each student, parent, guardian or custodian by August 31, 2002, and thereafter as provided by Section 33-5126, Idaho Code. *I.C. § 33-210(3)*

X The public school attendance alternative for students residing within the school district who choose not to attend the public charter school. *I.C. § 33-5205(3)(n)*

X The process by which the citizens in the area of attendance shall be made aware of the enrollment opportunities of the public charter school. I.C. *§ 33-5205(3)(s)*

X A plan for the requirements of section 33-205, Idaho Code, for the denial of school attendance to any student who is a habitual truant, or who is incorrigible, or whose conduct, in the judgment of the board of directors of the public charter school, is such as to be continuously disruptive of school discipline, or of the instructional effectiveness of the school, or whose presence in a public charter school is detrimental to the health and safety of other pupils, or who has been expelled from another school district in this state or any other state. *I.C. § 33-5205(3)(i)*

X The student handbook that describes the school rules and the procedure ensuring a student's parent or guardian has access to this handbook.

Comments

It appears that the entire configuration of the school has changed since the last submission. What is the reason for this significant change?

If you do not plan to accept any 11th or 12th graders the first year (as your table states), your petition needs to specify that Odyssey will open with grades 6-10 and add 11th grade the second year and 12th grade the third year.

The class caps for each grade level are confusing. Why would the 6th grade cap be 50, 7th grade 100, and 8th grade 75?

Also, is it realistic to expect that the school will be able to enroll this many students in each grade the first year? What documentation supports these numbers?

Total capacity is increased each year by 75-100 students. Is this a realistic expectation for growth? What documentation do you have to show there is this much interest in the school, particularly in light of the district's plans to open a similar, magnet school?

Disciplinary procedures for Special Education students must be included. This section must state that the question of whether the student's disability contributed to the behavior will be considered.

TAB 8

X A detailed business plan including:
   i. Business description
   ii. Marketing Plan
   iii. Management plan
   iv. Resumes of the directors of the nonprofit corporation
   v. The school's financial plan
   vi. Start-up budget with assumptions form
   vii. Three year operating budget form

       viii.   First year month-by-month cash flow form

X   A proposal for transportation services. The budget should reflect estimated cost. *I.C. § 33-5205(3)(t)*

☐ Plans for a school lunch program, including how a determination of eligibility for free and reduced price meals will be made

Comments:

Strategies to reach at risk and non-English speaking student populations appear vague. Marketing plans should focus on ways to contact and inform these students about what Odyssey can offer them.

Your marketing plan needs to extend beyond the opening year. What is the marketing plan beyond year one?

The financial plan for the school is too vague. A clear description of the spending decision hierarchy is not evident.

There should be oversight of all revenues and expenditures by several individuals to increase internal control so that mistakes can be prevented, detected, and corrected in a timely manne*r.***

The transportation costs in your budget should be based on written estimates from potential providers. Estimates need to be part of the appendices.

TAB 9 -- VIRTUAL SCHOOLS

☐ If the petition is for a virtual school, a brief description of how the school meets the definition of a virtual school as defined by I.C. § 33-5202A(6)

☐ The learning management system by which courses will be delivered;

☐ The role of the online teacher, including the consistent availability of the teacher to provide guidance around course material, methods of individualizing learning in the online course, and the means by which student work will be assessed;

☐ A plan for the provision of professional development specific to the public virtual school environment;

☐ The means by which public virtual school students will receive appropriate teacher-to-student interaction, including timely, frequent feedback about student progress;

☐ The means by which the public virtual school will verify student attendance and award course credit. Attendance at public virtual schools shall focus primarily on coursework and activities that are correlated to the Idaho State Thoroughness Standards.

☐ A plan for the provision of technical support relevant to the delivery of online courses;

☐ The means by which the public virtual school will provide opportunity for student-to-student interaction; and

☐ A plan for ensuring equal access to all students, including the provision of necessary hardware, software, and internet connectivity required for participation in online coursework.

Comments:

TAB 10

X   A description of any business arrangements or partnerships with other schools, educational programs, businesses, or nonprofit organizations, and copies of any contracts or lease agreements.

Services identified as being contracted:

Curriculum	☐YES X NO
Special education	☐YES X NO
Transportation	X YES ☐NO
Meals	X YES ☐NO
Legal	X YES ☐NO
Accounting	☐YES X NO

X   Copies of contracts included in petition ***None for transportation or legal***

X   Additional information the petitioners want the authorized chartering entity to consider as part of the petition

X   A plan for termination of the charter by the board of directors, to include:
   (i)   Identification of who is responsible for dissolution of the charter school;
   (ii)   A description of how payment to creditors will be handled;
   (iii) A procedure for transferring all records of students with notice to parents of how to request a transfer of student records to a specific school; and
   (iv)   A plan for the disposal of the public charter school's assets. *I.C. § 33-5205(3)(u)*

Comments:

A policy manual needs to be developed as soon as possible. This responsibility belongs to the Board, as it is the policy making body of the school.

APPENDICES

X   State Department of Education sufficiency review. *I.C. §33-1612 ; IDAPA 08.02.04.200.03*

X   Written response to the findings of the sufficiency review.

X   Written comments from an authorized representative of the school district.

Comments:

Appendix B: Bylaws
- *It seems that 4.4 establishes that each year half of your board members will be up for re-election and could be replaced. Is this your intent?*

- *7.2 This may not be the intent of your Bylaw, I.C.33-5204A(2) states "A member of the board of directors of a public charter school is prohibited from receiving a personal pecuniary benefit, directly or indirectly, pertaining to a contractual relationship with the public charter school."*

Appendix F: Facilities
- *The Appendix F cover sheet is incomplete. Option three is not given. Please provide required, minimum lease terms for all options.*
- *There is discrepancy in the lease amount for Dunkley Hollipark. The cover sheet for Appendix F indicates the amount to be $2995 but the lease agreement says $3000 in one place and $3120 in another place.*
- *Appendix F options do not appear to include all of the options mentioned under Tab 2 of the petition.*
- *It appears Broken Bow will only permit subletting with the owner's permission. What will occur if such permission cannot be obtained?*
- *Note that the PCSC will be more concerned with Odyssey's ability to remain fiscally stable during its early years than with the school's plans to secure a long-term facility. We'd rather see a fiscally stable school on a lease than a financially overburdened school with a loan.*
- *According to the letter of intent, it appears that the owner will cover all costs associated with finishing the interior of Broken Bow to ensure it is school ready. Is this correct?*
- *More detail is needed for all options. How much will finishing the interiors of the facilities so they are school appropriate cost? Specify the construction/remodel needed for each facility. What is the timeline for completing the development of each facility? Include written estimates for necessary renovations, or written commitments from lessors if they will cover such costs.*
- *What special use or other permits are required for each facility option?*
- *Provide documentation that demonstrates each facility is in compliance with all applicable codes, health and safety laws, etc.*
- *Describe ground and exterior preparation that each facility would require along with associated expenses, including city/county permitting, etc.*
- *Specify what interior and exterior preparation expenses the owner of the facility will cover and which ones the school is responsible for. Reflect all school related expenses in the budgets.*
- *Specify the lease terms for each facility option. Broken Bow Plaza and Jones Avenue both include a 3 year lease. What are the terms for Dunkley Hollipark?*

- *How will you deal with the fact that Broken Bow Plaza does not allow for growth of the school?*
- *The last submission indicated Dunkley Hollipark Plaza would only allow for 128 students. The current submission indicates this number is 150. What has changed?*
- *Even with the above mentioned increase, Dunkley Hollipark may not allow for the planned number of students in the first year. Why is this a viable facility option? In any case, this facility will not accommodate any growth beyond the first year.*
- *It appears that the school will pay for the triple net expenses (taxes, insurance, and exterior maintenance) for Broken Bow and Jones Avenue. Is this correct?*
- *According to the letter of intent, Broken Bow will cost the school $8,395 per month including rent and triple net expense. This is over $100,000 annually. In addition, a $14,750 security deposit is required. The security deposit does not appear to be reflected in the budget.*
- *Security deposits for Dunkley Hollipark and Jones Avenue do not appear in budget calculations.*
- *At what point would Odyssey consider using Broken Bow and Jones Avenue facilities together?*
- *The letter of intent for Jones Avenue indicates that the rent would change if interior remodel work is required. It appears that the remodel is required, so what will the new rent be?*
- *It appears that the 3 classrooms the current Jones Avenue facility can be remodeled to accommodate are insufficient for the anticipated number of students. Thus, the modular units would also be needed. What is the cost of the modular units including set up, delivery, land, land prep, permits, etc.? Please provide details long with documentation from the modular company and all other parties.*
- *Is Highmark development still being considered as a facility option? If so, the terms of the agreement should be very carefully considered as it would be a 25 year lease with a base rent that starts at 10.25% of the project cost and increases annually by 3%.*

Appendix H: Budgets
- *Does Odyssey plan to receive an Albertson's Start-up Grant (usually $250,000)? If so please provide a separate budget for the grant revenue and expenses it will cover.*
- *A budget assumptions sheet (or sheets, one for each scenario, if appropriate) must be included.*
- *Are projected enrollment numbers realistic? What evidence supports these numbers?*
- *Is it realistic to obtain all furniture and equipment required for setting up the school for around $20,000? If you plan to receive donations of any kind, documentation of specific amounts and items must be included.*

- *It does not appear that the budget allows for any technology expenses. These could be considerable even with your plans to purchase it in inexpensive ways.*
- *Is $50,000 a reasonable amount for purchasing all texts for all subjects and grade levels? Please provide documentation.*
- *How did you determine transportation expenses? It appears that almost $111,000 is a lot to pay for transportation.*
- *$6,000 for gas and electric costs relative to each facility appears to be insufficient to cover actual costs. Is it reasonable to assume these expenses will remain constant regardless of the facility option? Additionally, letters of intent indicate that Odyssey will be responsible for paying water, sewer, and garbage expenses. These are not reflected in the budget.*
- *Many of the budget items reflect identical amounts for different facility options. Is this a realistic assumption?*
- *The Hollipark Plaza facility can hold a maximum of 128 students (There is some discrepancy in student capacity related to this facility. Some descriptions say 150 total students and others say 128. Please clarify.) The budget is based on enrollment of 140 students. If this facility will only allow for 128 students, the lower enrollment is what the budget should be based on.*
- *The Hollipark Plaza year one budget reflects rent expenses as about $40,000. Why does this amount go up to $89,000 in year 2, $84,000 in year three, and $86,000 in year 4?*
- *The budgets do not reflect any technology expenses for equipment, software, or technical support.*
- *Budgets do not reflect costs associated with student management or data systems such as Powerschool, Skyward, etc. How do you plan to manage student information and data?*
- *Furniture and equipment budget allocations appear to be inadequate.*
- *Supply allocations appear to be inadequate to open a new school.*
- *It seems that many expenditures should increase as the number of students increases. The budgets do not reflect this.*
- *It appears that amounts reflected for contracted services may not be adequate. Why do they decrease progressively? Please document the anticipated costs.*
- *Is the benefit allotment in your budget adequate?*
- *Is the grounds and maintenance budget adequate?*
- *It does not appear that the triple net expenses (taxes, insurance, and exterior maintenance) are included in the budget.*
- *Why is the revenue amount different for the Broken Bow budget than the other two budgets?*
- *The administration salary expense appears to be very low. Why does it change with different facility options?*

- *The school will save about $60,000 by using the Hollipark facility rather than Broken Bow. However the bottom line difference is only about $4000. Why is this?*
- *Why does Broken Bow Plaza rent decrease in years two and three?*
- *Saturday school program expenses do not appear to be reflected in the budget.*
- *Make sure that all stated requirements in your petition are reflected in your budget (testing, ==accreditation,== audits, professional development, board training, etc).*
- *The month to month cash flow budget shows four months where expenses exceed revenue. Overall, cash flow seems to be adequate to cover these months. Is there a way to avoid the negative cash flow situation?*
- *With only a $6,000 reserve at the end of year one, it appears the school could very easily finish the first year with a deficit due to unexpected first year costs and inadequate budget allotments for expense.*
- *Please provide best case, most likely case, and worst case budget scenarios based on the most likely facility option. The worst case option should depend on the smallest number of students Odyssey can enroll and still remain fiscally viable.*

Appendix N:
- *Please edit for spelling and grammatical errors.*
- *This plan is vague in reference to which options will actually be used and the cost of them. Please provide specific details.*

Appendix P:
- *Please provide a letter of intent for the transportation contract.*

Appendix Q:
- *Your budget must include the membership fee for ISBA.*

GENERAL COMMENTS

Many sections of the petition are vague and lack adequate detail.   At this point, numerous aspects of the operation of the school and its financial position are unclear.

The budgets appear to include inadequate amounts to cover all start up and first year expenses.

Please include the a section regarding professional standards for school board members and administrators.

IMPORTANT: Remember that all changes to your petition must be submitted in legislative (or "redline") format. That is, text to be removed should be shown as ~~stricken~~, and text to be added should be <u>underscored</u>. Legislative formatting from

prior revisions should be removed so that only the most recent revisions are shown. Note that use of your word processing software's "show edits" feature is NOT an acceptable substitute for legislative formatting. Color and font should NOT be used to emphasize or replace legislative formatting.

Please note that <u>only the most recent changes should be shown in legislative format (Please remove earlier versions of legislative format so the actual changes appear in the text. Show only the current changes being made in legislative formatting. This must be done by hand)</u>. Legislative formatting need not be used on budget spreadsheets or when entire appendices are simply re-ordered but not changed.

Legislative formatting must be done by hand to allow for proper formatting so PCSC staff's embedded comments and revisions can be shown in a contrasting color.

Idaho Public Charter School Commission
Site Visit Report

School	Odyssey Charter School
Address	1235 Jones Street, Idaho Falls, ID 83402
Date of Site Visit	September 26, 2013
PCSC Staff Present	Alison Henken, Charter Schools Program Manager
Board Member(s) Interviewed	Laura Davies, Board Chair
	Chris Peterson, Board Member
Administrator(s) Interviewed	Karl Peterson, Principal
Other Stakeholder(s) Interviewed	Students (6); Teachers and Staff (9)

Board Member(s) Interview

Laura Davies, Board Chair, and Chris Peterson, Board Member, participated in the interview. Chris Peterson is a founder of the school; Laura Davies joined the board in summer 2013. The board has had significant turnover since the petition was approved (for various reasons); for several weeks in September 2013, Laura and Chris were the only board members. New members have been recruited, and Laura and Chris feel confident that they will be active and valuable additions.

When asked how the school's opening and early implementation of the mission and charter had been going, the board members responded that it has gone well; though they have had a lot of little problems in opening, things have been improving as they have smoothed them out. They believe that the teachers are getting more comfortable with project-based learning and a positive school culture is developing.

The board members stated that their relationship with Odyssey Principal, Karl Peterson, is going well, though they recognize that the division of roles and responsibilities could be improved. They described the ideal division of roles as the board creating policy and providing oversight while the administrator is responsible for day-to-day decision making. However, since the school just opened and there were issues to address, the board has had to be more hands-on than they hope to be in the future. Laura and Chris stated that they know the board needs training, particularly since many of the members are new. They believe that board training will help the board to learn how they can best handle their responsibilities and provide support the school's staff. They requested feedback from the PCSC staff member regarding training and evaluation resources, and the PCSC staff member made recommendations based on resources and practices that other schools have found beneficial.

When asked about concerns they have for the school, the board members stated that finances are their highest priority. The Business Manager and board recently identified a mistake that was made in the creation of Odyssey's budget. Approximately $200,000 of revenue was entered twice, leading the board to believe that the school's financial situation for the year was more comfortable than it really is. Since the error was identified, the board and Business Manager have been working with an accountant to create a revised, balanced budget. Odyssey's financial situation for FY14 is likely to be very tight, but the board plans to monitor it closely and believes that they will end the year balanced or with a very small carryover. The board does not have any other significant concerns (about operations or academics) as they believe that though the school certainly has room for improvement, they are off to a good start.

Administrator(s) Interview

Karl Peterson, Principal, participated in the interview. Mr. Peterson stated that while the opening of the school was somewhat "messy," things are getting better. The biggest challenge for the school was student scheduling. Odyssey chose to use School Dex software, but there have been some issues with students getting placed in the wrong classes (particularly if classes had similar names). Additionally, teachers require an adjustment period as they get used to the curriculum, approach, and expectations of the school.

Mr. Peterson feels he has a very good relationship with the current board. With regard to high board turnover, Mr. Peterson believes that some founders were focused on getting the school started rather than remaining through operations, while others may have burned out. The current board members and Mr. Peterson have relied on each other through the process of opening the school, and they are now working to transition to the board doing less hands-on work and more governance.

From his perspective, the relationship between Mr. Peterson and Odyssey's teachers and staff is good, though he recognizes that there is a certain amount of trust that needs to develop over time. Overall, he is happy with the teachers and believes they are capable. Because many of the school's teachers are new to the profession, he plans to use ongoing professional development to support them in strengthening their implementation of project-based learning and their behavior management techniques.

When asked how he will measure success at Odyssey during and at the end of the school's first year of operation, Mr. Peterson replied that he will look at whether students are engaged, as he believes that will reflect how well the school is doing at teaching them. He will also consider the financial health of the school and year-to-year student retention. He also intends to look at test scores, but recognizes that limited data will be available for the school's first year of operation.

Mr. Peterson believes that Odyssey is moving in the right direction in terms of implementation of the Common Core State Standards (CCSS), since their curriculum is well aligned. Teachers are expected to post their academic objectives and the corresponding standard on the boards each day. Mr. Peterson feels less prepared for the transition to the Smarter Balanced Assessment (SBA), but communicated his intention to do professional development related to the SBA later in the year. He is also hoping that additional support and resources will come from the state. PCSC staff made some recommendations regarding places to go for information.

Mr. Peterson's current concerns for the school include the finances (which are tight), continuing to smooth out operational issues such as staffing and student scheduling, and the future accreditation process. Additionally, while Mr. Peterson stated that Odyssey will "do their best" on state standardized tests, he is concerned about how well they will perform in their early years of operation, particularly since they have a high number of students on IEPs or who are struggling academically.

Business Manager / Clerk Interview

Due to time constraints, the PCSC staff member was not able to meet with Odyssey's Business Manager. However, financial documentation was provided and finances were discussed during the board and administrator interviews.

Meeting with Students

The PCSC staff member had the opportunity to meet with six (6) students. When asked for open and honest feedback, students gave the following responses to the PCSC staff member's questions:

How can this school improve?

- There could be more hands-on projects and activities (science experiments, etc.); there are some, but there could be more
- We'd like to have more sports and other activities – it would be cool if at some point the school could get the space next door and/or add grass so we have more space for things like that
- The bus rides are really long; the routes don't make sense right now and the bus drivers are still stopping at places that no kids use – they could make it simpler by having a few specific stops where we all go to be picked up and dropped off
- The cafeteria is too small, and we'd like to have better food
- It would be good if there could be a similar discipline process in all classes that is evenly implemented by all teachers

Students were told that the interviewer would make a statement and they should give their level of agreement to the statement using a hand signal- each student could give one thumb up (definitely yes), a thumb to the middle (sort of / not so much), or a thumb down (definitely no). The statement and results were as follows:

I feel challenged academically at this school.

- ➢ Definitely Yes (thumb up): 2
- ➢ Sort of / not so much (thumb to the middle): 3
- ➢ Definitely No (thumb down): 1

Based on the responses the PCSC staff member asked a follow-up question and received the following responses:

Why did you respond that way?

- ○ It depends on the class; some things are more difficult than others
- ○ Sometimes / with some teachers, things in class (subjects / lessons / assignments) could be better explained
- ○ The things we're currently learning at a this school are things I learned last year

What do you like about this school?

- Most of the teachers are good about helping us and clarifying to make sure we understand
- The teachers and staff are good people; the teachers try to understand what we're going through
- The after school activities give me somewhere to be and something to do
- Everyone here is really friendly, including the students
- We like the hands-on learning

Meeting with Teachers and Staff

The PCSC staff member had the opportunity to meet with nine (9) teachers and staff. When asked for open and honest feedback, staff gave the following responses to the following questions.

How can this school improve?

- We need to get process and rules clear; we each have our own ways that we like to do things and that can be challenging sometimes – we need to know how it should be done so it's consistent. For example, we need to know the process to use if a student wants to switch classes. The dress code is unclear and teachers tell students different things about what is / isn't okay.
- We need to know who to ask for help with certain things; roles and responsibilities of the principal, business manager, etc. aren't clear yet. We think we could use a clearer chain of command; perhaps we could have lead teachers? (It seems like Mr. Peterson is overwhelmed and this might help).
- Communication (from top down and bottom up) is a big struggle right now, but that seems to be closely related our need for clarification with the chain of command.
- There are resources that we need to run our classes and do projects, like books and Micro SD cards for the cameras. Since we had a Business Manager transition, it's not clear what has and has not been ordered.
- For most grades, the students are together all day and that's creating some challenges (especially behaviorally); it would be good if we could have more options for students to be in the class / level that is appropriate for them academically (ie. if a 7th grade student is at 8th grade math level, adjust their schedule so they're in 8th grade math instead of 7th).
- We (teachers) need more time for prep and more time to collaborate with each other. We'd like our Friday meetings to be focused on things that are appropriate and related to the work of the teachers and think they should include time for us to provide feedback about challenges we're facing and how we can improve, time to discuss / interact, and time to collaborate. It would help if our Friday meetings had agendas and were more structured and scheduled.

How do you feel about the implementation of the Common Core State Standards (CCSS) this year and your school's level of preparedness for the transition to the Smarter Balanced Assessment next year?

- We feel pretty good about CCSS implementation since the school has been planning that alignment since prior to opening.
- We're still learning about the SBA; we don't feel very informed about what to expect with field testing.
- In terms of the SBA, we think that we're probably going to struggle with the writing and typing aspects of the test and we should probably make sure we're integrating those skills into classes.

What is going well at Odyssey? What do you like about working here?

- This is a positive place to work and feels like a family; even if we have different views, we work through it.

- We like each other; the staff is enthusiastic. We all want to help each other get students when they need as individuals. We really care about them.
- We are given autonomy to teach and to adjust our lessons and pace in a way that works for our students and for us.
- We like doing projects; they're interesting and fun.

Documents Review

Finances

Since the school began operations only a couple of weeks prior to the PCSC staff member's site visit, there was limited financial information to review. The draft revised budget and year-to-date FY 14 finances were provided. The PCSC staff member had no significant questions related to the financial documents and did not ask the Business Manager to make any end-year projections at this time. Based on the documentation provided and conversations with the board and administrator, it is clear that Odyssey's finances will be tight through this fiscal year.

Special Education Files

Three (3) special education files were selected at random by the PCSC staff member for review. Wendy Boring, Special Education Director, was available to answer questions. The files differed in regards to organization and completeness, however, Mrs. Boring communicated her plan get all of her files well organized, and provided the PCSC staff member with a file that was demonstrates the intended organization (in three-ring binders). The IEPs included in all three files were created by other schools / districts. All IEPs were up-to-date, including LRE information and accommodations. Two of the three files included up-to-date eligibility documentation. This was missing in the third file; however, Odyssey has requested this documentation from the student's previous school. Given how recently the school had opened when the PCSC staff member visited, the lack of organization and one incomplete file does not present a significant concern at this time; however, Odyssey should ensure that all special education files are complete and well-organized as quickly as possible.

Classroom Observations

The PCSC staff member had the opportunity to visit six (6) classrooms at Odyssey. The grades and subjects of the classes varied. The school's educational approach was apparent; project-based learning, hands-on activities and/or life applications were observed in four (4) classes. In three (3) of the classes observed, students were interacting with the teacher as a whole group; in the remaining four (3) classrooms, students were working in small groups (two classrooms) or independently (one classroom). In two (2) classes, students were identified as highly engaged (virtually all students participating in the appropriate activity); in three (3) classes, students were identified as engaged (with most students participating). In the remaining class, the PCSC identified students as partially engaged and noted that while some students were clearly engaged in their work, others were being social or sitting quietly but not working. This did not appear to be a significant issue, particularly since the teacher gathered the attention of all students and redirected them prior to end of the observation. Behavior management was relatively strong, with four (4) of six (6) classes where behavior management was unnecessary or quickly and effectively addressed by the teacher. In two classes, teachers had to re-direct behavior of individuals or the group several times before students corrected their behavior. While this can be improved, is it worth noting that in one of these classes, the class was transitioning between activities (a common time for pacing and behavioral challenges). Overall, classroom observations were quite positive, particularly since the school had recently opened.

Summary

Strengths

- The majority of classrooms observed had strong levels of student engagement
- Classroom observation and student feedback reveals that students are enjoying the school's project-based learning approach
- Teachers and students both report feeling that the school is developing a positive culture

Challenges or Areas for Improvement

- Based on teacher feedback, it seems that roles, procedures and processes, and chain of command can be clarified and improved.
- The board has had significant turnover recently, which could lead to challenges with stability of leadership and knowledge; as a result, the board may need to set aside considerable time for board training.
- The school's financial situation is likely to be very tight through this fiscal year.

Concerns

Given board turnover, a major budgeting error, the very recent hiring of a new Business Manager, and information provided during the site visit, the PCSC staff member who conducted the visit has concerns about Odyssey's finances.

Recommendations

- PCSC staff recommends that the Odyssey board and administration monitor finances closely to give the school the best possible chance of ending the fiscal year balanced or with a carryover.
- PCSC staff recommends that the Odyssey board consider developing a cohesive board training, evaluation, recruitment, and sustainability plan.
- PCSC staff recommends that administration communicate with the teachers and staff and identify methods to clarify and improve aspects of the schools operations including administrative roles and responsibilities, chain of command, lines of communication, and other rules, procedures, and processes.

Materials or Follow-up Requested of the School

No additional materials were requested from the school.

Tamara Baysinger

From:	Tamara Baysinger
Sent:	Friday, June 6, 2014 3:16 PM
To:	'Carrie Reynolds'
Cc:	'andrewwhitford.board@gmail.com'; astofey.board@live.com; 'zanshin@southwickacademy.net'; 'cpeterson@theaterfactory.org'; 'Karl Peterson'; Alison Henken
Subject:	RE: Odyssey Status Update and Public Records Request

Thanks again for sending the new website link, Carrie. I found some of the documents requested in my June 2 email; please see below for feedback and reminders of outstanding documentation:

- Complaint process: Please take a look at the details of Condition #6 in Appendix A of your Performance Certificate. As you can see, it contains specific requirements (including contact information and a process ensuring submission of copies of complaints to the PCSC) that are <u>not met</u> by the Grievance Policy posted on the website. Also, I'm a bit confused by the Grievance Policy. It appears to be an old document borrowed without modification from another district. The policy refers to a Non-discrimination Coordinator; does Odyssey have someone in this position? The policy refers specifically to complaints having to do with the grievant's rights. What about complaints that are not limited specifically to an individual's rights? Who signed the policy on 8/7/13? I note that Odyssey's board did meet on that date, but the minutes do not reflect a reading or adoption of any policies. When was the Grievance Policy read (ideally several times, with opportunity made for stakeholder input) and adopted by the board?

- Ethical standards: The ethical standards posted on the website appear to be the same ones about which Karl Peterson queried our office on April 14, 2014. Alison responded the same day with feedback indicating that the ISBA document was inadequate; she provided a guidance document to assist with the development of a stronger and more complete code of ethics. I will forward to you a copy of her message for your convenience.

- You mentioned in your 6/2/14 reply that Odyssey has sworn in two, new board members. I located Scott Southwick's name and email address on your new website; however, I still need his phone number and term dates (MM/YY – MM/YY). I also need name, email, phone, and term for the second, new member. As a reminder, Section 2C of your Performance Certificate requires that we be updated with changing board member information within 5 business days.

- You mentioned in your 6/2/14 reply that Odyssey anticipates only "minimal cost of defense" associated with the Davies lawsuit. What is your dollar estimate for this expense? As I'm sure you know, attorneys' fees can be quite high; does Odyssey have an agreement for discounted rates? (Please feel free to refer me to a specific line of your budget, if it has been modified to reflect this information.)

- You mentioned in your 6/2/14 reply that the special education complaint was closed, and Karl has provided documentation to that effect. However, it appears that Odyssey will need to provide services and transportation over the summer. What costs are associated with the provision of those services and transportation? (Please feel free to refer me to a specific line of your budget, if it has been modified to reflect this information.)

- Outstanding documents/queries: As you know, I still need information in response to my 6/2/14 questions regarding enrollment, staff retention/hiring, finances, and meeting minutes and materials/board packets (from 4/3/14 to present). As I noted previously, the board packets should be readily available, as they are normally distributed to board members prior to board meetings; packets typically include items such as the agenda,

minutes from the previous meeting for review, policies for review, financials for review, administrative reports, committee reports, etc.

As you continue work on your response, please refer back to my 6/2 email and be sure to address all the questions it contains. If you have any questions for me, please don't hesitate to ask.

Best,

Tamara L. Baysinger
Director, Public Charter School Commission
(208) 332-1583

From: Carrie Reynolds [mailto:carriereynolds.board@gmail.com]
Sent: Friday, June 6, 2014 10:29 AM
To: Tamara Baysinger
Subject: Re: Odyssey Status Update and Public Records Request

Tamara,

Odyssey's website is up and fully operational. The web address is: ocsidaho.org .

Please tell me if having the documentation you requested available on the website is sufficient or if you want me to scan and email it to you as well.

Thank you.

Carrie Reynolds

On Tue, Jun 3, 2014 at 12:12 PM, Tamara Baysinger <Tamara.Baysinger@osbe.idaho.gov> wrote:

> Thanks for your quick reply, Carrie. Odyssey is on the June 17 PCSC meeting agenda for a fiscal update, and NWAC has indicated to me that their report regarding Odyssey's accreditation status will be available before that time, so it makes sense to update the PCSC on that issue, as well as the other conditions in your performance certificate (insofar as new information is available).
>
> I appreciate that some information will need to be gathered in order to respond to my questions; however, please understand that we need to have materials for the PCSC finalized and published on June 10. The sooner you are able to provide documentation, the better the chances that it will be reviewed and accurately presented to the PCSC.
>
> Since your new website isn't up yet, could you please send over the documents that are prepared and waiting to be posted there? It appears that these documents include the complaint process, ethical standards, and meeting minutes. Note that I'd also like to receive your meeting materials/board packets, which should be readily available as they would have been prepared in advance of each meeting.

Thanks again, and please let me know if any clarification would be helpful.

Kind regards,

Tamara L. Baysinger

Director, Idaho Public Charter School Commission

208-332-1583

From: Carrie Reynolds [mailto:carriereynolds.board@gmail.com]
Sent: Monday, June 02, 2014 2:56 PM
To: Tamara Baysinger
Cc: Karl Peterson; Andrew Whitford; astofey.board@live.com; Chris Peterson; Alison Henken
Subject: Re: Odyssey Status Update and Public Records Request

Hello Tamara, thank you for contacting us regarding the above. We have a lot of good news to report to you and have been in the process of gathering the documentation we know you will need for each point. I am going to assign each of the above a number to help me keep track.

1. Accreditation - We had a very good inspection on May 28, 2014. We feel that it went very well though we have not gotten the official word of the candidacy approval. It was mentioned to me that they anticipate providing the PCSC their decision at the June 17, 2014 meeting. Have you heard the same and are we/they on the agenda for this?

2. Enrollment - I will need to pull some numbers together on this one. We have our monthly meeting this Wednesday and should be able to get what I need there and will report to you by Friday.

3. Staff Retention/Hiring - I will need to pull some information together on this one. We have our monthly meeting this Wednesday and should be able to get what I need there and will report to you by Friday.

4. Finances - I will find out where we are on this one at our Wednesday meeting and report to you by Friday.

5. Special Education - Odyssey is in compliance in this area. We are awaiting the official SDE confirmation letter which states this and will forward it to you upon receipt.

6. Lawsuits - The only lawsuit filed against Odyssey by Ryan Davies, which I have forwarded you a copy of the Complaint, is ongoing. The case is still in the initial stages with each side exchanging discovery. We are confident that this matter will resolve with no monetary responsibility on Odyssey's part other than the minimal cost of defense.

7. Governance - Chris Peterson will be officially resigning from the Board at the end of June. I will forward you a copy of her resignation letter once she has submitted it. We swore in two new board members last week into Class B positions. I will have their contact information to you by Friday. This will give us 5 members once Mrs. Peterson has departed.

8. Complaint Process - We have an adopted Stakeholder complaint process and it is clearly visible on the new Odyssey Charter School website which will be officially rolling out in the next week. I will forward you the link to our site for your review and feedback once we iron out the last few details.

9. Ethical Standards - Odyssey has adopted the ethical standards which the Board abides by. It is available in .pdf format on our new public website.

10. Meeting Minutes - Our Secretary is working hard on the meeting minutes. We will have them done by 6/9/14 and will provide you a copy. All of our minutes are also available on our new website.

Please let me know if you need any further clarification on any of the above or if I can provide any further assistance in any matter. Thank you for having given us the opportunity to strengthen our school under your guidance and support.

Sincerely,

Carrie Reynolds

Odyssey Board of Directors, President

On Mon, Jun 2, 2014 at 1:43 PM, Tamara Baysinger <Tamara.Baysinger@osbe.idaho.gov> wrote:

Good afternoon, Carrie,

I hope all is well with you as you wrap up the school year. I'm sure your recent accreditation visit kept you all quite busy! As we approach the June 17 PCSC meeting and the June 30 deadline for most of the conditions in your performance certificate, I wonder if you could you provide me with updates (and documentation as appropriate) regarding the following:

- **Accreditation.** Has Odyssey succeeded in achieving candidacy status? If you don't know yet, when do you plan to receive an answer?

- **Enrollment.** What was Odyssey's ADA for the 2013-14 school year? Where does enrollment stand, overall and by grade level, for Fall 2014? What was your attrition rate from Fall 2013 to Fall 2014? (That is, what percentage of students who were enrolled at the beginning of the 2013-14 school year are no longer enrolled for the beginning of the 2014-15 school year – this number should reflect all students who disenrolled for any reason during the specified time frame, and should NOT exclude students whose seats were refilled by other students.)

- **Staff Retention/Hiring.** How many 2013-14 teachers does Odyssey expect to retain for the 2014-15 school year? How many will need to be hired, and where are you in this process? Are contracts complete? Similarly, have you yet signed an administrator contract for next year?

- **Finances.** Has Odyssey hired an independent fiscal auditor to complete the required FY14 audit? Is your annual meeting scheduled, and will the agenda include consideration of a FY15 budget? (Alison is working with Vern on the details of your FY14 actuals and FY15 projections; we hope to reach a clear understanding of your year-end status very shortly.)

- **Special Education.** Can Odyssey document SDE confirmation that the school is in compliance with regard to special education? What, if any, fiscal impact resulted from taken to return to compliance?

- **Lawsuits.** What is the status of any and all legal action faced by Odyssey? What, if any, fiscal impact is anticipated?

- **Governance.** Does Odyssey have a plan in place to ensure compliance with statute re board membership (Chris/Karl relationship) by July 1 while retaining adequate board membership?

- **Complaint Process.** Has Odyssey adopted and published a formal stakeholder complaint process?

- **Ethical Standards.** Has Odyssey adopted and published a description of the ethical standards by which board members will abide?

- **Meeting minutes.** Please provide, in accordance with public records law, all Odyssey board meeting minutes and meeting materials (board packets) for meetings held from 4/2/14 t to the present.

Thanks for all your hard work, and please don't hesitate to get in touch with any questions or concerns.

Regards,

Tamara L. Baysinger

Director, Idaho Public Charter School Commission

208-332-1583

Sufficiency Review by the Idaho State Department of Education
Elements Required of a Petition to Establish a Charter School

Pursuant to the public charter school rules adopted by the Idaho State Board of Education on March 10, 2005, charter school petitioners are required to submit a draft charter school petition to the Idaho State Department of Education (SDE) for the purpose of determining whether the petition complies with statutory requirements (I.C. 33-5202). This review must occur prior to the petition being submitted to an authorized chartering entity (IDAPA 08.02.04. 200.03).

Each section presents criteria for a response that meets the standard, and these criteria should guide the overall rating for the section. The Comments box provides space to identify data and other evidence that supports the rating. The rationale for each rating is important, especially if some of the data or evidence does not fit neatly into the criteria provided.

The following definitions should guide the ratings:

Meets the Standard: The petition reflects a thorough understanding of key issues. It addresses the topic with specific and accurate information that shows thorough preparation and presents a clear, realistic picture of how the school expects to operate.

Does Not Meet the Standard: The petition does not meet statutory requirements, lacks information or raises substantial concerns about the applicant's understanding of the topic and/or ability to meet the requirement in practice.

After a sufficiency review has been conducted by the State Department of Education within thirty (30) days of receipt the results of the review will be returned to the petitioners. If the petition items do not meet the standard, those items need to be addressed and resubmitted to the Department for review.

Once all of the petition items meet the defined standards, the next step is to submit the petition and sufficiency review findings to an authorized chartering entity for review and consideration for approval. Completion of the sufficiency review process does not ensure approval of the charter school petition, nor does it establish that the school cannot be challenged for failure to comply with state or federal statutes, rules or regulations at some future date. The SDE does not waive its duty to enforce such laws by performing the sufficiency review.

Cover Page

Proposed Charter School Name: Odyssey Charter School	
District Location: Idaho Falls #91	
Proposed Physical Location:	
Authorized Representative: Karl Peterson	
Address: 3890 Taylorview Lane, Ammon ID 83406	
Telephone: 208-681-1805	**E-mail:** kbpetersonmail@yahoo.com
Alternative Contact: Rebecca Ellis-Lindsey	
Address: 1270 Sunnyside, Idaho Falls, ID 83406	
Telephone: 208-201-6047	**E-mail:** rebecca.elindsey@gmail.com
Proposed Opening Date: 2012	
Proposed Grade Levels: 7 - 12	
Initial Enrollment Goal: 210	
Focus of School: Project based instruction, real world opportunities for community service	
Date Submitted for Review: May 31, 2011, July 18, 2011	
Date of Review Completion: June 29, 2011, Second Review - August 2, 2011, 3rd Review – August 9, 2011	
Comments: **3rd review** – The petition as submitted for the 3rd review meets the standards and requirements. There are areas that can be strengthened with the guidance of the potential authorizers. **1st/2nd Review** - The petition as submitted does not meet the legal sufficiency standards and requirements. Sections not meeting the standard need to be revised and resubmitted. The organization of this petition aided in the review process. There are many strong elements of the petition, however there are a number of sections that require more detail to demonstrate a "thorough understanding of key issues." (See the explanation for "Meets Standard" on the first page of this document.) There are numerous formatting and typographic errors throughout the petition that need to be corrected before the petition is submitted to an authorizer. Many of the errors make reading the petition more difficult; however some of the errors change the meaning of the text. Different sections of the petition refer to charter schools other than Odyssey and other districts. Before the petition is submitted to the potential authorizer this must be corrected. It is important for the Odyssey board to review those sections and insure that the language reflects the philosophy and polices of the board.	

Required Elements	Idaho Code
Tab 1	
Include a copy of the Articles of Incorporation, file-stamped by Idaho Secretary of State's Office.	33-5204(1)
Meets Standard	
Include a copy of the signed bylaws adopted by the board of directors of the non-profit corporation.	33-5204(1) 30-3-21(1)
Meets Standard	
Include copies of the Elector petition forms to establish a charters school with no fewer than 30 signatures of qualified electors of the attendance area designated in the petition and proof of elector qualifications.	33-5205(1)(a) 33-5205(3)
Meets Standard	
Include documentation of application for nonprofit status.	33-5204(1)
Meets Standard	
Include proof of attendance at the Charter Start! 101 Workshop presented by the Idaho State Department of Education	33-5205(5)
Meets Standard	
Vision and Mission Statements	08.02.04. 202
Meets Standard	
Comments: Mission and Vision statements are included. Questions for the founders to consider regarding the mission and vision: how is the success or failure of the mission measured? How will the board, teachers, authorizer and/or stakeholders determine if the school is meeting the mission and living up to the 'ideal'?	
Tab 2	
Describe the proposed location of the school. Also provide the specific attendance area of the school. If the attendance area uses boundaries other than school district or county boundaries include a detailed description of the attendance area and a map showing the boundary.	33-5205(4)

Meets Standard

Describe the proposed operation and potential effects of the school, including, but not limited to: a. facilities to be utilized by the school; b. the manner in which administrative services of the school are to be provided; and c. the potential civil liability effects upon the school and its chartering entity.	33-5205(4)

Meets Standard – 2nd Review

Comments:
2nd Review - More specific facilities plans are include in Appendix F.

Vague facilities options are presented (leasing portables, possibly building or leasing district space). A bid for leasing portables is included in the appendices. More specific and detailed options will be required if this petition is presented to an authorizer.

Administrative services include the plan for a school director, full-time secretary, and part-time business manager. The board may want to consider hiring a full-time business manager; which is a best practice of financially successful charter schools within the state. This allows the director to be an instructional leader and focus on the educational side of operating a charter school.

The petition states: "Odyssey Charter School operates independently as a Local Education Agency (LEA)." It is important to note this is only the case if the school is authorized by the Idaho Public Charter School Commission. If authorized by a district the school is part of the district LEA. It should also be noted that the district would have no liability for the acts, omissions, debts… if they are the authorizer.

Commitment to secure property and liability insurance. Errors and Omissions insurance is not required by statute but is recommended.	33-5204(4)

Meets Standard – 2nd Review

Comments:
2nd Review - Insurance for property loss, errors and omissions are all addressed in the current petition.

33-5204(4) requires charter schools to secure insurance for liability and property loss. The petition includes a section title "Commitment to Secure Property" and "Insurance Coverage". Insurance for property loss is not discussed.

Errors and Omissions insurance, while not required by law, is not discussed.

Tab 3

Describe the school's educational program and goals. Describe how the goals will be measured and the related data that will be collected. Include how each of the education thoroughness standards as defined in Idaho Code Section 33-1612 shall be fulfilled.	33-5205(3) (a) 33-1612

Meets Standard – 2nd Review

Comments:

The education program, goals and thoroughness standards are included; however there is not a discussion of how the goals will be measured and what data will be collected regarding those goals. For example, "Goal: Create a positive teaching and learning environment with an emphasis on high expectations of behavior and performance." What data will be collected to determine if the school is progressing toward this goal?
2nd Review - All of the objectives list end-of-course surveys as one of the measurement and evaluation tools. This is one tool for measurement; however it is not necessarily the most effective tool. When looking at methods of evaluation, consider data that may be already generated as opposed to creating additional data. For example, Standard D – The skills necessary to communicate effectively are taught. Goal: Teach students a range of effective communication skills appropriate for the 21st century. Student projects, class presentations, course grades are all ways to evaluate this goal, without creating another survey, which may or may not provide the required data.

In the "Curriculum Overview" section, the petition states: "Odyssey Charter School will align its goals and objectives with the goals and objectives of the Idaho Thoroughness Standards." The goals and objectives should be aligned to content area curriculum standards and objectives. The thoroughness standards provide the basic assumptions related to the public school system, they do not provide the necessary goals and objectives for the curriculum.
2nd Review – Odyssey will align the instruction and other materials to content area curriculum standards and objectives.

The textbook which are used should be ones that are approved through the textbook adoption process or that a waiver has been obtained. The reference to the thoroughness standards in the Textbook and Curriculum section is inaccurate.
2nd review – The textbooks that are used will be adopted textbooks or a waiver will be obtained.

Graduation requirements for the school are not addressed in the petition. They should be included in the charter itself or in board policy and submitted for review, along with an alternate graduation plan.
2nd review – The Graduation Requirements table included in petition. Senior project and Alternate Graduation Requirements included.

Describe what it means to be an "educated person" in the 21st century.	33-5205(3)(a)
Meets Standard	

Explain how learning best occurs.	33-5205(3)(a)
Meets Standard	

Describe the manner by which special education services will be provided to students who are eligible for such services pursuant to the federal Individuals with Disabilities Education Act, to include a disciplinary procedure for such students.	33-5205(3)(q)
Meets Standard – 2nd Review	

Comments:
Good:
1. *Manual*; Plan to adopt Idaho Special Education Manual from State Dept. of Ed,
2. *Highly qualified* ; a certificated teacher will provide services,
3. *Supplementary Aids, Services*; The school will provide transportation for special education students who may, because of the nature of their disabilities be entitled to transportation as a related service.

The following are items for Odyssey founders to review and revise within the petition, and consequently be prepared to serve students that qualify or may qualify for special education services. The first column addresses the areas that were discussed within the petition. The second column quotes Odyssey's petition when addressing the specific areas. The third column provides Odyssey a more complete picture of each area that has been addressed when considering Individuals with Disabilities Education Act; IDEA.

Confidentiality:
Petition includes: Assure protection of student and parent rights.
Petition needs to include: The meaning of this sentence is unclear. Is it referring to confidentiality? (Protect the confidentiality of personally identifiable information in student special education records. These statutes also provides for the right to review and inspect records.)

Child Find:
Petition includes: Child Find is mentioned with multidisciplinary team.
>   Three step process for Child Find;
>   1. locating students
>   2. ensure staff and constituents are informed
>   3. screening process

Petition needs to include:
- Each of the 3 steps listed in Odyssey's Child Find process lead to the question; How?
- Your charter should mention they provide free education for all students including those with disabilities. It should be stated on website, applications, advertisements, etc.
- A team regularly (1x/week or 2x/month) meets to discuss interventions/ RTI. This should provide a formal process in place for evaluating student response to scientifically research-based interventions, consisting of the core components of problem identification, problem analysis, applying research-based interventions, and progress monitoring.

Contractual arrangements for related services:
Petition includes:
- Odyssey will contract with a private provider for provision of related services…..services may be provided by a paraprofessional under direct supervision of a licensed therapist.
- …multidisciplinary team to consider eligibility. If team determines the need for an evaluation by other personnel, school psychologist, etc., such evaluations will be contracted with a private provider

Petition needs to include:
- Use caution in this area: these services should be delivered by licensed provider with para-educator used to support said provider; not with services provided by paraprofessional.
- Petition lists speech, language, and OT. Do not narrow it to only those services, it could be other services based upon a student's IEP. (For example; other related services could be Behavioral Intervention, Adaptive Technology, Extended School Year, etc.). It is best not to narrow petition related services to specific services. (e.g. …provide related services as dictated by Individual Students Program or individual student's needs.)

- If the IEP team determines that the student's academic needs cannot be met on site, the charter will contract with another agency to provide those services. The charter is responsible to continue to monitor the student progress.

Discipline of student under IDEA:

Petition includes: *Disciplinary problems by special education students will be assesses by multidisciplinary teams and following manual (Chapter 7, Section 13)*

Petition needs to include:
- Specifically; following IDEA for students with an IEP that may need a Behavior Intervention Plans (BIPS) for student whose behavior impact their learning or the learning of others
- When manifestation determinations occur, proactive use of Positive Behavioral Interventions and Supports (PBIS)

Least Restrictive Environment & Continuum of Services:

Petition includes: *A certificated teacher will provide services in an **inclusion or a pullout model** depending on the degree of intervention necessary to meet student's needs. A paraprofessional will be used to support instruction as allowed….*

Petition needs to include: The continuum of setting includes gen ed classes, special classes, etc. plus making provision for supplemental services, such as resource services or itinerant instruction, to be provided in conjunction with the general classroom. In determining appropriate settings and services for a student with a disability, the IEP team shall consider the student's needs and the continuum of alternate placements and related services available to meet those needs

Evaluation:

Petition includes: *A screening process is in place for child find…..if a student is found to be eligible for special education services ….a multidisciplinary team to consider a student's eligibility.*

Petition needs to include: A screening or multidisciplinary team cannot determine eligibility, it would be an evaluation team (which includes educators and the parent and/or adult student) which reviews information from multiple sources including, but not limited to, general education interventions, formal and informal assessments, and progress in the general curriculum

Petition did not address;
No mention *Research Based Curriculum*;
- Use of supplemental and replacement curriculum for students with disabilities, requires curriculum that is scientifically research based curriculum due to the increased accountability.
- IDEA requires students with disabilities to be educated with students who are nondisabled to the maximum extent appropriate; continuum of services; variety of education environments such as gen education classroom, resource room for direct instruction <u>or replacement curriculum, behavioral supports, etc.</u>

	33-5205(3)(r) 33-203(7)
Describe the school's plan for working with parents who have students who are dually enrolled. Include the manner by which eligible students from the public charter school shall be allowed to participate in dual enrollment in non-charter schools within the same district as the public charter school, as provided for in Idaho Code Section 33-203(7).	

Meets Standard – 2nd Review

Comments:
2nd Review – home school students and private school students may enroll as long as Odyssey is not at its enrollment capacity for that grade.

Petition does not address home school students and private school students who wish to dual enroll.

Describe the manner in which gifted and talented students will be served.	33-2003

Meets Standard – 2nd Review

Comments:
2nd Review – incorrect references corrected. The petition reflects GATE opportunities more suited for a high school. Services will be provided, but not a completely separate program.

The reference to IDAPA is incorrect as stated in the petition. The correct reference is 08.02.03.171. The expectation for this section is that the school's plan would be described, as opposed to restating the Rules of the Board. Specific names of assessments for identification purposes should be listed. Additionally, there is a discrepancy in the section. The first sentence states: "no separate program is necessary because of the flexibility to adapt projects…" however, the second paragraph states: "the GATE program will be supervised by a certificated staff member." Will there be a program or not?

Describe the manner in which Limited English Proficiency services will be provided.	08.02.04. 202

Meets Standard – 3rd Review

Comments:
3rd Review – The changes made to this section as well as the "Other Special Needs Student Services" section strengthen this petition. It will be important to implement the plans as described.

2nd Review – many of the questions below were not addressed with specific details, if at all. More detail is still needed regarding who will be responsible for an LEP program and the evaluation.

Please explain in more detail how LEP students' needs will be met via the regular classroom. It is not enough to say teachers are trained in SIOP and will meet each unique need. How will the school/board ensure that SIOP is implemented effectively and with fidelity? In many situations, SIOP has been implemented poorly and LEP students have not received the services they need to be successful both in social and academic English.

Please describe the type of program services the district would contract out should it be necessary to do so. What specific program services will be given to LEP students? Pull-out? Who will deliver these services? How will the school/board ensure a highly qualified teacher endorsed in ENL will provide the services? This section is extremely weak. When reading this petition, a reviewer should have a clear idea of how LEP students will be served linguistically, academically, and culturally.

Who will be responsible for looking at the data to determine how LEP students are progressing? Will the school/board establish a team?

When providing interventions for LEP students who are not progressing, how will the school/board ensure the interventions are appropriate for LEP students? What curriculum will be used in the "core" LEP program? How will the English language development (ELD) standards be implemented district-wide? How will LEP students be monitored?

At this time, this petition does not adequately address how the school/board will meet the needs of LEP students. More detailed information needs to be provided.

Tab 4

Identify measurable student educational standards that describe the extent to which all students of the charter school will demonstrate they have attained the skills and knowledge specified as goals in the school's educational program.	33-5205(3)(b)

Meets Standard – 3rd Review

Comments:
3rd Review – The petition includes one MSES related to ISAT, and one MSES related to additional testing. Both of the standards meet the standard. Most petitions contain 3-5 MSES for the school. This is something that may need to be worked out with the authorizer.

The question from the 2nd review was addressed by using "or" instead of "and". Potentially there is a group of students who would not be included in the data for the MSES. If there is a student in the first year of attendance or that has 95% attendance they would not be included.

2nd Review – What are the MSES for the students who have below 96% attendance and who have attended less than two consecutive academic years?

The 75% and 85% used for the Measurable Student Educational Standards will be below the AYP target for 2012. It is possible that the school could meet the goals as they are currently written and not make the AYP standard.

Identify the method by which student progress is to be measured in meeting the school's student educational standards.	33-5205(3)(c)
Meets Standard	

Describe how the school's students will be tested with the same standardized tests as other Idaho public school students.	33-5205(3)(d)
Meets Standard – 2nd Review Comments: 2nd Review – grade 10 added and the DMA/DWA were removed. Please add grade 10 to those listed as taking the ISAT. Also, the DMA and DWA are no longer required by the State of Idaho. They can be administered at the local level.	

Describe the plan for the middle level credit and advancement requirements.	08.02.03.107
Meets Standard	

Describe how the school will ensure that it shall be accredited as provided by rule of the Idaho State Board of Education.	33-5205(3)(e) 33-5210(4)(b)
Meets Standard Comments: Please note that you will need to apply for accreditation from the Northwest Accreditation Commission not the State Department of Education. The Northwest Accreditation Commission is Idaho's accrediting Agency as designated by the State Board of Education.	

Describe the school's plan if it is ever identified as an "in need of improvement" school as outlined in the No Child Left Behind Act.	08.02.04. 202
Meets Standard - 2nd Review Comments: 2nd Review – OCS has addressed all concerns from the 1st review and has met all requirements to this portion of the application. I feel OCS has a strong understanding of School Improvement and the necessary and required steps, in accordance with ESEA and NCLB, if OCS is identified as "needs improvement". Page 28-29: The proposed application lacks specific detail and school improvement requirements to lead the reviewer a clear and concise strategies that will be implemented if OCS is identified as "needs improvement". The plan is incomplete needing more specific description of each of the years of improvement from being identified in School Improvement Year 1 through Restructuring Year 2: Plan Implementation. The plan does not specifically spell out the requirements of School Choice or Supplemental Education Services, and minimally describes how parents will be included or informed of OCS AYP status or options for the parents. From what has been submitted as OCS's application it is unclear to the reviewer if OCS has a clear understanding of the requirements of school improvement and how to successful plan and implement strategies for school improvement as required.	

Tab 5	
Describe the governance structure of the school, including, but not limited to, the person or entity that shall be legally accountable for the operation of the school.	33-5205(3)(f)
Meets Standard	
Describe the process to be followed by the school to ensure parental involvement	33-5205(3)(f)
Meets Standard	
Comments: Decision making and section on ensuring parental involvement were positive.	
Describe the manner in which an annual audit of financial and programmatic operations will be conducted.	33-5205(3)(k) 33-5206(7) 33-5210(3)

Meets Standard – 3rd Review

Comments:
33-5205(3)(k) – manner in which an annual audit of the financial and programmatic operations is to be done
33-5206(7) – school will annually submit to its sponsor a report with the audit of the fiscal and programmatic operations, a report on student progress & a copy of the school's accreditation report. Pages 40-41 state that the school will perform an annual programmatic operations audit and will submit it annually to the school's authorizer on or before 10/15. Page 41 states the school will conduct an audit in accordance with IC 67-450B and will file one copy with the SDE and one copy with the school's authorizer. The charter also states it will follow the form and process dictated in IC 33-701. Page 34 states that an annual financial audit will be conducted after the completion of each charter school year. Page 34 also states that a programmatic operations audit will be conduced as mandated by state requirements as outlined in IC 33-5205(4)(k) [should be 33-5205(3)(k)], 33-5206(7). 33-5210(3) and IDAPA. While the petition states that a programmatic operations audit will be conducted as mandated by state requirements outlined in the above code sections, the petition does not state that it will submit a report to its chartering entity that includes a copy of the fiscal and programmatic audits, a report on student progress, and a copy of the school's accreditation report, all of which are required by IC 33-5206(7)

33-5210(3) – each school will comply with reporting requirements of 33-701sections 5-10. Page 34 states the school will conduct a programmatic operations audit as mandated by state requirement as outlined in IC 33-5210(3). Idaho Code 33-5210(3) has nothing to do with programmatic operations audits. Instead, IC 33-5210(3) states that charters will comply with the financial reporting requirements of IC 33-710, subsections 5-10.

Tab 6	
Describe the qualifications to be met by individuals employed by the school. Instructional staff must be certified teachers pursuant to rule of the state board of education.	33-5204A (1) 33-5205(3)(g) 33-5210(4)(a)
Meets Standard - 2nd Review	

Comments:
2nd Review - For future clarity, please note that "Common Core" standards and "Core Content" as defined by the U.S. Department of Education are two different concepts.

The petition states that the full-time and part-time staff will meet or exceed qualifications required by state law. It is not clear from the petition if the founders understand what those are. It is mentioned that the school reserves the right to seek waivers or limited certification options, but it is not stated that all instructional staff will be certified. There is little specific information devoted to how this school will ensure that they are employing quality teachers. There is not discussion of proven means for assessing teacher performance. More detail and clarity is required in this section.

Describe the transfer rights of any employee choosing to work in a charter school that is approved by the board of trustees of a school district, and the rights of this employee to return to any non-charter school in the same district.	33-5205(3)(o) 33-1217
Meets Standard	

Include a provision that ensures all staff members will be enrolled in and covered by all of the following:
    Public Employee Retirement System (PERSI)   Unemployment Insurance
    Federal Social Security   Health Insurance
    Worker's Compensation Insurance
	33-5205(3)(m)

Meets Standard	

Include a provision that ensures that the staff of the public charter school shall be considered a separate unit for purposes of collective bargaining.	33-5205(3)(p)
Meets Standard	

Include a provision that ensures all teachers and administrators will be on a written contract as approved by the state superintendent, conditioned up a valid certificate being held by such professional personnel at the time of entering upon the duties.	33-5206(4)
Meets Standard	

Include a provision that ensures all employees of the school undergo a criminal history check.	33-5210(4)(d) 33-130 33-512
Meets Standard - 2nd Review	

Comments:
2nd Review – Meets Standard

Fingerprint cards should be submitted to the SDE for the background check. One **should not** be kept in the personnel file. What is the plan for background checks of volunteers or board members that will be working with students independently?

Tab 7

Describe admission procedures, include a provision for over-enrollment, and equitable selection processes for the initial year, as well as subsequent years of operation. Include enrollment capacity of the charter school.	33-5205(3)(j)

Meets Standard – 2nd Review

Comments:
2nd Review – An enrollment capacity table was included in this section. The petitioners may want to consider listing the enrollment caps per grade grouping as a guideline. This will allow flexibility if more or less students are interested then initially planned. For example: new charter high schools rarely have students in 11th or 12th grade in their first year. If you have 25 9th graders and 20 10th graders interested, you would not be able to accept them all based on the way this is currently written. This is something to discuss with the authorizer to determine the best way to set the enrollment capacity.

The enrollment capacity for the school was not included in this section.

Describe how waiting lists will be developed and renewed annually.	33-5205(3)(j)

Meets Standard – 3rd Review

Comments:
3rd Review – Waiting lists are specifically addressed and follow the requirements outlined in IDAPA.

2nd Review – There is not a specific section for the waiting list. Information about the waiting list is alluded to in several places in the enrollment section. It would be helpful for parents to provide the waiting list information in one section. Describe how the list will be developed after the acceptance s from the lottery. Specifically explain how students who are interested in enrolling after the lottery are handled (added to the bottom of the wait list by grade) and what happens with siblings of students who get in after the lottery. Explain that the list will not roll over from one year to the next.

The development of the waiting list was not addressed in the petition.

Describe the public school attendance alternative for students residing within the school district who choose not to attend the public charter school.	33-5205(3)(n)

Meets Standard

Describe the process by which citizens residing in the compact and contiguous attendance area of the charter school will be made aware of enrollment opportunities.	33-5205(3)(s)

Meets Standard - 2nd Review

Comments:
2nd Review – Timelines for notification are now included in the petition.

The petition states that the notification of enrollment opportunities will address all of the current requirements in Idaho Code 33-5205. There is no reference to the specific timelines related to advertising that is included in IDAPA 08.02.04.203.02.

Describe the school's plan for denial of attendance to any student who is or has been: - An habitual truant, - Incorrigible, - Deemed by the board of trustees to be disruptive of school discipline or instructional effectiveness, - Detrimental to the health and safety of the other students, or - Expelled from any other school district or state.	33-5205(3)(i) 33-205 33-206
Meets Standard	

Describe the school's disciplinary procedures, including the procedure by which students may be suspended, expelled and reenrolled.	33-5205(3)(l) 33-210
Meets Standard	

Describe the school's policy for contacting law enforcement and student's parents, legal guardians or custodian regarding a student reasonably suspected of using or being under the influence of alcohol or a controlled substance. Include the plan for making the policy available to each student, parent, guardian or custodian.	33-210(3)
Meets Standard	

Describe the procedures the school will follow to ensure the health and safety of students and staff.	33-5205(3)(h)
Meets Standard - 2nd Review	

Comments:
2nd Review – Revisions are adequate and greatly improve this area of the petition.

More detail is needed on the tier of consequences for bullying / harassment and students being under the influence. Additionally, include clear prohibitions around fights and weapons on campus.

Describe the school's policy for a suicide prevention plan.	08.02.03.160
Meets Standard	

Comments: Applicant indicates they will develop a plan- if this is carried out as described in the petition this category meets the standard.

Describe the school's policy for Internet access and use and provisions for parental permission related to student Internet use.	33-131(1)
Meets Standard - 2nd Review	

Comments:
3rd Review – the recommendation was incorporated into the student handbook.

2nd Review – Revision is adequate.
Recommendation: in the list of prohibited computer uses clarify that *any student who knowingly or purposefully* uploads files that contain viruses, malware, etc… are violating policy. Most who upload malicious software do so unknowingly.

Clarify which online activities are prohibited and the consequences for violating policy (accessing inappropriate material, viewing personal social media sites, cyberbullying, etc…). Contact Matt McCarter for further clarification if needed (208) 332-6960.

Include a student handbook that describes the school rules. Also include the procedure for ensuring a student's parent or guardian has access to the handbook.	08.02.04. 202

Meets Standard - 2nd Review

Comments:
2nd Review – Student handbook is very thorough and detailed.

Petition does address student handbook and the above mentioned requirements but I was not able to locate the actual student handbook that is supposed to be included in the petition.

Tab 8

A detailed business plan including: • Business description • Marketing plan • Management plan • Resumes of the directors of the nonprofit corporation • School's financial plan • Start-up budget with assumptions form • Three year operating budget form • First year month-by-month cash flow form	08.02.04. 202

Meets Standard - 2nd Review

Comments:

2nd Review- Under the Revenues portion of the business plan Federal start-up grants, private grants, and donations are included as revenues. Grants really shouldn't be included as revenues because they are not guaranteed. They aren't included in the budget worksheets.

In the sentence following revenue sources the petition references "Idaho Department of Education's Bureau of special Populations," the reference to the division is outdated. It should be "School Achievement and School Improvement."

Note: White Pine Charter School is not using the Harbor Method. They are a "core knowledge" school.

The Financial Plan references "Idaho Science and Technology Charter School" and states that it will be responsible for the financial management. What is the connection here? In another portion of the petition it is stated that a half-time business manager will be hired to oversee the fiscal affairs.

The start-up budget is included with the Income Units Worksheet. No explanation is provided for the assumptions used when developing the budget. How will all of the start-up costs be covered before the advance payment is received July 31? How is the school budgeting for special education services? What plans are there for applying for grants or other fund raising?

The budget lists $75,000.00 for Rent/Leases: 5,000 square foot building@ $15/sq foot, however no documentation is provided for that expense. It is difficult to determine if the amount budgeted is realistic.

| Describe the school's proposal for transportation services.
Note: The budget should reflect estimated costs. | 33-5205(3)(t)
33-5208(4) |

Meets Standard – 3rd Review

Comments:

3rd Review – The reimbursement rate in the petition accurately reflects IC 33-1006.

2nd Review - This section meets the standard with the following exception, which is extremely important to understand and include when budgeting. The actual reimbursement is based on a 60% advance payment with a final reimbursement of a blended 50/85% and a block grant. This is in IC 33-1006 and is also referenced in Lanette's original comment. It should also be reiterated that the process to obtain busing should begin nearly one year prior to needing transportation services. The petition states: "Transportation reimbursement payments reflect an 85% reimbursement for the previous year's allowable transportation costs."

Petition states that charter will not offer transportation. IC 33-1501 that states, where practicable, school shall provide transportation for the public school pupils within the district. The charter school should specifically define why it is not practicable to provide busing when IC 33-1006 and 33-5208 provide for advance transportation funding.

There are four methods to obtain and provide transportation services: joint busing with school district, charter-owned school busing, contracted busing service, or pay parents in-lieu only if it is more cost effective. The process to obtain busing should begin nearly one year prior to needing transportation service.
Charter should consider boundaries when busing is provided. SDE understands that the attendance area becomes the zone for providing transportation services to all eligible students living more than 1½ miles from school. Transportation may be reimbursed in advance at 60% with a final reimbursement of a blended 50/85% rate and a block grant per IC 33-1006. In addition, reference IC 33-5208 that limits transportation reimbursement to students within the public charter school's attendance zone that meet one of the following criteria: student resides within the school district in which the public charter school is physically located, or student resides within 15 miles of the public charter school by road.

It is recommended the charter school contact SDE School Transportation Staff at 332-6832 with additional questions on busing options and requirements.

Describe the school's proposal for a school lunch program, including how a determination of eligibility for free and reduced price meals will be made	08.02.04. 202
Meets Standard	

Tab 9	
Describe any business arrangements or partnerships with other schools, educational programs, businesses, or nonprofit organizations. This includes curriculum, special education, transportation, food service, legal, and accounting.	08.02.04. 202
Meets Standard - 2nd Review	

Comments:
2nd Review – Community partnership agreement included. All community partnership will involve an Odyssey teacher. MOUs will be used to outline expectations.

Currently, no arrangements exist. There is no discussion of policies or contracts related to special education, legal, or accounting services; though money is budgeted for legal and accounting. More detail about the plans/policies related to business arrangements and partnership is needed, given the emphasis the school is placing on "community experts and other specialized persons" and ""real world opportunities for community service."

Describe the school's plan for termination of the charter by the board of directors, to include: - Identification of who is responsible for dissolution of the charter school; - A description of how payment to creditors will be handled; - A procedure for transferring all records of students with notice to parents of how to request a transfer of student records to a specific school; and - A plan for the disposal of the public charter school's assets, including those purchased with Federal funds. - A procedure for transferring personnel records to the employees.	5205 (3) (u) 5206 (8)

Meets Standard - 2nd Review

Comments:
Changes were made to this sections based on the review feedback.

This section of the petition references Nampa School District and Legacy. It needs to be changed to reflect Odyssey Charter School's policy. In the petition it is stated that students will receive written notice of how to request a transfer of records. Idaho Code requires notification be provided to the parents. No discussion of items purchased with Federal funds is included in this section. Additionally, personnel records are not included.

Tab 10 – Virtual Schools – do not complete this section if the school is not a virtual school.

Tab 11 – Professional-Technical Regional Public Charter Schools -do not complete this section if the school is not a virtual school.

Idaho Public Charter School Commission
Pre-Opening Timeline

ODYSSEY CHARTER SCHOOL

► Phase 1: Immediately after Receiving Charter

Category	Task	Responsible Parties	Contacts or Resources	Start By (date)	Complete By (date)	Status
Governance	Join the ISBA	Board of Directors	ISBA	January 2013	January 2013	Done
	Transform the Founders Committee into the Board of Directors	Board of Directors	Kimberly Evans Ross	January 2013	January 2013	Done
	Arrange for board training in key areas like open meetings law, parliamentary procedure, effective meeting strategies, role of a board member, governing vs. managing, policy development, fiscal controls, Idaho Open Meeting Law, etc.	Board of Directors	ISBA	January 2013	Ongoing	Ongoing
	Schedule board meetings. Training will be completed through the ISBA and possibly the Charter School Network.	Board of Directors	ISBA, Charter School Network	January 2013	Ongoing	Ongoing
	Arrange for accreditation.	Administrator	AdvancED	January 2013	Ongoing for the first year	Ongoing
	Secure SDE passwords and ensure SDE communication.	Administrator	SDE	January 2013	May 2013	Done
Enrollment	Continue to collect names of potential students and notify them of the application process.	Administrator & Enrollment Director	Karl Peterson Chris Peterson	January 2013	Ongoing	Ongoing
	Document efforts to inform public of enrollment opportunities, especially for LEP students.	Administrator & Enrollment Director	Karl Peterson Chris Peterson	January 2013	Ongoing	Ongoing
Facilities	Work to solidify facilities contract.	Administrator	Karl Peterson	January 2013	May 2013	Done
	Communicate with the city to ensure that the facility will be acceptable to the planning and zoning committee, and seek a conditional use permit for the property.	Administrator, Board	Karl Peterson Kimberly Evans Ross	January 2013	April 2013	Done

EXHIBIT C8i

► Phase 1: Immediately after Receiving Charter (continued)

Category	Task	Responsible Parties	Contacts or Resources	Start By (date)	Complete By (date)	Status
Fiscal Management	Contact the IRS regarding the approval of the school's charter.	Board Treasurer	Thomas Jones	January 2013	January 2013	Done
	Set up a business bank account.	Board Treasurer	Thomas Jones	January 2013	January 2013	Done
	Purchase 2M data system and set it up.	Board Treasurer, Administrator	Thomas Jones Karl Peterson	January 2013	May 2013	Purchased, still setting up
	Continue seeking grants and other donations in the areas of technical education, math, science, start-up help, advertising, and other areas suggested by the Board of Directors.	Board, Administrator	Karl Peterson Kimberly Evans Ross	January 2013	Ongoing	Ongoing
Fundraising	Apply for Walmart and Sam's Club grants.	Administrator Fundraising Director	Karl Peterson Chris Peterson	January 2013	January 2013	Done
Human Resources	Continue collecting names of potential faculty and staff, and notify potential applicants of interview and hiring dates.	Hiring Committee, Administrator	Chris Peterson Amy Whitford Karl Peterson	January 2013	August 2013	
Marketing & PR	Start monthly information meetings.	Enrollment Director	Chris Peterson	January 2013	Ongoing	Ongoing
	Continue advertising for potential students.	Enrollment Director	Chris Peterson	January 2013	Ongoing	Ongoing
	Continue collecting data on potential students.	Enrollment Director	Chris Peterson	January 2013	Ongoing	Ongoing
	Continue marketing through public relations outlets such as community calendars, posters, yard signs, local talk radio programs, etc.	Enrollment Director	Chris Peterson	January 2013	Ongoing	Ongoing
	Sign up a booth for the Idaho Falls Roaring Youth Jam.	Enrollment Director	Chris Peterson	January 2013	March 2013	Done
Other	Using ISBA materials continue creating a School Policy Manual that will incorporate a specific complaint process and a crisis/emergency policy. The crisis/ emergency policy will include prevention and procedures on the methods of responding to a crisis/emergency.	Board	Kimberly Evans Ross	January 2013	August 2013	

►Phase 2: 6 to 9 Months before Opening

Category	Task	Responsible Parties	Contacts or Resources	Start By (date)	Complete By (date)	Status
Governance	Create a calendar of all state and authorizer deadlines.	Administrator, Business Mngr	Karl Peterson Rebekah Pulsipher	January 2013	May 2013	
	Complete school calendar, school hours, and administrator contracts.	Administrator, Board	Karl Peterson Kimberly Evans Ross	January 2013	May 2013	Done
	Hire an administrator	Board	Kimberly Evans Ross	February 2013	April 2013	Done
Enrollment	Open enrollments for students, distribute applications, and begin collecting them.	Administrator, Business Mngr	Karl Peterson Rebekah Pulsipher	January 2013	Ongoing	Ongoing
	Collect enrollment packets. Perform lottery if needed and notify applicants.	Administrator, Business Mngr	Karl Peterson Rebekah Pulsipher	March 2013	May 2013	
Facilities	Complete facility design with an architect in order to meet all design requirements for the facility.	Board, Administrator	Kimberly Evans Ross	February 2013	May 2013	
	Finalize the facility location and sign contracts with the land owner or the management company of the facility or modular classroom company.	Board	Kimberly Evans Ross	February 2013	April 2013	Done
	Get the conditional use permit for the facility.	Board, Landlord	Kimberly Evans Ross Mike Bowcutt	February 2013	April 2013	Done
	Finalize plan to bring city utilities to the site if needed.	Administrator, Landlord	Karl Peterson, Mike Bowcutt	February 2013	April 2013	Done
	Advertise bidding process for all contracts requiring bids.	Board, Administrator	Kimberly Evans Ross, Karl Peterson	February 2013	June 2013	
	Make sure that all relevant building permits are secured.	Administrator, Landlord	Karl Peterson, Mike Bowcutt	February 2013	June 2013	
Fiscal Management	Ensure that bids and expenses to open the school remain within budget.	Board Treasurer, Administrator, Business Mngr	Thomas Jones, Karl Peterson, Rebekah Pulsipher	Ongoing	Ongoing	Ongoing
	Secure insurance policies (liability, property, worker's compensation, etc.).	Administrator, Business Mngr	Karl Peterson Rebekah Pulsipher	February 2013	June 2013	

►Phase 2: 6 to 9 Months before Opening (continued)

Category	Task	Responsible Parties	Contacts or Resources	Start By (date)	Complete By (date)	Status
Fiscal Management	Continue to monitor expenses and ensure that the school's expenses remain within budget.	Board Treasurer, Administrator, Business Mngr	Thomas Jones, Karl Peterson, Rebekah Pulsipher	Ongoing	Ongoing	Ongoing
Fund Raising	Research various grants and apply for applicable ones	Administrator Fundraising Director	Karl Peterson Chris Peterson	February 2013	June 2013	
Human Resources	Finalize salary schedule and benefits package.	Board Treasurer, Administrator, Business Mngr	Thomas Jones, Karl Peterson, Rebekah Pulsipher	February 2013	June 2013	
	Advertise job openings.	Administrator, Hiring Committee	Karl Peterson, Amy Whitford, Chris Peterson	February 2013	Ongoing	Ongoing
	Continue to advertise other job openings.	Board, Hiring Committee	Kimberly Evans Ross, Amy Whitford, Chris Peterson	February 2013	August 2013	
Marketing and Public Relations	Continue monthly open houses and continue advertising the dates of these open houses in community calendars, newspapers, radio, Internet, etc.	Enrollment Director	Chris Peterson	Ongoing	Ongoing	Ongoing
Other (Programmatic Development)	Develop a scope and sequence of classes and finalize class offerings.	Administrator	Karl Peterson	February 2013	May 2013	
	Finish a working draft of the Student Handbook.	Administrator	Karl Peterson	Ongoing	June 2013	

► Phase 3: 3 to 6 Months before Opening

Category	Task	Responsible Parties	Contacts or Resources	Start By (date)	Complete By (date)	Status
Board Governance	Retain legal counsel	Board	Kimberly Evans Ross	June 2013	July 2013	
Enrollment	Enroll new students if there is room	Administrator, Business Mngr	Karl Peterson, Rebekah Pulsipher	June 2013	Ongoing	Ongoing
Facilities	Continue progress on facility.	Board, Administrator	Kimberly Evans Ross, Karl Peterson	June 2013	Ongoing	Ongoing

▶ Phase 3: 3 to 6 Months before Opening (continued)

Category	Task	Responsible Parties	Contacts or Resources	Start By (date)	Complete By (date)	Status
Fiscal Management	Complete contracts for all contracted services such as transportation, food service, special ed. services, IT support, student information system, etc., and/or fiscal support services such as accounting, budget, payroll, banking, auditing, and purchasing. Secure telecommunications services.	Board, Administrator	Kimberly Evans Ross, Karl Peterson	June 2013	August 2013	
	Continue to monitor expenses and ensure that the school's expenses remain within budget.	Board Treasurer, Administrator, Business Mngr	Thomas Jones, Karl Peterson, Rebekah Pulsipher	March 2013	Ongoing	Ongoing
Fundraising	Research grants and apply to applicable ones.	Administrator Fundraising Director	Karl Peterson Chris Peterson	March 2013	May 2013	
	Find a PTO president and plan fundraising	Administrator Fundraising Director	Karl Peterson Chris Peterson	March 2013	May 2013	
Human Resources	Finish hiring faculty and staff and sign employee contracts	Board, Administrator, Hiring Committee, Business Mngr	Kimberly Evans Ross, Karl Peterson, Chris Peterson, Amy Whitford, Rebekah Pulsipher	March 2013	August 2013	
	Ensure all teachers hold valid Idaho teaching certificates for the grades they teach and that these are on file in their personnel files 33-5205(4)(g) and 33-5206(4).	Board, Administrator, Hiring Committee, Business Mngr	Kimberly Evans Ross, Karl Peterson, Chris Peterson, Amy Whitford, Rebekah Pulsipher	March 2013	August 2013	
	Ensure all teachers are highly qualified according to the NCLB or that they have waivers from the State Department of Education.	Administrator, Business Mngr	Karl Peterson, Rebekah Pulsipher	March 2013	August 2013	
	Ensure staff contracts are written in the form approved by the State Superintendent of Public Instruction 33-5206(4).	Administrator, Business Mngr	Karl Peterson, Rebekah Pulsipher	March 2013	August 2013	

► Phase 3: 3 to 6 Months before Opening (continued)

Category	Task	Responsible Parties	Contacts or Resources	Start By (date)	Complete By (date)	Status
Human Resources	Ensure that criminal background checks have been completed for all employees 33-5210(44)(d) (consider background checks for volunteers).	Administrator, Business Mngr	Karl Peterson, Rebekah Pulsipher	March 2013	August 2013	
Marketing and Public Relations	Continue monthly open houses and continue advertising the dates of these open houses in community calendars, newspapers, radio, theater screen advertising, Internet, etc.	Administrator, Enrollment Director	Karl Peterson, Chris Peterson	March 2013	August 2013	
Other (Programmatic Development)	Order textbooks and other school supplies and equipment.	Administrator, Business Mngr	Karl Peterson, Rebekah Pulsipher	March 2013	August 2013	
	Arrange the dates of presentations for pre-opening professional development.	Administrator, Business Mngr	Karl Peterson, Rebekah Pulsipher	March 2013	June 2013	
	Revise the draft Student Handbook found in Appendix K.	Administrator	Karl Peterson	March 2013	June 2013	

► Phase 4: 0 to 3 Months before Opening

Category	Task	Responsible Parties	Contacts or Resources	Start By (date)	Complete By (date)	Status
Board Governance	Continue to monitor Administrator actions and provide support as needed.	Board	Kimberly Evans Ross	March 2013	Ongoing	Ongoing
	Finish a working copy of the School Policy Manual that will incorporate a specific complaint process and a crisis/emergency policy. The crisis/emergency policy will include prevention and procedures on the methods of responding to a crisis/emergency. The manual will be periodically updated to meet the needs of the school.	Board, Administrator	Kimberly Evans Ross, Karl Peterson	May 2013	July 2013	
	Hold annual public budget hearing.	Board, Administrator	Kimberly Evans Ross, Karl Peterson	May 2013	July 2013	

► Phase 4: 0 to 3 Months before Opening (continued)

Category	Task	Responsible Parties	Contacts or Resources	Start By (date)	Complete By (date)	Status
Enrollment	Update enrollment as new students enroll.	Enrollment Committee, Administrator	Chris Peterson, Amy Whitford, Chris Peterson	May 2013	Ongoing	
	Announce on the school's website if there are any openings for students and the available grades.	Administrator	Karl Peterson	May 2013	August 2013	
Facilities	Lease or purchase any office equipment.	Administrator, Business Mngr	Karl Peterson, Rebekah Pulsipher	May 2013	August 2013	
	Continue to monitor expenses and ensure that the school's expenses remain within budget.	Board Treasurer, Administrator, Business Mngr	Thomas Jones, Karl Peterson, Rebekah Pulsipher	May 2013	August 2013	
	Finish facility set up.	Administrator	Karl Peterson	July 2013	August 2013	
	Take delivery of school equipment and supplies.	Administrator, Business Mngr	Karl Peterson, Rebekah Pulsipher	July 2013	August 2013	
	Set up classrooms and office equipment and supplies.	Administrator, Business Mngr	Karl Peterson, Rebekah Pulsipher	August 2013	August 2013	
	Ensure that the facility has adequate HVAC, lighting, and space.	Administrator, Landlord	Karl Peterson, Rebekah Pulsipher	May 2013	August 2013	
	Ensure the grounds are safe and well maintained. Arrange for grounds care and snow removal.	Administrator, Business Mngr	Karl Peterson, Rebekah Pulsipher	July 2013	August 2013	
	Finish city inspections such as fire and heath, and obtain a certificate of occupancy.	Administrator, Landlord	Karl Peterson, Mike Bowcutt	July 2013	August 2013	
	Post fire exit maps in all occupied spaces.	Administrator	Karl Peterson	August 2013	August 2013	
Fiscal Management	Have procedures in place for receiving donations and student fees.	Board Treasurer, Administrator, Business Mngr	Thomas Jones, Karl Peterson, Rebekah Pulsipher	May 2013	August 2013	
	Continue to monitor expenses and ensure that the school's expenses remain within budget.	Board Treasurer, Administrator, Business Mngr	Thomas Jones, Karl Peterson, Rebekah Pulsipher	May 2013	Ongoing	Ongoing

► Phase 4: 0 to 3 Months before Opening (continued)

Category	Task	Responsible Parties	Contacts or Resources	Start By (date)	Complete By (date)	Status
Fundraising	Develop a Fundraising Committee of faculty, the PTO president, and other interested individuals.	Board Treasurer, Administrator, Business Mngr, PTO President	Thomas Jones, Karl Peterson, Rebekah Pulsipher	May 2013	Ongoing	Ongoing
Human Resources	Arrange for Fiscal and Programmatic Audits for the following school year.	Board Treasurer, Administrator, Business Mngr	Thomas Jones, Karl Peterson, Rebekah Pulsipher	May 2013	August 2013	
	Enroll all staff in PERSI	Board Treasurer, Administrator, Business Mngr	Thomas Jones, Karl Peterson, Rebekah Pulsipher	May 2013	August 2013	
	Provide social security, unemployment insurance, worker's compensation insurance and health insurance for all staff [33-5205(3)(m)].	Board Treasurer, Administrator, Business Mngr	Thomas Jones, Karl Peterson, Rebekah Pulsipher	May 2013	August 2013	
	Ensure that up-to-date and accurate personnel files that contain only appropriate information have been created for all staff. Ensure that all paraprofessionals working in an instructional capacity meet the requirements of State Paraprofessional Standards and Federal NCLB requirements.	Administrator, Business Mngr	Karl Peterson, Rebekah Pulsipher	May 2013	August 2013	
	Provide emergency preparedness training to all personnel.	Administrator	Karl Peterson	August 2013	August 2013	
	Provide procedures for emergency closure before, after, and during school.	Board, Administrator	Kimberly Evans Ross, Karl Peterson	July 2013	August 2013	
	Establish fire drill procedures and schedule fire drills.	Administrator	Karl Peterson	July 2013	August 2013	

► Phase 4: 0 to 3 Months before Opening (continued)

Category	Task	Responsible Parties	Contacts or Resources	Start By (date)	Complete By (date)	Status
Human Resources	Complete school policy handbook that details policies and procedures, especially in the following key areas: • attendance • check signing • credit card use • enrollment • family medical leave • job sharing • use of facility by outside groups • communication • homework • dress code • student discipline • Internet use • overnight excursion • background checks on volunteers and board members Finish and publish student handbook. Finish obtaining immunization records for all enrolled students. Obtain Internet policy agreements signed by all students and their parents. Collect all existing IEPs. Revisit budgets and assumptions, and revise as needed.	Board, Administrator, Business Mngr	Kimberly Evans Ross, Karl Peterson, Rebekah Pulsipher	May 2013	August 2013	
	Ensure that all personnel files are up-to-date and contain only appropriate information.	Administrator, Business Mngr	Karl Peterson, Rebekah Pulsipher	May 2013	August 2013	
	Provide two days for student registration, which will include signing up students, gathering Internet usage agreements, handing out schedules and student handbooks, and meeting teachers.	Board Treasurer, Administrator, Business Mngr, Office Manager	Thomas Jones, Karl Peterson Rebekah Pulsipher, Becky Burke	May 2013	August 2013	

Category	Task	Responsible Parties	Contacts or Resources	Start By (date)	Complete By (date)	Status
Human Resources	Provide orientation and professional development activities for faculty and staff in order to educate the faculty in project based. learning, enable them to prepare their first interdisciplinary project aligned to state standards, familiarize them with the student information system, set them up with the school's email system, give room assignments, familiarize them with the student disciplinary procedures, and familiarize them with the school's professional standards and expectations, etc.	Administrator	Karl Peterson	August 2013	August 2013	
Marketing and Public Relations	Announce on website if there are any openings for students and the available grades.	Administrator	Karl Peterson	May 2013	Ongoing	Ongoing
	Advertise at the Idaho Falls Roaring Youth Jam.	Administrator, Enrollment Director	Karl Peterson Chris Peterson			
Other (Programmatic Development)	Order additional textbooks and other school supplies and equipment if needed.	Administrator, Business Mngr	Karl Peterson, Rebekah Pulsipher	May 2013	August 2013	
	Inventory and distribute all textbooks, materials, and supplies to teachers.	Business Mngr	Business Mngr, Teachers	May 2013	August 2013	

SUBJECT
Odyssey Charter School Proposed Charter Amendment

APPLICABLE STATUTE, RULE, OR POLICY
I.C. §33-5206(8)
IDAPA 08.02.04.302

BACKGROUND
Odyssey Charter School (Odyssey) is a new public charter school authorized by the Public Charter School Commission (PCSC). Approved to open in fall 2013, Odyssey is implementing project-based learning with just under 200 Idaho Falls students in grades 6-10.

As of December 2013, when the school presented its annual update, Odyssey's 6th grade had 49 students and no waiting list.

DISCUSSION
Odyssey will present a proposed amendment to the school's charter.

Odyssey is proposing a charter amendment that would increase the school's rate of expansion. If the amendment is approved, Odyssey will have the option to increase the 6th grade and overall enrollment caps at a faster rate beginning in 2014-2015.

The proposed enrollment cap increase would allow Odyssey to enroll 75 students (rather than 50 students) in 6th grade in 2014-2015, representing a 25 student increase in the school's overall enrollment cap. Odyssey would increase the 6th grade cap from 75 to 100 in 2015-2016, again resulting in an overall enrollment cap increase of 25 students for that school year.

The amendment would increase Odyssey's rate of growth, but not the overall enrollment cap already approved for Year 5 and thereafter.

IMPACT
If the PCSC approves the proposed amendment, Odyssey will immediately begin operating under the amended charter. If the PCSC denies the amendments, Odyssey could appeal this decision to the State Board of Education, or could decide not to proceed any further.

STAFF COMMENTS AND RECOMMENDATIONS
As part of the performance certificate development process, the PCSC approved a general standard that schools whose accountability designation falls below "good standing" will not be eligible for expansion. Odyssey does not yet have a performance certificate or formal accountability designation, and because this is Odyssey's first year of

operation, there is no academic data available for review. However, PCSC staff is concerned about Odyssey's academic, operational, and financial status.

To date, Odyssey has not achieved accreditation candidacy, which is required of new public charter high schools in Year One of operations. AdvancEd personnel recently noted that Odyssey is not yet prepared for a readiness visit, let alone the candidacy visit that is required to achieve candidacy status. If Odyssey does not achieve candidacy status, other schools to which students may transfer will not be obliged to recognize course credits earned at Odyssey.

Additionally, Odyssey is still working with the SDE to resolve thirteen (13) special education findings, many of which appear to have significantly compromised the provision of services. Board member turnover has been unusually high; ten (10) members have resigned since January 2013. Due in part to a major accounting error and lower than anticipated enrollment, Odyssey's financial situation is tenuous.

As a result of these issues, Odyssey's performance certificate, which is being presented as a separate agenda item, includes conditions the school must meet to remain in operation through its initial performance certificate term. PCSC staff suggests that an enrollment increase may be more appropriate after the conditions, if adopted as part of the performance certificate, are met.

Although additional enrollment would likely benefit Odyssey financially, PCSC staff notes that enrolling additional students would put the additional students, as well as additional taxpayer dollars, at risk in the event the school should fail to continue operations. Due to the nature of the challenges Odyssey must resolve in order to provide a strong, effective educational opportunity for students and taxpayers, staff recommends that Odyssey's proposed amendment be denied.

COMMISSION ACTION

A motion to approve the proposed charter amendments as submitted by Odyssey Charter School.

OR

A motion to deny the proposed charter amendments as submitted by Odyssey Charter School on the following grounds: _____.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

DRAFT MEETING MINUTES
PUBLIC CHARTER SCHOOL COMMISSION MEETING
THURSDAY, APRIL 17, 2014
700 WEST JEFFERSON STREET
STATE CAPITAL, EW 41, BOISE, IDAHO

A regular meeting of the Idaho Public Charter School Commission (PCSC) was held Thursday, February 13, 2014, at 700 West Jefferson Street, Boise, ID, in the State Capital in the East Wing 41 (EW 41) Hearing Room. Chairman Alan Reed presided and called the meeting to order at 9:00 a.m.

The following members were in attendance:
Nick Hallett   Gayle O'Donahue
Wanda Quinn   Brian Scigliano
Esther Van Wart

A) COMMISSION WORK

1. Agenda Review / Approval

M/S (Quinn/Hallett):   To approve the agenda with the addition of an Executive Session to discuss records exempt from disclosure pursuant to I.C. 67-2345. *The motion passed unanimously.*

2. Minutes Approval

M/S (Van Wart/Hallett): To approve the meeting minutes from February 13, 2014, as submitted. *The motion passed unanimously.*

3. Calendar

M/S (Van Wart/Scigliano): To reschedule the PCSC's June 12, 2014, regular meeting for June 17, 2014. *The motion passed unanimously.*

4. Commission Education

Blossom Johnston, Program Officer for The J.A. and Katherine Albertson Foundation (JKAF), and Andrew Bray, Consultant to JKAF, led a presentation outlining JKAF's new approach to charter school support in Idaho.

Ms. Johnston introduced the presentation, explaining that JKAF has significantly revamped its approach in order to better focus on the development, replication, and expansion of quality public charter schools throughout the state. JKAF has set a "20 in 10" goal to support the creation of 20,000 high quality seats in Idaho

charter schools in the next 10 yrs. Ms. Johnston introduced Mr. Terry Ryan, the President of the Idaho Charter School Network (ICSN), who has been working with Ms. Johnston on this plan. Ms. Johnston introduced Mr. Andrew Bray from the Charter School Growth Fund to assist in presenting the JKAF's strategy and process towards achieving the 20 in 10 goal.

Mr. Bray reported on the work he has been doing with the JKAF and discussed possible strategies for the 20 in 10 goal. He outlined strategies from other states that have been successful in developing high performing charter sectors. Mr. Bray reported that the JKAF is concentrating on two main areas, which is first to focus on the ecosystem of developing high performing charters; and second, to radically change the approach to the development of high performing charters. Mr. Bray indicated that the main point of today's discussion would be related to the latter. He pointed out some details of a high level strategy that include the development of home grown charter management organizations (CMOs), attraction of new CMOs into Idaho, expansion of current schools (5-6 high-performers), and opening new start-up schools (which has been the JKAF focus to date and will continue to be a part of the strategy). He reported that their strategy is an expansion strategy and not necessarily a new start-up strategy.

Commissioner Quinn requested a definition of CMOs, since different states and stakeholders may have different understandings. Mr. Bray responded that his definition of a CMO is a non-profit corporation that launches and operates more than one school. The difference between a CMO and an affiliation is that there is a central leadership team that has central control over hiring and firing the school leaders at the network schools.

Mr. Ryan stated that it is likely the authorizer would legally be in a relationship with the board of trustees.

Tamara Baysinger, Idaho Public Charter School Commission (PCSC) Director, stated that statute does not directly address the relationship between the authorizer, a CMO, and its schools; and it is possible that some legislative clarification may be necessary. Mr. Bray emphasized that this is an area that would require development.

Mr. Bray said JKAF is shifting its focus to quality and student outcomes, and is requiring schools to go through a more rigorous process in order to receive funding. In the future, it is likely that fewer than 50% of applicants will receive funding from JKAF. At the end of his presentation, Mr. Bray invited additional questions from the Commissioners.

Chairman Reed reflected that it currently seems unlikely that Idaho will attract CMOs because of limited school funding, and asked how this impacts the strategy. Mr. Bray responded that this is indeed an issue, particularly in terms of

attracting outside CMOs. Other states have faced similar challenges and have found ways to make it work in their state, and it would be important to determine how to customize this approach to Idaho.

Commissioner Hallett stated that at first look, it appears that CMOs are another layer of bureaucracy, and asked Mr. Bray to address this concern

Mr. Bray responded that when one looks at high-functioning CMOs across the country, they don't seem to get caught up in the bureaucracy. Focusing on student outcomes and having an appropriate structure (both the state and the organization) can help prevent bureaucratic issues.

Mr. Ryan added that the idea of CMOs is about an economy of scale, allowing leaders who are effective at one school to support more than one school.

Chairman Reed stated that he believes that CMOs can provide a layer of support to their schools currently lacking in Idaho.

Commissioner Quinn voiced her agreement.

B) CHARTER SCHOOL ANNUAL UPDATES

1. Idaho Connects Online School (ICON)

Idaho Connects Online School (ICON) provided a written report only. The Commission had no comments or questions regarding ICON's annual update.

2. Idaho Virtual Academy (IDVA)

Idaho Virtual Academy (IDVA) provided a written report only. The Commission had no comments or questions regarding IDVA's annual update.

3. INSPIRE Connections Academy

INSPIRE Connections Academy provided a written report. Karen Glassman, INSPIRE's new Administrator, introduced herself to the Commission and thanked the PCSC and staff for their support of the school and her during the administrative transition. Chairman Reed thanked Ms. Glassman for her attendance and introduction. The Commission had no additional comments or questions regarding INSPIRE's annual update.

4. iSucceed Virtual High School (iSVHS)

Mr. Aaron Ritter, Executive Director, introduced Mr. Don Pena, Board Chair, and Ms. Timari Klum, Business Manager, who represented iSucceed Virtual High

School (iSVHS). The school presented information via a PowerPoint and video, which highlighted the changes and improvements the school has worked to make, and the strategies the school is using to improve its academics and finances.

Chairman Reed requested that Ms. Alison Henken, PCSC staff, explain the differences the PCSC sees between cash flows and budgets. Ms. Henken clarified that the schools' cash flows and budgets cannot match up cleanly, since there are revenue and expenditures that are budgeted in a given fiscal year but are received or spent in the next fiscal year. Specifically, schools receive funds for the previous fiscal year in July (the beginning of the new fiscal year), and also have encumbered costs in the summer that are budgeted, based on contracts, in the appropriate fiscal year even though they are paid later (specifically payroll).

Commissioner Quinn requested that Ms. Baysinger clarify the difference between the notice of defect (NOD) process and the financial concern letter process and impact.

Ms. Baysinger explained that the NOD process no longer exists due to statutory change. NODs were letters from the Commission to the school. They required action by the school (submission of a corrective action plan) and served as the first step in the revocation process if the identified defect were to go uncured.

A letter of concern is from the Commission to the State Department of Education (SDE) and does not require action by the school. The letter of concern is not punitive, nor is it a step toward revocation. Rather, its purpose is to protect taxpayers in the event of a mid-year school closure.

Statute provides that a letter of concern shall be issued by the PCSC if they have reason to believe that a public charter school won't remain fiscally sound for the remainder of the performance certificate term. Issuance of the letter gives the SDE the authority to modify its payment structure such that the schools payments are all equal, rather than front-loaded so that 80% of the school's funds for the year are disbursed by the end of autumn. The overall amount the school receives is unaffected, and the school's board retains autonomy to seek solutions to its financial situation.

Commissioner Quinn requested that iSVHS provide additional information regarding the differences between what they anticipate and what was presented to the PCSC in the budget materials.

Ms. Klum clarified that the school anticipates receiving facility and technology funding from the state for this fiscal year. They have also cut costs and are saving approximately $25,000 based on staffing reductions. All added up, iSVHS anticipates additional revenue and savings to equal approximately $107,000,

which would result in a small carryover at the end of the year.

Mr. Pena also stated that they are very conservative and are confident they will maintain a positive cash flow. He also raised the concern that if the SDE adjusts the school's payments, the school could face cash flow challenges in the next year or public perception could result in lower enrollment.

Commissioner Hallett stated his concern that the PCSC was lacking adequate information to make a decision regarding iSVHS (since there was new information presented). He said a decision would likely need to be made using the materials as presented.

Ms. Baysinger explained that budget reviews are extremely time-consuming for PCSC staff, and the late-arriving information could not be verified in time for today's meeting.

The Commissioners discussed whether or not a letter of concern regarding the school's finances should be issued, with consideration to the PCSC's statutory obligation and the potential impacts the letter could have on the school.

Jennifer Swartz, PCSC legal counsel, reminded the PCSC that the question before it is whether the PCSC believes the school can remain fiscally stable for the remainder of its certificate term. If so, there is no need to issue the letter; if not, statute obligates issuance of the letter.

Ms. Baysinger noted that the PCSC could instruct staff to include specific details in the letter, such as the fact that, based on new information, it appears that the school will have additional revenue and/or cost savings that could change the school's financial picture.

Commissioner Hallett stated that he would prefer to make the decision at the June meeting and asked if there is any negative impact in waiting.

Ms. Baysinger said that for the purpose of protecting taxpayers, a June decision would be fine because no payments for FY15 would have gone out by that time. However, waiting to issue the letter would give the school less time to prepare for resultant changes in the payment schedule.

Mr. Ritter thanked the Commissioners for their thoughtful discussion and consideration on the matter.

Ms. Henken clarified that when she provides a recommendation for Director Baysinger to review and potentially take to the Commission, she looks at two main things. First, whether the school is projecting a deficit in the current or next fiscal year, and second, whether they are projecting any months of negative cash

flow. These two points serve as predictors of fiscal stability; where negative cash flow points to a more short term problem, a deficit points to a potential long term problem.

There was additional discussion among Commissioners, and Commissioners Hallett and O'Donahue both voiced the desire to delay the decision until the June meeting.

M/S (Quinn/Van Wart): To direct staff to issue to the SDE written notice of concern regarding iSucceed Virtual High School's fiscal situation. Such notice shall include a statement that new information provided by the school indicates that the school's changing fiscal situation may result in a more positive year-end outcome than could be verified at the time of this meeting. *The motion passed 3-2, with Commissioners Hallett and O'Donahue dissenting.*

5. North Valley Academy (NVA)

North Valley Academy (NVA) provided a written report only. The Commission had no comments or questions regarding NVA's annual update.

6. Xavier Charter School (XCS)

Xavier Charter School (XCS) provided a written report only. The Commission had no comments or questions regarding XCS's annual update.

7. Richard McKenna Charter High School (RMCHS)

Richard McKenna Charter High School (RMCHS) provided a written report only. The Commission had no comments or questions regarding RMCHS's annual update.

8. Wings Charter Middle School (WCMS)

Wings Charter Middle School (WCMS) provided a written report only. The Commission had no comments or questions regarding WCMS's annual update.

9. Heritage Academy (HA)

Mr. Blair Crouch, Board Chair; Ms. Teresa Molitor, Board Member; Ms. Christine Ivie, Administrator; and Ms. Cheryl Kary, Business Manager, represented Heritage Academy (HA) via telephone.

Mr. Crouch began the school's presentation, indicating that HA continues to work with the USDA to re-finance the school's facility. This may be done through

upgrading their current building or possibly building a new facility; however, the board feels that the remodel will be more manageable financially than building a new facility.

Ms. Kary spoke briefly about the school's budget and stated that though the school's budget projection shows a carryover of $2,400, they anticipate having approximately $30,000 in cash at the end of the fiscal year. She is looking for non-critical cost cuts to put the school in the best possible situation at the end of the year. Ms. Kary stated that she does not believe that the school will have a negative cash flow in July based on the cost savings, state payment, and their request for an advance payment for fiscal year 2015 (since HA is adding eighth grade next year). The school now anticipates additional revenue that they did not include in the budget.

Ms. Ivie spoke about marketing and outreach strategies the school is using to reach families. She said the school is making improvements including student growth in reading, implementation of PBIS, and adjustments to the school's professional development.

Commissioner O'Donahue asked whether the school has provided the USDA with the additional information they need for their decision-making process and how the USDA feels about the school's financial stability.

Mr. Crouch stated that after the school's April 17th school board meeting, at which the USDA will make a presentation to HA, they may be invited to go on to next steps in a remodel and/or a new building. He also informed the PCSC that he is looking at a "Plan B" to fund the school through another route, do less remodeling, and focus on needed repairs. With a remodel, they will need to ensure ADA compliance. There would need to be assurance of no asbestos and a few other items that would reduce lender concerns about problems that could arise during a remodel.

Commissioner Scigliano asked Mr. Crouch to further describe the school's Plan B for financing and address how they will deal with the balloon payment scheduled for July 2015.

Mr. Crouch responded and that Plan B is to seek local bank financing.

Commissioner Van Wart asked if the school has worked with a bank and submitted an application for pre-approval.

Mr. Crouch stated that HA has been working with a local bank. The USDA wants HA to apply for a construction loan through that bank, then USDA would take over the completion and guarantee the loan. The same local bank may work with HA without USDA involvement; this is Plan B. HA has not yet submitted an

application because they are waiting until after the USDA presentation and school board meeting this evening.

Commissioner Hallett pointed out that the school may have to make a balloon payment of approximately $230,000 in July 2015. He asked the school to describe how they would handle that.

Mr. Crouch responded that both Plan A (USDA) and Plan B (local bank) would allow the school to acquire the building and would eliminate the balloon payment.

Commissioner Hallett followed up by asking if the school has a "Plan C" if they cannot get financing to purchase the building.

Mr. Crouch said HA could try to renegotiate with Magic Valley Christian School to adjust HA's continued payments. Commissioner Hallett asked whether the school could afford to pay the balloon payment.

Mr. Crouch responded that the school does not currently have the funds in the bank to make the payment. He added that HA would reduce staff as needed, perhaps by four teachers, to make the balloon payment.

Commissioner Quinn requested that, for the benefit of the school, Ms. Baysinger again clarify the difference between the notice of defect and the letter of concern.

Ms. Baysinger again clarified the difference between the two.

M/S (Van Wart/Scigliano): To direct staff to provide the SDE with written notice of concern that the PCSC has reason to believe that Heritage Academy cannot remain fiscally sound for the remainder of its certificate term. *The motion passed unanimously.*

Commissioner Quinn asked the school to provide information about its academics and identified special education non-compliance.

Ms. Ivie responded that HA had significant turnover between 2012 and 2013, and that the school's focus is on academic growth. They believe that, based on their internal benchmark assessments, student outcomes are improving. Regarding special education, the school started the 2012-2013 school year with less than 5% of students needing services; the special education population increased to 25% during that school year. They made efforts over the summer to address the resultant challenges. Ms. Ivie stated that she feels the school's non-compliance was due to paperwork issues rather than lack of services. She stated that the SDE recently cancelled two, scheduled visits because they no longer have concerns.

Commissioner Hallett asked how the school will measure student growth since it will be a couple of years before we have standardized test data due to the transition to the Smarter Balanced Assessment. Ms. Ivie responded that HA will use the IRI and curriculum-based assessments and spoke about some of the changes the school is making to its educational program and schedule.

C) OTHER CHARTER SCHOOL UPDATES

1. Chief Tahgee Elementary Academy Financial Status Update (CTEA)

Ms. Velda Racehorse, Board Chair; Mr. Joel Weaver, Administrator; and Dr. Cyd Crue, Coordinator, represented Chief Tahgee Elementary Academy via telephone.

Mr. Weaver provided a brief update about the school's financial situation, saying the school has secured a line of credit that will allow them to prevent a negative cash situation. He indicated they are progressing and working the plan that they presented at the PCSC's last regular meeting.

In response to Chairman Reed's query, Ms. Baysinger said the school will need a nearly 30% enrollment increase to remain fiscally stable. She said the question before the PCSC is whether or not the Commissioners feel the school will be able to reach that mark and otherwise follow its plan to ensure fiscal stability.

Commissioner Quinn asked how CTEA's marketing strategy is different from last year's, and asked for an update on completion of activities to date.

Mr. Weaver saod the marketing plan is similar to what it was last year. He noted that the line of communication on the reservation relies heavily on word of mouth. He indicated they hope to reach their enrollment projection target of 111 students by June 1st.

In response to Commissioner Quinn's query, Ms. Baysinger said an update at the beginning of the new school year would be most useful in obtaining confirmed enrollment numbers.

The PCSC commended CTEA for their work in addressing their financial challenges and thanked them for the update.

2. Heritage Community Charter School Financial Status Update (HCCS)

Mr. Robb MacDonald, Board Chair; Ms. Tamara Strikwerda, Board Member; Mr. Javier Castaneda, Administrator; and Ms. Elizabeth Moore, Business Manager, represented Heritage Community Charter School (HCCS).

Mr. MacDonald provided an update on the school's finances. He reported that they have successfully renegotiated their lease to reduce payments dramatically for the next five years. Based on new information the school has received from the state, HCCS believes their FY15 carryover will be approximately $400,000 at end of FY15. The school is working with Building Hope on a possible refinance of the school's facility. The school also announced that they recently had their accreditation review and have been informed HCCS will be recommended for accreditation.

Several Commissioners commended CTEA for its diligent work and expressed their happiness about the school's good news and improved financial situation.

D) CONSIDERATION OF PROPOSED CHARTER OR PERFORMANCE CERTIFICATE AMENDMENTS

1. Odyssey Charter School Proposed Charter Amendment (Odyssey)

Ms. Carrie Reynolds, Board Chair; Mr. Andrew Whitford, Vice Chair; Mr. Chris Peterson, Board Member; and Mr. Karl Peterson, Administrator, represented Odyssey via telephone.

Ms. Baysinger introduced the agenda item, indicating that Odyssey is proposing an amendment that would allow them to increase their rate of enrollment expansion. Based on the number and extent of challenges with which Odyssey is contending, staff recommends that the PCSC deny the amendment. Expansion or an increased rate of growth would be more appropriate for consideration after the school has established smooth and effective operations.

Dr. Dale Kleinhert, Director of School Accreditation for AdvancEd, confirmed that Odyssey is an applicant for accreditation but has not been given candidacy status at this time due to concerns with 9 of the 32 indicators.

Commissioner Hallett requested more detail about the accreditation process and what delayed it in Odyssey's case.

Dr. Kleinhert said the school applied in September, then completed a self-assessment before AdvancEd conducted the school's readiness review in December. Based on the visit, Odyssey was initially recommended for candidacy, but when Dr. Kleinhert reviewed the information in detail, he became concerned. Dr. Kleinhert requested that the school provide information about how they would address the 9 areas identified in the readiness review.

M/S (Quinn/Scigliano): To deny the proposed charter amendments as submitted by Odyssey Charter School. *The motion passed unanimously.*

E) CONSIDERATION OF PROPOSED CHARTER SCHOOL PERFORMANCE CERTIFICATES

1. Odyssey Charter School (Odyssey)

Ms. Carrie Reynolds, Board Chair; Mr. Andrew Whitford, Vice Chair; Mr. Chris Peterson, Board Member; and Mr. Karl Peterson, Administrator, represented Odyssey via telephone.

Ms. Baysinger provided information about the status of Odyssey's performance certificate. She confirmed that the PCSC subcommittee tasked with reviewing the certificate did not recommend it for either approval or denial because they felt the full PCSC should review the proposed conditions included in Appendix A.

Ms. Baysinger also re-introduced Dr. Kleinhert, who was invited to join the discussion since the school's accreditation status is one of the most critical conditions included in the certificate. She reported that Dr. Kleinhert had communicated to her that it may be feasible for the school to receive candidacy status this school year.

Dr. Kleinhert said he spoke with Ms. Baysinger before he received and reviewed the latest documentation from Odyssey. He provided details about the school's status in addressing AdvancEd's concerns, stating that though the school has sent documentation that addresses some of the 9 issues, some (including a financial plan, board policy, and special education) remain under-adressed or unaddressed. Mr. Kleinhert will not visit the school until he feels that the school has addressed the 9 issues. Some of the information Odyssey submitted to Dr. Kleinhert lacks necessary detail. After reviewing the documentation, Dr. Kleinhert stated that he believes it will be difficult for this to be resolved before the end of the school year, as his visit needs to be conducted while students are present.

Mr. Whitford said the school is working on the financial plan and that their business manager projects having it ready within a week. He believes that providing Dr. Kleinhert with the requested information about special education will take longer. Mr. Whitford also stated that before the school received the PCSC conditions, they had not planned to work towards candidacy until the school's second year of operation.

Commissioner O'Donahue asked Dr. Kleinhert to confirm that the accreditation process commonly includes schools achieving candidacy status within the first year and then working toward full accreditation in year two.

Dr. Kleinhert stated that schools should, and usually do, receive candidacy within the first school year. Once a school has candidacy status, they have two years to get full accreditation; however, most schools work towards full accreditation within one year after receiving candidacy status.

M/S (Hallett/Van Wart): **To approve the proposed the Performance Certificate for Odyssey Charter School as presented.** *The motion passed unanimously.*

Chairman Reed recessed the PCSC meeting for a lunch break at 12:18 p.m.

Chairman Reed reconvened the PCSC meeting at 1:05 p.m.

At this time, there was discussion regarding a motion to approve the certificates of more than one charter school at once. That process was determined to be acceptable.

Commissioner O'Donahue recused herself from the discussion and vote regarding the performance certificates of Legacy, Liberty, and Victory because of her professional relationship with these schools.

M/S (Quinn/Van Wart): To execute the Performance Certificates for Legacy Public Charter School, Nampa Charter School (commonly known as Liberty), and Victory Charter School as presented. *The motion passed unanimously.*

M/S (Scigliano/Quinn): To execute the Performance Certificates for Sage International School of Boise, Xavier Charter School, Another Choice Virtual School, Bingham Academy, Monticello Montessori Charter School, and White Pine Charter School as presented. *The motion passed unanimously.*

F) OTHER BUSINESS

1. Legislative Update

Ms. Baysinger, PCSC Director, updated the PCSC on bills that passed during Idaho's 2014 legislative session that specifically impact public charter schools and/or the PCSC.

H568 provides that the spouse a of public charter school board member may be employed by a public charter school only when the charter school is located in a district whose fall enrollment comprises fewer than 1,200 students, only in a non-administrative position, and only under certain conditions. This legislation will

have a direct impact on Odyssey Charter School, as the school's administrator is the spouse of one of the school board members and the school is located in a district that is larger than 1,200 students. Odyssey has been notified of the legislation and the need to adjust their current situation to comply with statute.

S1264 clarifies the separation of roles between the Executive Director of the State Board of Education (SBOE) and the Director of the PCSC. The bill further clarifies policymaking and rulemaking authority of the PCSC and SBOE. The PCSC adopts policies, while administrative rule is the purview of the SBOE.

H521 requires all school districts and public charter schools to develop and maintain strategic plans focused on improving student performance. Strategic plans for 2014-15 must be developed by September 1 and include specific elements defined in the legislation. Charter schools will be expected to submit these plans. Ms. Baysinger stated that PCSC-authorized charter schools have already done some of the work in developing their performance certificates; however, it is likely that they will have to present the plan in another format. The PCSC does not need to be involved in the development of schools' strategic plans, but may find them informative in the future.

2. Discussion on Authorizer Practices in Michigan

Commissioner Quinn presented on her observations of the charter authorizing practices in Michigan.

The J.A. and Katherine Albertson Foundation (JKAF) recently hosted a trip that included Chairman Reed, Commissioner Quinn (as a representative of the University of Idaho) and representatives from Boise State University, Idaho State University, College of Idaho, and Northwest Nazarene University, to visit two authorizers in Michigan.

Michigan has many authorizers, including universities. The issue the PCSC faces with university authorizers is not the same here as it is there. They have much larger budgets and more staff members than the PCSC. Commissioner Quinn came away from the visit feeling that Idaho's charter schools need more support and resources, and does not believe this is the PCSC's role (particularly given our budget, as noted by Chairman Reed), but it is important. In Michigan, some authorizers have resource / support arms to fill those roles separately from authorizing activities.

Chairman Reed reflected that he also feels it would benefit Idaho's charter schools if the universities would help with support and resources. They may be better able to help charters in this way than as authorizers.

Commissioner Quinn also noted that the financial support for charters and authorizers in Michigan is significantly higher than in Idaho. Additionally, she noted that the needs of the schools and authorizers are very different, given the population of the state and other differences (levels of poverty, more urban centers) and charter priorities in Michigan (such as focusing charters in struggling districts).

Commissioner Quinn and Chairman Reed informed the PCSC of a conversation they had in Michigan where they were encouraged to rely more on the work done by PCSC staff in developing recommendations. The Commission discussed how the PCSC can improve in writing policies and procedures for staff to use so the process is clear and open, enabling the PCSC to rely on the thoroughness of the research that staff has done rather than attempting to re-cover the same ground with a school during a meeting. Commissioners and staff further discussed how to set strong quality standards and procedures (such as the petition evaluation rubric), then follow through and be consistent in use of these processes.

The PCSC requested that staff present a written version of the procedures used to gather information and develop recommendations regarding action items for PCSC meetings for PCSC review and approval. A procedural checklist could be included with all relevant meeting materials to ensure public understanding of the background on which PCSC recommendations and decisions are based. There was also discussion about items that could be included on a consent agenda.

OTHER BUSINESS

M/S (Quinn/Hallett): To move into Executive Session to discuss records exempt from disclosure. *The motion passed unanimously.*

M/S (Scigliano/Quinn): To leave executive session. *The motion passed unanimously at 2:25 p.m.*

M/S (Quinn/Van Wart): To adjourn the meeting. *The motion passed unanimously.*

The meeting adjourned at 2:28 p.m.

EXHIBIT D

Exhibit	Date(s)	Description
D1	multiple	Odyssey Charter School Board Meeting Minutes • 4/2/14 minutes (discussion: performance certificate conditions related to accreditation) • 4/29/14 minutes (discussion: performance certificate conditions and evidence needed to meet accreditation expectations)
D2	multiple	Communication Between PCSC Staff and Odyssey Charter School i. 3/14/14 email exchange among school and PCSC staff (references telephone & online performance certificate collaboration meeting that took place between PCSC staff and Odyssey board & administration; meeting included review of performance certificate and attached Appendix A Conditions; documents were shared with Odyssey via Dropbox after the meeting) ii. 3/14/14 email from K. Peterson to T. Baysinger (references Appendix A condition re accreditation) iii. 3/24/14 email from A. Henken to Odyssey board & administration (references performance certificate conditions and PCSC subcommittee interest in ensuring that both parties are familiar and comfortable with them prior to recommending approval) iv. 4/1/14 email from T. Baysinger to Odyssey board & administration (references performance certificate conditions and PCSC subcommittee interest in ensuring that all parties are familiar and comfortable with them prior to recommending approval) v. 4/21/14 email exchange among school and PCSC staff (indicates that complete copy of executed performance certificate, signed by both parties, was provided to Odyssey board & administration via Dropbox)
D3	4/17/14	PCSC Meeting Materials regarding Odyssey Charter School (Excerpt) – Cover sheet (published online 4/10/14) references Odyssey conditions and potential consequence of failure to meet conditions.
C9	4/17/14	PCSC Meeting Minutes regarding Odyssey Charter School – Indicate that Odyssey representatives were present via telephone and participated in discussion. Dale Kleinert, Director of Accreditation for AdvancEd, was present in person and participated in discussion.
B1	4/17/14	Odyssey Charter School Performance Certificate • Appendix A, Conditions of Authorization or Renewal, Condition 2

Odyssey Charter School
Minutes of Special Session Meeting
Board of Trustees
April 2, 2014

Regular Meeting called to order at 5:36 p.m.

Board Members in Attendance: Carrie Reynolds   President
Andrew Whitford   Vice President
Angie Stofey   Secretary
Chris Peterson   Board Member (by phone)
Karl Peterson   Principal/Administrator

Minute taker: Angie Stofey
Confidentiality: Open

Verification of Quorum

Meeting was called to order by Carrie Reynolds at 5:36 p.m.

Carrie motioned to approve agenda as stands. 2nd by Andrew

Ms. Reynolds: Update cold weather: Ms. Reynolds looked at others schools. We just need to add a specific temperature and one with wind chill. If Mr. Peterson is not available, we need a second person to take his place. This needs to be an employee of the school - that is not a board responsibility. Mr. Peterson will need to assign this to an employee. There needs to be a policy in place. At this time the school does not have a Vice Principal so it may be assigned to the business manager. Ms. Reynolds will put together a rough draft.

Mrs. Peterson: Update on enrollment: Approx. 190 signed up for next year

Mr. Whitford: Performance Certificate. We missed the last meeting as the board members did not receive any emails informing us of this meeting. Then next meeting is set for April 17, 2014 however no time has been set as of yet. Need dial in number was provided either. How are we supposed to show up? We are all full time employees. We will request a copy of the original email. ==Condition must be met by June 30th except the Special Ed and for Accreditation.== Carrie will send an email to Tamara to verify everyone's email address to make sure this does not happen again.

Mrs. Stofey: Teacher interviews. When do these take place, how is involved? Mrs. Peterson is in charge of the interview process as the board member, Mr. Peterson as the Administrator and a teacher, which is usually Mrs. Inglett.

Lunch ordering. Ms. Reynolds will get with Bailey Peterson as this is not a board responsibility. She will get her trained and to date on ordering for the following week.

Odyssey Charter School
Minutes of Special Session Meeting
Board of Trustees
April 29, 2014

Work Session called to order at 5:40 p.m.

Board Members in Attendance: Carrie Reynolds   President
                                 Andrew Whitford   Vice President
                                 Angie Stofey   Secretary
                                 Chris Peterson   Board Member
                                 Karl Peterson   Principal/Administrator
                                 Amy Whitford   Public

Minute taker: Angie Stofey
Confidentiality: Open

Ms. Reynolds calls this meeting to order at 5:40 p.m.

To meet the requirements of Appendix A the following items are discussed:

The school policy is present for review. The board proceeds to review and discuss the policies.

The grievance policy 3210 is discussed. The wording is not sufficient as it says May instead of Should. It is also not clear the levels an individual is to follow when progressing a grievance. This should be clearly stated in the policy. It may be a good idea to have time limits for response times from the teachers/administrators/board.

The website is discussed and what specifically should be on there. It needs to be clear the difference between a stakeholder complaint process and an employee complaint process. Should the board have its own tab which financial postings and policies could be prominently displayed?

Field trips for next year are discussed and possible options that will not cost too much money. Ms. Reynolds suggest service projects as field trips so the students can do some community service.

Accreditation – what is expected of us is discussed and possible forms of evidence to show what we have been doing is speculated.

Ms. Reynolds moves to close the meeting at 7:29 p.m. Seconded by Mrs. Stofey. Vote is unanimous.

Discussion Items:

Additional modules - one more are needed on the other side of the welding building. Mr. Bowcutt owns the building. Sell the lunch truck if need be. Look into buying equipment for a small kitchen. Maybe buy some land. Would like to see a theater and basketball court. Possibly might eventually separate the high school and middle school. Still trying to get that third 6th grade class. Need to advertise for 6th grade. Mrs. Peterson will be putting together some meet and greets once a week if possible. Party ideas for the public: Ice Blocking, Rigby Lake during the summer. Mrs. Peterson would like to move on and do more PR work then be on the board. More fundraising.

Idaho Code 33-529(b) - In order to renew your Charter, things have to meet these requirements.

Spoke of conflict of interest policy. If discussion items involving board family members, they should remove themselves from the topic.

Federal Funding for lunches - looking into getting lunches through District 91 or 93. Mrs. Stofey will look into this as the ball was dropped last year. Want to have information before the end of the year so we are ready for next school year. We are a private pay. We have already have a loss of $57,000 so far this year. Purchasing from Rigby and Shelley would not be worth it due to us having to go pick up lunches every day plus the travel time. Free/reduced lunches are approx. 40 students right now. 89 - 100 buy lunches every day. (Whitepine uses Dist 93) Take lunch count in first period. Add maybe 5 to that total, just in case we need more.

Next meeting to go over developing framework for administrator review. Mrs. Peterson will not be involved with Mr. Peterson's review due to conflict of interest. Ms. Reynolds, Mrs. Stofey and Mr. Whitford will be the only ones to do that review. Will meet April 10, 2014 at 5:30 p.m. to discuss this further. Mr. Peterson will email us the forms for the Administrator's Review. Ms. Reynolds will put the notice at the school.

Ms. Reynolds will need to have a key to the building. Key is to be provided by Mr. Peterson.

Ms. Reynolds motioned a recess at 6:45 p.m., before going into Executive Session. Mr. Whitford seconded the motion. Vote is unanimous.

At 6:55 p.m. back to regular session following a recess.

At 6:55 p.m., Ms. Reynolds moves to enter executive session pursuant to Idaho Code § 67-2345, section (b) "To consider the evaluation, dismissal or disciplining of, or to hear complaints or charges brought against, a public officer, employee, staff member or individual agent, or public school student.". This motion is seconded by Mr. Whitford. Vote is unanimous.

At 7:37 p.m., Ms. Reynolds moves that we end the executive session and return to regular session. Mr. Whitford seconded the motion. Vote is unanimous.

Mr. Whitford makes a motion to counter Mr. Walker's offer with a counteroffer.

Mrs. Stofey seconded the motion. Vote is unanimous. Ms. Reynolds will forward this information on to Mr. Fuller to submit to Mr. Walker and his attorney.

Ms. Reynolds moved to close the meeting at 7:45 p.m. Mr. Whitford seconded the motion. Vote is unanimous.

From:	Tamara Baysinger
Sent:	Friday, March 14, 2014 2:51 PM
To:	Alison Henken
Subject:	RE: Framework

Done.

Tamara L. Baysinger
Director, Idaho Public Charter School Commission
208-332-1583

From: Alison Henken
Sent: Friday, March 14, 2014 2:50 PM
To: Tamara Baysinger
Subject: FW: Framework

Can you re-send Karl the Dropbox invite?

_____

Alison Redman Henken, MPP
Charter Schools Program Manager
Idaho Public Charter School Commission

alison.henken@osbe.idaho.gov
208-332-1585

650 W. State St., P.O. Box 83720
Boise, ID 83720-0037

From: Karl Peterson [mailto:kpeterson@ocharter.org]
Sent: Friday, March 14, 2014 2:49 PM
To: Alison Henken
Subject: Re: Framework

Alison,

Here is the Certificate with the new changes with the design elements. I do not see the appendices to approve that they are the correct ones. I do not see anything in my drop box from when we were working on the petition. Is there a separate drop box that I should be aware of?

Karl Peterson
Principal
Odyssey Charter School
1235 Jones Ave., Idaho Falls, ID
kpeterson@ocharter.org
208-557-3627

On Thu, Mar 13, 2014 at 5:33 PM, Alison Henken <Alison.Henken@osbe.idaho.gov> wrote:

And your updated Performance Framework.

_____

Alison Redman Henken, MPP

Charter Schools Program Manager

Idaho Public Charter School Commission

alison.henken@osbe.idaho.gov

[208-332-1585](tel:208-332-1585)

650 W. State St., P.O. Box 83720

Boise, ID 83720-0037

From: Alison Henken
Sent: Thursday, March 13, 2014 5:11 PM
To: 'Karl Peterson'; 'carrie.reynolds@ocsboard.org'; 'andrewwhitford.board@gmail.com'; 'Chris Peterson (cpeterson@theaterfactory.org)'
Cc: Tamara Baysinger
Subject: Updated Performance Certificate

All,

Thanks again for your hard work today; I think the meeting was very productive and am happy with the resulting mission-specific goals.

Attached is the update performance certificate. Please note that we still need to add sub-bullets in Section 3 about the essential elements of projects. Could you please send that list to both Tamara and me by 2:00pm tomorrow?

I'm still updating your Performance Framework, but will send it to you tomorrow before lunch.

Best,

Alison

_____

Alison Redman Henken, MPP

Charter Schools Program Manager

Idaho Public Charter School Commission

alison.henken@osbe.idaho.gov

208-332-1585

650 W. State St., P.O. Box 83720

Boise, ID 83720-0037

From:	Tamara Baysinger
Sent:	Friday, March 14, 2014 3:49 PM
To:	Karl Peterson
Subject:	RE: Accreditation

Hi Karl – Thanks for the reminder! I meant to make that change, but forgot. I'll get it updated right now. ☺

Have a great weekend,

Tamara L. Baysinger
Director, Idaho Public Charter School Commission
208-332-1583

From: Karl Peterson [mailto:kpeterson@ocharter.org]
Sent: Friday, March 14, 2014 3:28 PM
To: Tamara Baysinger; Alison Henken
Subject: Accreditation

Tamara and Alison,

I am looking at the conditions in Appendix A and it states that we need to have provisional status. I talked to AdvancED and they said that that catagory no longer exists. The catagory now is called Candidate status. Can we make that change?

The other appendices look correct.

Karl Peterson
Principal
Odyssey Charter School
1235 Jones Ave., Idaho Falls, ID
kpeterson@ocharter.org
208-557-3627

Tamara Baysinger

From:	Alison Henken
Sent:	Monday, March 24, 2014 1:57 PM
To:	Karl Peterson; 'carrie.reynolds@ocsboard.org'; 'andrewwhitford.board@gmail.com'; Chris Peterson (cpeterson@theaterfactory.org)
Cc:	Tamara Baysinger
Subject:	Odyssey's Performance Certificate

Dear Odyssey Board and Administration,

The PCSC Subcommittee reviewed Odyssey's performance certificate last week on Thursday, March 20th. The Subcommittee chose to provide the PCSC with neither a recommendation to approve or not approve Odyssey's performance certificate as presented, and rather, to recommend that the full Commission review the performance certificate closely and make a decision at the PCSC meeting on April 17th.

The Subcommittee felt the school's performance framework and mission-specific goals were strong, but because the performance certificate included conditions and a possibility that the board will propose a mission change before the performance certificate is considered by the full Commission and no one from the school (administrator or board member) called into the meeting (as recommended by PCSC staff) to answer questions, the Subcommittee did not feel comfortable recommending it for approval.

The Commissioners who participated in this subcommittee felt very strongly that since Odyssey did not participate in the Subcommittee meeting, that at least one board member (and possibly the administrator) should participate in the PCSC meeting on April 17th via phone when your performance certificate is being considered. Additionally, the Commissioners felt it would be helpful for you to report on any progress you have made on the conditions outlined in Appendix A. Please notify me of which board members and/or administration will be participating in the meeting no later than 5:00pm on Monday, April 14th so I can send you details about the process for calling in to the PCSC meeting.

If you have any questions or would like additional information, please do not hesitate to contact me.

Best,
Alison

_____

Alison Redman Henken, MPP
Charter Schools Program Manager
Idaho Public Charter School Commission

alison.henken@osbe.idaho.gov
208-332-1585

650 W. State St., P.O. Box 83720
Boise, ID 83720-0037

Tamara Baysinger

From:	Tamara Baysinger
Sent:	Tuesday, April 1, 2014 12:38 PM
To:	carriereynolds.board@gmail.com; Chris Peterson; andrewwhitford.board@gmail.com
Cc:	Karl Peterson; astofey.board@live.com; Alison Henken
Subject:	FW: Odyssey's Performance Certificate

Hello again,

I'm forwarding this message because I'm not sure everyone received it due to changing contact information, and also in response to a voicemail Chris left while I was out of the office last week. We were hoping that Odyssey would be on the phone for the subcommittee meeting; I'm not sure why Chris (and perhaps the rest of you) apparently didn't receive our standard reminder email. It will all work out in the end, though, as the subcommittee felt it would be best for the whole Commission to look at your performance certificate together.

As Alison stated in her email below, the subcommittee was comfortable with the mission-specific goals and respected that Odyssey was aware of – and already working to meet – the conditions in Appendix A. However, they wanted to be sure the whole Commission, as well as your board, was familiar with the conditions prior to their approval.

You don't need to worry about driving to Boise for the Commission meeting on April 17, but could you please plan on joining us by phone? We aren't able to give an exact time, but I anticipate it will be late morning when we get to your agenda items (proposed charter amendment, followed by performance certificate). Alison will notify you when it's time to dial in.

As always, please don't hesitate to be in touch with any questions.

Best,

Tamara L. Baysinger
Director, Idaho Public Charter School Commission
208-332-1583

From: Alison Henken
Sent: Monday, March 24, 2014 1:57 PM
To: Karl Peterson; 'carrie.reynolds@ocsboard.org'; 'andrewwhitford.board@gmail.com'; Chris Peterson (cpeterson@theaterfactory.org)
Cc: Tamara Baysinger
Subject: Odyssey's Performance Certificate

Dear Odyssey Board and Administration,

The PCSC Subcommittee reviewed Odyssey's performance certificate last week on Thursday, March 20th. The Subcommittee chose to provide the PCSC with neither a recommendation to approve or not approve Odyssey's performance certificate as presented, and rather, to recommend that the full Commission review the performance certificate closely and make a decision at the PCSC meeting on April 17th.

The Subcommittee felt the school's performance framework and mission-specific goals were strong, but because the performance certificate included conditions and a possibility that the board will propose a mission change before the performance certificate is considered by the full Commission and no one from the school (administrator or board member) called into the meeting (as recommended by PCSC staff) to answer questions, the Subcommittee did not feel comfortable recommending it for approval.

The Commissioners who participated in this subcommittee felt very strongly that since Odyssey did not participate in the Subcommittee meeting, that at least one board member (and possibly the administrator) should participate in the PCSC meeting on April 17th via phone when your performance certificate is being considered. Additionally, the Commissioners felt it would be helpful for you to report on any progress you have made on the conditions outlined in Appendix A. Please notify me of which board members and/or administration will be participating in the meeting no later than 5:00pm on Monday, April 14th so I can send you details about the process for calling in to the PCSC meeting.

If you have any questions or would like additional information, please do not hesitate to contact me.

Best,
Alison

_____

Alison Redman Henken, MPP
Charter Schools Program Manager
Idaho Public Charter School Commission

alison.henken@osbe.idaho.gov
208-332-1585

650 W. State St., P.O. Box 83720
Boise, ID 83720-0037

Tamara Baysinger

From:	Tamara Baysinger
Sent:	Monday, April 21, 2014 4:21 PM
To:	Carrie Reynolds
Subject:	RE: Performance Certificate Signature Page

Sure, I'll try it right now. I've had that problem with Dropbox a couple times today… sorry for the trouble.

Tamara L. Baysinger
Director, Idaho Public Charter School Commission
208-332-1583

From: Carrie Reynolds [mailto:carriereynolds.board@gmail.com]
Sent: Monday, April 21, 2014 4:20 PM
To: Tamara Baysinger
Subject: Re: Performance Certificate Signature Page

Tamara,

I don't think that link came through to me, can you send it again?

Thanks,

Carrie

On Mon, Apr 21, 2014 at 3:02 PM, Tamara Baysinger <Tamara.Baysinger@osbe.idaho.gov> wrote:

Thanks much – I just sent you a link to the complete, signed document.

Have a great week,

Tamara L. Baysinger

Director, Idaho Public Charter School Commission

208-332-1583

From: Carrie Reynolds [mailto:carriereynolds.board@gmail.com]
Sent: Monday, April 21, 2014 2:52 PM
To: Tamara Baysinger

Subject: Re: Performance Certificate Signature Page

It is definitely a Monday!

Carrie

On Mon, Apr 21, 2014 at 2:51 PM, Tamara Baysinger <Tamara.Baysinger@osbe.idaho.gov> wrote:

Hi Carrie – Looks like the attachment didn't get attached. (I hate it when I do that.)

Tamara L. Baysinger

Director, Idaho Public Charter School Commission

208-332-1583

From: Carrie Reynolds [mailto:carriereynolds.board@gmail.com]
Sent: Monday, April 21, 2014 2:46 PM
To: Tamara Baysinger
Cc: Chris Peterson; astofey.board@live.com; Andrew Whitford; Karl Peterson
Subject: Re: Performance Certificate Signature Page

Tamara,

Attached is the signature page.

Thank you,

Carrie Reynolds

Odyssey Charter School

On Mon, Apr 21, 2014 at 12:39 PM, Tamara Baysinger <Tamara.Baysinger@osbe.idaho.gov> wrote:

Hello, Odyssey Board and Administration,

Congratulations on last week's approval of your performance certificate! There's only one more thing we need to do in order to complete the process: We simply need your board chair to sign the attached signature page and return it to us electronically. (Many find that the easiest way to do this is to print the page, sign it, scan the signed page, and email us the scanned document.) We'll finish up by inserting it into the complete document and sending you a copy for your records.

If you have questions or any issues opening the document, please don't hesitate to contact me.

Kind regards,

Tamara L. Baysinger

Director, Idaho Public Charter School Commission

208-332-1583

SUBJECT
　　Consideration of Proposed Public Charter School Performance Certificates

APPLICABLE STATUTE, RULE, OR POLICY
　　I.C. § 33-5205B
　　I.C. § 33-5209A

BACKGROUND
　　Idaho's 2013 charter school legislation contains a new provision requiring that all public charter schools and their authorizers sign Performance Certificates. Performance Certificates for all existing PCSC-authorized charter schools must be executed no later than July 1, 2014. Performance Certificates for new public charter schools must be executed within 75 days of approval.

　　Performance Certificates replace charters as the documents to which authorizers must hold schools accountable, and must contain the following information:

- The term of the Performance Certificate (3 years for new schools, and 5 years thereafter);

- The Academic and Operational performance expectations and measures by which the public charter school will be judged, including, but not limited to, applicable federal and state accountability requirements; and

- The administrative relationship between the authorizer and the school, including each party's rights and duties.

　　The legislation also contains a new provision requiring each public charter school authorizer to develop a Performance Framework on which the provisions of the Performance Certificate will be based. Performance Frameworks must clearly set forth the academic and operational performance indicators, measures, and metrics that will guide the authorizer's evaluations of each public charter school, and must contain the following:

- Indicators, measures, and metrics for student academic proficiency;

- Indicators, measures, and metrics for student academic growth;

- Indicators, measures, and metrics for college and career readiness (for high schools); and

- Indicators, measures, and metrics for board performance and stewardship, including compliance with all applicable laws, regulations, and terms of the Performance Certificate.

　　The measurable performance targets contained within the Framework must require, at a minimum, that each school meet applicable federal, state, and authorizer goals for student achievement.

On August 30, 2013, the PCSC adopted a Performance Certificate and Performance Framework following four months of public meetings, roundtable discussions, and solicitation of stakeholder input.

The Performance Framework (specifically the Mission-Specific section and, in certain cases, the Financial section) must be individualized for each school and incorporated into the school's Performance Certificate. Each Performance Certificate also contains certain sections to be individualized for each school.

DISCUSSION

PCSC staff has collaborated with the following schools to draft the individualized sections of their Performance Certificates and Frameworks:

- Odyssey Charter School
- Legacy Public Charter School
- Nampa Charter School (Liberty)
- Victory Charter School
- Sage International School of Boise
- Xavier Charter School
- Another Choice Virtual School
- Bingham Academy
- Monticello Montessori Charter School
- White Pine Charter School

In these materials, individualized sections of the certificate are highlighted in yellow. The mission-specific section of the framework contains measures unique to the school.

One of the schools, Xavier Charter School, has elected to opt out of mission-specific goals for its initial certificate term. The opt-out option, approved by the PCSC in August 2013, is described in the Introduction tab of the Performance Framework.

The certificate for Odyssey Charter School contains conditions in Appendix A. These conditions are intended to ensure the protection of students and taxpayers through the resolution of significant concerns (including failure to achieve accreditation candidacy status, significant special education non-compliance, and fiscal and governmental instability). PCSC staff has discussed the conditions with Odyssey and received assurance that the school is already working to meet the conditions.

Pursuant to I.C. § 33-5209C(7), "a charter may be revoked by the authorized chartering entity if the public charter school has failed to meet any of the specific, written conditions for necessary improvements established pursuant to the provisions of section 33-5209B(1) by the dates specified." If conditions are

not included as part of the performance certificate, an authorizer has no option to close a school prior to the end of its certificate term.

A subcommittee of Commissioners has reviewed the drafts and recommended that all the Performance Certificates, with the exception of the certificate for Odyssey Charter School, be executed as presented.

The subcommittee did not form a recommendation with regard to the Performance Certificate for Odyssey Charter School, but elected to have the proposed certificate reviewed by the full Commission with Odyssey representatives present.

IMPACT

If the PCSC moves to execute the Performance Certificates, the PCSC chairman and school board chairmen will sign the Certificates, making them effective for the dates specified therein.

If the PCSC moves not to execute one or more of the Performance Certificates, PCSC staff and the schools(s) will work at the PCSC's direction to revise certificates as needed for consideration at a later date.

STAFF COMMENTS AND RECOMMENDATIONS

In accordance with the recommendation of the PCSC subcommittee, PCSC staff recommends that the Performance Certificates be executed as presented.

COMMISSION ACTION

A motion to execute the Odyssey Charter School Performance Certificate as presented.

Moved by _____ Seconded by _____ Carried yes _____ or no _____

AND

A motion to execute the Legacy Public Charter School Performance Certificate as presented.

Moved by _____ Seconded by _____ Carried yes _____ or no _____

AND

A motion to execute the Nampa Charter School (Liberty) Performance Certificate as presented.

Moved by _____ Seconded by _____ Carried yes _____ or no _____

AND

A motion to execute the Victory Charter School Performance Certificate as presented.

Moved by _____ Seconded by _____ Carried yes _____ or no _____

AND

A motion to execute the Sage International School of Boise Performance Certificate as presented.

Moved by _____ Seconded by _____ Carried yes _____ or no _____

AND

A motion to execute the Xavier Charter School Performance Certificate as presented.

Moved by _____ Seconded by _____ Carried yes _____ or no _____

AND

A motion to execute the Another Choice Virtual School Performance Certificate as presented.

Moved by _____ Seconded by _____ Carried yes _____ or no _____

AND

A motion to execute the Bingham Academy Performance Certificate as presented.

Moved by _____ Seconded by _____ Carried yes _____ or no _____

AND

A motion to execute the Monticello Montessori Charter School Performance Certificate as presented.

Moved by _____ Seconded by _____ Carried yes _____ or no _____

AND

A motion to execute the White Pine Charter School Performance Certificate as presented.

Moved by _____ Seconded by _____ Carried yes _____ or no _____

EXHIBIT E

Exhibit	Date(s)	Description
E1	multiple	Communication Between Odyssey Charter School and Northwest Accreditation Commission i. NWAC Accreditation Training Invitee List for 6/14/13 (demonstrates that Odyssey administrator accepted invitation to training) ii. NWAC Accreditation Training Packet for 6/14/13 iii. 9/25/13 Accreditation Application Received Letter iv. Readiness Visit Date Request Form v. 10/29/13 Odyssey Self-Assessment vi. 11/13/13 S. Young Email regarding Odyssey Self-Assessment (describes Odyssey's failure to properly complete self-assessment in advance of readiness visit) vii. 12/16/13 Readiness Visit Follow-up Report viii. 2/13/14 Accreditation Delay Letter – Candidacy Not Approved ix. 4/16/14 Accreditation Work List with D. Kleinert Guidance x. 4/30/14 Email exchange between D. Kleinert and K. Peterson (offers additional assistance with preparation for third readiness visit) xi. 5/28/14 Readiness Visit Follow-up Report xii. 6/6/14 Accreditation Delay Letter – Candidacy Not Approved
E2	5/27/14	5/27/24 Odyssey Charter School Board Meeting Minutes (discussion regarding preparations for NWAC site visit)
E3	multiple	Communication Between PCSC Staff and Odyssey Charter School i. 4/8/14 - 4/10/14 email exchange among T. Baysinger and Odyssey board & administration (provides update regarding accreditation process) ii. 4/14/14 email from K. Peterson to T. Baysinger (provides update regarding accreditation process; the attachments to this email are reproduced in Exhibit E1) See also: • Exhibit D2v – 4/21/14 Executed performance certificate, signed by both parties, provided to Odyssey board & administration via Dropbox • Exhibit C6iii – 6/2/14 email exchange between T. Baysinger and OCS board & administration (addresses update regarding accreditation process)

Company	First Name	Last Name	Email Address	Work Phone	Status
American Falls Alt High School	Cliff	Hart	cliffh@sd381.k12.id.us	(208) 221 - 0253	Accepted
American Falls High School	Travis	Hansen	travish@sd381.k12.id.us		No Response
Atlas School	Collin	Belnap	cbelnap@msd134.org	208-585-3027 x 210	No Response
Bonneville High School	John	Pymm	pymmj@d93.k12.id.us	208-525-4406	Accepted
Bonneville High School	??	??			
Boulder Creek Academy	Claude	Bisson	Claude.Bisson@uhsinc.com	208-946-0275	Accepted
Boulder Creek Academy	Valerie	Thompson	Valerie.thompson@uhsinc.com	208-946-0275	Accepted
Butte County High School	Robert	Chambers	chamrobe@butteschools.org	208-527-8237	Accepted
Caldwell High School	Mike	Farris	mfarris@caldwellschools.org	208-455-3304	No Response
Caldwell High School	Anita	Wilson	awilson@caldwellschools.org	208-455-3304	Visited
Camas County High School	Jeff	Rast	jfrast@d121.k12.id.us	208-764-2472	Accepted
Capital High School	Jon	Ruzicka	jon.ruzicka@boiseschools.org	208-854-4490	Accepted
Carey School	John	Peck	jpeck@blaineschools.org	208-578-5040	Accepted
Cascade Jr./Sr. High School	Pal	Sartori	pal@cascadeschools.org	208-382-4227	No Response
Centennial Job Corps CCC	Scott	Andersen	andersen.r.scott@jobcorps.org	208-442-4512	Accepted
Centennial Job Corps CCC	Michael	Delany	mtdelaney@fs.fed.us	208-442-4557	Accepted
Century High School	Sheryl	Brockett	brockesh@sd25.us	208 478-6863	Accepted
Challis High School	Rustan	Bradshaw	bradshaw@d181.k12.id.us	208-879-2255	No Response
Cherry Gulch	Dan	Barney	info@cherrygulch.org	208-365-3437	Visited
Cherry Gulch	Lindsey	Olsen	Lindseyo@cherrygulch.org	208-365-3437	Accepted
Cherry Gulch	Jim	Schreck	Jamess@cherrygulch.org	2083653437	Accepted
Cherry Gulch	Annie	Sloan	annies@cherrygulch.org	2083653437	Cancelled
Cherry Gulch	Sharlene	Towler	sharlenet@cherrygulch.org	208-365-3437	Accepted
Clark County Public School	David	Kerns	kernsd@mudlake.net	208-374-5215	No Response
Compass Academy	Matthew	Bertasso	bertmatt@ifschools.org		Accepted
Council School	Murray	Dalgleish	mdalgleish@csd13.org	208-253-4217	Accepted
Dietrich School	Thad	Biggers	tbiggers@xaviercharter.org	208-544-2158	Accepted
Emmett High School	Wade	Carter	wcarter@isd221.net	208-365-6323	Accepted
Fruitland High School	Mike	Fitch	mfitch@fruitlandschools.org	208-452-4411	No Response
Genesee Jr/Sr High School	Kelly	Caldwell	kcaldwell@sd282.org	208-285-1161	Accepted
Gooding High School	Chris	Comstock	chris.comstock@goodingschools	208-934-4831	Visited
Hagerman High School	Mark	Kress	mark.kress@hjsd.org	208-837-4572	No Response

School	First	Last	Email	Phone	Status
Heritage Community Charter School	Javier	Castaneda	jcastaneda@heritagecommunity	2084538070	Accepted
Heritage Community Charter School	Richard	Hammond	rhammond@heritagecommunity	2084538070	Accepted
Heritage Community Charter School	Shantell	Mullanix	smullanix@heritagecommunitycl	2084538070	Accepted
Idaho Accreditation Team	Kathleen	McCurdy	kamccurdy@gmail.com	208 344-7538	Accepted
Idaho City Middle/High School	John	McFarlane	mcfarlanej@sd072.k12.id.us	208-392-4183	No Response
~~Idaho Virtual Academy~~	~~Kelly~~	~~Edginton~~	~~kedginton@k12.com~~	~~208-322-3559~~	~~Visited~~
~~Idaho Virtual Academy~~	~~Andrea~~	~~Hampton~~	~~ahampton@idahova.org~~	~~2083223559~~	~~Accepted~~
Innercept Academy	Mary	Imaz	mimaz@innercept.net	208-661-7178	Visited
Innercept, LLC	David	Melear	dmelear@innercept.net	208-665-7178	Accepted
~~INSPIRE, The Idaho Connections Academ~~	~~Gerald~~	~~Chouinard~~	~~gchouinard@connectionsacaden~~	~~208-322-4002~~	~~No Response~~
Juniper Hills School - Lewiston	Skip	Atkinson	skip.atkinson@idjc.idaho.gov	208-799-3332 X125	No Response
Kendrick Jr/Sr High School	Steve	Kirkland	steve.kirkland@dist283.org	208-289-4202	No Response
Kootenai High School	Tim	Schultz	tschultz@sd274.com	208-689-3311	Accepted
~~Lake Pend Oreille High School-Delay req~~	~~Rick~~	~~Dalessio~~	~~rick.dalessio@lposd.org~~	~~208-263-6121~~	~~No Response~~
Legacy Charter School	Seth	Stallcop	legacyharborschooladm@gmail.c	208-467-0947	No Response
Madison High School	Rodger	Hampton	hamptonr@msd321.com	208-351-6265	Accepted
Magic Valley High School	Jack	Altemose	altemoseja@tfsd.k12.id.us	208-733-8823 altem	No Response
Malad High School	John	Cockett	john.cockett@malad.us	208-766-4728	Visited
Maranatha Christian School	Ted	Buck	boisecentral@msn.com	208-376-7272	No Response
Minico High School	Suzette	Miller	sumiller@minidokaschools.org	208-436-4721	Accepted
Moscow Middle School	Kevin	Hill	khill@msd281.org	208-882-3577	Visited
New Plymouth High School	Ryan	Kerby	kerbyr@npschools.us	208-278-5311	No Response
New Plymouth Middle School	Christine	Collins	collinsc@npschools.us	208-278-5788	Accepted
New Vision High School	Dawn	Mackesy	dmackesy@sd273.com	208-773-3541	Accepted
Northwest Academy	Devorah	McIntosh	devorah.mcintosh@uhsinc.com	208-267-1210	Accepted
Northwest Academy	Adam	McLain	adam.mclain@uhsinc.com	208-267-3524	Visited
Northwest Academy	David	Hampton	david.hampton@uhsinc.com	208-267-2134	Accepted
Northwest Association of Accredited Sch	Jane	Ward	jane@aberdeen58.org	(208) 397-4113	Accepted
Odyssey Charter School Inc.	Karl	Peterson	kpeterson@ocsidaho.org	208-681-1805	Accepted
Orofino High School	Bob	Alverson	alversonr@sd171.k12.id.us		No Response
Payette River Regional Technical Acaden	William	Knickrehm	wknickrehm@pr2ta.com	208-365-0985	No Response
Project PATCH	Joy	David	jldavid34@gmail.com	unknown	Accepted
Project PATCH	Colleen	Donald	cdonald@projectpatch.org		No Response
Region 1 Coordinator	Charles	Kinsey	cckinsey@gmail.com	208-687-6564	Accepted

Rigby High School	Yvonne	Thurber	ythurber@sd251.org	208-745-7704	Accepted
Sandcreek Middle School	Lyndon	Oswald	oswaldl@d93.k12.id.us	208-525-4416	Accepted
Sandpoint High School	Becky	Meyer	becky.meyer@lposd.org	208-263-3034	Accepted
Shelley High School	DALE	CLARK	DALEF1962@GMAIL.COM	208-589-0120	Accepted
Shoshone Bannock Schools	Eric	Lords	elords@sbd537.org	208-238-4200	No Response
St. Maries High School	John	Cordell	jcordell@sd41.k12.id.us	208-245-2142	No Response
Sugar-Salem Junior High School	Kevin	Schultz	kschultz@sugarsalem.com	(2080 356-4437	Accepted
Sylvan Learning Center North Idaho	Mandy	Asher	mandy@sylvannorthidaho.com	208-664-5826	Accepted
Teton High School	Frank	Mello	fmello@d401.k12.id.us	208-354-2952	Accepted
Teton Middle School	Steve	Burch	sburch@d401.k12.id.us	208-354-2971	Accepted
Timberline High School	Robert	Vian	Vianr@sd171.k12.id.us	208-435-4411	No Response
Wendell High School	Jonathan	Goss	jgoss@sd232.k12.id.us	208-536-2100	Visited
West Side High School	Spencer	Barzee	sbarzee@wssd.k12.id.us	208-747-3411	Visited
Wilder Middle/High School	Joseph	Youren	jyouren@wilderschools.org	208-482-6228	No Response
Xavier Charter School	Brian	Loosli	loosli.xaviercharter@gmail.com	208-544-2158	No Response

IDAHO STATE ACCREDITATION COUNCIL of
Northwest Accreditation Commission, a division of AdvancED

"Preparing Idaho Schools for External Review"
June 14, 2013
Riverside Hotel, Boise, Idaho

AGENDA

7:30 – 8:00   **Registration** (Refreshments Available)

8:00 a.m.   <u>Welcome & Introductions</u>: **Bob Donaldson**, IDSAC Chair/Commissioner, Lewiston, Idaho

8:10 a.m.   <u>Accreditation for 2012-13 and Beyond</u>: **Leonard Paul,** Northwest Region Director, AdvancED, Las Vegas, NV
- Session Goals
- The New Protocol & Expectations
- Standards and Reporting Outline

10:00 a.m.   Break (Refreshments Available)

10:15 a.m.   <u>Self Reflection</u>
- Power of Internal Review
- Standards Self Assessment
- Student Performance
- Stakeholder Feedback
- Documentation

12:00 – 1:00   Lunch Provided

1:00 p.m.   <u>ASSIST Demonstration</u>

2:00 p.m.   <u>External Review</u>
- What does it look like
- Prepare for the team
- Communicating Findings
- Accreditation Status/Decision

2:45 p.m.   Break (Refreshments Available)

3:00 p.m.   <u>Next Steps</u>
- Regional Table Talk: **Idaho Regional Consultants**

3:45 p.m.   <u>Wrap-up and Adjourn</u>
- Idaho Resources, Accessing the Materials, Reimbursements and Q & A: **Vikki Reynolds**, Idaho Director

Session Goals

- Gain awareness of the expectations and requirements of the new accreditation process
- Explore how to use diagnostic tools to promote meaningful self-assessment and improvement
- Know and understand the requirements of external review

What is accreditation?
What is the goal of accreditation?

- The AdvancED protocol is a ***performance-based*** model that employs diagnostic tools for schools to:
  - Conduct Internal Reviews focused on evaluating performance related to
    - Standards and Indicators
    - Student Performance
    - Stakeholder Feedback

- Examines organizational effectiveness
- Analyzes student performance
- Engages stakeholders in deliberate reflection
- Promotes deep and collective understanding of practices, processes and impact
- Involves stakeholders in the continuous improvement of the school

- Provides a framework for rich dialogue and important discussion
- Produces valid evidence to inform and guide action
- Positions school to strategically improve
- Provides context and information to the External Review Team

School Expectations

- Meet AdvancED Accreditation Standards for Quality Schools
- Implement a continuous improvement process
- Conduct Internal Review
- Host External Review
- Respond to Required Actions

© 2013 AdvancED

7

Demographics

- Communicates facts about your school
  - Location
  - Grades
  - Enrollment
  - Head of Institution
  - Primary Contact
- Update regularly

© 2013 AdvancED

8

Getting to Demographics

Community High School
« View a different Institution

Overview   Profile   Diagnostics & Surveys   Goals & Plans   Assurances   Portfolio

Profile

Demographics   Affiliations   Performa

It is important that institution demographics be accurate and complete. Please review the information update this data by visiting our Demographics Update application.

© 2013 AdvancED

9

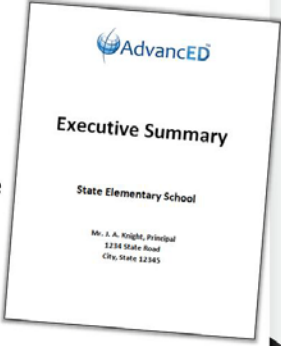**Activity: Executive Summary for Schools**

Section 1: Description
- Describe the school's size, community/communities, location, and changes it has experienced in the last three years. Include demographic information about the students, staff and community at large.
- What unique features and challenges are associated with the community/communities the school serves?

Section 2: Institution's Purpose
- Provide the school's purpose statement and ancillary content such as mission, vision, values, and/or beliefs.
- Describe how the school embodies its purpose through its program offerings and expectations for students.

Section 3: Notable Achievements and Areas of Improvement
- Describe the school's notable achievements and areas of improvement in the last three years.
- Additionally, describe areas of improvement that the school is striving to achieve in the next three years.

Section 4: Additional Information
- Provide any additional information you would like to share with the public and community that were not prompted in the previous sections.

Standards Self Assessment
- Standards – statements of quality
    - Indicators – descriptive targets
        - Determine performance level (4 point scale)
        - Identify supporting evidence
    - A short standard narrative
- Be able to describe the process used to gather and analyze data

Write notes about why each Standard is important, what indicators might be challenging at your school, and what evidence you already have to help you demonstrate how you meet the indicator. Standards and indicators are located on the last two pages of this document.

Standard: **The school's curriculum, instructional design, and assessment practices guide and ensure teacher effectiveness and student learning.**

| 3.1	The school's curriculum provides equitable and challenging learning experiences that ensure all students have sufficient opportunities to develop learning, thinking, and life skills that lead to success at the next level.	Score
Level 4	Curriculum and learning experiences in each course/class provide all students with challenging and equitable opportunities to develop learning skills, thinking skills, and life skills that align with the school's purpose. Evidence clearly indicates curriculum and learning experiences prepare students for success at the next level. Like courses/classes have the same high learning expectations. Learning activities are individualized for each student in a way that supports achievement of expectations.	
Level 3	Curriculum and learning experiences in each course/class provide all students with challenging and equitable opportunities to develop learning skills, thinking skills, and life skills. There is some evidence to indicate curriculum and learning experiences prepare students for success at the next level. Like courses/classes have equivalent learning expectations. Some learning activities are individualized for each student in a way that supports achievement of expectations.	
Level 2	Curriculum and learning experiences in each course/class provide most students with challenging and equitable opportunities to develop learning skills, thinking skills, and life skills. There is little evidence to indicate curriculum and learning experiences prepare students for success at the next level. Most like courses/classes have equivalent learning expectations. Little individualization for each student is evident.	
Level 1	Curriculum and learning experiences in each course/class provide few or no students with challenging and equitable opportunities to develop learning skills, thinking skills, and life skills. There is no evidence to indicate how successful students will be at the next level. Like courses/classes do not always have the same learning expectations. No individualization for students is evident.	

Standard Narrative Prompt Reflect upon your responses to each of the indicators and performance levels by considering and responding to the following questions when drafting your narrative response. Use language from the performance level descriptions to guide your writing. Cite sources of evidence the External Review Team members may be interested in reviewing. - *What were the areas of strength you noted?* - *What were areas in need of improvement?* - *What actions are you implementing to sustain the areas of strength?* - *What plans are you making to improve the areas of need?*	
Describe the process you will use to conduct an Internal Review that results in an inclusive and accurate Self Assessment.	

Student Performance
- Incorporates test results into accreditation
- Involves a package of summative assessments
- Score derived from a collection of assessments
- Scope of performance is cross curricular
- Status and improvement are documented
- Quality and results are analyzed
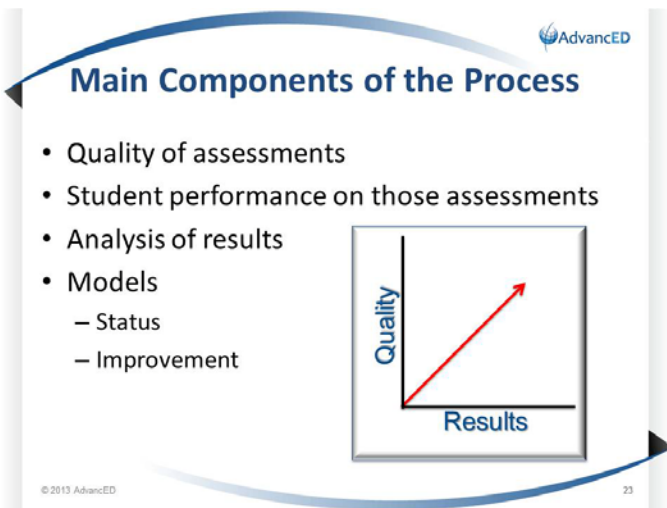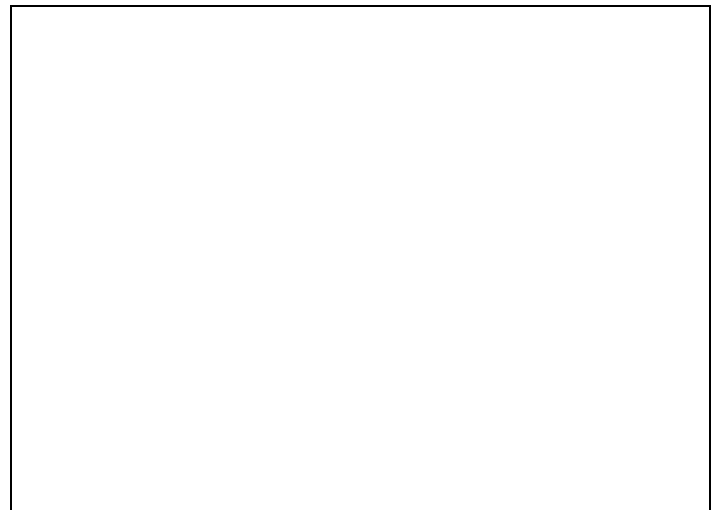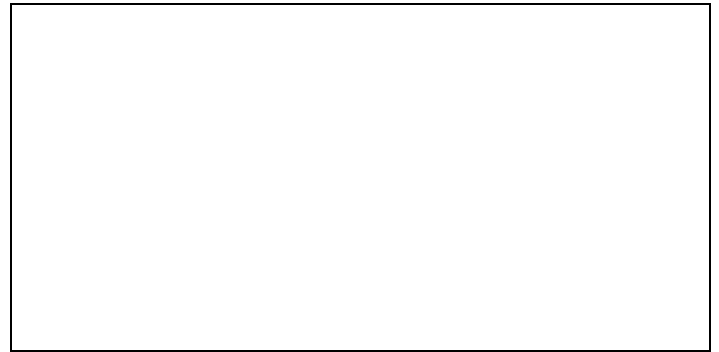
Appropriate Assessments
- Summative instruments
- At least one assessment for any content area required by a governing authority
- At least one assessment for core academic areas
- Results from multiple administrations
- Two or more assessments for each area in need of improvement (goals)
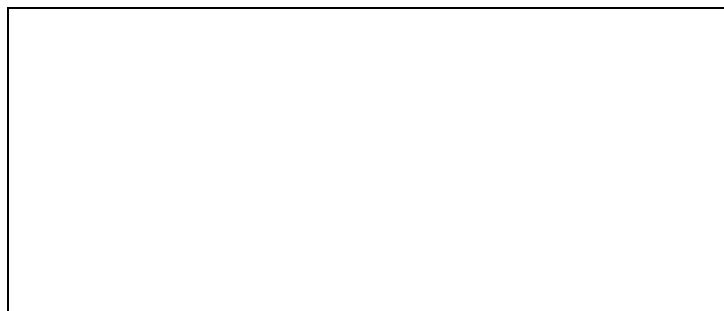
What Are "Baseline" Results?

- Usually one year to the next (state assessments, NRTs)
- Could be more than one year (assessing a complex intervention)
- Could be less than one year (assessing a short-term strategy)
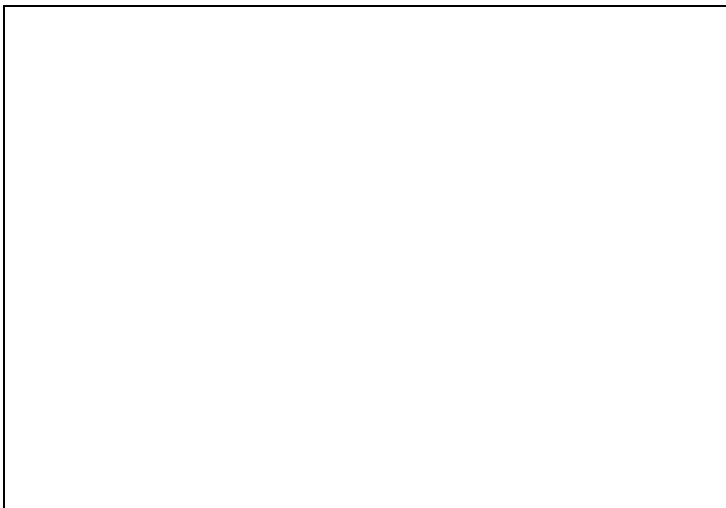
©2013 AdvancED   27

Student Performance Worksheet

Mouse over cells that have this icon in the upper right hand corner to see comments and directions.

	Quality	Alignment	Dissaggregation	Student Results Status	Improvement Score	Overall Student Performance
Type these scores into the ASSIST Student Performance Diagnostic:	3.54	4.00	3.54	18.00	8.00	37.08

Assessment Name	Quality	Alignment	Disaggregation	Quality and Analysis Score	1	2	3	4	Weighted Mean	1	2	3	4	Weighted Mean	Improvement Score
	Quality/Analysis Rubric				**Student Performance Data**										
					Number of Students Per Category Baseline Administration					**Number of Students Per Category Most Recent Administration**					
MME 11th Grade Math 2011-12	4	4	4	4.00	2	56	99	98	3.15	3	45	96	107	3.22	0.07
MME 11th Grade Science 2011-12	4	4	4	4.00	3	5	123	111	3.41	5	3	144	98	3.34	-0.07
ACT+Wrtg 11th Grade 2011-12	4	4	4	4.00	21	35	145	67	2.96	12	55	121	112	3.11	0.15
MME 11th Grade SS 2011-12	4	4	4	4.00	0	23	156	123	3.33	0	18	144	120	3.36	0.03
PLAN 10th Grade English	4	4	4	4.00						5	25	145	102	3.24	
PLAN 10th Grade Math	4	4	4	4.00						4	63	111	105	3.12	
PLAN 10th Grade Reading	4	4	4	4.00						7	56	123	134	3.20	
PLAN 10th Grade Science	4	4	4	4.00						8	44	134	101	3.14	
District Graduation Exam Math	3	4	3	3.33	10	10	128	78	3.21	7	7	145	78	3.24	0.03
District Graduation Exam ELA	3	4	3	3.33	2	10	119	90	3.34	0	12	122	119	3.42	0.08
MAP 9th Grade Math	4	4	4	4.00	44	22	135	100	2.97	22	85	86	85	2.84	-0.13
District EOC 10th Math	2	4	2	2.67	3	35	103	80	3.18	2	44	80	119	3.29	0.11
District EOC 10th ELA	2	4	2	2.67	10	56	78	99	3.09	2	66	78	99	3.12	0.02

Student Performance Results | Assessment Matrix-Optional

Assessment Matrix

Grade	Language Arts	Mathematics	Science	Social Studies	Other

Calculating the Number of Students in Each Quarter

AdvancED asks that institutions report student numbers from each assessment in their assessment package in four categories, or quarters. AdvancED made the decision to ask for numbers of students instead of percentages so that weighting could be calculated based on total numbers of students tested.

For assessments that are already reported in quarters, simply enter the number of students in each quarter. Other scenarios appear below.

Percentage or 0-100-Point Scales

Category 1: 0-25

Category 2: 26-50

Category 3: 51-75

Category 4: 76-100

Assessments that are reported on a 0 to 100 scale can be easily be categorized into four categories:

Many times "quartiles" (percentile scores divided into four categories) are considered as 0-100 scales. While that is not exactly accurate, for the purposes of this instrument, placing the number of students falling into each quartile into the respective category does not yield significantly different results.

Non-Zero Scales

Assessments that report scores on scales that do not begin with zero and may or may not be limited to 100 as the maximum can be categorized into quarters relatively easily by determining the range of the scores (maximum possible score – minimum possible score) and dividing the range into quarters. For example, an assessment with 220 as the lowest possible score and 750 as the highest possible score yields a range of 530. Each quarter would have a range of approximately 133 points. The number of students scoring in each of the categories below would be recorded in the worksheet:

Category 1: 220-352

Category 2: 353-486

Category 3: 487-620

Category 4: 621-750

Note that rounding errors in these categories were managed in the upper and lower categories.

Rubrics

Scores on small scales or rubric-type scales can be problematic for a variety of reasons, most of which are not discussed here. The purpose here is to determine how to categorize rubrics with more or less than four categories into four categories. Because there is no practical way to recategorize rubric data, AdvancED suggests the following table as a guide:

Categories	Action
2	Use categories 2 and 3
3	Use categories 2, 3, and 4
5	Combine categories 4 and 5
6	Combine categories 5 and 6 into category 4. Combine categories 3 and 4 into category 3. Categories 1 and 2 go into their respective categories
7	Combine categories 6 and 7 into category 4; combine categories 4 and 5 into category 3; combine categories 2 and 3 into category 2.

Student Performance Diagnostic

Assessment Scores

1. Enter the average assessment quality score from the Student Performance Worksheet (this average is based on the score for each assessment based on the rubric below).
2. Enter the average assessment alignment score from the Student Performance Worksheet (this average is based on the score for each assessment based on the rubric below).
3. Enter the average disaggregation/analysis score from the Student Performance Worksheet (this average is based on the score for each assessment based on the rubric below).
4. Enter the average student results status score from the Student Performance Worksheet.
5. Enter the average improvement score from the Student Performance Worksheet.
6. Enter the average overall student performance score from the Student Performance Worksheet.

Areas of Notable Achievement

1. Which area(s) are above the expected levels of performance?
2. Describe the area(s) that show a positive trend in performance.
3. Which area(s) indicate the overall highest performance?
4. Which subgroup(s) show a trend toward increasing performance?
5. Between which subgroups is the achievement gap closing?
6. Which of the above reported findings are consistent with findings from other data sources?

Areas in Need of Improvement

1. Which area(s) are below the expected levels of performance?
2. Describe the area(s) that show a negative trend in performance.
3. Which area(s) indicate the overall lowest performance?
4. Which subgroup(s) show a trend toward decreasing performance?
5. Between which subgroups is the achievement gap becoming greater?
6. Which of the above reported findings are consistent with findings from other data sources?

Stakeholder Feedback
- Engage all stakeholders
- Administered to Parents, Students and Staff
- Are valid and reliable - tied to research
- Items aligned with standard indicators
- Administered prior to the External Review
    - available anytime for ongoing diagnosis
- Informs school improvement
- Process of administration is important
    - How and who
- Responses and response rate are significant
- Worksheet
    - Input aggregate scores - 5 point scale
    - Report number of responses - reliability
    - Performance level computed as data is entered
- Analyze results for areas of satisfaction and improvement
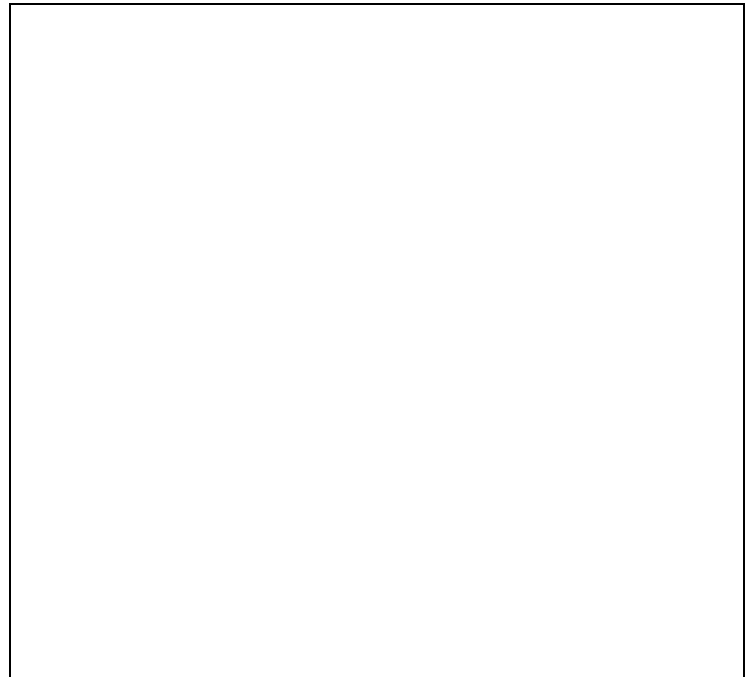
Tools
- Technical Guide: Administering Diagnostics
- Stakeholder Feedback Worksheet
- Technical Guide: Administering Stakeholder Surveys
- Guide to Administering Surveys and Generalizing Survey Results
- Instructions for Administering Paper Surveys

www.advanc-ed.org/assistresources
www.advanc-ed.org/schoolresources

© 2013 AdvancED   37 AdvancED
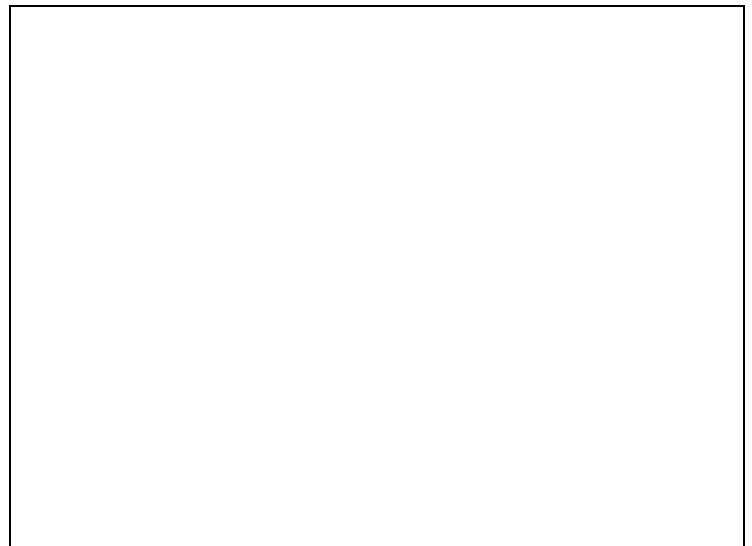
AdvancED
Stakeholder Feedback Surveys
- Online
    - English
- Paper
    - English
    - Spanish
    - Arabic
    - Haitian Creole
    - Portuguese
    - Mandarin

© 2013 AdvancED   39

Stakeholder Feedback Worksheet

AdvancED — Stakeholder Feedback Worksheet

| Select this performance level on the Stakeholder Feedback Diagnostic: | | | Level 4 |

Mouse over cells that have this icon in the upper right hand corner to see comments and directions.

AdvancED Survey Name	Score	Actual # Responses	Value (on a 5 pt scale)
Staff Survey	4.30	67	4.30
Parent Survey	4.40	250	4.40
Student Survey (Middle and High)			
Student Survey (Elementary)	2.50	250	4.17
Student Survey (Early Elementary)	2.80	157	4.67
Combined Student Surveys (weighted)			4.36

Note 1: If results from more than one student survey are reported, the results of all student surveys will be averaged (using weighted averages) into one "student score."

Note 2: This spreadsheet assumes your institution has met the minimum requirements for response rates and that all administration guidelines have been followed. If both of these criteria are not met, enter "1" on the Stakeholder Feedback Diagnostic.

40

Stakeholder Feedback Diagnostic

41

Stakeholder Feedback Diagnostic Questions

Areas of Notable Achievement
1. Which area(s) indicate the overall highest level of satisfaction or approval?
2. Which area(s) show a trend toward increasing stakeholder satisfaction or approval?
3. Which of the above reported findings are consistent with findings from other stakeholder feedback sources?

Areas in Need of Improvement
1. Which area(s) indicate the overall lowest level of satisfaction or approval?
2. Which area(s) show a trend toward decreasing stakeholder satisfaction or approval?
3. What are the implications for these stakeholder perceptions?
4. Which of the above reported findings are consistent with findings from other stakeholder feedback sources?

AdvancED Assurances
1. Complies with AdvancED policies and procedures
2. Reports all substantive changes
3. Has a written crisis and security management plan
4. Monitors financial transactions – audit system
5. Engages in continuous improvement and implements an improvement plan

   See Technical Guide: Completing Assurances
   www.advanc-ed.org/assistresources

Goals and Improvement Plans
- Develop and implement a comprehensive plan
  – Monitor impact and analyze results
  – Use to inform continuous improvement
- Make sure the plan is connected to data collected from diagnostics
- Use ASSIST or upload your own
  – Goals, objectives, strategies, activities, etc.
- The plan serves as a blueprint or road map

See Technical Guide: Building & Managing Goals & Plans
   www.advanc-ed.org/assistresources

Complete Internal Review and Submit all Diagnostic Results at Least 4 Weeks Prior to External Review!

© 2013 AdvancED   47

External Review

© 2013 AdvancED   49

Why is External Review important?

A Balanced Approach

Standards
Student Performance
Stakeholder Feedback

EXTERNAL REVIEW

Accreditation Decision by AdvancED Commission

A Performance-Based Accreditation Model

© 2013 AdvancED   52

External Review Teams
- Based on size of school
- Led by an AdvancED-trained Lead Evaluator from in-state
- Required to participate in "Becoming an Effective Team Member" eLearning training
- Assigned by AdvancED state office

External Review Team Activities
- Off-Site
    - Reviews system diagnostics, improvement plan, website, etc.
- On-Site
    - Conducts comprehensive two day review
    - Responds to institution's overview and presentations
    - Collects and analyzes data
    - Verifies institution's documents/diagnostics
    - Engages in deliberations, discussions and decisions
    - Communicates findings

Jot some notes about the characteristics of an exemplary External Review

The External Review
- Comprehensive schedule – two-day review
    - Institution overview
    - Standards presentation
    - Data collection and analysis
        - Stakeholders interviews, classroom environment observations, artifact review
    - Verification of documents/diagnostics
    - Team deliberations, discussions and decisions
    - Exit presentation

Sample Schedule for School Visit

External Review Team Arrives

5:00 pm - 6:00 pm   Team meets for dinner at (location TBD)

6:30 pm - 9:00 pm   *Team Work Session #1 (location TBD)

*Team Work Session #1 typically begins the evening prior to Day 1 of the External Review.

Day 1

Time	Event		Who
7:45 a.m.	Arrival at school		External Review Team
8:00 – 9:15 a.m.	Principal's Overview Standards Overview Presentation		External Review Team Principal / Leadership or School Improvement Team
9:15 – 11:30 a.m.	Effective Learning Environment Observations (20 minutes per classroom – use the ELEOT (Effective Learning Environment Observation Tool)		External Review Team
11:30 – 12:15 p.m.	Lunch		
12:15 – 1:00 p.m.	Student Interviews**	Student Interviews**	External Review Team (divide team members)
1:00 – 2:00 p.m.	Effective Learning Environment Observations (20 minutes per classroom – use the ELEOT (Effective Learning Environment Observation Tool)		External Review Team
2:00 – 2:45 p.m.	Team Debriefing and artifact review		External Review Team
2:45 – 3:30 p.m.	Stakeholder Interviews (Teachers)	Stakeholder Interviews (Support Staff)	External Review Team (divide team members)
3:30 – 4:30 p.m.	Stakeholder Interviews (Parents)	Stakeholder Interviews (Community/Business)	External Review Team (divide team members)
4:30 p.m.	Return to hotel		External Review Team
4:30 – 8:00 p.m.	Team Work Session #2 / Dinner		External Review Team

*Random students may be invited to participate in the interview session if given a ticket or coupon by an External Review team member. The Lead Evaluator and the school contact will coordinate the logistics prior to the External Review.

Day 2

Time	Event	Who
7:20 a.m.	Check out of hotel and departure for school	External Review Team
7:45 a.m.	Arrival at school	External Review Team
8:00 a.m.– 9:00 a.m.	Follow-up interviews to verify standard indicators; additional Learning Environment Observations; artifact review	External Review Team Principal / Leadership Team or School Improvement Team
9:00 a.m.– 11:30 a.m.	Team Work Session #3	External Review Team
11:30 – Noon	**Lunch (working)**	External Review Team
Noon – 2:00 p.m.	Team work session Finalize ratings, discussions, deliberations, completion of Exit Report	External Review Team
2:00 – 2:30 p.m.	Final meeting with principal	External Review Team Lead Evaluator Principal
2:30 – 3:00 p.m.	Exit Report given by External Review Lead Evaluator	External Review Team School Stakeholders
3:00 p.m.	Conclusion of External Review	

The sample invitation below is for the purpose of randomly selecting students for the student interviews. Students invited to participate in the student interviews can be selected by the External Review Team members. The student's teacher must sign the invitation noting that he/she is aware the student has been selected to participate in the stakeholder interviews.

AdvancED™

_____

We want to hear from you! Please join the AdvancED External Review Team on:

Date:

Time:

Where:

Teacher Signature:
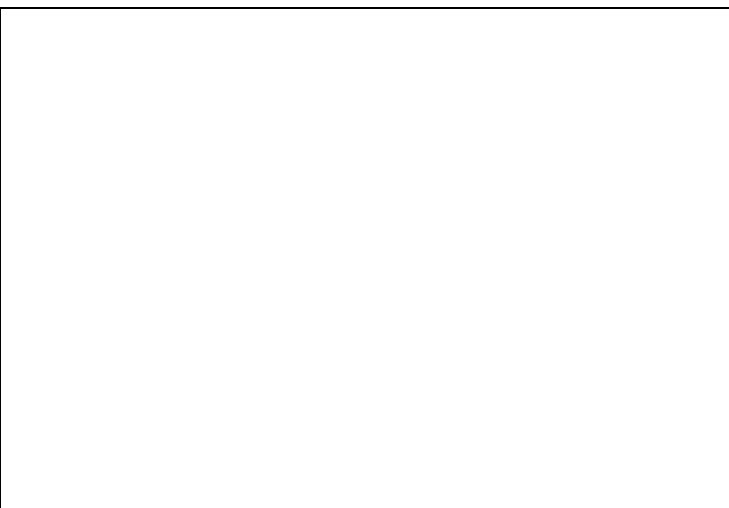
Effective Learning Environment Observation Tool(ELEOT)

- Learning Environment, NOT Teacher Evaluation
- Looking for Trends, NOT Individuals
- Focus is on Students, NOT Teachers
- Used as one piece of evidence *(to corroborate other evidence regarding learning)*

See ELEOT FAQ's – www.advanc-ed.org/schoolresources

AdvancED School Internal and External Review Planning Tool

Task	Person(s) Responsible	Timeline Start/End	Activities required to accomplish
Demographics Update			
Internal Review			
Executive Summary			
Self Assessment			
Stakeholder Diagnostic			
Student Performance Diagnostic			
Improvement Plan			
Assurances			
Pre-Review with Lead Evaluator			
External Review			
Schedule			
Artifacts			
Principal's overview			
Standards presentations			
Interviews			
Exit report			
Logistics			
Hotel			
Meals			
Transportation			
Workrooms at district office/hotel			

Details about each of these tasks/components can be found in *School Accreditation: A Handbook for Schools* located at www.advanc-ed.org/schoolresources

The Accreditation Decision
- External Review Team reports results, not decisions
- AdvancED office reviews and approves the External Review report
- AdvancED office shares recommended status with school
- AdvancED Accreditation Commission makes final decision

The Accreditation Status
- Accredited
- Accredited On Advisement
- Accredited Warned
- Accredited Probation

The AdvancED Accreditation Commission determines accreditation term and status

Maintain Momentum

- Respond to Required Actions
  - Prepare and submit the Accreditation Progress Report
- Continue to self-reflect and improve
- Sustain a culture that supports continuous improvement
- Keep stakeholders motivated and engaged

© 2013 AdvancED   63
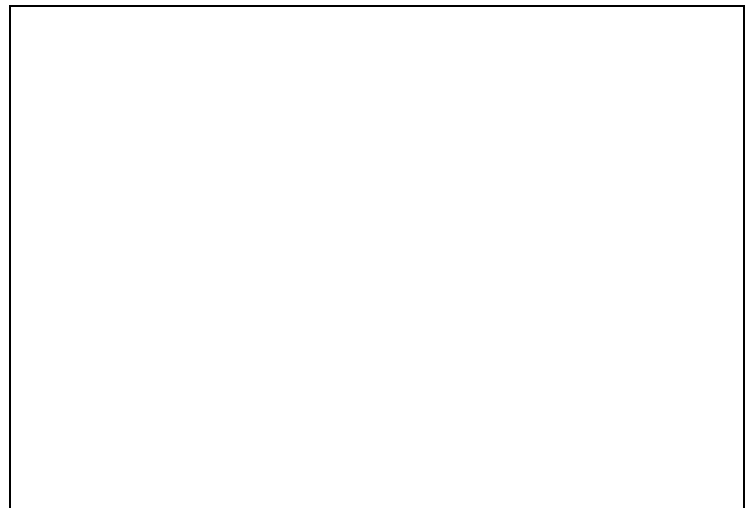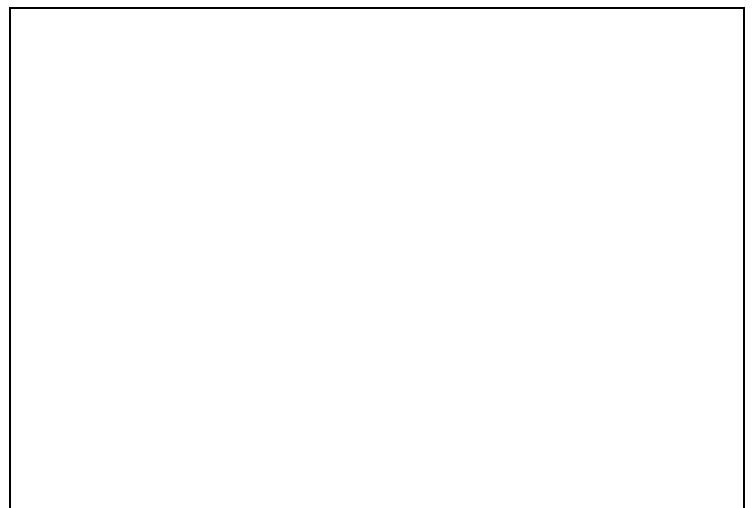
NOTES:

AdvancED Standards for Schools

STANDARD 1. Purpose and Direction. The school maintains and communicates a purpose and direction that commit to high expectations for learning as well as shared values and beliefs about teaching and learning.

1.1	The school engages in a systematic, inclusive, and comprehensive process to review, revise, and communicate a school purpose for student success.
1.2	The school leadership and staff commit to a culture that is based on shared values and beliefs about teaching and learning and supports challenging, equitable educational programs and learning experiences for all students that include achievement of learning, thinking, and life skills.
1.3	The school's leadership implements a continuous improvement process that provides clear direction for improving conditions that support student learning.

STANDARD 2. Governance and Leadership. The school operates under governance and leadership that promote and support student performance and school effectiveness.

2.1	The governing body establishes policies and support practices that ensure effective administration of the school.
2.2	The governing body operates responsibly and functions effectively.
2.3	The governing body ensures that the school leadership has the autonomy to meet goals for achievement and instruction and to manage day-to-day operations effectively.
2.4	Leadership and staff foster a culture consistent with the school's purpose and direction.
2.5	Leadership engages stakeholders effectively in support of the school's purpose and direction.
2.6	Leadership and staff supervision and evaluation processes result in improved professional practice and student success.

STANDARD 3. Teaching and Assessing for Learning. The school's curriculum, instructional design, and assessment practices guide and ensure teacher effectiveness and student learning. (Continued on back)

3.1	The school's curriculum provides equitable and challenging learning experiences that ensure all students have sufficient opportunities to develop learning, thinking, and life skills that lead to success at the next level.
3.2	Curriculum, instruction, and assessment are monitored and adjusted systematically in response to data from multiple assessments of student learning and an examination of professional practice.
3.3	Teachers engage students in their learning through instructional strategies that ensure achievement of learning expectations.
3.4	School leaders monitor and support the improvement of instructional practices of teachers to ensure student success.
3.5	Teachers participate in collaborative learning communities to improve instruction and student learning.
3.6	Teachers implement the school's instructional process in support of student learning.
3.7	Mentoring, coaching, and induction programs support instructional improvement consistent with the school's values and beliefs about teaching and learning.
3.8	The school engages families in meaningful ways in their children's education and keeps them informed of their children's learning progress.

STANDARD 3. Teaching and Assessing for Learning cont. The school's curriculum, instructional design, and assessment practices guide and ensure teacher effectiveness and student learning.

3.9	The school has a formal structure whereby each student is well known by at least one adult advocate in the school who supports that student's educational experience.
3.10	Grading and reporting are based on clearly defined criteria that represent the attainment of content knowledge and skills and are consistent across grade levels and courses.
3.11	All staff members participate in a continuous program of professional learning.
3.12	The school provides and coordinates learning support services to meet the unique learning needs of students.

STANDARD 4. Resources and Support Systems. The school has resources and provides services that support its purpose and direction to ensure success for all students.

4.1	Qualified professional and support staff are sufficient in number to fulfill their roles and responsibilities necessary to support the school's purpose, direction, and the educational program.
4.2	Instructional time, material resources, and fiscal resources are sufficient to support the purpose and direction of the school.
4.3	The school maintains facilities, services, and equipment to provide a safe, clean, and healthy environment for all students and staff.
4.4	Students and school personnel use a range of media and information resources to support the school's educational programs.
4.5	The technology infrastructure supports the school's teaching, learning, and operational needs.
4.6	The school provides support services to meet the physical, social, and emotional needs of the student population being served.
4.7	The school provides services that support the counseling, assessment, referral, educational, and career planning needs of all students.

STANDARD 5. Using Results for Continuous Improvement. The school implements a comprehensive assessment system that generates a range of data about student learning and school effectiveness and uses the results to guide continuous improvement.

5.1	The school establishes and maintains a clearly defined and comprehensive student assessment system.
5.2	Professional and support staff continuously collect, analyze and apply learning from a range of data sources, including comparison and trend data about student learning, instruction, program evaluation, and organizational conditions.
5.3	Professional and support staff are trained in the evaluation, interpretation, and use of data.
5.4	The school engages in a continuous process to determine verifiable improvement in student learning, including readiness and success at the next level.
5.5	Leadership monitors and communicates comprehensive information about student learning, conditions that support student learning, and the achievement of school improvement goals to stakeholders.

3.3		Teachers engage students in their learning through instructional strategies that ensure achievement of learning expectations.

Performance Levels [Choose the statement in each category that best matches your school.]

	4	Teachers are consistent and deliberate in planning and using instructional strategies that require student collaboration, self-reflection and development of critical thinking skills.
	3	Teachers plan and use instructional strategies that require student collaboration, self-reflection and development of critical thinking skills.
	2	Teachers sometimes use instructional strategies that require student collaboration, self-reflection and development of critical thinking skills.
	1	Teachers rarely or never use instructional strategies that require student collaboration, self-reflection and development of critical thinking skills.
	4	Teachers personalize instructional strategies and interventions to address individual learning needs of each student.
	3	Teachers personalize instructional strategies and interventions to address individual learning needs of students when necessary.
	2	Teachers personalize instructional strategies and interventions to address individual learning needs of groups of students when necessary.
	1	Teachers seldom or never personalize instructional strategies.
	4	Teachers consistently use instructional strategies that require students to apply knowledge and skills, integrate content and skills with other disciplines and use technologies as instructional resources and learning tools.
	3	Teachers use instructional strategies that require students to apply knowledge and skills, integrate content and skills with other disciplines and use technologies as instructional resources and learning tools.
	2	Teachers sometimes use instructional strategies that require students to apply knowledge and skills, integrate content and skills with other disciplines and use technologies as instructional resources and learning tools.
	1	Teachers rarely or never use instructional strategies that require students to apply knowledge and skills, integrate content and skills with other disciplines and use technologies as instructional resources and learning tools.

Possible Evidence

	Teacher evaluation criteria
	Findings from supervisor walk-thrus and observations
	Student work demonstrating the application of knowledge
	Examples of teacher use of technology as an instructional resource
	Examples of student use of technology as a learning tool
	Interdisciplinary projects
	Authentic assessments
	Professional development focused on these strategies
	Agenda items addressing these strategies
	Surveys results

Comments [Explain why you selected these statements, especially 4s and 1s]

3.3	Teachers engage students in their learning through instructional strategies that ensure achievement of learning expectations.	Score
Level 4	Teachers are consistent and deliberate in planning and using instructional strategies that require student collaboration, self-reflection and development of critical thinking skills. Teachers personalize instructional strategies and interventions to address individual learning needs of each student. Teachers consistently use instructional strategies that require students to apply knowledge and skills, integrate content and skills with other disciplines and use technologies as instructional resources and learning tools.	
Level 3	Teachers plan and use instructional strategies that require student collaboration, self-reflection and development of critical thinking skills. Teachers personalize instructional strategies and interventions to address individual learning needs of students when necessary. Teachers use instructional strategies that require students to apply knowledge and skills, integrate content and skills with other disciplines and use technologies as instructional resources and learning tools.	
Level 2	Teachers sometimes use instructional strategies that require student collaboration, self-reflection and development of critical thinking skills. Teachers personalize instructional strategies and interventions to address individual learning needs of groups of students when necessary. Teachers sometimes use instructional strategies that require students to apply knowledge and skills, integrate content and skills with other disciplines and use technologies as instructional resources and learning tools.	
Level 1	Teachers rarely or never use instructional strategies that require student collaboration, self-reflection and development of critical thinking skills. Teachers seldom or never personalize instructional strategies. Teachers rarely or never use instructional strategies that require students to apply knowledge and skills, integrate content and skills with other disciplines and use technologies as instructional resources and learning tools.	

Possible Evidence

	Teacher evaluation criteria
	Findings from supervisor walk-thrus and observations
	Student work demonstrating the application of knowledge
	Examples of teacher use of technology as an instructional resource
	Examples of student use of technology as a learning tool
	Interdisciplinary projects
	Authentic assessments
	Professional development focused on these strategies
	Agenda items addressing these strategies
	Surveys results

Comments

External Review TeamWorkbook for School Accreditation

Standard 1: Purpose and Direction

Name of Institution Reviewed: _____

Name of Team Member: _____

Important Dates:

ER Team Pre-Conference: _____

On-Site Review Dates: _____

Submission of Expenses: _____

Introduction and Directions for Completing the Workbook

This workbook is designed for AdvancED External Review team members to use prior to and during a review.It includes the standard you have been asked to address, plus the indicators, concepts, potential evidence list, and areas for comment. You will also use the workbook to comment on the institution's Executive Summary and the overall Self Assessment. Your External Review Lead Evaluator will explain how you and other team members should use this book to collect and evaluate evidence for the review.

Directions for the Review of the Executive Summary and Self Assessment

To complete the Executive Summary and Self Assessment sections of this workbook most effectively, consider using the following steps. Your comments do not need to be limited to the scope of your assigned Standard.

1. Read the Executive Summary thoroughly. Highlight key words and phrases, especially those that relate to specific indicators for your standard.As you read, identify and record
   a. Questions you would like to ask.
   b. Artifacts you want to make sure you review (either off-site or on-site).
   c. Patterns and themes that might emerge.
   d. Successes and challenges that you want to investigate further.

2. Read the Self Assessment thoroughly. Highlight key words and phrases, especially those that relate to specific indicators for your standard.As you read, identify and record
   a. Questions you would like to ask.
   b. Artifacts you want to make sure you review (either off-site or on-site).
   c. Things to listen for during interviews and presentations.
   d. Potential powerful practices and opportunities for improvement.

Directions for the Review of this Standard

To complete the standards section of this workbook most effectively, consider using the following steps:

1. Review the standard statement.

2. Review each indicator by (you will complete this process 3 times):
   a. Reading the indicator statement.
   b. Placing a check mark or "x" (during team work sessions) beside the statement that best describes theinstitution based on the evidence you have reviewed so far.
   c. Typing in sources of evidence.
   d. Recording comments related to the indicator or concept statements from stakeholders. Pay special attention to level 4 and level 1 statements.

3. Determine an "overall" rating for the indicator. Your External Review Lead Evaluator will share additional information about the process you should use so that all team members will use a consistent method. Type the score into the space provided for each indicator. The score must be a 1, 2, 3, or 4 (no decimals).

Saving and Renaming This File (further tips on last page of this document)

In order to make sure your Lead Evaluator gets the most up-to-date information, please use the following naming convention when you save the file. Your Lead Evaluator will provide the exact name used for the file.
1. Select "Save As"
2. Rename the file: Institutionname-Standard-x-v.x. Replace the x following Standard with the number of the standard you are addressing. "v" stands for version. Each time you save, change the final character with the next higher number (v.1, v.2, v.3, etc.)
3. Save to the flash drive if provided, otherwise to the desktop of the computer you are using.
4. Example: NorthsidePublicSchools-Standard-3-v.2

Off-Site ReviewofExecutive Summary and Self Assessment

Executive Summary (ES) Review

Questions to ask:
Artifacts to review:
Patterns/Trends:
Successes/Challenges:

Self Assessment (SA) Review: This section is for your review of the entire Self Assessment and is not limited to your assigned Standard.

Standard.Indicator		School's Self Rated Performance Level	
Questions to ask:			
Artifacts to Review:			
Things to listen for:			
Potential Powerful Practices:			
Potential Opportunities for Improvement:			

Standard.Indicator		School's Self Rated Performance Level	
Questions to ask:			
Artifacts to Review:			
Things to listen for:			
Potential Powerful Practices:			
Potential Opportunities for Improvement:			

Standard.Indicator		School's Self Rated Performance Level	
Questions to ask:			
Artifacts to Review:			
Things to listen for:			
Potential Powerful Practices:			
Potential Opportunities for Improvement:			

Standard.Indicator		School's Self Rated Performance Level	
Questions to ask:			
Artifacts to Review:			
Things to listen for:			

Potential Powerful Practices:
Potential Opportunities for Improvement:

Standard.Indicator		School's Self Rated Performance Level	
Questions to ask:			
Artifacts to Review:			
Things to listen for:			
Potential Powerful Practices:			
Potential Opportunities for Improvement:			

Standard.Indicator		School's Self Rated Performance Level	
Questions to ask:			
Artifacts to Review:			
Things to listen for:			
Potential Powerful Practices:			
Potential Opportunities for Improvement:			

Standard.Indicator		School's Self Rated Performance Level	
Questions to ask:			
Artifacts to Review:			
Things to listen for:			
Potential Powerful Practices:			
Potential Opportunities for Improvement:			

Standard.Indicator		School's Self Rated Performance Level	
Questions to ask:			
Artifacts to Review:			
Things to listen for:			
Potential Powerful Practices:			
Potential Opportunities for Improvement:			

Standard.Indicator		School's Self Rated Performance Level	
Questions to ask:			
Artifacts to Review:			
Things to listen for:			

| **Potential Powerful Practices:** |
| **Potential Opportunities for Improvement:** |

Standard.Indicator		**School's Self Rated Performance Level**	
Questions to ask:			
Artifacts to Review:			
Things to listen for:			
Potential Powerful Practices:			
Potential Opportunities for Improvement:			

Standard.Indicator		**School's Self Rated Performance Level**	
Questions to ask:			
Artifacts to Review:			
Things to listen for:			
Potential Powerful Practices:			
Potential Opportunities for Improvement:			

Standard.Indicator		**School's Self Rated Performance Level**	
Questions to ask:			
Artifacts to Review:			
Things to listen for:			
Potential Powerful Practices:			
Potential Opportunities for Improvement:			

Standard 1: Purpose and Direction

Standard: **The school maintains and communicates a purpose and direction that commit to high expectations for learning as well as shared values and beliefs about teaching and learning.**

Indicator:

1.1	The school engages in a systematic, inclusive, and comprehensive process to review, revise, and communicate a school purpose for student success.	Your Rating

Performance Level Ratings			
1st	**2nd**	**3rd**	**←*External Review Team Work Sessions***
			4	The process for review, revision, and communication of the school's purpose is clearly documented, and a record of the use and results of the process is maintained.
			3	The school's process for review, revision, and communication of the purpose statement is documented.
			2	The school has a process for review, revision, and communication of its purpose.
			1	No process to review, revise, or communicate a school purpose exists.
			4	The process is formalized and implemented with fidelity on a regular schedule.
			3	The process is formalized and implemented on a regular schedule.
			2	The process has been implemented.
			4	The process includes participation by representatives selected at random from all stakeholder groups.
			3	The process includes participation by representatives from all stakeholder groups.
			2	The process includes participation by representatives from stakeholder groups.
			1	Stakeholders are rarely asked for input regarding the purpose of the school.
			4	The purpose statement clearly focuses on student success.
			3	The purpose statement focuses on student success.
			2	The purpose statement focuses primarily on student success.

Evidence Reviewed (list presentations, interviews, observations, artifacts)
1	
2	
3	
4	
5	
n	

Comments

Indicator:

1.2	The school leadership and staff commit to a culture that is based on shared values and beliefs about teaching and learning and supports challenging, equitable educational programs and learning experiences for all students that include achievement of learning, thinking, and life skills.	Your Rating

Performance levels				
1st	**2nd**	**3rd**		←*External Review Team Work Sessions*
			4	Commitment to shared values and beliefs about teaching and learning is clearly evident in documentation and decision making.
			3	Commitment to shared values and beliefs about teaching and learning is evident in documentation and decision making.
			2	Commitment to shared values and beliefs about teaching and learning is sometimes evident in documentation.
			1	Minimal or no evidence exists that indicates the culture of the school is based on shared values and beliefs about teaching and learning.
			4	This commitment is always reflected in communication among leaders and staff.
			3	This commitment is regularly reflected in communication among leaders and staff.
			2	This commitment is sometimes reflected in communication among leaders and most staff.
			4	Challenging educational programs and equitable learning experiences are implemented in a measurable way so that all students achieve learning, thinking, and life skills necessary for success.
			3	Challenging educational programs and equitable learning experiences are implemented so that all students achieve learning, thinking, and life skills necessary for success.
			2	Some challenging educational programs and equitable learning experiences are implemented so that all students achieve some degree of learning, thinking, and life skills.
			1	Educational programs challenge few or no students and are provided in a way that few students achieve the learning, thinking, and life skills necessary for success.
`			4	Evidence indicates a strong commitment to instructional practices that include active student engagement, a focus on depth of understanding, and the application of knowledge and skills.
			3	Evidence indicates a commitment to instructional practices that include active student engagement, a focus on depth of understanding, and the application of knowledge and skills.
			2	Evidence indicates some commitment to instructional practices that include active student engagement, a focus on depth of understanding, and the application of knowledge and skills.

			1	Learning experiences for students are rarely equitable. Instructional practices rarely include active student engagement, a focus on depth of understanding, and the application of knowledge and skills.
			4	School leadership and staff hold one another accountable to high expectations for professional practice.
			3	School leadership and staff share high expectations for professional practice.
			2	School leadership maintains high expectations for professional practice.
			1	Little or no commitment to high expectations for professional practice is evident.

Evidence Reviewed (list presentations, interviews, observations, artifacts)	
1	
2	
3	
4	
5	
n	

Comments

Indicator:

1.3	The school's leadership implements a continuous improvement process that provides clear direction for improving conditions that support student learning.	Your Rating
Performance levels		

1st	2nd	3rd	←*External Review Team Work Sessions*	
			4	School leaders require the use of a documented, systematic continuous improvement process for improving student learning and the conditions that support learning.
			3	School leaders implement a documented, systematic continuous improvement process for improving student learning and the conditions that support learning.
			2	School leaders implement a continuous improvement process for improving student learning and the conditions that support learning.
			1	A continuous improvement process for improving student learning and the conditions that support learning is used randomly and/or ineffectively.
			4	All stakeholder groups work collaboratively and consistently in authentic and

				meaningful ways that build and sustain ownership of the school's purpose and direction.
			3	All stakeholder groups are engaged in the process.
			2	Some stakeholder groups are engaged in the process.
			4	School personnel systematically maintain, use, and communicate a profile with current and comprehensive data on student and school performance.
			3	School personnel maintain a profile with current and comprehensive data on student and school performance.
			2	School personnel maintain a profile with data on student and school performance.
			1	The profile is rarely updated or used by school personnel and contains little or no useful data.
			4	The profile contains thorough analyses of a broad range of data used to identify goals for the improvement of achievement and instruction that are aligned with the school's purpose.
			3	The profile contains analyses of data used to identify goals for the improvement of achievement and instruction that are aligned with the school's purpose.
			2	The profile contains data used to identify goals for the improvement of achievement and instruction that are aligned with the school's purpose.
			4	All improvement goals have measurable performance targets.
			3	Improvement goals have measurable performance targets.
			1	Goals selected for improvement, if they exist, reflect the minimum required by governmental or organizational oversight agencies.
			4	The process includes action planning that identifies measurable objectives, strategies, activities, resources, and timelines for achieving all improvement goals.
			3	The process includes action planning that identifies measurable objectives, strategies, activities, resources, and timelines for achieving improvement goals.
			2	The process includes action planning that identifies measurable objectives, strategies, activities, resources, and timelines for achieving improvement goals.
			1	Few or no measurable objectives, strategies, or activities are implemented with fidelity.
			4	School personnel hold one another accountable for and evaluate the overall quality of the implementation of all interventions and strategies.
			3	School leaders hold all school personnel accountable for and evaluate the overall quality of the implementation of all interventions and strategies.
			2	Most interventions and strategies are implemented with fidelity.
			4	The process is reviewed and evaluated regularly.
			3	The process is reviewed and evaluated.
			4	Documentation that the process is implemented with fidelity and yields improved student achievement and instruction is available and communicated to stakeholders.
			3	Documentation that the process yields improved student achievement and

				instruction is available and communicated to stakeholders.
			2	Some documentation that the process yields improved student achievement and instruction is available.
			1	Documentation linking the process to improved student achievement and instruction is unclear or non-existent.

Evidence Reviewed (list presentations, interviews, observations, artifacts)	
1	
2	
3	
4	
5	
n	

Comments

Standard 1 Powerful Practices and Opportunities for Improvement

Powerful Practices

Powerful Practice 1:
Description:

Powerful Practice n:
Description:

Opportunities for Improvement

Opportunity 1:
Description:

Opportunity n:
Description:

Tips for Easier Use of This Document

Evidence Reviewed (list presentations, interviews, observations, artifacts)	
1	Superintendent's Overview of the System
2	Teacher interviews
3	Leadership Team presentation/interview
4	Self Assessment
5	Observation of PLC meeting
n	

> Typical examples of evidence you might want to list. Do not include notes or descriptions here; use the "comments box below for that.

> "n" means you can add as many rows as you want. Use the "Tab" key to add another row.

Comments

Powerful Practices

> Type the actual powerful practice or opportunity statement into this row.

Powerful Practice 1:
Description:

> "n" means you can add additional powerful practices and opportunities as needed. See instructions for adding additional tables below. Change "n" to the appropriate number.

Powerful Practice n:
Description:

> Type the description for the powerful practice or opportunity into this row.

To add an additional table for a new practice or opportunity, "mouse over" one of the tables, then "right-click" on the icon that appears in the upper right corner of the table (see arrow). Select "copy" from the drop-down menu. Place the cursor below the last table (where you want to add the new one), press Enter (to add a blank line), then right click, and select "Paste." If you make a mistake, remember that "Ctrl-Z" is "undo."

External Review Team Workbook for School Accreditation

Standard 2: Governance and Leadership

Name of Institution Reviewed: _____

Name of Team Member: _____

Important Dates:

ER Team Pre-Conference: _____

On-Site Review Dates: _____

Submission of Expenses: _____

Introduction and Directions for Completing the Workbook

This workbook is designed for AdvancED External Review team members to use prior to and during a review. It includes the standard you have been asked to address, plus the indicators, concepts, potential evidence list, and areas for comment. You will also use the workbook to comment on the institution's Executive Summary and the overall Self Assessment. Your External Review Lead Evaluator will explain how you and other team members should use this book to collect and evaluate evidence for the review.

Directions for the Review of the Executive Summary and Self Assessment

To complete the Executive Summary and Self Assessment sections of this workbook most effectively, consider using the following steps. Your comments do not need to be limited to the scope of your assigned Standard.

1. Read the Executive Summary thoroughly. Highlight key words and phrases, especially those that relate to specific indicators for your standard.As you read, identify and record
   a. Questions you would like to ask.
   b. Artifacts you want to make sure you review (either off-site or on-site).
   c. Patterns and themes that might emerge.
   d. Successes and challenges that you want to investigate further.

2. Read the Self Assessment thoroughly. Highlight key words and phrases, especially those that relate to specific indicators for your standard.As you read, identify and record
   a. Questions you would like to ask.
   b. Artifacts you want to make sure you review (either off-site or on-site).
   c. Things to listen for during interviews and presentations.
   d. Potential powerful practices and opportunities for improvement.

Directions for the Review of this Standard

To complete the standards section of this workbook most effectively, consider using the following steps:

1. Review the standard statement.

2. Review each indicator by (you will complete this process 3 times):
   a. Reading the indicator statement.
   b. Placing a check mark or "x" (during team work sessions) beside the statement that best describes the institution based on the evidence you have reviewed so far.
   c. Typing in sources of evidence.
   d. Recording comments related to the indicator or concept statements from stakeholders. Pay special attention to level 4 and level 1 statements.

3. Determine an "overall" rating for the indicator. Your External Review Lead Evaluator will share additional information about the process you should use so that all team members will use a consistent method. Type the score into the space provided for each indicator. The score must be a 1, 2, 3, or 4 (no decimals).

Saving and Renaming This File (further tips on last page of this document)

In order to make sure your Lead Evaluator gets the most up-to-date information, please use the following naming convention when you save the file. Your Lead Evaluator will provide the exact name used for the file.
1. Select "Save As"
2. Rename the file: Institutionname-Standard-x-v.x. Replace the x following Standard with the number of the standard you are addressing. "v" stands for version. Each time you save, change the final character with the next higher number (v.1, v.2, v.3, etc.)
3. Save to the flash drive if provided, otherwise to the desktop of the computer you are using.
4. Example: NorthsidePublicSchools-Standard-3-v.2

Off-Site Review Executive Summary and Self Assessment

Executive Summary (ES) Review

Questions to ask:	
Artifacts to review:	
Patterns/Trends:	
Successes/Challenges:	

Self Assessment (SA) Review: This section is for your review of the entire Self Assessment and is not limited to your assigned Standard.

Standard.Indicator		School's Self Rated Performance Level	
Questions to ask:			
Artifacts to Review:			
Things to listen for:			
Potential Powerful Practices:			
Potential Opportunities for Improvement:			

Standard.Indicator		School's Self Rated Performance Level	
Questions to ask:			
Artifacts to Review:			
Things to listen for:			
Potential Powerful Practices:			
Potential Opportunities for Improvement:			

Standard.Indicator		School's Self Rated Performance Level	
Questions to ask:			
Artifacts to Review:			
Things to listen for:			
Potential Powerful Practices:			
Potential Opportunities for Improvement:			

Standard.Indicator		School's Self Rated Performance Level	
Questions to ask:			
Artifacts to Review:			

Things to listen for:

Potential Powerful Practices:

Potential Opportunities for Improvement:

Standard.Indicator		School's Self Rated Performance Level	
Questions to ask:			
Artifacts to Review:			
Things to listen for:			
Potential Powerful Practices:			
Potential Opportunities for Improvement:			

Standard.Indicator		School's Self Rated Performance Level	
Questions to ask:			
Artifacts to Review:			
Things to listen for:			
Potential Powerful Practices:			
Potential Opportunities for Improvement:			

Standard.Indicator		School's Self Rated Performance Level	
Questions to ask:			
Artifacts to Review:			
Things to listen for:			
Potential Powerful Practices:			
Potential Opportunities for Improvement:			

Standard.Indicator		School's Self Rated Performance Level	
Questions to ask:			
Artifacts to Review:			
Things to listen for:			
Potential Powerful Practices:			
Potential Opportunities for Improvement:			

Standard.Indicator		School's Self Rated Performance Level	
Questions to ask:			
Artifacts to Review:			

Things to listen for:
Potential Powerful Practices:
Potential Opportunities for Improvement:

Standard.Indicator		School's Self Rated Performance Level	
Questions to ask:			
Artifacts to Review:			
Things to listen for:			
Potential Powerful Practices:			
Potential Opportunities for Improvement:			

Standard.Indicator		System's Self Rated Performance Level	
Questions to ask:			
Artifacts to Review:			
Things to listen for:			
Potential Powerful Practices:			
Potential Opportunities for Improvement:			

Standard.Indicator		School's Self Rated Performance Level	
Questions to ask:			
Artifacts to Review:			
Things to listen for:			
Potential Powerful Practices:			
Potential Opportunities for Improvement:			

Standard 2: Governance and Leadership

Standard: **The school operates under governance and leadership that promote and support student performance and school effectiveness.**

Indicator:

2.1	The governing body establishes policies and support practices that ensure effective administration of the school.	Your Rating

Performance levels				
1ˢᵗ	**2ⁿᵈ**	**3ʳᵈ**		**←*External Review Team Work Sessions***
			4	Policies and practices clearly and directly support the school's purpose and direction and the effective operation of the school.
			3	Policies and practices support the school's purpose and direction and the effective operation of the school.
			2	Policies and practices generally support the school's purpose and direction and the effective operation of the school.
			1	Little connection exists between policies and practices of the governing board and the purpose, direction, and effective operation of the school.
			4	Policies and practices require and have mechanisms in place for monitoring effective instruction and assessment that produce equitable and challenging learning experiences for all students.
			3	Policies and practices promote effective instruction and assessment that produce equitable and challenging learning experiences for all students.
			2	Most policies and practices promote effective instruction and assessment that produce equitable and challenging learning experiences for all students.
			1	Policies and practices seldom or never address effective instruction and assessment that produce equitable and challenging learning experiences for students.
			4	There are policies and practices requiring and giving direction for professional growth of all staff.
			3	There are policies and practices regarding professional growth of all staff.
			2	There are policies and practices regarding professional growth of staff.
			1	There are few or no policies and practices regarding professional growth of staff.
			4	Policies and practices provide clear requirements, direction for, and oversight of fiscal management.
			3	Policies and practices provide requirements, direction for, and oversight of fiscal management.
			2	Policies and practices provide requirements and oversight of fiscal management.
			1	Policies provide requirements of fiscal management.

Evidence Reviewed (list presentations, interviews, observations, artifacts)	
1	
2	
3	
4	

5	
n	

Comments

Indicator:

2.2	The governing body operates responsibly and functions effectively.	Your Rating

Performance levels			

1st	2nd	3rd	←*External Review Team Work Sessions*	
			4	The governing body has implemented a process to evaluate its decisions and actions to ensure they are in accordance with defined roles and responsibilities, a formally adopted code of ethics, and free of conflict of interest.
			3	The governing body has a process to ensure that its decisions and actions are in accordance with defined roles and responsibilities, a code of ethics, and free of conflict of interest.
			2	The governing body ensures that its decisions and actions are in accordance with defined roles and responsibilities, are ethical, and free of conflict of interest.
			1	The governing body has no method for or does not ensure that decisions and actions are free of conflict of interest, are ethical, and in accordance with defined roles and responsibilities.
			4	Governing body members are required to participate in a systematic, formal professional development process regarding the roles and responsibilities of the governing body and its individual members. The professional development curriculum also includes conflict resolution, decision-making, supervision and evaluation, and fiscal responsibility.
			3	Governing body members participate in a systematic, formal professional development process regarding the roles and responsibilities of the governing body and its individual members.
			2	Governing body members participate in professional development regarding the roles and responsibilities of the governing body and its individual members.
			1	Governing body members rarely or never participate in professional development regarding the roles and responsibilities of the governing body and its individual members.
			4	Members comply with all policies, procedures, laws, and regulations and function as a cohesive unit for the benefit of effective system operation and student learning.
			3	The governing body complies with all policies, procedures, laws, and regulations, and function as a cohesive unit.
			2	The governing body complies with all policies, procedures, laws, and regulations.
			1	Evidence indicates the governing body does not always comply with policies, procedures, laws, and regulations.

Evidence Reviewed (list presentations, interviews, observations, artifacts)	
1	
2	
3	
4	
5	
n	

Comments

Indicator:

2.3	The governing body ensures that the school leadership has the autonomy to meet goals for achievement and instruction and to manage day-to-day operations effectively.	Your Rating

Performance levels			
1st	2nd	3rd	←*External Review Team Work Sessions*
			4 The governing body consistently protects, supports, and respects the autonomy of school leadership to accomplish goals for achievement and instruction and to manage day-to-day operations of the school.
			3 The governing body protects, supports, and respects the autonomy of school leadership to accomplish goals for improvement in student learning and instruction and to manage day-to-day operations of the school.
			2 The governing body generally protects, supports, and respects the autonomy of school leadership to accomplish goals for improvement in student learning and instruction and to manage day-to-day operations of the school.
			1 The governing body rarely or never protects, supports, and respects the autonomy of school leadership to accomplish goals for improvement in student learning and instruction and to manage day-to-day operations of the school.
			4 The governing body maintains a clear distinction between its roles and responsibilities and those of school leadership.
			3 The governing body maintains a distinction between its roles and responsibilities and those of school leadership.
			2 The governing body usually maintains a distinction between its roles and responsibilities and those of school leadership.
			1 The governing body does not distinguish between its roles and responsibilities and those of school leadership, or frequently usurps the autonomy of school leadership.
Evidence Reviewed (list presentations, interviews, observations, artifacts)			
1			
2			

3	
4	
5	
n	

Comments

Indicator:

2.4	Leadership and staff foster a culture consistent with the school's purpose and direction.	Your Rating

Performance levels				
1st	**2nd**	**3rd**		**←External Review Team Work Sessions**
			4	Leaders and staff deliberately and consistently align their decisions and actions toward continuous improvement to achieve the school's purpose.
			3	Leaders and staff align their decisions and actions toward continuous improvement to achieve the school's purpose.
			2	Leaders and staff make some decisions and take some actions toward continuous improvement.
			1	Decisions and actions seldom or never support continuous improvement.
			4	They encourage, support, and expect all students to be held to high standards in all courses of study.
			3	They expect all students to be held to high standards in all courses of study.
			2	They expect all students to be held to standards.
			1	School leaders and staff may or may not expect students to learn.
			4	All stakeholders are collectively accountable for student learning.
			3	All leaders and staff are collectively accountable for student learning.
			2	Leaders and staff express a desire for collective accountability for student learning.
			1	There is no evidence of or desire for collective accountability for student learning.
			4	School leaders actively and consistently support and encourage innovation, collaboration, shared leadership, and rigorous professional growth.
			3	School leaders support innovation, collaboration, shared leadership, and professional growth.
			2	School leaders sometimes support innovation, collaboration, shared leadership, and professional growth.
			1	School leaders seldom or never support innovation, collaboration, shared leadership, and professional growth.
			4	The culture is characterized by collaboration and a sense of community among all stakeholders.
			3	The culture is characterized by collaboration and a sense of community.

			2	The culture is characterized by a minimal degree of collaboration and limited sense of community.
			1	The culture is characterized by a minimal degree of collaboration and little or no sense of community.

Evidence Reviewed (list presentations, interviews, observations, artifacts)	
1	
2	
3	
4	
5	
n	

Comments	

Indicator:

2.5				Leadership engages stakeholders effectively in support of the school's purpose and direction.	Your Rating

Performance levels [Choose the statement in each category that best matches your school.]				
1st	*2nd*	*3rd*	←*External Review Team Work Sessions*	
			4	Leaders consistently communicate effectively with appropriate and varied representatives from stakeholder groups, provide opportunities for stakeholders to shape decisions, solicit feedback and respond to stakeholders, work collaboratively on school improvement efforts, and provide and support meaningful leadership roles for stakeholders.
			3	Leaders communicate effectively with appropriate and varied representatives from stakeholder groups, provide opportunities for stakeholders to shape decisions, solicit feedback and respond to stakeholders, work collaboratively on school improvement efforts, and provide and support meaningful leadership roles for stakeholders.
			2	Leaders sometimes communicate effectively with stakeholder groups, provide opportunities for stakeholders to shape decisions, solicit feedback from stakeholders, work collaboratively on school improvement efforts, and provide some leadership roles for stakeholders.
			1	Little or no work on school improvement efforts is collaborative, and stakeholders have little or no opportunity for leadership.
			4	School leaders' proactive and persistent efforts result in measurable, active stakeholder participation; positive engagement in the school; a strong sense of community; and ownership.
			3	School leaders' efforts result in measurable, active stakeholder participation; engagement in the school; a sense of community; and ownership.
			2	School leaders' efforts result in some stakeholder participation and engagement in the school.

			1	Leaders rarely or never communicate with stakeholder groups. School leaders' efforts result in limited or no stakeholder participation and engagement in the school.
Evidence Reviewed (list presentations, interviews, observations, artifacts)				
1				
2				
3				
4				
5				
n				

Comments

Indicator:

2.6	Leadership and staff supervision and evaluation processes result in improved professional practice and student success.	Your Rating

Performance levels [Choose the statement in each category that best matches your school.]				
1ˢᵗ	*2ⁿᵈ*	*3ʳᵈ*		←*External Review Team Work Sessions*
			4	The primary focus of the criteria and processes of supervision and evaluation is improving professional practice and ensuring student success.
			3	The focus of the criteria and processes of supervision and evaluation is improving professional practice and improving student success.
			2	The criteria and processes of supervision and evaluation include references to professional practice and student success.
			1	The criteria and processes of supervision and evaluation have little or no focus on improving professional practice or student success.
			4	Supervision and evaluation processes are consistently and regularly implemented.
			3	Supervision and evaluation processes are regularly implemented.
			2	Supervision and evaluation processes are implemented at minimal levels.
			1	Supervision and evaluation processes are randomly implemented, if at all.
			4	The results of the supervision and evaluation processes are analyzed carefully and used to monitor and effectively adjust professional practice and ensure student learning.
			3	The results of the supervision and evaluation processes are used to monitor and effectively adjust professional practice and improve student learning.
			2	The results of the supervision and evaluation processes are used sometimes to monitor and effectively adjust professional practice and improve student learning.
			1	Results of the supervision and evaluation processes, if any, are used rarely or never.
Evidence Reviewed (list presentations, interviews, observations, artifacts)				
1				

2	
3	
4	
5	
n	

Comments

Standard 2Powerful Practices and Opportunities for Improvement

Powerful Practices

Powerful Practice 1:
Description:

Powerful Practice n:
Description:

Opportunities for Improvement

Opportunity 1:
Description:

Opportunity n:
Description:

Tips for Easier Use of This Document

	Evidence Reviewed (list presentations, interviews, observations, artifacts)
1	Superintendent's Overview of the System
2	Teacher interviews
3	Leadership Team presentation/interview
4	Self Assessment
5	Observation of PLC meeting
n	

> Typical examples of evidence you might want to list. Do not include notes or descriptions here; use the "comments box below for that.

> "n" means you can add as many rows as you want. Use the "Tab" key to add another row.

Comments

Powerful Practices

Powerful Practice 1:
Description:

> Type the actual powerful practice or opportunity statement into this row.

Powerful Practice n:
Description:

> "n" means you can add additional powerful practices and opportunities as needed. See instructions for adding additional tables below. Change "n" to the appropriate number.

> Type the descriptionfor the powerful practiceor opportunity into this row.

To add an additional table for a new practice or opportunity, "mouse over" one of the tables, then "right-click" on the icon that appears in the upper right corner of the table (see arrow). Select "copy" from the drop-down menu. Place the cursor below the last table (where you want to add the new one), press Enter (to add a blank line), then right click, and select "Paste." If you make a mistake, remember that "Ctrl-Z" is "undo."

External Review Team Workbook for School Accreditation

Standard 3: Teaching and Assessing for Learning

Name of Institution Reviewed: _____

Name of Team Member: _____

Important Dates:

ER Team Pre-Conference: _____

On-Site Review Dates: _____

Submission of Expenses: _____

Introduction and Directions for Completing the Workbook

This workbook is designed for AdvancED External Review team members to use prior to and during a review. It includes the standard you have been asked to address, plus the indicators, concepts, potential evidence list, and areas for comment. You will also use the workbook to comment on the institution's Executive Summary and the overall Self Assessment. Your External Review Lead Evaluator will explain how you and other team members should use this book to collect and evaluate evidence for the review.

Directions for the Review of the Executive Summary and Self Assessment

To complete the Executive Summary and Self Assessment sections of this workbook most effectively, consider using the following steps. Your comments do not need to be limited to the scope of your assigned Standard.

1. Read the Executive Summary thoroughly. Highlight key words and phrases, especially those that relate to specific indicators for your standard.As you read, identify and record
    a. Questions you would like to ask.
    b. Artifacts you want to make sure you review (either off-site or on-site).
    c. Patterns and themes that might emerge.
    d. Successes and challenges that you want to investigate further.

2. Read the Self Assessment thoroughly. Highlight key words and phrases, especially those that relate to specific indicators for your standard.As you read, identify and record
    a. Questions you would like to ask.
    b. Artifacts you want to make sure you review (either off-site or on-site).
    c. Things to listen for during interviews and presentations.
    d. Potential powerful practices and opportunities for improvement.

Directions for the Review of this Standard

To complete the standards section of this workbook most effectively, consider using the following steps:

1. Review the standard statement.

2. Review each indicator by (you will complete this process 3 times):
    a. Reading the indicator statement.
    b. Placing a check mark or "x" (during team work sessions) beside the statement that best describes the institution based on the evidence you have reviewed so far.
    c. Typing in sources of evidence.
    d. Recording comments related to the indicator or concept statements from stakeholders. Pay special attention to level 4 and level 1 statements.

3. Determine an "overall" rating for the indicator. Your External Review Lead Evaluator will share additional information about the process you should use so that all team members will use a consistent method. Type the score into the space provided for each indicator. The score must be a 1, 2, 3, or 4 (no decimals).

Saving and Renaming This File (further tips on last page of this document)

In order to make sure your Lead Evaluator gets the most up-to-date information, please use the following naming convention when you save the file. Your Lead Evaluator will provide the exact name used for the file.
1. Select "Save As"
2. Rename the file: Institutionname-Standard-x-v.x. Replace the x following Standard with the number of the standard you are addressing. "v" stands for version. Each time you save, change the final character with the next higher number (v.1, v.2, v.3, etc.)
3. Save to the flash drive if provided, otherwise to the desktop of the computer you are using.
4. Example: NorthsidePublicSchools-Standard-3-v.2

Off-Site Review of Executive Summary and Self Assessment

Executive Summary (ES) Review

Questions to ask:	
Artifacts to review:	
Patterns/Trends:	
Successes/Challenges:	

Self Assessment (SA) Review: This section is for your review of the entire Self Assessment and is not limited to your assigned Standard.

Standard.Indicator		**School's Self Rated Performance Level**	
Questions to ask:			
Artifacts to Review:			
Things to listen for:			
Potential Powerful Practices:			
Potential Opportunities for Improvement:			

Standard.Indicator		**School's Self Rated Performance Level**	
Questions to ask:			
Artifacts to Review:			
Things to listen for:			
Potential Powerful Practices:			
Potential Opportunities for Improvement:			

Standard.Indicator		**School's Self Rated Performance Level**	
Questions to ask:			
Artifacts to Review:			
Things to listen for:			
Potential Powerful Practices:			
Potential Opportunities for Improvement:			

Standard.Indicator		**School's Self Rated Performance Level**	
Questions to ask:			
Artifacts to Review:			

Things to listen for:
Potential Powerful Practices:
Potential Opportunities for Improvement:

Standard.Indicator		**School's Self Rated Performance Level**	
Questions to ask:			
Artifacts to Review:			
Things to listen for:			
Potential Powerful Practices:			
Potential Opportunities for Improvement:			

Standard.Indicator		**School's Self Rated Performance Level**	
Questions to ask:			
Artifacts to Review:			
Things to listen for:			
Potential Powerful Practices:			
Potential Opportunities for Improvement:			

Standard.Indicator		**School's Self Rated Performance Level**	
Questions to ask:			
Artifacts to Review:			
Things to listen for:			
Potential Powerful Practices:			
Potential Opportunities for Improvement:			

Standard.Indicator		**School's Self Rated Performance Level**	
Questions to ask:			
Artifacts to Review:			
Things to listen for:			
Potential Powerful Practices:			
Potential Opportunities for Improvement:			

Standard.Indicator		**School's Self Rated Performance Level**	
Questions to ask:			
Artifacts to Review:			

Things to listen for:	
Potential Powerful Practices:	
Potential Opportunities for Improvement:	

Standard.Indicator	School's Self Rated Performance Level	
Questions to ask:		
Artifacts to Review:		
Things to listen for:		
Potential Powerful Practices:		
Potential Opportunities for Improvement:		

Standard.Indicator	School's Self Rated Performance Level	
Questions to ask:		
Artifacts to Review:		
Things to listen for:		
Potential Powerful Practices:		
Potential Opportunities for Improvement:		

Standard.Indicator	School's Self Rated Performance Level	
Questions to ask:		
Artifacts to Review:		
Things to listen for:		
Potential Powerful Practices:		
Potential Opportunities for Improvement:		

Standard 3: Teaching and Assessing for Learning

Standard: **The school's curriculum, instructional design, and assessment practices guide and ensure teacher effectiveness and student learning.**

Indicator:

3.1	The school's curriculum provides equitable and challenging learning experiences that ensure all students have sufficient opportunities to develop learning, thinking, and life skills that lead to success at the next level.	Your Rating

Performance levels			
1st	*2nd*	*3rd*	←*External Review Team Work Sessions*
			4 — Curriculum and learning experiences in each course/class provide all students with challenging and equitable opportunities to develop learning skills, thinking skills, and life skills that align with the school's purpose.
			3 — Curriculum and learning experiences in each course/class provide all students with challenging and equitable opportunities to develop learning skills, thinking skills, and life skills.
			2 — Curriculum and learning experiences in each course/class provide most students with challenging and equitable opportunities to develop learning skills, thinking skills, and life skills.
			1 — Curriculum and learning experiences in each course/class provide few or no students with challenging and equitable opportunities to develop learning skills, thinking skills, and life skills.
			4 — Evidence clearly indicates curriculum and learning experiences prepare students for success at the next level.
			3 — There is some evidence to indicate curriculum and learning experiences prepare students for success at the next level.
			2 — There is little evidence to indicate curriculum and learning experiences prepare students for success at the next level.
			1 — There is no evidence to indicate how successful students will be at the next level.
			4 — Like courses/classes have the same high learning expectations.
			3 — Like courses/classes have equivalent learning expectations.
			2 — Most like courses/classes have equivalent learning expectations.
			1 — Like courses/classes do not always have the same learning expectations.
			4 — Learning activities are individualized for each student in a way that supports achievement of expectations.
			3 — Some learning activities are individualized for each student in a way that supports achievement of expectations.
			2 — Little individualization for each student is evident.
			1 — No individualization for students is evident.

Evidence Reviewed (list presentations, interviews, observations, artifacts)	
1	
2	

3	
4	
5	
n	

Comments

Indicator:

3.2	Curriculum, instruction, and assessment are monitored and adjusted systematically in response to data from multiple assessments of student learning and an examination of professional practice.	Your Rating

Performance levels			
1st	2nd	3rd	←*External Review Team Work Sessions*
			4 Using data from multiple assessments of student learning and an examination of professional practice, school personnel systematically monitor and adjust curriculum, instruction, and assessment to ensure vertical and horizontal alignment and alignment with the school's goals for achievement and instruction and statement of purpose.
			3 Using data from student assessments and an examination of professional practice, school personnel monitor and adjust curriculum, instruction, and assessment to ensure vertical and horizontal alignment and alignment with the school's goals for achievement and instruction and statement of purpose.
			2 School personnel monitor and adjust curriculum, instruction, and assessment to ensure for vertical and horizontal alignment and alignment with the school's goals for achievement and instruction and statement of purpose.
			1 School personnel rarely or never monitor and adjust curriculum, instruction, and assessment to ensure vertical and horizontal alignment or alignment with the school's goals for achievement and instruction and statement of purpose.
			4 There is a systematic, collaborative process in place to ensure alignment each time curriculum, instruction, and/or assessments are reviewed or revised.
			3 There is a process in place to ensure alignment each time curriculum, instruction, and/or assessments are reviewed or revised.
			2 A process is implemented sometimes to ensure alignment when curriculum, instruction, and/or assessments are reviewed or revised.
			1 No process exists to ensure alignment when curriculum, instruction, and/or assessments are reviewed or revised.
			4 The continuous improvement process has clear guidelines to ensure that vertical and horizontal alignment as well as alignment with the school's purpose are maintained and enhanced in curriculum, instruction, and assessment.
			3 The continuous improvement process ensures that vertical and horizontal alignment as well as alignment with the school's purpose are maintained and enhanced in curriculum, instruction, and assessment.
			2 There is limited evidence that the continuous improvement process ensures vertical and horizontal alignment and alignment with the school's purpose in curriculum,

				instruction, and assessment.
			1	There is little or no evidence that the continuous improvement process is connected with vertical and horizontal alignment or alignment with the school's purpose in curriculum, instruction, and assessment.

Evidence Reviewed (list presentations, interviews, observations, artifacts)	
1	
2	
3	
4	
5	
n	

Comments

Indicator:

3.3		Teachers engage students in their learning through instructional strategies that ensure achievement of learning expectations.	Your Rating

Performance levels				
1st	*2nd*	*3rd*	←*External Review Team Work Sessions*	
			4	Teachers are consistent and deliberate in planning and using instructional strategies that require student collaboration, self-reflection, and development of critical thinking skills.
			3	Teachers plan and use instructional strategies that require student collaboration, self-reflection, and development of critical thinking skills.
			2	Teachers sometimes use instructional strategies that require student collaboration, self-reflection, and development of critical thinking skills.
			1	Teachers rarely or never use instructional strategies that require student collaboration, self-reflection, and development of critical thinking skills.
			4	Teachers personalize instructional strategies and interventions to address individual learning needs of each student.
			3	Teachers personalize instructional strategies and interventions to address individual learning needs of students when necessary.
			2	Teachers personalize instructional strategies and interventions to address individual learning needs of groups of students when necessary.
			1	Teachers seldom or never personalize instructional strategies.
			4	Teachers consistently use instructional strategies that require students to apply knowledge and skills, integrate content and skills with other disciplines, and use technologies as instructional resources and learning tools.
			3	Teachers use instructional strategies that require students to apply knowledge and skills, integrate content and skills with other disciplines, and use technologies as instructional resources and learning tools.
			2	Teachers sometimes use instructional strategies that require students to apply knowledge and skills, integrate content and skills with other disciplines, and use technologies as instructional resources and learning tools.

			1	Teachers rarely or never use instructional strategies that require students to apply knowledge and skills, integrate content and skills with other disciplines, and use technologies as instructional resources and learning tools.

Evidence Reviewed (list presentations, interviews, observations, artifacts)	
1	
2	
3	
4	
5	
n	

Comments

Indicator:

3.4	School leaders monitor and support the improvement of instructional practices of teachers to ensure student success.	Your Rating

Performance levels				
1st	2nd	3rd		←*External Review Team Work Sessions*
			4	School leaders formally and consistently monitor instructional practices through supervision and evaluation procedures beyond classroom observation to ensure that they 1) are aligned with the school's values and beliefs about teaching and learning, 2) are teaching the approved curriculum, 3) are directly engaged with all students in the oversight of their learning, and 4) use content-specific standards of professional practice.
			3	School leaders formally and consistently monitor instructional practices through supervision and evaluation procedures to ensure that they 1) are aligned with the school's values and beliefs about teaching and learning, 2) are teaching the approved curriculum, 3) are directly engaged with all students in the oversight of their learning, and 4) use content-specific standards of professional practice.
			2	School leaders monitor instructional practices through supervision and evaluation procedures to ensure that they 1) are aligned with the school's values and beliefs about teaching and learning, 2) are teaching the approved curriculum, 3) are directly engaged with all students in the oversight of their learning, and 4) use content-specific standards of professional practice.
			1	School leaders occasionally or randomly monitor instructional practices through supervision and evaluation procedures to ensure that they 1) are aligned with the school's values and beliefs about teaching and learning, 2) are teaching the approved curriculum, 3) are directly engaged with all students in the oversight of their learning, and 4) use content-specific standards of professional practice.

Evidence Reviewed (list presentations, interviews, observations, artifacts)	
1	
2	
3	

4	
5	
n	

Comments

Indicator:

3.5	Teachers participate in collaborative learning communities to improve instruction and student learning.	Your Rating

Performance levels				
1st	*2nd*	*3rd*		←*External Review Team Work Sessions*
			4	All members of the school staff participate in collaborative learning communities that meet both informally and formally on a regular schedule.
			3	All members of the school staff participate in collaborative learning communities that meet both informally and formally.
			2	Some members of the school staff participate in collaborative learning communities that meet both informally and formally.
			1	Collaborative learning communities randomly self-organize and meet informally.
			4	Frequent collaboration occurs across grade levels and content areas.
			3	Collaboration often occurs across grade levels and content areas.
			2	Collaboration occasionally occurs across grade levels and content areas.
			1	Collaboration seldom occurs across grade levels and content areas.
			4	Staff members implement a formal process that promotes productive discussion about student learning.
			3	Staff members have been trained to implement a formal process that promotes discussion about student learning.
			2	Staff members promote discussion about student learning.
			1	Staff members rarely discuss student learning.
			4	Learning from, using, and discussing the results of inquiry practices such as action research, the examination of student work, reflection, study teams, and peer coaching are a part of the daily routine of school staff members.
			3	Learning from, using, and discussing the results of inquiry practices such as action research, the examination of student work, reflection, study teams, and peer coaching occur regularly among most school personnel.
			2	Learning from, using, and discussing the results of inquiry practices such as action research, the examination of student work, reflection, study teams, and peer coaching sometimes occur among school personnel.
			1	Learning from, using, and discussing the results of inquiry practices such as action research, the examination of student work, reflection, study teams, and peer coaching rarely occur among school personnel.
			4	School personnel can clearly link collaboration to improvement results in instructional practice and student performance.
			3	School personnel indicate that collaboration causes improvement results in

				instructional practice and student performance.
			2	School personnel express belief in the value of collaborative learning communities.
			1	School personnel see little value in collaborative learning communities.

Evidence Reviewed (list presentations, interviews, observations, artifacts)	
1	
2	
3	
4	
5	
n	

Comments

Indicator:

3.6	Teachers implement the school's instructional process in support of student learning.	Your Rating

Performance levels				
1ˢᵗ	*2ⁿᵈ*	*3ʳᵈ*	←*External Review Team Work Sessions*	
			4	All teachers systematically use an instructional process that clearly informs students of learning expectations and standards of performance.
			3	All teachers use an instructional process that informs students of learning expectations and standards of performance.
			2	Most teachers use an instructional process that informs students of learning expectations and standards of performance.
			1	Few teachers use an instructional process that informs students of learning expectations and standards of performance.
			4	Exemplars are provided to guide and inform students.
			3	Exemplars are often provided to guide and inform students.
			2	Exemplars are sometimes provided to guide and inform students.
			1	Exemplars are rarely provided to guide and inform students.
			4	The process requires the use of multiple measures, including formative assessments, to inform the ongoing modification of instruction and provide data for possible curriculum revision.
			3	The process includes multiple measures, including formative assessments, to inform the ongoing modification of instruction and provide data for possible curriculum revision.

			2	The process may include multiple measures, including formative assessments, to inform the ongoing modification of instruction.
			1	The process includes limited measures to inform the ongoing modification of instruction.
			4	The process provides students with specific and immediate feedback about their learning.
			3	The process provides students with specific and timely feedback about their learning.
			2	The process provides students with feedback about their learning.
			1	The process provides students with minimal feedback of little value about their learning.

Evidence Reviewed (list presentations, interviews, observations, artifacts)	
1	
2	
3	
4	
5	
n	

Comments	

Indicator:

3.7			Mentoring, coaching, and induction programs support instructional improvement consistent with the school's values and beliefs about teaching and learning.	Your Rating
Performance levels				
1st	*2nd*	*3rd*	←*External Review Team Work Sessions*	
			4	All school personnel are engaged in systematic mentoring, coaching, and induction programs that are consistent with the school's values and beliefs about teaching, learning, and the conditions that support learning.
			3	School personnel are engaged in mentoring, coaching, and induction programs that are consistent with the school's values and beliefs about teaching, learning, and the conditions that support learning.
			2	Some school personnel are engaged in mentoring, coaching, and induction programs that are consistent with the school's values and beliefs about teaching, learning, and the conditions that support learning.
			1	Few or no school personnel are engaged in mentoring, coaching, and induction programs that are consistent with the school's values and beliefs about teaching, learning, and the conditions that support learning.
			4	These programs set high expectations for all school personnel and include valid and reliable measures of performance.
			3	These programs set expectations for all school personnel and include measures of performance.

			2	These programs set expectations for school personnel.
			1	Limited or no expectations for school personnel are included.

Evidence Reviewed (list presentations, interviews, observations, artifacts)	
1	
2	
3	
4	
5	
n	

Comments

Indicator:

3.8	The school engages families in meaningful ways in their children's education and keeps them informed of their children's learning progress.	Your Rating

Performance levels				
1st	2nd	3rd	←*External Review Team Work Sessions*	
			4	Programs that engage families in meaningful ways in their children's education are designed, implemented, and evaluated.
			3	Programs that engage families in meaningful ways in their children's education are designed and implemented.
			2	Programs that engage families in their children's education are available.
			1	Few or no programs that engage families in their children's education are available.
			4	Families have multiple ways of staying informed of their children's learning progress.
			3	School personnel regularly inform families of their children's learning progress.
			2	School personnel provide information about children's learning.
			1	School personnel provide little relevant information about children's learning.

Evidence Reviewed	
1	
2	
3	
4	
5	
n	

Comments

Indicator:

3.9	The school has a formal structure whereby each student is well known by at least one adult advocate in the school who supports that student's educational experience.	Your Rating

Performance levels			
1st	2nd	3rd	←*External Review Team Work Sessions*
			4	School personnel participate in a structure that gives them long-term interaction with individual students, allowing them to build strong relationships over time with the student and related adults.
			3	School personnel participate in a structure that gives them long-term interaction with individual students, allowing them to build strong relationships over time with the student.
			2	School personnel participate in a structure that gives them interaction with individual students, allowing them to build relationships over time with the student.
			1	Few or no opportunities exist for school personnel to build long-term interaction with individual students.
			4	All students participate in the structure.
			3	All students may participate in the structure.
			2	Most students participate in the structure.
			4	The structure allows the school employee to gain significant insight into and serve as an advocate for the student's needs regarding learning skills, thinking skills, and life skills.
			3	The structure allows the school employee to gain insight into and serve as an advocate for the student's needs regarding learning skills, thinking skills, and life skills.
			2	The structure allows the school employee to gain insight into the student's needs regarding learning skills, thinking skills, and life skills.
			1	Few or no students have a school employee who advocates for their needs regarding learning skills, thinking skills, and life skills.

Evidence Reviewed (list presentations, interviews, observations, artifacts)	
1	
2	
3	
4	
5	
n	

Comments

Indicator:

3.10	Grading and reporting are based on clearly defined criteria that represent the attainment of content knowledge and skills and are consistent across	Your Rating

1st	2nd	3rd		grade levels and courses.	

Performance levels

1st	2nd	3rd		⬅*External Review Team Work Sessions*
			4	All teachers consistently use common grading and reporting policies, processes, and procedures based on clearly defined criteria that represent each student's attainment of content knowledge and skills.
			3	Teachers use common grading and reporting policies, processes, and procedures based on clearly defined criteria that represent each student's attainment of content knowledge and skills.
			2	Most teachers use common grading and reporting policies, processes, and procedures based on criteria that represent each student's attainment of content knowledge and skills.
			1	Few or no teachers use common grading and reporting policies, processes, and procedures.
			4	These policies, processes, and procedures are implemented without fail across all grade levels and all courses.
			3	These policies, processes, and procedures are implemented consistently across grade levels and courses.
			2	These policies, processes, and procedures are implemented across grade levels and courses.
			1	Policies, processes, and procedures, if they exist, are rarely implemented across grade levels or courses, and may not be well understood by stakeholders.
			4	All stakeholders are aware of the policies, processes, and procedures.
			3	Stakeholders are aware of the policies, processes, and procedures.
			2	Most stakeholders are aware of the policies, processes, and procedures.
			4	The policies, processes, and procedures are formally and regularly evaluated.
			3	The policies, processes, and procedures are regularly evaluated.
			2	The policies, processes, and procedures may or may not be evaluated.
			1	No process for evaluation of grading and reporting practices is evident.

Evidence Reviewed (list presentations, interviews, observations, artifacts)

1	
2	
3	
4	
5	
n	

Comments

Indicator:

3.11	All staff members participate in a continuous program of professional	Your Rating

				learning.	

Performance levels

1ˢᵗ	2ⁿᵈ	3ʳᵈ		⬅*External Review Team Work Sessions*
			4	All staff members participate in a rigorous, continuous program of professional learning that is aligned with the school's purpose and direction.
			3	All staff members participate in a continuous program of professional learning that is aligned with the school's purpose and direction.
			2	Most staff members participate in a program of professional learning that is aligned with the school's purpose and direction.
			1	Few or no staff members participate in professional learning.
			4	Professional development is based on an assessment of needs of the school and the individual.
			3	Professional development is based on an assessment of needs of the school.
			2	Professional development is based on the needs of the school.
			1	Professional development, when available, may or may not address the needs of the school or build capacity among staff members.
			4	The program builds measurable capacity among all professional and support staff.
			3	The program builds capacity among all professional and support staff.
			2	The program builds capacity among staff members who participate.
			4	The program is rigorously and systematically evaluated for effectiveness in improving instruction, student learning, and the conditions that support learning.
			3	The program is systematically evaluated for effectiveness in improving instruction, student learning, and the conditions that support learning.
			2	The program is regularly evaluated for effectiveness.
			1	If a program exists, it is rarely and/or randomly evaluated.

Evidence Reviewed (list presentations, interviews, observations, artifacts)

1	
2	
3	
4	
5	
n	

Comments

Indicator:

3.12	The school provides and coordinates learning support services to meet the unique learning needs of students.	Your Rating

Performance levels			
1ˢᵗ	**2ⁿᵈ**	**3ʳᵈ**	←*External Review Team Work Sessions*

			4	School personnel systematically and continuously use data to identify unique learning needs of all students at all levels of proficiency as well as other learning needs (such as second languages).
			3	School personnel use data to identify unique learning needs of all students at all levels of proficiency as well as other learning needs (such as second languages).
			2	School personnel use data to identify unique learning needs of special populations of students based on proficiency and/or other learning needs (such as second languages).
			1	School personnel identify special populations of students based on proficiency and/or other learning needs (such as second languages).
			4	School personnel stay current on research related to unique characteristics of learning (such as learning styles, multiple intelligences, personality type indicators) and provide or coordinate related individualized learning support services to all students.
			3	School personnel stay current on research related to unique characteristics of learning (such as learning styles, multiple intelligences, personality type indicators) and provide or coordinate related learning support services to all students.
			2	School personnel are familiar with research related to unique characteristics of learning (such as learning styles, multiple intelligences, personality type indicators) and provide or coordinate related learning support services to students within these special populations.
			1	School personnel provide or coordinate some learning support services to students within these special populations.

Evidence Reviewed (list presentations, interviews, observations, artifacts)	
1	
2	
3	
4	
5	
n	

Comments

Standard 3 Powerful Practices and Opportunities for Improvement

Powerful Practices

Powerful Practice 1:

Description:

Powerful Practice n:
Description:

Opportunities for Improvement

Opportunity 1:
Description:

Opportunity n:
Description:

Tips for Easier Use of This Document

	Evidence Reviewed (list presentations, interviews, observations, artifacts)
1	Superintendent's Overview of the System
2	Teacher interviews
3	Leadership Team presentation/interview
4	Self Assessment
5	Observation of PLC meeting
n	

> Typical examples of evidence you might want to list. Do not include notes or descriptions here; use the "comments box below for that.

> "n" means you can add as many rows as you want. Use the "Tab" key to add another row.

Comments

Powerful Practices

Powerful Practice 1:
Description:

> Type the actual powerful practice or opportunity statement into this row.

Powerful Practice n:
Description:

> "n" means you can add additional powerful practices and opportunities as needed. See instructions for adding additional tables below. Change "n" to the appropriate number.

> Type the descriptionfor the powerful practiceor opportunity into this row.

To add an additional table for a new practice or opportunity, "mouse over" one of the tables, then "right-click" on the icon that appears in the upper right corner of the table (see arrow). Select "copy" from the drop-down menu. Place the cursor below the last table (where you want to add the new one), press Enter (to add a blank line), then right click, and select "Paste." If you make a mistake, remember that "Ctrl-Z" is "undo."

External Review Team Workbook for School Accreditation

Standard 4: Resources and Support Systems

Name of Institution Reviewed: _____

Name of Team Member: _____

Important Dates:

ER Team Pre-Conference: _____

On-Site Review Dates: _____

Submission of Expenses: _____

Introduction and Directions for Completing the Workbook

This workbook is designed for AdvancED External Review team members to use prior to and during a review. It includes the standard you have been asked to address, plus the indicators, concepts, potential evidence list, and areas for comment. You will also use the workbook to comment on the institution's Executive Summary and the overall Self Assessment. Your External Review Lead Evaluator will explain how you and other team members should use this book to collect and evaluate evidence for the review.

Directions for the Review of the Executive Summary and Self Assessment

To complete the Executive Summary and Self Assessment sections of this workbook most effectively, consider using the following steps. Your comments do not need to be limited to the scope of your assigned Standard.

1. Read the Executive Summary thoroughly. Highlight key words and phrases, especially those that relate to specific indicators for your standard.As you read, identify and record
   a. Questions you would like to ask.
   b. Artifacts you want to make sure you review (either off-site or on-site).
   c. Patterns and themes that might emerge.
   d. Successes and challenges that you want to investigate further.

2. Read the Self Assessment thoroughly. Highlight key words and phrases, especially those that relate to specific indicators for your standard.As you read, identify and record
   a. Questions you would like to ask.
   b. Artifacts you want to make sure you review (either off-site or on-site).
   c. Things to listen for during interviews and presentations.
   d. Potential powerful practices and opportunities for improvement.

Directions for the Review of this Standard

To complete the standards section of this workbook most effectively, consider using the following steps:

1. Review the standard statement.

2. Review each indicator by (you will complete this process 3 times):
   a. Reading the indicator statement.
   b. Placing a check mark or "x" (during team work sessions) beside the statement that best describes the institution based on the evidence you have reviewed so far.
   c. Typing in sources of evidence.
   d. Recording comments related to the indicator or concept statements from stakeholders. Pay special attention to level 4 and level 1 statements.

3. Determine an "overall" rating for the indicator. Your External Review Lead Evaluator will share additional information about the process you should use so that all team members will use a consistent method. Type the score into the space provided for each indicator. The score must be a 1, 2, 3, or 4 (no decimals).

Saving and Renaming This File (further tips on last page of this document)

In order to make sure your Lead Evaluator gets the most up-to-date information, please use the following naming convention when you save the file. Your Lead Evaluator will provide the exact name used for the file.
1. Select "Save As"
2. Rename the file: Institutionname-Standard-x-v.x. Replace the x following Standard with the number of the standard you are addressing. "v" stands for version. Each time you save, change the final character with the next higher number (v.1, v.2, v.3, etc.)
3. Save to the flash drive if provided, otherwise to the desktop of the computer you are using.
4. Example: NorthsidePublicSchools-Standard-3-v.2

Off-Site Reviewof Executive Summary and Self Assessment

Executive Summary (ES) Review

Questions to ask:
Artifacts to review:
Patterns/Trends:
Successes/Challenges:

Self Assessment (SA) Review: This section is for your review of the entire Self Assessment and is not limited to your assigned Standard.

Standard.Indicator		School's Self Rated Performance Level	
Questions to ask:			
Artifacts to Review:			
Things to listen for:			
Potential Powerful Practices:			
Potential Opportunities for Improvement:			

Standard.Indicator		School's Self Rated Performance Level	
Questions to ask:			
Artifacts to Review:			
Things to listen for:			
Potential Powerful Practices:			
Potential Opportunities for Improvement:			

Standard.Indicator		School's Self Rated Performance Level	
Questions to ask:			
Artifacts to Review:			
Things to listen for:			
Potential Powerful Practices:			
Potential Opportunities for Improvement:			

Standard.Indicator		School's Self Rated Performance Level	
Questions to ask:			
Artifacts to Review:			
Things to listen for:			

Potential Powerful Practices:
Potential Opportunities for Improvement:

Standard.Indicator		**School's Self Rated Performance Level**	
Questions to ask:			
Artifacts to Review:			
Things to listen for:			
Potential Powerful Practices:			
Potential Opportunities for Improvement:			

Standard.Indicator		**School's Self Rated Performance Level**	
Questions to ask:			
Artifacts to Review:			
Things to listen for:			
Potential Powerful Practices:			
Potential Opportunities for Improvement:			

Standard.Indicator		**School's Self Rated Performance Level**	
Questions to ask:			
Artifacts to Review:			
Things to listen for:			
Potential Powerful Practices:			
Potential Opportunities for Improvement:			

Standard.Indicator		**School's Self Rated Performance Level**	
Questions to ask:			
Artifacts to Review:			
Things to listen for:			
Potential Powerful Practices:			
Potential Opportunities for Improvement:			

Standard.Indicator		**School's Self Rated Performance Level**	
Questions to ask:			
Artifacts to Review:			
Things to listen for:			

Potential Powerful Practices:	
Potential Opportunities for Improvement:	

Standard.Indicator		School's Self Rated Performance Level	
Questions to ask:			
Artifacts to Review:			
Things to listen for:			
Potential Powerful Practices:			
Potential Opportunities for Improvement:			

Standard.Indicator		School's Self Rated Performance Level	
Questions to ask:			
Artifacts to Review:			
Things to listen for:			
Potential Powerful Practices:			
Potential Opportunities for Improvement:			

Standard.Indicator		School's Self Rated Performance Level	
Questions to ask:			
Artifacts to Review:			
Things to listen for:			
Potential Powerful Practices:			
Potential Opportunities for Improvement:			

Standard 4: Resources and Support Systems

Standard: **The school has resources and provides services that support its purpose and direction to ensure success for all students.**

Indicator:

4.1			Qualified professional and support staff are sufficient in number to fulfill their roles and responsibilities necessary to support the school's purpose, direction, and the educational program.	Your Rating
Performance levels				
1st	2nd	3rd	←*External Review Team Work Sessions*	
			4	Clearly defined policies, processes, and procedures ensure that school leaders have access to, hire, place, and retain qualified professional and support staff.
			3	Policies, processes, and procedures ensure that school leaders have access to, hire, place, and retain qualified professional and support staff.
			2	Policies, processes, and procedures describe how school leaders are to access, hire, place, and retain qualified professional and support staff.
			1	Policies, processes, and procedures are often but not always followed by school leaders to access, hire, place, and retain qualified professional and support staff.
			4	School leaders use a formal, systematic process to determine the number of personnel necessary to fill all the roles and responsibilities necessary to support the school purpose, educational programs, and continuous improvement.
			3	School leaders systematically determine the number of personnel necessary to fill all the roles and responsibilities necessary to support the school purpose, educational programs, and continuous improvement.
			2	School leaders determine the number of personnel necessary to fill the roles and responsibilities necessary to support the school purpose, educational programs, and continuous improvement.
			1	School leaders attempt to fill the roles and responsibilities necessary to support the school purpose, educational programs, and continuous improvement.
			4	Sustained fiscal resources are available to fund all positions necessary to achieve the purpose and direction of the school.
			3	Sustained fiscal resources are available to fund positions critical to achieve the purpose and direction of the school.
			2	Sustained fiscal resources are available to fund most positions critical to achieve the purpose and direction of the school.
			1	Sustained fiscal resources rarely are available to fund positions critical to achieve the purpose and direction of the school.
Evidence Reviewed (list presentations, interviews, observations, artifacts)				
1				
2				
3				
4				
5				
n				

Comments

Indicator:

4.2	Instructional time, material resources, and fiscal resources are sufficient to support the purpose and direction of the school.	Your Rating

Performance levels			
1st	**2nd**	**3rd**	←*External Review Team Work Sessions*
			4	Instructional time, material resources, and fiscal resources are focused solely on supporting the purpose and direction of the school.
			3	Instructional time, material resources, and fiscal resources are focused on supporting the purpose and direction of the school.
			2	Instructional time, material resources, and fiscal resources are sometimes focused on supporting the purpose and direction of the school.
			1	Little or no link exists between the purpose of the school and instructional time, material resources, and fiscal resources.
			4	Instructional time is fiercely protected in policy and practice.
			3	Instructional time is protected in policy and practice.
			2	Instructional time is usually protected.
			1	Protection of instructional time is not a priority.
			4	School leaders exhaust every option to secure material and fiscal resources to meet the needs of all students.
			3	School leaders work to secure material and fiscal resources to meet the needs of all students.
			2	School leaders attempt to secure material and fiscal resources to meet the needs of all students.
			1	School leaders use available material and fiscal resources to meet the needs of students.
			4	School leaders measurably demonstrate that instructional time, material resources, and fiscal resources are allocated so that all students have equitable opportunities to attain challenging learning expectations.
			3	School leaders demonstrate that instructional time, material resources, and fiscal resources are allocated so that all students have equitable opportunities to attain challenging learning expectations.
			2	School leaders express a desire to allocate instructional time, material resources, and fiscal resources so that all students have equitable opportunities to attain challenging learning expectations.
			1	School leaders spend little or no effort allocating instructional time, material resources, and fiscal resources so that all students have equitable opportunities to attain challenging learning expectations.
			4	Efforts toward the continuous improvement of instruction and operations concentrate on achieving the school's purpose and direction.
			3	Efforts toward the continuous improvement of instruction and operations include achieving the school's purpose and direction.
			2	Efforts toward the continuous improvement of instruction and operations sometimes include achieving the school's purpose and direction.

			1	Efforts toward the continuous improvement of instruction and operations rarely or never include achievement of the school's purpose and direction.

Evidence Reviewed (list presentations, interviews, observations, artifacts)	
1	
2	
3	
4	
5	
n	

Comments

Indicator:

4.3	The school maintains facilities, services, and equipment to provide a safe, clean, and healthy environment for all students and staff.	Your Rating

Performance levels				
1st	*2nd*	*3rd*		←*External Review Team Work Sessions*
			4	School leaders have adopted or collaboratively created clear definitions and expectations for maintaining safety, cleanliness, and a healthy environment, and have shared these definitions and expectations with all stakeholders.
			3	School leaders have adopted or created clear expectations for maintaining safety, cleanliness, and a healthy environment, and have shared these definitions and expectations with stakeholders.
			2	School leaders have some expectations for maintaining safety, cleanliness, and a healthy environment, and have shared these definitions and expectations with most stakeholders.
			1	School leaders have few or no expectations for maintaining safety, cleanliness, and a healthy environment.
			4	All school personnel and students are accountable for maintaining these expectations.
			3	School personnel and students are accountable for maintaining these expectations.
			2	Selected school personnel are accountable for maintaining these expectations.
			1	Stakeholders are generally unaware of any existing definitions and expectations.
			4	Valid measures are in place that allow for continuous tracking of these conditions.
			3	Measures are in place that allow for continuous tracking of these conditions.
			2	Some measures are in place that allow for tracking of these conditions.
			1	Little or no accountability exists for maintaining these expectations.
			4	Improvement plans are developed and implemented by appropriate personnel to continuously improve these conditions.

			3	Improvement plans are developed and implemented by appropriate personnel as necessary to improve these conditions.
			2	Personnel work to improve these conditions.
			1	Few or no measures that assess these conditions are in place.
			4	The results of improvement efforts are systematically evaluated regularly.
			3	Results of improvement efforts are evaluated.
			2	Results of improvement efforts are monitored.
			1	Few or no personnel work to improve these conditions.

Evidence Reviewed (list presentations, interviews, observations, artifacts)	
1	
2	
3	
4	
5	
n	

Comments

Indicator:

4.4	Students and school personnel use a range of media and information resources to support the school's educational programs.			Your Rating

Performance levels				
1st	*2nd*	*3rd*	←*External Review Team Work Sessions*	
			4	All students and school personnel have access to an exceptional collection of media and information resources necessary to achieve the educational programs of the school.
			3	Students and school personnel have access to media and information resources necessary to achieve the educational programs of the school.
			2	Students and school personnel have access to media and information resources necessary to achieve most of the educational programs of the school.
			1	Students and school personnel have access to limited media and information resources necessary to achieve most of the educational programs of the school.
			4	Qualified personnel in sufficient numbers are available to assist students and school personnel in learning about the tools and locations for finding and retrieving information.
			3	Qualified personnel are available to assist students and school personnel in learning about the tools and locations for finding and retrieving information.
			2	Personnel are available to assist students and school personnel in learning about the tools and locations for finding and retrieving information.
			1	Limited assistance may be available for students and school personnel to learn about the tools and locations for finding and retrieving information.

Evidence Reviewed	
1	
2	
3	
4	
5	
n	

Comments

Indicator:

4.5	The technology infrastructure supports the school's teaching, learning, and operational needs.			Your Rating

Performance levels				
1st	*2nd*	*3rd*	←*External Review Team Work Sessions*	
			4	The technology infrastructure is modern, fully functional, and meets the teaching, learning, and operational needs of all stakeholders.
			3	The technology infrastructure meets the teaching, learning, and operational needs of all stakeholders.

			2	The technology infrastructure meets the teaching, learning, and operational needs of most stakeholders.
			1	The technology infrastructure meets the teaching, learning, and operational needs of few stakeholders.
			4	School personnel develop and administer needs assessments and use the resulting data to develop and implement a technology plan to continuously improve technology services and infrastructure.
			3	School personnel develop and administer needs assessments and use the resulting data to develop and implement a technology plan to improve technology services and infrastructure.
			2	School personnel have a technology plan to improve technology services and infrastructure.
			1	A technology plan, if one exists, addresses some technology services and infrastructure needs.

Evidence Reviewed (list presentations, interviews, observations, artifacts)	
1	
2	
3	
4	
5	
n	

Comments

Indicator:

4.6	The school provides support services to meet the physical, social, and emotional needs of the student population being served.	Your Rating

Performance levels			

1ˢᵗ	*2ⁿᵈ*	*3ʳᵈ*		←*External Review Team Work Sessions*
			4	School personnel implement a clearly defined process to determine the physical, social, and emotional needs of each student in the school.
			3	School personnel implement a process to determine the physical, social, and emotional needs of each student in the school.
			2	School personnel endeavor to determine the physical, social, and emotional needs of students in the school.
			1	School personnel attempt to determine the physical, social, and emotional needs of some students in the school.
			4	School personnel provide or coordinate programs to meet the needs of all students.
			3	School personnel provide or coordinate programs to meet the needs of students as necessary.
			2	School personnel provide or coordinate programs to meet the needs of students when possible.
			1	School personnel sometimes provide or coordinate programs to meet the needs of students.

			4	Valid and reliable measures of program effectiveness are in place, and school personnel use the data from these measures to regularly evaluate all programs.
			3	Measures of program effectiveness are in place, and school personnel use the data from these measures to evaluate all programs.
			2	School personnel evaluate all programs.
			1	School personnel rarely or never evaluate programs.
			4	Improvement plans related to these programs are designed and implemented to more effectively meet the needs of all students.
			3	Improvement plans related to these programs are designed and implemented when needed to more effectively meet the needs of students.
			2	Improvement plans related to these programs are sometimes designed and implemented to meet the needs of students.
			1	Improvement plans related to these programs are rarely or never developed.

Evidence Reviewed (list presentations, interviews, observations, artifacts)	
1	
2	
3	
4	
5	
n	

Comments

Indicator:

4.7	The school provides services that support the counseling, assessment, referral, educational, and career planning needs of all students.	Your Rating

Performance levels [Choose the statement in each category that best matches your school.]				
1st	2nd	3rd		←*External Review Team Work Sessions*
			4	School personnel implement a clearly defined, systematic process to determine the counseling, assessment, referral, educational, and career planning needs of all students.
			3	School personnel implement a process to determine the counseling, assessment, referral, educational, and career planning needs of all students.
			2	School personnel endeavor to determine the counseling, assessment, referral, educational, and career planning needs of students in the school.
			1	School personnel attempt to determine the counseling, assessment, referral, educational, and career planning needs of some students in the school.
			4	School personnel provide or coordinate programs necessary to meet the needs of all students.
			3	School personnel provide or coordinate programs necessary to meet the needs of students whenever possible.
			2	School personnel provide or coordinate programs to meet the needs of students when possible.

			1	School personnel sometimes provide or coordinate programs to meet the needs of students.
			4	Valid and reliable measures of program effectiveness are in place, and school personnel use the data from these measures to regularly evaluate all programs.
			3	Measures of program effectiveness are in place, and school personnel use the data from these measures to evaluate all programs.
			2	School personnel evaluate all programs.
			1	School personnel rarely or never evaluate programs.

Evidence Reviewed (list presentations, interviews, observations, artifacts)	
1	
2	
3	
4	
5	
n	

Comments

Standard 4 Powerful Practices and Opportunities for Improvement

Powerful Practices

Powerful Practice 1:
Description:

Powerful Practice n:
Description:

Opportunities for Improvement

Opportunity 1:
Description:

Opportunity n:
Description:

Tips for Easier Use of This Document

Evidence Reviewed (list presentations, interviews, observations, artifacts)	
1	Superintendent's Overview of the System
2	Teacher interviews
3	Leadership Team presentation/interview
4	Self Assessment
5	Observation of PLC meeting
n	

> Typical examples of evidence you might want to list. Do not include notes or descriptions here; use the "comments box below for that.

> "n" means you can add as many rows as you want. Use the "Tab" key to add another row.

Comments

Powerful Practices

Powerful Practice 1:
Description:

> Type the actual powerful practice or opportunity statement into this row.

Powerful Practice n:
Description:

> "n" means you can add additional powerful practices and opportunities as needed. See instructions for adding additional tables below. Change "n" to the appropriate number.

> Type the descriptionfor the powerful practiceor opportunity into this row.

To add an additional table for a new practice or opportunity, "mouse over" one of the tables, then "right-click" on the icon that appears in the upper right corner of the table (see arrow). Select "copy" from the drop-down menu. Place the cursor below the last table (where you want to add the new one), press Enter (to add a blank line), then right click, and select "Paste." If you make a mistake, remember that "Ctrl-Z" is "undo."

External Review Team Workbook for School Accreditation

Standard 5: Using Results for Continuous Improvement

Name of Institution Reviewed: _____

Name of Team Member: _____

Important Dates:

ER Team Pre-Conference: _____

On-Site Review Dates: _____

Submission of Expenses: _____

Introduction and Directions for Completing the Workbook

This workbook is designed for AdvancED External Review team members to use prior to and during a review. It includes the standard you have been asked to address, plus the indicators, concepts, potential evidence list, and areas for comment. You will also use the workbook to comment on the institution's Executive Summary and the overall Self Assessment. Your External Review Lead Evaluator will explain how you and other team members should use this book to collect and evaluate evidence for the review.

Directions for the Review of the Executive Summary and Self Assessment

To complete the Executive Summary and Self Assessment sections of this workbook most effectively, consider using the following steps. Your comments do not need to be limited to the scope of your assigned Standard.

1. Read the Executive Summary thoroughly. Highlight key words and phrases, especially those that relate to specific indicators for your standard.As you read, identify and record
   a. Questions you would like to ask.
   b. Artifacts you want to make sure you review (either off-site or on-site).
   c. Patterns and themes that might emerge.
   d. Successes and challenges that you want to investigate further.

2. Read the Self Assessment thoroughly. Highlight key words and phrases, especially those that relate to specific indicators for your standard.As you read, identify and record
   a. Questions you would like to ask.
   b. Artifacts you want to make sure you review (either off-site or on-site).
   c. Things to listen for during interviews and presentations.
   d. Potential powerful practices and opportunities for improvement.

Directions for the Review of this Standard

To complete the standards section of this workbook most effectively, consider using the following steps:

1. Review the standard statement.

2. Review each indicator by (you will complete this process 3 times):
   a. Reading the indicator statement.
   b. Placing a check mark or "x" (during team work sessions) beside the statement that best describes the institution based on the evidence you have reviewed so far.
   c. Typing in sources of evidence.
   d. Recording comments related to the indicator or concept statements from stakeholders. Pay special attention to level 4 and level 1 statements.

3. Determine an "overall" rating for the indicator. Your External Review Lead Evaluator will share additional information about the process you should use so that all team members will use a consistent method. Type the score into the space provided for each indicator. The score must be a 1, 2, 3, or 4 (no decimals).

Saving and Renaming This File (further tips on last page of this document)

In order to make sure your Lead Evaluator gets the most up-to-date information, please use the following naming convention when you save the file. Your Lead Evaluator will provide the exact name used for the file.
1. Select "Save As"
2. Rename the file: Institutionname-Standard-x-v.x. Replace the x following Standard with the number of the standard you are addressing. "v" stands for version. Each time you save, change the final character with the next higher number (v.1, v.2, v.3, etc.)
3. Save to the flash drive if provided, otherwise to the desktop of the computer you are using.
4. Example: NorthsidePublicSchools-Standard-3-v.2

Off-Site Review of Executive Summary and Self Assessment

Executive Summary (ES) Review

Questions to ask:	
Artifacts to review:	
Patterns/Trends:	
Successes/Challenges:	

Self Assessment (SA) Review: This section is for your review of the entire Self Assessment and is not limited to your assigned Standard.

Standard.Indicator		School's Self Rated Performance Level	
Questions to ask:			
Artifacts to Review:			
Things to listen for:			
Potential Powerful Practices:			
Potential Opportunities for Improvement:			

Standard.Indicator		School's Self Rated Performance Level	
Questions to ask:			
Artifacts to Review:			
Things to listen for:			
Potential Powerful Practices:			
Potential Opportunities for Improvement:			

Standard.Indicator		School's Self Rated Performance Level	
Questions to ask:			
Artifacts to Review:			
Things to listen for:			
Potential Powerful Practices:			
Potential Opportunities for Improvement:			

Standard.Indicator		School's Self Rated Performance Level	
Questions to ask:			
Artifacts to Review:			
Things to listen for:			

Potential Powerful Practices:
Potential Opportunities for Improvement:

Standard.Indicator		**School's Self Rated Performance Level**	
Questions to ask:			
Artifacts to Review:			
Things to listen for:			
Potential Powerful Practices:			
Potential Opportunities for Improvement:			

Standard.Indicator		**School's Self Rated Performance Level**	
Questions to ask:			
Artifacts to Review:			
Things to listen for:			
Potential Powerful Practices:			
Potential Opportunities for Improvement:			

Standard.Indicator		**School's Self Rated Performance Level**	
Questions to ask:			
Artifacts to Review:			
Things to listen for:			
Potential Powerful Practices:			
Potential Opportunities for Improvement:			

Standard.Indicator		**School's Self Rated Performance Level**	
Questions to ask:			
Artifacts to Review:			
Things to listen for:			
Potential Powerful Practices:			
Potential Opportunities for Improvement:			

Standard.Indicator		**School's Self Rated Performance Level**	
Questions to ask:			
Artifacts to Review:			
Things to listen for:			

Potential Powerful Practices:
Potential Opportunities for Improvement:

Standard.Indicator		**School's Self Rated Performance Level**	
Questions to ask:			
Artifacts to Review:			
Things to listen for:			
Potential Powerful Practices:			
Potential Opportunities for Improvement:			

Standard.Indicator		**School's Self Rated Performance Level**	
Questions to ask:			
Artifacts to Review:			
Things to listen for:			
Potential Powerful Practices:			
Potential Opportunities for Improvement:			

Standard.Indicator		**System's Self Rated Performance Level**	
Questions to ask:			
Artifacts to Review:			
Things to listen for:			
Potential Powerful Practices:			
Potential Opportunities for Improvement:			

Standard 5: Using Results for Continuous Improvement

Standard: **The school implements a comprehensive assessment system that generates a range of data about student learning and school effectiveness and uses the results to guide continuous improvement.**

Indicator:

5.1	The school establishes and maintains a clearly defined and comprehensive student assessment system.	Your Rating

Performance levels				
1st	2nd	3rd	←External Review Team Work Sessions	
			4	School personnel maintain and consistently use a comprehensive assessment system that produces data from multiple assessment measures, including locally developed and standardized assessments about student learning and school performance.
			3	School personnel maintain and use an assessment system that produces data from multiple assessment measures, including locally developed and standardized assessments about student learning and school performance.
			2	School personnel use an assessment system that produces data from multiple assessment measures about student learning and school performance.
			1	School personnel maintain an assessment system that produces data from assessment measures about student learning and school performance.
			4	The system ensures consistent measurement across all classrooms and courses.
			3	The system ensures consistent measurement across classrooms and courses.
			2	The system generally provides consistent measurement across classrooms and courses.
			1	The system provides a limited degree of consistent measurement across classrooms and courses.
			4	All assessments are proven reliable and bias free.
			3	Most assessments, especially those related to student learning, are proven reliable and bias free.
			2	Some assessments, especially those related to student learning, are proven reliable and bias free.
			1	Assessments are seldom proven reliable and bias free.
			4	The system is regularly and systematically evaluated for reliability and effectiveness in improving instruction, student learning, and the conditions that support learning.
			3	The system is regularly evaluated for reliability and effectiveness in improving instruction, student learning, and the conditions that support learning.
			2	The system is evaluated for effectiveness in improving instruction, student learning, and the conditions that support learning.
			1	The system is rarely or never evaluated for effectiveness in improving instruction, student learning, and the conditions that support learning.
Evidence Reviewed (list presentations, interviews, observations, artifacts)				
1				
2				
3				

4	
5	
n	

Comments

Indicator:

5.2	Professional and support staffs continuously collect, analyze and apply learning from a range of data sources, including comparison and trend data about student learning, instruction, program evaluation, and organizational conditions.	Your Rating

Performance levels			

1st	2nd	3rd		←*External Review Team Work Sessions*
			4	Systematic processes and procedures for collecting, analyzing, and applying learning from all data sources are documented and used consistently by professional and support staff.
			3	Systematic processes and procedures for collecting, analyzing, and applying learning from multiple data sources are used consistently by professional and support staff.
			2	Some processes and procedures for collecting, analyzing, and applying learning from data sources are used by professional and support staff.
			1	Few or no processes and procedures for collecting, analyzing, and applying learning from data sources are used by professional and support staff.
			4	Data sources include comparison and trend data that provide a comprehensive and complete picture of student learning, instruction, the effectiveness of programs, and the conditions that support learning.
			3	Data sources include comparison and trend data that provide a complete picture of student learning, instruction, the effectiveness of programs, and the conditions that support learning.
			2	Data sources include limited comparison and trend data about student learning, instruction, the effectiveness of programs, and organizational conditions.
			1	Data sources include little or no comparison and trend data about student learning, instruction, the effectiveness of programs, and organizational conditions.
			4	All school personnel use data to design, implement, and evaluate continuous improvement plans to improve student learning, instruction, the effectiveness of programs, and organizational conditions.
			3	School personnel use data to design, implement, and evaluate continuous improvement plans to improve student learning, instruction, the effectiveness of programs, and organizational conditions.
			2	School personnel use data to design, implement, and evaluate continuous improvement plans.
			1	School personnel rarely use data to design and implement continuous improvement plans.

Evidence Reviewed (list presentations, interviews, observations, artifacts)
1
2

3	
4	
5	
n	

Comments

Indicator:

5.3	Professional and support staffs are trained in the evaluation, interpretation, and use of data.	Your Rating

Performance levels			
1ˢᵗ	*2ⁿᵈ*	*3ʳᵈ*	←*External Review Team Work Sessions*

			4	All professional and support staff members are regularly and systematically assessed and trained in a rigorous, individualized professional development program related to the evaluation, interpretation, and use of data.
			3	All professional and support staff members are assessed and trained in a rigorous professional development program related to the evaluation, interpretation, and use of data.
			2	Most professional and support staff members are assessed and trained in a professional development program related to the evaluation, interpretation, and use of data.
			1	Few or no professional and support staff members are trained in the evaluation, interpretation, and use of data.

Evidence Reviewed (list presentations, interviews, observations, artifacts)

1	
2	
3	
4	
5	
n	

Comments

Indicator:

5.4	The school engages in a continuous process to determine verifiable improvement in student learning, including readiness and success at the next level.	Your Rating

Performance levels

1ˢᵗ	2ⁿᵈ	3ʳᵈ		←*External Review Team Work Sessions*
			4	Policies and procedures clearly define and describe a process for analyzing data that determine verifiable improvement in student learning including readiness for and success at the next level.
			3	Policies and procedures describe a process for analyzing data that determine verifiable improvement in student learning, including readiness for and success at the next level.
			2	A process exists for analyzing data that determine improvement in student learning, including readiness for and success at the next level.
			1	An incomplete or no process exists for analyzing data that determine improvement in student learning, including readiness for and success at the next level.
			4	Results indicate significant improvement, and school personnel systematically and consistently use these results to design, implement, and evaluate the results of continuous improvement action plans related to student learning, including readiness for and success at the next level.
			3	Results indicate improvement, and school personnel consistently use these results to design, implement, and evaluate the results of continuous improvement action plans related to student learning, including readiness for and success at the next level.
			2	Results indicate mixed levels of improvement, and school personnel sometimes use these results to design, implement, and evaluate the results of continuous improvement action plans related to student learning, including readiness for and success at the next level.
			1	Results indicate no improvement, and school personnel rarely use results to design and implement continuous improvement action plans related to student learning, including readiness for and success at the next level.

Evidence Reviewed (list presentations, interviews, observations, artifacts)	
1	
2	
3	
4	
5	
n	

Comments

Indicator:

5.5		Leadership monitors and communicates comprehensive information about student learning, conditions that support student learning, and the achievement of school improvement goals to stakeholders.	Your Rating
Performance levels			

1ˢᵗ	2ⁿᵈ	3ʳᵈ		←*External Review Team Work Sessions*
			4	Leaders monitor comprehensive information about student learning, conditions that support student learning, and the achievement of school improvement goals.
			3	Leaders monitor comprehensive information about student learning, conditions that support student learning, and the achievement of school improvement goals.

			2	Leaders monitor information about student learning, conditions that support student learning, and the achievement of school improvement goals.
			1	Leaders monitor some information about student learning, conditions that support student learning, and the achievement of school improvement goals.
			4	Leaders regularly communicate results using multiple delivery methods and in appropriate degrees of sophistication for all stakeholder groups.
			3	Leaders regularly communicate results using multiple delivery methods to all stakeholder groups.
			2	Leaders communicate results to all stakeholder groups.
			1	Leaders sometimes communicate results to stakeholders.

Evidence Reviewed (list presentations, interviews, observations, artifacts)	
1	
2	
3	
4	
5	
n	

Comments

Standard 5Powerful Practices and Opportunities for Improvement

Powerful Practices

Powerful Practice 1:
Description:

Powerful Practice n:
Description:

Opportunities for Improvement

Opportunity 1:
Description:

Opportunity n:
Description:

Tips for Easier Use of This Document

Evidence Reviewed (list presentations, interviews, observations, artifacts)	
1	Superintendent's Overview of the System
2	Teacher interviews
3	Leadership Team presentation/interview
4	Self Assessment
5	Observation of PLC meeting
n	

Typical examples of evidence you might want to list. Do not include notes or descriptions here; use the "comments box below for that.

"n" means you can add as many rows as you want. Use the "Tab" key to add another row.

Comments

Powerful Practices

Powerful Practice 1:
Description:

Type the actual powerful practice or opportunity statement into this row.

Powerful Practice n:
Description:

"n" means you can add additional powerful practices and opportunities as needed. See instructions for adding additional tables below. Change "n" to the appropriate number.

Type the descriptionfor the powerful practiceor opportunity into this row.

To add an additional table for a new practice or opportunity, "mouse over" one of the tables, then "right-click" on the icon that appears in the upper right corner of the table (see arrow). Select "copy" from the drop-down menu. Place the cursor below the last table (where you want to add the new one), press Enter (to add a blank line), then right click, and select "Paste." If you make a mistake, remember that "Ctrl-Z" is "undo."

Effective Learning Environments Observation Tool (ELEOT)

The purpose of this tool is to help you identify and document observable evidence of classroom environments that are conducive to student learning. Results of your observations will be used to corroborate information obtained from interviews, artifacts and student performance data. Please circle the number that corresponds with your observation of each learning environment item descriptor below. As needed and appropriate, briefly make inquiries with students.

Date _____ School _____ City _____ State or Province _____ Country _____ Grade Level _____

Time In _____ Time Out _____ Check ALL that apply: Lesson Beg. _____ Lesson Middle _____ Lesson End _____ Subject Observed _____ Observer Name _____

Student-focused Observations	Very Evident	Evident	Somewhat Evident	Not Observed
A. Equitable Learning Environment:				
1. Has differentiated learning opportunities and activities that meet her/his needs	4	3	2	1
2. Has equal access to classroom discussions, activities, resources, technology, and support	4	3	2	1
3. Knows that rules and consequences are fair, clear, and consistently applied	4	3	2	1
4. Has ongoing opportunities to learn about their own and other's backgrounds/cultures/differences	4	3	2	1
B. High Expectations Environment:				
1. Knows and strives to meet the high expectations established by the teacher	4	3	2	1
2. Is tasked with activities and learning that are challenging but attainable	4	3	2	1
3. Is provided exemplars of high quality work	4	3	2	1
4. Is engaged in rigorous coursework, discussions, and/or tasks	4	3	2	1
5. Is asked and responds to questions that require higher order thinking (e.g., applying, evaluating, synthesizing)	4	3	2	1
C. Supportive Learning Environment:				
1. Demonstrates or expresses that learning experiences are positive	4	3	2	1
2. Demonstrates positive attitude about the classroom and learning	4	3	2	1
3. Takes risks in learning (without fear of negative feedback)	4	3	2	1
4. Is provided support and assistance to understand content and accomplish tasks	4	3	2	1
5. Is provided additional/alternative instruction and feedback at the appropriate level of challenge for her/his needs	4	3	2	1
D. Active Learning Environment:				
1. Has several opportunities to engage in discussions with teacher and other students	4	3	2	1
2. Makes connections from content to real-life experiences	4	3	2	1
3. Is actively engaged in the learning activities	4	3	2	1

	Very Evident	Evident	Somewhat Evident	Not Observed
E. Progress Monitoring and Feedback Environment:				
1. Is asked and/or quizzed about individual progress/learning	4	3	2	1
2. Responds to teacher feedback to improve understanding	4	3	2	1
3. Demonstrates or verbalizes understanding of the lesson/content	4	3	2	1
4. Understands how her/his work is assessed	4	3	2	1
5. Has opportunities to revise/improve work based on feedback	4	3	2	1
F. Well-Managed Learning Environment:				
1. Speaks and interacts respectfully with teacher(s) and peers	4	3	2	1
2. Follows classroom rules and works well with others	4	3	2	1
3. Transitions smoothly and efficiently to activities	4	3	2	1
4. Collaborates with other students during student-centered activities	4	3	2	1
5. Knows classroom routines, behavioral expectations and consequences	4	3	2	1
G. Digital Learning Environment				
1. Uses digital tools/technology to gather, evaluate, and/or use information for learning	4	3	2	1
2. Uses digital tools/technology to conduct research, solve problems, and/or create original works for learning	4	3	2	1
3. Uses digital tools/technology to communicate and work collaboratively for learning	4	3	2	1

NOTES:

Frequently Asked Questions (FAQ) for Institutions
Effective Learning Environments Observation Tool (ELEOT)

What purpose does ELEOT serve?
Essentially, ELEOT's purpose is to identify observable evidence of classroom environments that are conducive to learning. ELEOT was developed for use by the External Review Team while on-site and replaces the former classroom observation walk-through instrument. The reason for the shift from a focus on teachers to a focus on learners is to ensure that learners are engaging acting, reacting, and benefiting from various contexts or environments that should be evident in **all** effective learning settings.

Is the ELEOT a tool to evaluate or measure an individual teacher's performance or quality?
No. Just as the AdvancED Standards and Indicators are used to provide school/system/organization level ratings through performance levels (which the team determines), the aggregated mean rating for each environment of all observations conducted during the External Review is what is reported and **NOT** individual classroom data.

What are learning environments?
The simplest way to understand the concept of learning environments is first to consider a broad definition of *environment* as a condition or setting. For purposes of using ELEOT, learning environment means the context in which student learning occurs with a particular thematic overlay, e.g., an Equitable Learning Environment, High Expectations Environment, etc.

What is the expected length of time for the observation?
Observations of classrooms or other learning venues are conducted for a minimum of 20 minutes per observation.

Are the items aligned with the AdvancED Standards and Indicators?
Each item is aligned to one of *AdvancED's Standards for Quality Schools*. The most prevalent indicators aligned to the learner items are found in Standard 3.

How will the results be used by the External Review Team?
The results of the ratings are used by the team to corroborate information obtained from interviews, artifacts or evidence, student performance data and stakeholder feedback data.

Are the External Review Team's scores shared with the institution during the External Review?
The mean rating for each learning environment is provided during the Exit Report and is included in the written *External Review Report*.

Can school leaders use ELEOT when their institution is not in an External Review?
Once the **pilot phase** is completed by the end of the 2012-2013 school year, the AdvancED network will have access to ELEOT for use as a continuous improvement tool.

2

Evaluative Criteria: Student Performance Diagnostic

Additional training will be available online this fall.

1. Assessment Quality

Level 4: The array of assessment devices used by the institution to determine students' performances is sufficiently aligned so that valid inferences can be reached regarding students' status with respect to the entire set of curricular aims regarded as high-priority, "*must accomplish*," instructional targets. The documentation provided in support of this alignment is persuasive. All of the assessments used are accompanied by evidence demonstrating that they satisfy accepted technical requirements such as validity, reliability, absence of bias, and instructional sensitivity.

Level 3: The array of assessment devices used by the institution to determine students' performances is sufficiently aligned so that valid inferences can be reached regarding students' status with respect to the majority of those curricular aims regarded as high-priority instructional targets. The documentation provided in support of this alignment is relatively persuasive. Most of the assessments used are accompanied by evidence demonstrating that they satisfy accepted technical requirements.

Level 2: The array of assessment devices used by the institution to determine students' performances is sufficiently aligned so that valid inferences can be reached regarding students' status with respect to some of those curricular aims regarded as high-priority instructional targets. The documentation provided in support of this alignment is less than persuasive. Some of the assessments used are accompanied by evidence demonstrating that they satisfy accepted technical requirements.

Level 1: The array of assessment devices used by the institution to determine students' performances is not aligned and thus valid inferences are unlikely to be reached regarding students' status with respect to those curricular aims regarded as high-priority instructional targets. No documentation in support of alignment has been provided or, if provided, it is not persuasive. Few of the assessments used are accompanied by evidence demonstrating that they satisfy technical requirements.

2. Test Administration

Level 4: All the assessments used by the institution to determine students' performances, whether externally acquired or internally developed, have been administered with complete fidelity to the administrative procedures appropriate for each

assessment. In every instance, the students to whom these assessments were administered are accurately representative of the students served by the institution. Appropriate accommodations have been provided for all assessments so that valid inferences can be made about all students' status with respect to all of the institution's targeted curricular outcomes.

Level 3: Most of the assessments used by the institution to determine students' performances have been administered with reasonable fidelity to the administrative procedures appropriate for each assessment. In most instances, the students to whom these assessments were administered are essentially representative of the students served by the institution. Appropriate accommodations have been provided for most assessments so that valid inferences can be made about most students' status with respect to most of the institution's targeted curricular outcomes.

Level 2: Some of the assessments used by the institution to determine students' performances have been administered with modest fidelity to the administrative procedures appropriate for each assessment. In some instances, the students to whom these assessments were administered are fairly representative of the students served by the institution. Appropriate accommodations have been provided for some assessments so that valid inferences can be made about some students' status with respect to some of the institution's targeted curricular outcomes.

Level 1: Few, if any, assessments used by the institution to determine students' performances have been administered with fidelity to the administrative procedures appropriate for each assessment. The students to whom these assessments were administered are not representative of the students served by the institution. Appropriate accommodations were not provided for assessments so that valid inferences cannot be made about students' status with respect to any of the institution's targeted curricular outcomes.

3. Quality of Learning

Level 4: Evidence of student learning promoted by the institution is well analyzed and clearly presented. In comparison to institutions functioning in a similar educational context, students' status, improvement, and/or growth evidence indicates that the level of student learning is substantially greater than what would otherwise be expected.

Level 3: Evidence of student learning promoted by the institution is acceptably analyzed and presented with reasonable clarity. In comparison to institutions functioning in a similar educational context, students' status, improvement, and/or growth evidence

indicates that the level of student learning is at or above what would otherwise be expected.

Level 2: Evidence of student learning promoted by the institution is indifferently analyzed and presented with little clarity. In comparison to institutions functioning in a similar educational context, students' status, improvement, and/or growth evidence indicates that the level of student learning is below what would otherwise be expected.

Level 1: Evidence of student learning promoted by the institution is poorly analyzed and is presented unclearly. In comparison to institutions functioning in a similar educational context, students' status, improvement, and/or growth evidence indicates that the level of student learning is substantially below what would otherwise be expected.

4. Equity of Learning

Level 4: Evidence of student learning indicates no significant achievement gaps among subpopulations of students, or the achievement gaps have substantially declined.

Level3: Evidence of student learning indicates achievement gaps exist among subpopulations of students, and these achievement gaps have noticeably declined.

Level 2: Evidence of student learning indicates achievement gaps exist among subpopulations of students, and these achievement gaps demonstrate a modest decline.

Level 1: Evidence of student learning indicates achievement gaps exist among subpopulations of students, and that minimal or no change has occurred in these achievement gaps.

Evaluative Criteria: Stakeholder FeedbackDiagnostic

More training will be available online this fall.

1: Questionnaire Administration

Level 4: All requiredAdvancED questionnaires were used by the institution to receive stakeholder feedback. The minimum response rate for each population was met (parent questionnaire: equal to or greater than 20%, student questionnaire(s): equal to or greater than 40%, staff questionnaire: equal to or greater than 60%). Questionnaires were administered with complete fidelity to the appropriate administrative procedures. In every instance, the stakeholders to whom these questionnaires were administered fully represented the populations served by the institution. Appropriate accommodations were provided as necessary for all participants.

Level 3: Most requiredAdvancED questionnaires were used by the institution to receive stakeholder feedback.The minimum response rate for each population was met (parent questionnaire: equal to or greater than 20%, student questionnaire(s): equal to or greater than 40%, staff questionnaire: equal to or greater than 60%). Questionnaires were administered with reasonable fidelity to the administrative procedures appropriate for each assessment. In most instances, the stakeholders to whom these questionnaires were administered mostly represented the populations served by the institution. Appropriate accommodations were provided for most participants.

Level 2: Some requiredAdvancED questionnaires were used by the institution to receive stakeholder feedback. The minimum response rate for each population was met (parent questionnaire: equal to or greater than 20%, student questionnaire(s): equal to or greater than 40%, staff questionnaire: equal to or greater than 60%). Questionnaires were administered with modest fidelity to the administrative procedures appropriate for each assessment. In some instances, the stakeholders to whom these questionnaires were administered somewhat represented the populations served by the institution. Appropriate accommodations were provided for some participants.

Level1: Few or no required AdvancED questionnaires were used by the institution.The minimum response rate was not met (parent questionnaire: less than 20%, student questionnaire(s): less than 40%, staff questionnaire: less than 60%).Questionnaires were administered with no fidelity to the administrative procedures. The participants to whom these questionnaires were administered did not represent the populations served by the institution. Appropriate accommodations were not provided for participants.

2. Stakeholder Feedback Results and Analysis

Level 4: Two or more of the stakeholder questionnaires had average item values of 4.30 or higher (on a 5.0 scale). All questionnaires had an average item value of 3.20 or above (on a 5.0 scale). Results of stakeholder feedback collected by the institution were well analyzed and clearly presented.

Level 3: All questionnaires had an average item value of 3.20 or above (on a 5.0 scale).Results of stakeholder feedback collected by the institution were acceptably analyzed and presented with reasonable clarity.

Level 2: One or more of the stakeholder questionnaires had an average item value below 3.20 (on a 5.0 scale).Results of stakeholder feedback collected by the institution were indifferently analyzed and presented with little clarity.

Level 1: All questionnaires had an average item value of less than 3.2 (on a 5.0 scale). Results of stakeholder feedback collected by the institution were poorly analyzed and presented unclearly.

Task Checklist for **Schools with 2013-14 Visits** and State Office

DATE	DONE	SCHOOL RESPONSIBILITIES:	STATE OFFICE RESPONSIBILITIES
		INTERNAL REVIEW PHASE/SELF ASSESSMENT (SA)	
March			State office sends invitation to school for "Preparing for External Review" Training
May 2013		Schools planning Fall visits (Oct 1-Dec 1, 2013) may want to create and send surveys to stakeholders prior to end of school year.	
June 2013		Attend Training	Present Training
July 1, 2013 Or Sept 1		Provide Date for Fall Visits to Regional Coordinator by 7/1/13; Provide Date for Spring Visit by 9/1/13.	Regional Coordinator send visit dates to State Office; State Office enter to ASSIST; AdvancED office sets tasks in ASSIST with school report deadline
July – August 2013			Region Coordinator selects dates, get on calendar and notify school; make sure school has access code for ASSIST
By July (Fall Visit); or By November (Spring visit)		Get copies of the Standards (including rubrics), Accreditation Handbook, survey samples, and any other needed materials. Ref. www.advanc-ed.org/schoolresources and www.advanc-ed.org/assistresources	Lead Evaluator, meet with school at least 8 weeks prior to visit to assure understanding and help secure resources; identify potential team members. Ref: Preliminary Meeting Agenda
Mid-September 2013		Attend Regional Accreditation Meeting	Provide updates, new resources and work with schools on visit details.
September-February		Begin Internal Review process: Demographics; Executive Summary; Self-Assessment (ratings on standards); Ref. * "Self- Assessment Workbook for Schools – Concept Map" Assurances (any attachments go here; don't forget to do both AdvancED and Idaho); Ref ** "Technical Guide: Completing Assurances" Student Performance analysis – Ref. * "Student Performance Workbook"; Plan for Stakeholder feedback (how will surveys be distributed, collected and reviewed and utilized?) Ref ** "Technical Guide: Administering Stakeholder Surveys", "Guide to Administering….", etc. School Improvement Plan (aligned with diagnostic results, if using WISE, it can be uploaded under Assurances and skip this activity) Ref. ** "Technical Guide: Building & Managing Goals & Plans" . Communicate with stakeholders throughout the process. **NOTE**: Ref. * workbooks above are found at www.advanc-ed.org/schoolresources; Ref ** workbooks are found at www.advanc-ed.org/assistresources	Staff teams: LE or school send names & emails for team members to State Office; State Office issues invitations to team via ASSIST (Team members must create a Profile in ASSIST, if they don't already have one); Train teams via AdvancED online resources; Assist school with planning for External Review Ref. www.advanc-ed.org/leadevaluators
October 2013		Complete and submit the Demographics Update and Executive Summary via ASSIST (watch for instruction letter sent in August to all schools)	State Council reviews Executive Summaries
September-January (depending on visit date)		Distribute surveys (usually a 3-week window). You may need parent permission for student surveys. Plan for at least a 20% return from parents, 40% return from students, and 60% return from staff. Ref. "Technical Guide: Administering Stakeholder Surveys" at www.advanc-ed.org/assistresources	
October (Fall visit) or January-February		Continue work on Internal Review. **Accreditation Report must be completed and submitted in ASSIST at least 4 weeks prior to scheduled External Review visit**. Ref. "ASSIST Diagnostics Guide, Page 20" at www.advanc-	Lead Evaluator monitor progress & assist school with making sure all components are completed and loaded to Accreditation Report

(spring visit)		ed.org/assistresources. Firm up arrangements and financials for visit. Work with Lead Evaluator on monitoring progress.	Lead Evaluator works with team to review school Report and any evidences available electronically

EXTERNAL REVIEW PHASE			
October – December 2013 (for fall) OR January – March, 2014 (for spring)		Host two-day External Review visit and receive oral exit report from Lead Evaluator Based on discussion with Lead Evaluator, provide one hard copy or access to evidences on-site and/or electronically.	Lead Evaluator writes ER Report and submits report online within 10 business days of ER visit. State Office reviews and accepts report online. In approximately 30 days, school receives an e-mail notice from AdvancED that the Report is available in the Portfolio. A copy can be printed and mailed to the school upon request to State Office.
April 2014			State Council reviews ER Report and makes recommendation for action by Accreditation Commission.
June 2014			Accreditation Commission grants accreditation status and Accreditation Department mails the school a cover letter and certificate.

CONTINUOUS IMPROVEMENT PHASE/ACCREDITATION PROGRESS REPORT (APR)			
2014-2018		Act on ER required actions, engages in continuous improvement, adhere to AdvancED standards.	
Yearly by Oct. 15		Update contact and demographic information in ASSIST. Review/revise Executive Summary. Revisit/revise School Improvement Plan.	Review school information in ASSIST on a yearly basis. Assure that it is current.
Spring 2016		**Submit Accreditation Progress Report** in response to the team's required actions. What have you accomplished in two years?	Monitor APR; State Council makes new accreditation recommendations, if necessary.
2017-2018		School completes Internal Review and hosts External Review again (every five years).	

(Revised 6/6/13 - vreynolds)

Wednesday, September 25, 2013

Karl Peterson, Principal/Supt.
Odyssey Charter School
1235 Jones Ave.
Idaho Falls, ID 83401

Dear Mr. Peterson:

Thank you for your application to pursue accreditation from NWAC/AdvancED in Idaho. AdvancED is the parent organization for the Northwest Accreditation Commission (NWAC) as well as North Central Association Commission on Accreditation and School Improvement (NCA CASI), the Southern Association of Colleges and Schools Council on Accreditation and School Improvement (SACS CASI), and the National Study of School Evaluation (NSSE).

AdvancED accreditation provides a national protocol for schools committed to systemic, systematic, and sustainable continuous improvement. The accreditation process invites school staff to collaborate in reviewing the quality of the school's systems and their contributions to teaching and learning. The process supports, enhances, and stimulates growth and improvement throughout the school.

The first step in the accreditation process is hosting a successful Readiness Visit to be conducted by representatives from the Idaho NWAC/AdvancED office.   There is a $100 initial visit fee that will be invoiced to you at the conclusion of the visit. Please review the documents/information sources below and submit the attached form "Readiness Visit Date Request" within 30 days, taking into account the length of time you will need to complete your self-assessment. Our State Office will then be in contact with you to schedule a Readiness Visit to your school for you and other key personnel that you may want included in the meeting. This visit should be scheduled between October 1, 2013 and December 15, 2013.

The purpose of the Readiness Visit is to determine: 1) the school's capacity to meet the standards; 2) the degree to which continuous improvement and quality assurance processes are in place in the school; and 3) the commitment of the school to meet the standards and adhere to all policies within the two-year candidacy timeline.

To prepare for the visit, the school must complete the *Self-Assessment of Readiness for Accreditation,* which will be e-mailed to you. The assessment instrument helps the school access its capacity to engage in the accreditation process. The school also must meet the Idaho Assurances enclosed. The Readiness Visit Review Team will use the school's *Self-Assessment of Readiness for Accreditation* assessment as a tool to guide

discussion during the visit. Upon the conclusion of the Readiness Visit, the team will determine if the school is ready to enter candidacy for accreditation.

To earn accreditation, the school must:
1. Host the Readiness Visit.
2. Meet the *AdvancED Accreditation Standards for Quality Schools.*
3. Comply with Idaho and AdvancED Assurances
4. Define and demonstrate the use of a continuous process of improvement.
5. Identify and implement a quality assurance process throughout the school focused on improvement efforts and meeting accreditation standards.
6. Host a Quality Assurance Review team at least once every five years.
7. Complete annual information updates and submit annual dues.

A more detailed overview of the steps to accreditation is enclosed for your use. In addition, a number of resources are available on our website at www.advanc-ed.org. On the homepage, in the "Accreditation" section, click on "Schools" and at the bottom of the page under "Ready to get started?" you will find the AdvancED Accreditation Standards for Schools, a step by step overview of the process, AdvancED Policies and Procedures, a Readiness Assessment, and the Application for Accreditation. Finally, in the "Resources" tab of the website, you will find *Accreditation for Quality Schools: A Practitioners' Guide.* This publication provides in-depth resources and tools to support schools with the key elements of the accreditation process.

The Idaho NWAC Office is available to assist you throughout this process and can be reached at 888-413-3669 ext. 5759, or e-mail me at dkleinert@advanc-ed.org or my assistant, Vikki Reynolds, at vreynolds@advanc-ed.org. On behalf of Idaho NWAC/AdvancED, we look forward to working with you and your staff in pursuit of accreditation as a Quality School.

Sincerely,

Dale Kleinert
Director
Idaho NWAC/AdvancED

Enclosures: *Readiness Visit Date Request Form*
             Steps to School Accreditation

Emailed: *Self-Assessment of Readiness for Accreditation*
             Idaho & AdvancED Assurances

AdvancED™

Readiness Visit Date Request Form

Please complete and return by October 1, 2013 via e-mail to vreynolds@advanc-ed.org or mail to 1510 Robert St., Boise, ID 83705

The Readiness Visit will last at least 2-4 hours, and possibly up to one full day.

School Name:	**Odyssey Charter School**
Contact Person:	Karl Peterson
E-Mail:	kpeterson@ocharter.org
Telephone:	208-557-3627
Fax:	

Preferred Review Dates

Please identify three possible dates for hosting the External Review Team.
Example: October 1, 2013

First choice:	December 2, 2013
Second choice:	December 11, 2013
Third choice:	November 20, 2013

Desired Expertise:

Please identify any demographic, background, or special areas of expertise that you think would be helpful in identifying a Reviewer. We will do our best to identify individuals who can bring this expertise to your school.

We are a project based charter school that enrolls grades 6-10 this year and will add 11ᵗʰ in the fall of 2014 and 12ᵗʰ in 2015. A reviewer should be experienced in secondary education, charter schools, and possibly project based learning.

SEE "STEPS FOR ATTAINING FULL ACCREDITATION" on the following page for a process outline.

STEPS FOR ATTAINING FULL ACCREDITATION

1. *Application Received by AdvancED, recorded and forwarded to state office.*
2. *Readiness Letter and Self-assessment of Readiness sent to school from State Office.*
3. *When prepared, school requests a readiness visit and submits the completed Self-assessment of Readiness within 3 months of application.*
4. *State Office schedules a Readiness Visit within 6 weeks of receiving Self-assessment materials.*
5. *State Office sends Readiness Visit findings to school and NWAC/AdvancED within 30 days of visit.*
6. *If approved for Candidacy, State Office sends Candidacy Letter, External Review Date Request Form and information for Internal Review to school.*
7. *School conducts Internal Review, corrects any potential barriers to accreditation, and requests an External Review to be conducted within 18 months of receiving the Candidacy Letter.*
8. *Upon receipt of the External Review Date Request Form, State Office will assign an External Review Team Leader.*
9. *External Review Team Leader will contact the school within 30 days of receiving the assignment to confirm a visit date and review details or respond to questions.*
10. *School completes and submits Internal Review materials at least 6 weeks prior to scheduled visit.*
11. *School hosts External Review visit and receives oral exit report from the Team Leader.*
12. *Team Leader submits report to Idaho NWAC Council for review at either a March or October meeting. Council recommendation is forwarded the NWAC/AdvancED Accreditation Commission for final action.*
13. *Accreditation Commission grants accreditation (meetings held in January and June annually) and the AdvancED Accreditation Department mails the accreditation certificate to the school.*
14. *School acts on External Review Team recommendations, engages in continous improvement, and adheres to NWAC/AdvancED standards.*
15. *School provides accurate contact and demographics information annually.*
16. *School submits Accreditation Progress report in response to the team's recommendations approximately two years after the visit.*
17. *State Office monitors reports and State Council makes changes in accreditation recommendations, if necessary.*
18. *School conducts a full Internal review and hosts an External Review visit once every 5 years.*

IDAHO

Self Assessment of Readiness for Accreditation for Schools

Odyssey Charter School

Self Assessment of Readiness
for Accreditation for Schools

Introduction

AdvancED promotes a philosophy that accreditation is an on-going, never-ending process of improvement, not an event that occurs only once every five years. To that end, AdvancED wants institutions to be aware of all requirements before they begin the journey toward accreditation. This Self-Assessment of Readiness for Accreditation will help you and others to determine if your institution has the capacity to pursue and achieve accreditation.

Definition of the Standard, Indicators, and Performance Levels

The five AdvancED Standards are comprehensive statements of quality practices and conditions that research and best practice indicate are necessary for schools to achieve quality student performance results and organizational effectiveness.The indicators are operational definitions or descriptions of exemplary practices and processes. When seen together, the Indicators provide a comprehensive picture of each Standard. If you have not already done so, please download and review the AdvancED Standards for Quality Schools from www.advanc-ed.org.

Directions for Completing the Report

In order to complete the Self-Assessment of Readiness, consider the following steps:

1. Download and read the AdvancED Standards for Quality Schools thoroughly (including indictors and performance levels).

2. In this document, select "Meets" if you believe your school meets the intent of the indicator. Otherwise, select "Needs Improvement."

3. After completing ratings of all indicators, respond to the prompts for student performance and stakeholder perceptions.

4. After you have completed the report, email a copy to the Idaho NWAC/AdvancED state office. (vreynolds@advanc-ed.org)

Standards

Standard 1	The school maintains and communicates a purpose and direction that commit to high expectations for learning as well as shared values and beliefs about teaching and learning.	Meets	Needs Improvement
1.1	The school engages in a systematic, inclusive, and comprehensive process to review, revise, and communicate a school purpose for student success.	X	
1.2	The school leadership and staff commit to a culture that is based on shared values and beliefs about teaching and learning and supports challenging, equitable educational programs and learning experiences for all students that include achievement of learning, thinking, and life skills.	X	
1.3	The school's leadership implements a continuous improvement process that provides clear direction for improving conditions that support student learning.	X	

Standard 2	The school operates under governance and leadership that promote and support student performance and school effectiveness.	Meets	Needs Improvement
2.1	The governing body establishes policies and support practices that ensure effective administration of the school.	X	
2.2	The governing body operates responsibly and functions effectively.	X	
2.3	The governing body ensures that the school leadership has the autonomy to meet goals for achievement and instruction and to manage day-to-day operations effectively.	X	
2.4	Leadership and staff foster a culture consistent with the school's purpose and direction.	X	
2.5	Leadership engages stakeholders effectively in support of the school's purpose and direction.	X	
2.6	Leadership and staff supervision and evaluation processes result in improved professional practice and student success.	X	

Standard 3	The school's curriculum, instructional design, and assessment practices guide and ensure teacher effectiveness and student learning.	Meets	Needs Improvement
3.1	The school's curriculum provides equitable and challenging learning experiences that ensure all students have sufficient opportunities to develop learning, thinking, and life skills that lead to success at the next level.	X	
3.2	Curriculum, instruction, and assessment are monitored and adjusted systematically in response to data from multiple	X	

		Meets	Needs Improvement
	assessments of student learning and an examination of professional practice.		
3.3	Teachers engage students in their learning through instructional strategies that ensure achievement of learning expectations.	X	
3.4	School leaders monitor and support the improvement of instructional practices of teachers to ensure student success.	X	
3.5	Teachers participate in collaborative learning communities to improve instruction and student learning.	X	
3.6	Teachers implement the school's instructional process in support of student learning.	X	
3.7	Mentoring, coaching, and induction programs support instructional improvement consistent with the school's values and beliefs about teaching and learning.	X	
3.8	The school engages families in meaningful ways in their children's education and keeps them informed of their children's learning progress.	X	
3.9	The school has a formal structure whereby each student is well known by at least one adult advocate in the school who supports that student's educational experience.	X	
3.10	Grading and reporting are based on clearly defined criteria that represent the attainment of content knowledge and skills and are consistent across grade levels and courses.	X	
3.11	All staff members participate in a continuous program of professional learning.	X	
3.12	The school provides and coordinates learning support services to meet the unique learning needs of students.	X	

Standard 4	The school has resources and provides services that support its purpose and direction to ensure success for all students.	Meets	Needs Improvement
4.1	Qualified professional and support staff are sufficient in number to fulfill their roles and responsibilities necessary to support the school's purpose, direction, and the educational program.	X	
4.2	Instructional time, material resources, and fiscal resources are sufficient to support the purpose and direction of the school.	X	
4.3	The school maintains facilities, services, and equipment to provide a safe, clean, and healthy environment for all students and staff.	X	
4.4	Students and school personnel use a range of media and information resources to support the school's educational programs.	X	
4.5	The technology infrastructure supports the school's teaching, learning, and operational needs.	X	
4.6	The school provides support services to meet the physical,	X	

		Meets	Needs Improvement
	social, and emotional needs of the student population being served.		
4.7	The school provides services that support the counseling, assessment, referral, educational, and career planning needs of all students.	X	

Standard 5	The school implements a comprehensive assessment system that generates a range of data about student learning and school effectiveness and uses the results to guide continuous improvement.	Meets	Needs Improvement
5.1	The school establishes and maintains a clearly defined and comprehensive student assessment system.	X	
5.2	Professional and support staff continuously collect, analyze and apply learning from a range of data sources, including comparison and trend data about student learning, instruction, program evaluation, and organizational conditions.	X	
5.3	Professional and support staffs are trained in the evaluation, interpretation, and use of data.	X	
5.4	The school engages in a continuous process to determine verifiable improvement in student learning, including readiness and success at the next level.	X	
5.5	Leadership monitors and communicates comprehensive information about student learning, conditions that support student learning, and the achievement of school improvement goals to stakeholders.	X	

Student Performance

Briefly describe recent student performance results, areas of strength and areas for improvement. These descriptions should not be complete statistical analyses, simply brief narratives. If applicable, give examples of awards your institution has garnered (Blue Ribbon or similar recognition from states or other organizations, National Merit Scholars, etc.).

Recent Results

Being this is our first year, Odyssey does not have results from ISAT scores to see the results from our teaching. Right now, our method of measuring student performance is with the tests the teachers have produced theirselves.

Strengths

Odyssey has strong resources to promote student learning through a great deal of professional development. The teachers get approximately hours of professional development nearly every Friday.

Areas for Improvement

Odyssey's biggest challenge is getting all the procedures in place to assess and monitor student

performance. We will participate in ISAT testing, but we need to create or procure assessment tools.

Stakeholder Perceptions

Please briefly describe the perceptions and opinions of your stakeholders in terms of strengths and areas for improvement. If you have administered stakeholder surveys, provide a brief review of the results. If you have not administered formal surveys, write a brief synopsis of comments, complaints, or testimonials you have from stakeholders.

Strengths

Families have been happy to have another choice in secondary education. They have enjoyed our hands on approach of project based learning. We also provide a more personal education because of our smaller size. We offer a wide variety of elective classes that allow us to provide a wide spectrum of ways to attract and educate the students.

Areas for Improvement

Some stakeholders have not been happy with the lack of advanced classes at Odyssey. We only teach to Geometry right now and we have had a couple of students who want a higher math class than that. Also, being a new school, we have had our share of problems with areas like class scheduling and organization that are now under control.

Assurances

	Yes	No
We have reviewed the requirements set forth in the AdvancED Assurances.	X	

Please identify any assurances that are not being met and describe what needs to be done to address the expectations in the Assurance.

We feel that we are meeting all of the assurances.

NAME OF PRINCIPAL/DESIGNEE COMPLETING THE SELF-ASSESSMENT:
Karl Peterson

CONTACT PHONE: 208-557-3627____ CONTACT E-MAIL: _kpeterson@ocharter.org_____

DATE COMPLETED:October 29, 2013_____

From:	Steve Young <SYoung@sd251.org>
Sent:	Wednesday, November 13, 2013 1:09 PM
To:	Vikki Reynolds; Dale Kleinert; Gordon Woolley (ggwoo@silverstar.com)
Subject:	Odyssey Charter School
Attachments:	Richard (Steve) Young.vcf

Dear Dale, Vikki, and Gordon,

  I did a readiness visit to Odyssey Charter School in Idaho Falls. Marjean McConnell declined to go with me because of a law suit situation from her district with the principal of Odyssey. After looking over the self-assessment to be filled out by the school on the 5 standards, it was clear to me that the report was filled out only by the principal without staff (teacher) input into the process.

  After visiting with Karl (the principal), I brought up just that point and he confirmed that he had filled out the report and marked met on every part of every standard because he feared that we would not accredit the school otherwise. I explained the reason for accreditation and specifically continuous school improvement as our goal for all schools in AdvancED. I asked him to take the self-assessment and redo it WITH his staff so that it could ACURATELY reflect a brand new school in the 1st year of operation where every standard is not met, but there would be many that need improvement so that they have something to work on going forward into the future.

  He will take the self-assessment back to his staff and we will meet again on Monday, December 16, 2013. I assured him that we could move forward with accreditation after he and his staff did an "honest" appraisal of their school. I toured the facility and found it to be quite nice and perfectly appropriate for the size of the school. Their charter says that they are a "project-based" school 7-10 and will add 11th and 12th grades in the next couple of years. The staff has received two weeks of training in project-based learning and instruction..........they will have an uphill battle over the next few years...although it does align nicely with common core and the principles of common core.

  I hope you agree with my assessment and the need for the school to redo the self-assessment before continuing with the readiness visit. Please let me know what you think.

  Steve

Richard (Steve) Young
Jefferson Alternative High School
Principal
Ph: 208-754-4550
FX: 208-754-4581

Richard (Steve) Young
Jefferson Alternative High School
Principal
(208) 754-4550 Work
(208) 390-7421 Mobile
rsyoung@sd251.org
rsyoung@cableone.net
529 North 3470 East
Menan, ID 83434

Report of Readiness

For School Accreditation

Odyssey Charter School

Karl Peterson, Principal Mr.

District 91

Idaho Falls, Idaho 83401

December 16, 2013

AdvancED™

AdvancED is dedicated to advancing excellence in education worldwide. The North Central Association Commission on Accreditation and School Improvement (NCA CASI), the Northwest Accreditation Commission (NWAC), and the Southern Association of Colleges and Schools Council on Accreditation and School Improvement (SACS CASI) are accreditation divisions of AdvancED.

Report of Readiness for Accreditation: Schools

Purpose: This report is designed to reflect the institution's readiness for accreditation through a review of its Self-Assessment of Readiness and examining its practices in relation to the AdvancED Standards for accreditation. By assessing the institution's readiness, a determination can be made regarding its capacity to meet the AdvancED Standards (and student performance data and stakeholder perception data, if applicable) and whether it should be granted candidacy status.

Standards

Standard 1	The school maintains and communicates a purpose and direction that commit to high expectations for learning as well as shared values and beliefs about teaching and learning.	Meets	Needs Improvement
1.1	The school engages in a systematic, inclusive, and comprehensive process to review, revise, and communicate a school purpose for student success.		X
1.2	The school leadership and staff commit to a culture that is based on shared values and beliefs about teaching and learning and supports challenging, equitable educational programs and learning experiences for all students that include achievement of learning, thinking, and life skills.	X	
1.3	The school's leadership implements a continuous improvement process that provides clear direction for improving conditions that support student learning.		X

Standard 2	The school operates under governance and leadership that promote and support student performance and school effectiveness.	Meets	Needs Improvement
2.1	The governing body establishes policies and support practices that ensure effective administration of the school.	X	
2.2	The governing body operates responsibly and functions effectively.		X
2.3	The governing body ensures that the school leadership has the autonomy to meet goals for achievement and instruction and to manage day-to-day operations effectively.	X	
2.4	Leadership and staff foster a culture consistent with the school's purpose and direction.	X	
2.5	Leadership engages stakeholders effectively in support of the school's purpose and direction.	X	
2.6	Leadership and staff supervision and evaluation processes result in improved professional practice and student success.	X	

2

Report of Readiness for Accreditation: Schools

Standard 3	The school's curriculum, instructional design, and assessment practices guide and ensure teacher effectiveness and student learning.	Meets	Needs Improvement
3.1	The school's curriculum provides equitable and challenging learning experiences that ensure all students have sufficient opportunities to develop learning, thinking, and life skills that lead to success at the next level.	X	
3.2	Curriculum, instruction, and assessment are monitored and adjusted systematically in response to data from multiple assessments of student learning and an examination of professional practice.	X	
3.3	Teachers engage students in their learning through instructional strategies that ensure achievement of learning expectations.	X	
3.4	School leaders monitor and support the improvement of instructional practices of teachers to ensure student success.		X
3.5	Teachers participate in collaborative learning communities to improve instruction and student learning.	X	
3.6	Teachers implement the school's instructional process in support of student learning.	X	
3.7	Mentoring, coaching, and induction programs support instructional improvement consistent with the school's values and beliefs about teaching and learning.		X
3.8	The school engages families in meaningful ways in their children's education and keeps them informed of their children's learning progress.	X	
3.9	The school has a formal structure whereby each student is well known by at least one adult advocate in the school who supports that student's educational experience.	X	
3.10	Grading and reporting are based on clearly defined criteria that represent the attainment of content knowledge and skills and are consistent across grade levels and courses.	X	
3.11	All staff members participate in a continuous program of professional learning.	X	
3.12	The school provides and coordinates learning support services to meet the unique learning needs of students.		X

Standard 4	The school has resources and provides services that support its purpose and direction to ensure success for all students.	Meets	Needs Improvement
4.1	Qualified professional and support staff are sufficient in number to fulfill their roles and responsibilities necessary to support the school's purpose, direction, and the educational program.		X
4.2	Instructional time, material resources, and fiscal resources are sufficient to support the purpose and direction of the school.		X
4.3	The school maintains facilities, services, and equipment to provide a safe, clean, and healthy environment for all students and staff.	X	
4.4	Students and school personnel use a range of media and information resources to support the school's educational programs.	X	
4.5	The technology infrastructure supports the school's teaching, learning, and operational needs.	X	
4.6	The school provides support services to meet the physical, social, and emotional needs of the student population being served.	X	
4.7	The school provides services that support the counseling, assessment, referral, educational, and career planning needs of all students.		X

Standard 5	The school implements a comprehensive assessment system that generates a range of data about student learning and school effectiveness and uses the results to guide continuous improvement.	Meets	Needs Improvement
5.1	The school establishes and maintains a clearly defined and comprehensive student assessment system.	X	
5.2	Professional and support staffs continuously collect analyze and apply learning from a range of data sources, including comparison and trend data about student learning, instruction, program evaluation, and organizational conditions.	X	
5.3	Professional and support staffs are trained in the evaluation, interpretation, and use of data.	X	
5.4	The school engages in a continuous process to determine verifiable improvement in student learning, including readiness and success at the next level.	X	
5.5	Leadership monitors and communicates comprehensive information about student learning, conditions that	X	

	support student learning, and the achievement of school improvement goals to stakeholders.		

Student Performance

Briefly comment on student performance results, areas of strength and areas for improvement as identified by the institution.

Recent Results

Being this is our first year, Odyssey does not have results from ISAT scores to see the results from our teaching. Right now, our method of measuring student performance is with teacher made tests. We are a new school.

Stakeholder Perceptions

Please briefly describe the perceptions and opinions of the institution's stakeholders in terms of strengths and areas for improvement.

Recent Results, if available

Odyssey has strong resources to promote student learning through a great deal of professional development. The teachers get approximately 6 hours of professional development weekly on Friday. A major strength is a caring staff. Odyssey's biggest challenge is getting all procedures in place to assess and monitor student performance.

Assurances

The institution meets the requirements set forth in the AdvancED Assurances.	Yes X	No

Please identify any assurances that are not being met and describe what needs to be done to address the expectations in the Assurance.

Next Steps

List activities the institution must complete before candidacy will be recommended:

Item (Press tab to add lines)	√
1	Visit by Accreditation Team before end of school year.	

List activities the institution must complete before scheduling the External Review:

Item (Press tab to add lines)	√
1	

RECOMMENDATION OF VISITING STATE OFFICE REPRESENTATIVE

[X] Recommended as a candidate for accreditation

Report of Readiness for Accreditation: Schools

☐ Recommended to remain as an applicant

_____   January 6, 2014
AdvancED Representative Richard (Steve) Young   _____
                                                   Date

STATE OFFICE APPROVAL

_____   2/13/14
State Director   _____
                                                   Date

☐ Approved as a candidate for accreditation

☒ Approved to remain as an applicant

February 13, 2014

Mr. Karl Peterson
Odyssey Charter School
1235 Jones St
Idaho Falls, ID 83401

Dear Mr. Peterson,

Recently, Northwest Accreditation Commission (NWAC) a Division of AdvancED conducted a Readiness Visit to your school. The primary purpose of the Readiness Visit was to determine the capacity of your school to pursue accreditation and orient school personnel to the accreditation process. Based on the results of the Readiness Report, Odyssey Charter is not approved to move to the candidacy step to procure accreditation. The school may remain in Applicant status for up to 2 years from the initial application date in order to work on the requirements listed below and prepare to meet accreditation standards.

The Readiness Review document contained a significant number of standard indicators designated as "needs improvement". Even though the number of indicators designated as "needs improvement" are not insurmountable, they are important to address before Candidacy is approved.

Next steps are for the school to sufficiently address the areas that are designated as "needs improvement", and notify the state accreditation office when they are prepared for a follow-up visit. Documentation with specific comments and evidence on what the school has done to address the issues will be required upon requesting the follow-up visit. Then, another Readiness Visit will be scheduled to review progress and make recommendations for moving to the Candidacy step and eventually full accreditation.

Please address in as much detail as possible how the school plans to address the following "needs improvement" indicators:

1.1 – What mechanism(s) will the school use to engage in a systematic, inclusive, and comprehensive process to review, revise, and communicate a school purpose for student success?
1.3 – What continuous improvement process will the school's leadership use that provides clear direction for improving conditions that support learning?
2.2 – What mechanism will be used to ensure the governing body operates responsibly and functions effectively? (Provide documentation of a mechanism that will ensure the school remains free of conflict of interest, financial issues and other legal pitfalls)
3.4 – What mechanism will school leaders use to monitor and support the improvement of instructional practices of teachers to ensure student success?
3.7 – What type(s) of programming will be implemented to ensure mentoring, coaching and induction opportunities are available to staff to support instructional improvement consistent with the school's values and beliefs about teaching and learning?
3.8 – What learning support services will the school implement and continue to provide that will meet the unique learning needs of students?

4.1 – How will the school provide sufficient qualified professional and support staff to fulfill their roles and responsibilities to support the school's purpose, direction, and the educational program? (Please provide a detailed financial proposal that aligns with the school's current/projected enrollments to meet staffing and infrastructure needs)

4.2 – How will instructional time, material resources, and fiscal resources be obligated to support the purpose and direction of the school? (see 4.1)

4.7 – Please provide a detailed plan that outlines how the school will provide services that support the counseling, assessment, referral, educational, and career planning needs of all students.

Following a successful Readiness Review the school will be designated as a Candidate. The school can then prepare to host the External Review for the purpose of seeking full accreditation. The review needs to be scheduled within two years of receiving Candidacy status. This two year preparation period provides time to address any ongoing required items in the new Readiness report to gain full accreditation.

Resources. The following resources will prove useful to you as the school completes Required Actions, the Follow-up Self-Assessment and prepares for the External Review:

1. ***AdvancED Accreditation Standards for Quality Schools.*** You can download a free copy from www.advanc-ed.org/schoolresources or purchase the publication from our website at the Resources tab.
2. ***Self Assessment Workbook for Schools – Concept Map*** You can download this free resource from www.advanc-ed.org/schoolresources . It may help you and your team analyze and address the requirements as well as begin planning for your External Visit.

Other resources on this site are primarily intended for use in the External Visit.

Support. We are available to assist you as you prepare for the next steps. Please feel free to contact me at any time for additional assistance and/or to schedule the follow-up Readiness Review.

Sincerely,

Dale Kleinert

Dale Kleinert, Director, Idaho NWAC Office, AdvancED

Enclosures: Readiness Report, Request for Review Date

Cc:
Vikki Reynolds, Administrative Assistant, Idaho NWAC Office, AdvancED
Steve Young, Idaho Accreditation Council Representative
Michelle Clement-Taylor, Idaho State Department of Education

Odyssey Accreditation Work List-Rough Draft 4/16/14
4/16/14 NWAC/AdvancED – D. Kleinert responses to 9 indicators in red below:

Please address in as much detail as possible how the school plans to address the following "needs improvement" indicators:

1.1 – What mechanism(s) will the school use to engage in a systematic, inclusive, and comprehensive process **to review, revise, and communicate a school purpose for student success**?

We will meet with the returning teachers at the end of the school year to review what they thought went well on communicating the purpose of our school and what we need to improve for the next school year. Topics will include 7 Habits, Project Based Learning, the use of technology in the classroom, and character development. We also have the mission specific goals and rubric starting on page 361 of the proposed Charter School Performance Certificate for Odyssey Charter School. (This is a good start. We will need to see a documented ongoing protocol that will be in place to communicate the school purpose and ensure that the school purpose is a measurable and attainable goal. Also agenda and minutes of the end of year meeting should be kept to help with an ongoing communication structure.)

1.3 – What continuous improvement process will the school's leadership use that provides clear direction for **improving conditions that support learning**?

Professional development on project based learning, 7 habits, Ron Clark training, math lab, language arts lab, Title I, improvements in special education, Scholastic Reading Inventory Scholastic Math Inventory. (This response is quite general and only addresses the organizational aspect which is professional development(PD). The PD element is an important part of a school continuous improvement process, and should be addressed as one of just a very few focused goals. The goals should be focused on identified areas to provide clear direction-break the continuous process into 3-4-5 specific attainable (organizational and academic) goals with objectives, strategies, and progress monitoring protocols in place to adjust along the way. Example: What types of focused professional development will be offered to align with other goals? (organizational goal) Then an academic goal focus area could be to raise achievement in a specific area that needs improvement, etc., etc.)

2.2 – What mechanism will be used to ensure the **governing body operates responsibly and functions effectively**? (Provide documentation of a mechanism that will ensure the school remains **free of conflict of interest, financial issues and other legal pitfalls**)

The Board of Directors will follow the Odyssey Charter School's Charter Appendix Q Board Training Program. Also, the board will work through the ISBA code of ethics for charter schools and also Developing Ethical Standards for your Charter School Board sent to us by Alison Henken to ensure the board governs responsibly and effectively. **(How will these**

programs/documents/strategies be used to develop a board policy that works and what is the timeline for putting them in place? This is an extensive project that needs to have benchmark timelines of implementation.)

3.4 – What mechanism will school leaders use to **monitor and support the improvement of instructional practices of teachers** to ensure student success?

The teachers will be evaluated according to the Danielson method. (How were they evaluated this year?) The teachers receive professional development almost every Friday for a half a day. Data from Scholastic Reading Inventory, Scholastic Math Inventory and other standardized tests like the SBAC will be used to evaluate the level of academic performance by Odyssey Charter School students. This data will be used to evaluate the teaching quality of the teachers and help the administrators and teachers make informed decisions to improve teaching. (good start – will need to include and see measurable performance objectives with timelines that will meet SDE and authorizer requirements)

3.7 – What type(s) of programming will be implemented to **ensure mentoring, coaching and induction opportunities** are available <u>to staff</u> to **support instructional improvement consistent with the school's values and beliefs** about teaching and learning?

Teachers at Odyssey Charter School receive <u>2 weeks</u> of professional development before school starts and a half day of professional development almost every Friday throughout the year(how is this funded and what is the agenda for the two week period before school starts?). This professional development is used to teach the faculty the culture of the school and methods used at Odyssey Charter School. {Odyssey uses project based learning for a majority of its instruction and 7 Habits of Highly Effective Teens supplemented with Ron Clark's Essential 55 for Odyssey's character development and classroom management.} (we're not sure how the last sentence fits into a staff mentoring/induction program.)

3.8 – What learning **support services** will the school implement and continue to provide that will meet the **unique learning needs of students**?

Odyssey has a Special Education and Title I programs to meet the specialized needs of the special needs and at risk student population (staffing model?). Odyssey also has a wide range of electives to suit the various interests of the students. We have offered a math lab and a language arts lab this year for students who are at risk in these areas and will be offering flex time to give all of Odyssey's students the chance to get the extra help they need when they are struggling and also add enrichment for those students who are not struggling (staffing model?). We also will be using RTI (need a description and documentation of RTI model) to identify students who are

struggling and will use a variety of strategies to help the students improve or recommend them for more intense help through special education. **(Some of this language seems good, but there is no specific model of tiered instruction noted here – seems quite general and not focused. Nor is there a documented plan to progress monitor on a regular basis.)**

4.1 – How will the school **provide sufficient qualified professional and support staff** to fulfill their roles and responsibilities to support the school's purpose, direction, and the educational program? **(Please provide a detailed financial proposal that aligns with the school's current/projected enrollments to meet staffing and infrastructure needs)**

Teachers have a valid Idaho teaching certificate and are endorsed in the areas they teach. One science teacher has a provisional certificate. All of Odyssey's paraprofessionals are highly qualified as Title I paraprofessionals. (this indicator is not adequately covered. No financial proposal is presented at this point in time)

4.2 – How **will instructional time, material resources, and fiscal resources** be obligated to support the purpose and direction of the school? (See 4.1)

(need the financial proposal here as in 4.1)

4.7 – Please provide a **detailed plan** that outlines how the school will provide services that support **the counseling, assessment, referral, educational, and career planning** needs of all students.

The budget that our Business Manager is preparing will allot funds for the various resources for counseling, assessment, referral, as well as planning for education and career. (not answered at this point in time)

From:	Dale Kleinert <dkleinert@advanc-ed.org>
Sent:	Wednesday, April 30, 2014 9:45 AM
To:	Karl Peterson
Cc:	Tamara Baysinger
Subject:	RE: Odyssey Accreditation
Attachments:	IDAPA 08.02.03.105 - Graduation Requirements.pdf

Good morning Karl –

Thanks for the email stating your dedication to get Odyssey moved to candidacy.

Earlier you sent me a request for information regarding State Board of Education (SBOE) graduation requirements. I've attached the SBOE rule that covers your request in a detailed manner. The hours, credits and other requirements are spelled out thoroughly somewhere in the middle of the applicable SBOE rule.

If you would like to send draft docs that you're working on, I would be happy to review them in preparation for our review on May 28. I can either add notes to your work and/or we can schedule a phone conference after I've had a chance to review them.

At some point as we get closer to May 28, we will talk about the structure of this follow-up Readiness Review that will take the better portion of the day. I will be bringing a team of three with me. The team includes John Cockett, Idaho Accreditation Commissioner from Malad, Steve Young from your area, Michelle Clement-Taylor from the ISDE and me.

We will try to keep expenses as low as possible, but since three of us will be coming from Boise and Malad, there will be some expense to your school including hotel for one night, and mileage and meal expenses. I've rented a car to come from Boise which will be quite a bit cheaper than paying mileage and will also help your expense line.

As I said before, our goal is to help you get to candidacy and we also want to do it right so you can provide the most successful experience possible for the students in your care. Dale

AdvancED

Dale Kleinert
Director

1510 Robert Street, Suite 103
Boise, ID 83705

888.413.3669, ext. 5509
888.41EDNOW (888.413.3669) ext. 5509

dkleinert@advanc-ed.org
www.advanc-ed.org

From: Karl Peterson [mailto:kpeterson@ocharter.org]
Sent: Tuesday, April 29, 2014 6:53 PM
To: Dale Kleinert
Subject: Odyssey Accreditation

Mr. Kleinert:

We are working on documentation for your concerns. Please contact me about your needs and concerns. We can turn all of our documentation into pdfs and we can send it to you. How else can we help you feel comfortable to approve us for Candidate status? We are committed to do anything you require to become accredited.

Signed,

Karl Peterson
Principal
Odyssey Charter School
1235 Jones Ave., Idaho Falls, ID
kpeterson@ocharter.org
208-557-3627

Tamara Baysinger

From:	Dale Kleinert <dkleinert@advanc-ed.org>
Sent:	Wednesday, April 30, 2014 10:09 AM
To:	Andrew Whitford
Cc:	kpeterson@ocharter.org; Tamara Baysinger
Subject:	RE: Accreditation for Odyssey Charter School
Attachments:	NWAC Idaho AdvancED Director response - Odyssey Accrediation Work List.docx

Follow Up Flag:	Follow up
Flag Status:	Flagged

Good morning Andrew –

I appreciate your email below and applaud you for the work you are doing for Odyssey School. I know firsthand that board members spend a ton of donated time and I'm sure you are no exception to the dedication that is needed to help your school be successful.

Earlier I sent a response to Karl's initial work to meet the nine indicators that still need more detail. I'm not sure if you have seen it or not, but it outlines (red responses from our office) what the school needs to address before our follow-up review on May 28. I've attached a copy to this email.

If these points are addressed with more specificity, you will be well on your way to a successful review on May 28.   Many of the items our office responded to (in red) have to do with developing benchmark timelines to complete tasks, a solid financial plan and details to assist in providing appropriate stable instruction.

One of your priority roles as a Board member would be to really take the lead on Indicator 2.2 and develop a bullet-proof plan/timeline to get a board policy manual in place. Having a formal board policy manual in place will really solidify an appropriate relationship with all levels of the school infrastructure. It will also protect and guide the board, administration and staff when the important decisions have to be made.

I look forward to coming out to Odyssey on May 28 and I hope we have a chance to meet. Dale

Dale Kleinert
Director

1510 Robert Street, Suite 103
Boise, ID 83705

888.413.3669, ext. 5509
888.41EDNOW (888.413.3669) ext. 5509

dkleinert@advanc-ed.org
www.advanc-ed.org

From: Andrew Whitford [mailto:andrewwhitford.board@gmail.com]
Sent: Wednesday, April 30, 2014 9:37 AM
To: Dale Kleinert
Subject: Accreditation for Odyssey Charter School

Mr. Dale Kleinert,

My name is Andrew Whitford, I am Vice Chair for Odyssey Charter School. We are working very hard to meet all the deadlines and goals that have been set forth by the Charter Commission as well as the State Accreditation. We are wondering if you would contact me so we could get some clarification on what exactly we are lacking in the 9 points that was laid out to us on April 17th during our Performance Certificate evaluation. Thank You.

Respectfully,

Andrew Whitford
Vice Chair Odyssey Charter School
andrewwhitford.board@gmail.com
208-206-5590

June 11, 2014

Karl Peterson, Principal
Odyssey Charter School
1235 Jones St.
Idaho Falls, Idaho

Dear Mr. Peterson,

Recently, Northwest Accreditation Commission (NWAC) a Division of AdvancED conducted a follow-up Readiness Visit to Odyssey Charter School to determine if the school was ready to advance to the candidacy stage. This visit was the third readiness visit to the school since the application for accreditation was received by AdvancED Idaho. During the first visit in early November of 2013, the evaluator found that no stakeholders were involved in the school's self-assessment. The evaluator asked that all staff be included in the process so that a reflective and collaborative self-assessment could occur. A second visit was held on December 16, 2013 so the school would have an opportunity to involve stakeholders. Based on the second Readiness Review results, Odyssey Charter School was not approved for candidacy at the state office of accreditation level on February 13, 2014, because a significant number of standard indicators were designated as "needs improvement".

The primary purpose of the third Follow-up Readiness Visit on May 28, 2014 was for the school to have an opportunity to sufficiently address the areas that were still designated as "needs improvement". Before the third visit was scheduled, Odyssey Charter School provided a written document to the Idaho Charter Commission that addressed the indicators that still needed improvement. In most cases the indicators were addressed in a general manner. I testified before the Idaho Charter Commission on April 17, 2014 to specifically address the indicators in need of improvement. I responded in detail to each of the indicators before the Charter Commission and provided information that could help Odyssey Charter School develop specific evidence, protocol, and practice. I also provided the same document to you and one of the Odyssey School Board members.

The third visit, which occurred on May 28, 2014, was designed to observe evidence that the school had addressed the indicators in need of improvement. The Review Team consisted of four educational professionals including John Cockett, Idaho Accreditation Commissioner, Steve Young, Idaho Accreditation Council Representative, and Michelle Clement Taylor, School Choice Coordinator from the Idaho State Department of Education. I represented the Northwest Accreditation Commission/AdvancED as the Idaho Director of Accreditation.

We arrived at Odyssey Charter School on May 28, 2014 at 9:00 a.m. The Odyssey Charter School Leadership Team provided an orientation and presented a large binder of documents and a newly adopted Board Policy Manual. Following the orientation and presentation, the team interviewed

twelve teachers, the Business Manager, three board members, nine students and observed eleven classrooms. At the end of the day we met with you to ask clarifying questions and inform you about information learned during the day from school stakeholders.

Even though the Odyssey Charter School Leadership Team reported that the school addressed all of the indicators in need of improvement, the results of stakeholder interviews and observations proved otherwise. In addition, the evidence presented in the large binder did not specifically address most of the indicators that were in need of improvement. Additional information was requested by the team following the review, however the information provided was also addressed in a general manner. A summary that addresses each indicator still in need of improvement was developed by the team and is attached to this letter. Based on the results of the Readiness Review, Odyssey Charter is <u>not</u> approved to move to the candidacy step to procure accreditation.

Next steps are for Odyssey School to sufficiently address the areas that are still designated as "needs improvement", and notify the state accreditation office when the school is prepared for an additional follow-up visit. Documentation with specific comments and evidence on what the school has done to address the "needs improvement" indicators <u>will be required</u> upon requesting the follow-up visit. Then, another Follow-up Readiness Visit will be scheduled to review progress and make recommendations for moving to the Candidacy step and eventually full accreditation. The school may remain in Applicant status until September 26, 2015, which is two years from the initial application date in order to work on the requirements listed in the attachment and prepare to meet accreditation standards. The school may not announce or post that it is accredited during the application process.

Following a successful Readiness Review the school will be designated as a Candidate and may announce that the school is a candidate for accreditation. The school can then prepare to host the External Review for the purpose of seeking full accreditation. The review needs to be scheduled within two years of receiving Candidacy status. This two year preparation period provides time to address any ongoing required items in the new Readiness Report to gain full accreditation.

We are available to assist you as you prepare for the next steps. Please feel free to contact me at any time for additional assistance and/or to schedule the follow-up Readiness Review.

Sincerely,

Dale Kleinert

Dale Kleinert, Northwest Accreditation Commission/AdvancED, Idaho Director

Enclosures: Follow-up Readiness Report

Cc:
Leonard Paul, Northwest Accreditation Commission/AdvancED, Northwest Regional Vice-President
John Cockett, Idaho Accreditation Commissioner
Steve Young, Idaho Accreditation Council Representative
Michelle Clement Taylor, Idaho State Department of Education
Vikki Reynolds, Northwest Accreditation Commission/AdvancED, Idaho Administrative Assistant
Tamara Baysinger, Idaho Public Charter School Commission

Follow-up Readiness Review Report
Odyssey Charter School
May 28, 2014

Review Team
Dale Kleinert – Northwest Accreditation Commission/AdvancED, Idaho Director
Michelle Clement Taylor – Idaho State Department of Education, School Choice Coordinator
John Cockett – Idaho Accreditation Commissioner
Steve Young – Idaho Accreditation Council Representative

1.1 – What mechanism(s) will the school use to engage in a systematic, inclusive, and comprehensive process to review, revise, and communicate a school purpose for student success?

Readiness Review Team Summary 5/28/2014 (needs improvement)
At the outset of the Readiness Review, the Leadership Team provided a large binder of information and a newly formed Board Policy Manual to show how the school purpose is communicated. The school conducted a Stakeholder Survey and a new website is being developed. Results of teacher interviews indicate that communication of the process is not happening. In multiple cases, teachers indicated that they are not able to give input to the principal for fear of retribution.

1.3 – What continuous improvement process will the school's leadership use that provides clear direction for improving conditions that support learning?

Readiness Review Team Summary 5/28/2014 (needs improvement)
No specific organizational or academic goals were presented to the Review Team. A Continuous Improvement Plan that provides a clear direction for improving conditions that support learning including academic and organizational goals should be implemented as soon as possible.

2.2 – What mechanism will be used to ensure the governing body operates responsibly and functions effectively? (Provide documentation of a mechanism that will ensure the school remains free of conflict of interest, financial issues and other legal pitfalls)

Readiness Review Team Summary 5/28/2014 (met)
The Board of Directors are to be complemented for their thoughtful planning efforts. Board members reported that they are dedicated to meeting legislative mandates regarding board membership and two new board members have recently been appointed. Board members reported that they will be pursuing training through the Idaho School Boards Association.

The board also worked hard to put detailed board policy into place. However, it was noted by the team that most, if not all policies recently placed into the Board manual were hastily placed on 5/24/2014 without multiple readings and opportunity for appropriate stakeholder input.

3.4 – What mechanism will school leaders use to monitor and support the improvement of instructional practices of teachers to ensure student success?

Readiness Review Team Summary 5/28/2014 (needs improvement)
No progress was made in this area, and in fact the school is out of compliance with State Code. Documentation provided to the review team included evaluation forms and description of the Danielson evaluation process. Multiple teachers reported that they were not trained in the evaluation process. The principal has also not been trained in the evaluation process. In addition, some teachers reported that they have not seen their evaluation, signed it or discussed it with the school director.   Idaho Code 33-514(4) requires that written evaluations be completed no later than May 1 of each year. The evaluation for the school principal has also not been completed.   The principal reported that a process is not in place for his evaluation.   Board members reported that they do not yet have a process in place to evaluate the principal.

3.7 – What type(s) of programming will be implemented to ensure mentoring, coaching and induction opportunities are available to support instructional improvement consistent with the school's values and beliefs about teaching and learning?

Readiness Review Team Summary 5/28/2014 (needs improvement)
Some teachers reported that professional development took place at the beginning of the year as was documented and presented by the Leadership Team. The Leadership Team reported that ongoing professional development takes place each Friday, however little to no evidence of weekly training to support instructional improvement documented with agendas and meeting notes were provided to the team during the review. Additional specific information was requested and a general list of trainings was provided, but multiple teachers did not substantiate ongoing specific training or communication of the school's purpose documented in the charter.   Some teachers who were hired after the beginning of the school year reported that they received little to no training or formalized mentor assistance. No documented plan is in place for the upcoming school year.

3.8 – What learning support services will the school implement and continue to provide that will meet the unique learning needs of students?

Readiness Review Team Summary 5/28/2014 (needs improvement)
The State Department of Education has reviewed the school and minimum requirements are now in place to show they are minimally compliant. The school Leadership Team reports that they will be using Response to Intervention (RTI) for struggling students. No evidence or documentation to implement or train teachers to use a tiered instructional model was found.

Teachers reported that they know what RTI means, but they have not been trained and are not using it in their classrooms. In addition, teachers reported that they are not aware of Title I services being offered.

4.1 – How will the school provide sufficient qualified professional and support staff to fulfill their roles and responsibilities to support the school's purpose, direction, and the educational program? (Please provide a detailed financial proposal that aligns with the school's current/projected enrollments to meet staffing and infrastructure needs)

Readiness Review Team Summary 5/28/2014 (needs improvement)
No financial or enrollment data was presented to the review team. A short narrative provided by the principal indicated that he thought enrollments would be up next year since the eleventh grade would be in place at the start of the next school year. A representative number of students were selected randomly for a short interview and fifty percent of the secondary students who were interviewed indicated that they would not be coming back to the school next year.

4.2 – How will instructional time, material resources, and fiscal resources be obligated to support the purpose and direction of the school?

Readiness Review Team Summary 5/28/2014 (needs improvement)
No budget, financial plan or other documentation was presented to the review team. Narrative responses from the principal and business manager indicated that the end of year fund balance would range from $40,000 to $120,000; however no documents were available for the team to review. In addition, the school has not begun to schedule for a fiscal year 2015 budget hearing. The school has also not begun the process to employ the assistance of an auditor for the purpose of the annual required audit of the fiscal year 2014 finances.

4.7 – Please provide a detailed plan that outlines how the school will provide services that support the counseling, assessment, referral, educational, and career planning needs of all students.

Readiness Review Team Summary 5/28/2014 (needs improvement)
No staffing or financial plan was presented or documented for the review team to show how the school plans to address this indicator. The school recently subscribed to the Idaho Online Career Information Service (CIS), however other counseling services were unable to be documented by the Review Team. The Leadership Team provided some general assessment data to the review team, but there was no plan presented to the review team to show how services will be provided to support the needs of students outlined in Indicator 4.7.

Odyssey Charter School
Minutes of Special Session Meeting
Board of Trustees
May 27, 2014

Board Members in Attendance:

Carrie Reynolds	President
Andrew Whitford	Vice President
Angie Stofey	Secretary
Scott Southwick	Board Member
Chris Peterson	Board Member
Karl Peterson	Principal/Administrator
Kelli Sandburg	IT/Website
Amy Whitford	Policy Committee

Minute taker: Angie Stofey
Confidentiality: Open

Verification of Quorum

Meeting was called to order by Ms. Reynolds at 5:35 p.m.

Approval of Agenda: Mrs. Peterson moved to accept the agenda. Mr. Southwick seconds the motion. Vote is unanimous.

Board of Administration Reports:

Ms. Reynolds wants to confirm the time for the Accreditation meeting tomorrow and to determine if everything is ready to go. She and Mr. Whitford will be at the school in the morning and Mr. Southwick will come in the afternoon. The policies from tonight will need to make sure they are in the binder. Mrs. Peterson will not attend this meeting as it is important that we do not have a quorum. Mrs. Stofey is unable to attend.

Mr. Whitford provides an update on the website. Kelli Sandburg came to our meeting and presented her work to us. We were able to see the webpage and browse through. We gave her input on what needs to be fixed and/or updated. Webpage looks fabulous. Very impressed. Mrs. Whitford will get her the policies that are approved in the meeting tonight so they can be uploaded before our meeting in the morning.

Mrs. Stofey is working on the minutes since April 2, 2014. She will try and have these ready soon.

Mr. Peterson provides updated information regarding the May 28, 2014 Accreditation Meeting. It begins at 9:00 a.m. and will last all day. Mr. Peterson read the agenda that was provided and this includes interviewing students, teachers and having lunch in the lunch room.

Mr. Southwick was sworn in and recited the oath to be on the board.

Action Items:

Policy Adoption:
- Mr. Whitford moves to revise policies 8300 and 8300P. Mrs. Peterson seconds the motioned. Vote is unanimous.
- Mr. Whitford moves to revise policy 3270. Mrs. Peterson seconds the motioned. Vote is unanimous.
- Mr. Whitford moves to replace the word "Trustee" throughout the whole policy manual to the word "Director". Mr. Southwick seconds the motioned. Vote is unanimous.
- Mr. Whitford moves to revoke 8200, 8210, 8220, 8230, 8240, 8245, 8250, 8270 and 3210 as they do not apply to our school. Mrs. Peterson seconds the motioned. Vote is unanimous.
- Mr. Whitford moves to adopt policies 5250 and 5800P. Mr. Southwick seconds the motioned. Vote is unanimous.
- Mr. Whitford moves to revoke 3265(A1) and 3265(A2) and to replace it with 3265(A3). Mrs. Stofey seconds the motioned. Vote is unanimous.
- Mr. Whitford moves that policies 4120R, 7410, 5800P, 5250, 8000 and 9000 be adopted. Seconded by Mrs. Peterson. Vote is unanimous.

Ms. Reynolds moves to carryover the decision on approving the updates to the building/space for next year to the next regular board meeting. This is seconded by Mrs. Peterson. Vote is unanimous.

Discussing Items:

Ms. Reynolds passes out copies of the interrogatories the school's attorney, Mark Fuller, sent to her in regards to a ongoing lawsuit. She provided an explanation of what an interrogatory is and the general legal ramifications of such a document. The attorney has asked for the board to read through and provide whatever information they may have. This will only apply to the board members that have firsthand knowledge of the events which are subject to that lawsuit. No specifics of the lawsuit were mentioned.

Ms. Remolds moves for a recess at 7:02 p.m. Ms. Reynolds called the meeting to order at 7:10 p.m.

Discussion on Mr. Whitt joining the board commences. Mrs. Peterson is not in favor of this occurring and expresses her opinions why. After much discussion Mr. Whitford moves that we approve Mr. Whitt as a new board member. Mrs. Stofey seconds that motion. Vote is 3-1 with Mrs. Peterson voting against the motion. Motion carries.

Ms. Reynolds moves to close the meeting at: 8:09 p.m. Mrs. Stofey seconds this. All in favor.

From:	Tamara Baysinger
Sent:	Thursday, April 10, 2014 3:14 PM
To:	Karl Peterson
Cc:	Carrie Reynolds; Chris Peterson; astofey.board@live.com; Andrew Whitford; Alison Henken
Subject:	RE: Follow-Up Questions

Thanks, Karl. I was glad to learn that you've found a new business manager; he has been in touch with Alison already for guidance regarding the budgets and cash flow projections, which are due by close of business on April 25.

What are the dates for your accreditation readiness visit and candidacy visit? Do you have any communications from Mr. Kleinert that you could share regarding Odyssey's level of preparedness for candidacy consideration?

I'm guessing Carrie is working on the issues related to governance and hiring, but please let me know if you have any questions in that regard.

Best,

Tamara L. Baysinger
Director, Idaho Public Charter School Commission
208-332-1583

From: Karl Peterson [mailto:kpeterson@ocharter.org]
Sent: Thursday, April 10, 2014 2:52 PM
To: Tamara Baysinger
Subject: Re: Follow-Up Questions

Tamara,

I have attached a letter from Melanie Reese the dispute resolution coordinator that states that we have met all the goals that have come do so far. We will be sending you the budget soon. Also, accreditation is coming and Dale Kleinert is helping us get our Candidate status and we are working on the areas we need to improve.

Karl Peterson
Principal
Odyssey Charter School
1235 Jones Ave., Idaho Falls, ID
kpeterson@ocharter.org
208-557-3627

On Tue, Apr 8, 2014 at 11:59 AM, Tamara Baysinger <Tamara.Baysinger@osbe.idaho.gov> wrote:

Good afternoon, Odyssey Board and Administration,

Many thanks to Carrie (and all who assisted her) for the March 21 response to my public information request. Thanks, too, for your willingness to respond to follow-up questions; I do have several:

1.   It appears that there were no board meetings between 5/15/13 and 6/9/13. However, it also appears that Karl Peterson was hired as administrator during this time. Mr. Peterson was listed as vice president of the board on 5/5/13; on 6/9/13 he was (inappropriately, as we have discussed previously) made an ex officio member, presumably because he was by then considered an employee. At the PCSC's 6/13/13 regular meeting, Mr. Peterson presented to the PCSC as Odyssey's administrator. Could you please clarify and document when the hiring decision was made, and by whom?

2.   I am concerned that the relevant statutory provisions may not have been followed with regard to the selection of Mr. Karl Peterson for Odyssey's administrator position, as well as with regard to the selection of Ms. Jessica Peterson for a part-time marketing position and a full-time teaching position.

I.C. 33-5204(6) provides that "when any relative of any director or relative of the spouse of a director related by affinity or consanguinity within the second degree is to be considered for employment in a public charter school, *such director shall abstain from voting in the election of such relative, and shall be absent from the meeting while such employment is being considered and determined*" [emphasis added].

> I.C. 18-1359(1)(e) provides that "**No public servant** [in this case, Karl Peterson] **shall…appoint or vote for the appointment of any person related to him by blood or marriage** [daughter-in-law Jessica Peterson] within the second degree, to any…employment…when the…compensation of such appointee is to be paid out of public funds…" [emphasis added].

> It appears from Odyssey's meeting minutes that Chris Peterson and her husband Karl Peterson were present at all Odyssey board meetings during the time period in which administrator and teacher hiring decisions were presumably made. Odyssey's minutes from the 4/17/13 board meeting state that both Karl and Chris Peterson were involved in a discussion including "Karl Peterson's benefits packet [and] Jessica Peterson's salary." It appears that that the decisions to hire Karl Peterson and Jessica Peterson had already been made at this point in time (see paragraph 4 and paragraph 6 of the minutes), though Karl was still serving on the board. The minutes further indicate that all teachers except one had received contracts, yet minutes from earlier meetings do not appear to reflect hiring deliberations or an administrator's report on hiring decisions made at the administrative level. Additionally, during the same meeting, Chris Peterson made the motion to hire Jessica Peterson for a part-time marketing position.

> Could you please provide any additional clarification, with documentation, demonstrating that the statutory provisions cited above were followed? Here are the pertinent questions:

- Was Chris Peterson involved in any discussions about Karl Peterson's and/or Jessica Peterson's contract(s) or hiring decision(s)?

- Was Chris Peterson absent from any meetings at which Karl Peterson's and/or Jessica Peterson's contract(s) or hiring decisions(s) were discussed?

- Was Karl Peterson involved in any discussions about his own and/or Jessica Peterson's contract(s) or hiring decision(s)?

It is my hope that Odyssey's hiring process was in fact compliant with statute. If it was not, the board should immediately consider how to prevent similar issues in the future. Remember, too, that relevant legislation passed during the 2014 legislative session; see my 3/31/14 letter (attached) for details.

3. You state that "there was no meeting on 4/24/13, this was a mistaken repost." The minutes dated 4/24/13 in the file name contains a 4/10/13 date in the header; however, the minutes are clearly for a different meeting than those dated 4/10/13 in both the file name and header. Of what other meeting was the file dated 4/24 a repost?

4. I appreciate your efforts to locate resignation letters for all your former board members. According to my reading of the minutes, 10 members have resigned since January 2013. I'm still missing letters from Lisa Nolan, Monica Couch, Kimberly Evans Ross, Josh Coffin, and Karl Peterson.

Additionally, I'd like to follow up on some other, outstanding issues that we have discussed before. Your responses will be very helpful as we update the PCSC during next week's meeting.

Accreditation: My understanding at this time is that AdvancEd is still willing to make a candidacy visit to Odyssey during this school year, but that Odyssey must first prove that it is prepared for, then pass, a readiness visit. Do you have any documentation that Odyssey has been deemed prepared for a readiness visit? Is that visit scheduled? If so, will AdvancEd be able to return to Odyssey a second time for the candidacy visit before the end of the school year? As we have discussed previously, this is of utmost importance to ensure that any students who choose to enroll at other schools next year receive credit for their coursework at Odyssey.

Fiscal Status: In February, Karl indicated that Odyssey's business manager would be able to provide cash flow projections for the remainder of FY14 by early March. Such projections would reflect any costs associated with legal assistance, correction of special education findings, etc. Have you had an opportunity to complete those projections and a revised budget? As a reminder, Alison Henken can provide a template to assist you with this project. Please provide the cash flow projections and budget at your earliest convenience.

Special Education Compliance: Does Odyssey have any communications with the SDE indicating that satisfactory progress has been made toward correcting the 13 special education findings identified by the SDE earlier this school year?

I certainly appreciate your recognition of the importance of identifying and correcting any compliance issues at Odyssey. As always, our office is happy to assist you with understanding and meeting the requirements for public charter schools; please don't hesitate to let us know if there's anything we can do to help.

Kind regards,

Tamara L. Baysinger

Director, Idaho Public Charter School Commission

208-332-1583

From:	Karl Peterson <kpeterson@ocharter.org>
Sent:	Monday, April 14, 2014 7:34 PM
To:	Tamara Baysinger
Subject:	Odyssey's Accreditation
Attachments:	Readiness Report - not approved.pdf; Odyssey Continuing App Ltr.pdf; Accrediation Work List.docx

Follow Up Flag:	Follow up
Flag Status:	Flagged

Tamara,

You asked for emails or documents about our accreditation. Here is our application for accreditation and the elements Dale Kleinert is looking for us to improve. Steve Young, my local contact for accreditation, is meeting with Dale Kleinert this month and one of the topics of conversation will be Odyssey Charter School. I am meeting with Steve Young on April 24th to discuss it. Though it is not an official answer, Mr. Young felt like it would not be a problem being accredited. Mr. Klienert offered to meet in June for an accreditation meeting. I asked if it can be sooner and he said that he can make a special trip in May when we feel we are ready. I have also included Accreditation Work List where I am breaking down the various concerns and addressing them. Please note that this is a rough draft so some of the ideas are fleshed out and some are still just points I want to address. I will go through this list in more detail with Steve Young on the 24th to finish it up, but I want to give you an update so you can see the work we have done. I spent about 30 minutes with Mr. Kleinert discussing this and most of these improvements are based on our discussion. Also, If you look on point 4.1, you will see that one of their main concerns is our finances which we are busy preparing a budget for you and him right now. Point 4.2 also has a major budget focus as well.

In my mind, the biggest issues are budgetary and also monitoring student performance to improve instruction. The budget is being worked on right now and the monitoring of students will be done through our purchase of subscriptions of Scholastic Reading Inventory and of Scholastic Math Inventory. We received our username and password today (April 14th). These two tests will help us know how our students are doing in the areas of reading and math and that will help us better prepare for state testing. This is especially useful since we will not have SBAC date this year.

I hope this gives you an idea of the progress we are making towards accreditation.

Karl Peterson
Principal
Odyssey Charter School
1235 Jones Ave., Idaho Falls, ID
kpeterson@ocharter.org
208-557-3627

EXHIBIT F

Exhibit	Description
F1	Odyssey petition review analysis – Totals at bottom demonstrate failure to address identified issues despite extensive guidance and time extensions; this pattern was repeated during the accreditation application process.
F2	Summary of identified concerns regarding Odyssey Charter School. These concerns both align with and extend beyond those identified by the NWAC readiness visit team.
F3	Letters of concern from Odyssey stakeholders received by PCSC office

Tab	Issue	11/2/2011			3/21/2012			5/10/2012			6/22/2012			7/11/2012			8/29/2012			9/10/2012			11/15/2012			Notes
		N	A	O	N	A	O	N	A	O	N	A	O	N	A	O	N	A	O	N	A	O	N	A	O	
0	Address not included	1				1																					
0	Table of Contents incomplete	1				1																					
	Election/term questions in Articles																1									New query on 8/29 is in response to new information provided by school.
1	Programmatic blend of art and science - explain further							1						1			1									New query on 5/10 is in response to new information provided by school. 7/11 version removes issue rather than addressing.
	Educational model unclear/unfocused										1						1									New query on 6/22 is in response to new information provided by school & emerging trend of dramatic change to program description with each submission.
	Educational model requires further description and support													1						1						New query on 7/11 is in response to new information provided by school.
2	Need attendance area map	1				1																				
2	Need enrollment interest data	1				1		1			1			1			1									Partially addressed 3/21, additional detail requested with specific guidance but not addressed for 5/10
2	Budget scenarios don't appear supported by market interest				1			1			1			1			1									New query on 3/21 is in response to new information provided by school.
2	Need correction re role of board vs administrator	1				1		1																		
2	Need to address waivers for non HQT	1						1			1															
2	Inadequate SpEd teacher projection	1				1																				
2	Query re use of ISBA materials w/o membership	1				1		1			1			1												
3	Define technology-rich environment	1				1																				
3	Explain how technology rich environment will be paid for	1				1		1					1													6/22 Item removed rather than addressed
3	Need research-based evaluation tools	1				1																				

Priority	Item								Comment
3	Demonstrate adequate budget for professional development	1	1	1					
3	Need research to back instructional method	1	1						
3	Describe how differentiated instruction will be provided	1	1	1	1	1	1		
3	Curriculum director mentioned here but not elsewhere	1	1						
3	How to provide mentoring opportunities for teachers	1	1						3/21 Item removed rather than addressed
3	Too heavy reliance on teachers HQT in multiple areas	1	1	1	1	1	1		
3	Trimester or semester inconsistency	1	1						
3	ENL endorsement commitment	1	1						
	School improvement section lacks detail							1	
4	MSES quality needs development	1	1	1	1	1	1		Specific guidance given re development of MSES changes as new information is provided.
4	Need to include middle level credit policy	1	1	1	1				
5	Recommend expansion of governance description	1	1						
5	Need to include board training plan and schedule	1	1	1	1				
	Need to include board recruitment plan		1	1					
5	Complaint policy	1	1	1	1				
5	Emergency policy	1	1	1	1				
5	Resumes need to include references	1	1	1					

No.	Item	A	B	C	D	E	F	G	H	I	J	K	Notes
5	Audit submission date needs correction	1		1									
6	Employee contracts must be in approved form	1		1									
6	Middle school teachers must be HQ	1			1	1							
6	Policies must be written, not summarized	1		1									
6	Simplify transfer rights section	1		1									
6	Need to address board, admin, and teacher evaluations	1			1	1							
7	Need to include SpEd disciplinary procedures	1			1	1							
7	Questionable student fees	1									1		
7	Queries re grade sizes and structures, ability to enroll proposed numbers		1				1	1	1	1			3/21 New queries address information not previously contained in the petition.
8	Business plan requires additional detail	1			1	1							
8	Need strategies for marketing to at-risk and non-English speakers	1		1								1	3/21 partially addressed, additional guidance provided; 11/15 partially addressed
8	Marketing plan needs to expand beyond Year 1	1			1	1							
8	Vague financial plan and related processes	1			1	1							
8	Need job descriptions for key personnel	1		1									
8	Need transportation plan	1		1									5/20 addressed but answer does not represent a positive solution
8	Need quote-based budget support for transportation plan	1			1	1							5/20 addressed but answer does not represent a positive solution

ID	Item	1	2	3	4	5	6	7	8	9	10	11	12	13	14	Notes
8	Need food service plan, including FRL	1	1													
10	Dissolution process lacks detail											1				
10	Need to address contracted servics	1	1													
10	Need to develop policy manual	1		1	1											
A	Include sufficiency review	1	1													
A	Include response to sufficiency review	1	1													
A	Articles inconsistent re number of board members	1	1													
A	Bylaws - half of board replaced at once	1		1		1		1		1		1		1		5/20 attempt to address ineffective
A	Notice for open meetings law		1													
A	Directors may not be compensated	1	1													
A	Unclear statement re pecuniary interest	1		1	1											
A	Need to expand regarding Buck Institute services								1			1		1		8/29/12 New query is in response to new information provided by school.
A	Need additional facilities detail for all options	13	10	10	1	16			7	5	1					This item includes a long list of specific questions explaining exactly what information / types of information is needed. New questions arise as new information is presented, but many questions are repeatedly left unaddressed. Information format change on 6/22 makes comparison difficult.
A	Need additional budget detail	26	8	21	5	30							2			This item includes a long list of specific questions explaining exactly what information / types of information is needed. New questions arise as new information is presented, but many questions are repeatedly left unaddressed. Information format change on 6/22 makes comparison difficult.
G	Overall, many sections vague, unclear, and lacking in detail.	1		1		1	1									
G	Petition requires editing for spelling and grammar.	1		1		1		1		1		1		1	1	6/22 and 7/11 reviews limit this critique to certain sections

TOTALS:	11/2/2011			3/21/2012			5/10/2012			6/22/2012			10/17/2012			11/2/2012			11/21/2012			12/20/2012		
	N	A	O	N	A	O	N	A	O	N	A	O	N	A	O	N	A	O	N	A	O	N	A	O
	91	0	0	21	25	58	7	13	62	1	5	11	1	5	6	9	8	7	0	2	2	4	1	2

N = New Issue
A = Addressed Issue
O = Outstanding Issue (not addressed)

The highlighted numbers of items left outstanding (unaddressed from the previous reviews) illustrate Odyssey's pattern of failure to respond to guidance. This pattern appears to have repeated itself during the accreditation application process. The issues listed here reflect only those cited in review memos; additional comments and details were provided in the petition text.

Since approval of the Odyssey Charter School petition, educational professionals including representatives of the Public Charter School Commission, the State Department of Education, and the Northwest Accreditation Commission have identified numerous concerns about the school's governance and operations. These concerns include:

1. High board membership turnover; 10 members have resigned since January 2013

2. Inadequate board membership; in winter 2013-14, the board had only 2 members [violation of I.C. §30-3-65; corrected spring 2014]

3. Inappropriate inclusion of administrator as a board member [violation of I.C. §33-5204(5)(a); corrected spring 2014]

4. Spousal relationship between board member and administrator [interpreted as allowable under previous statute, but strongly advised against and apparently problematic; school reports plans to correct in June 2014]

5. Inappropriate involvement of board members in school operations, including teacher evaluation and student discipline by individual without administrative certification [violation of IDAPA 08.02.02.120.05C]

6. Failure to background check board member who had direct contact with students [violation of I.C. §33-130 and 33-512]

7. Lack of documentation that the administrator (spouse of board member) and relatives of a board member and the administrator were hired, supervised, and evaluated in accordance with statute

8. Failure to evaluate administrator or develop process for evaluating administrator [violation of IDAPA 08.02.02.121.05]

9. Failure to complete teacher evaluations by May 1 [violation of I.C. §33-514(4)]

10. Failure to notify SDE when teacher placed on administrative leave [violation of I.C. §33-1208A]

11. High business manager turnover; 6 different individuals have had this responsibility since January 2013

12. High teacher attrition; apparently at least 70% since fall 2013

13. High student attrition; total attrition from fall 2013 to fall 2014 (enrollments) was 47%. 39% of students enrolled at the beginning of the 2013-14 school year disenrolled during the school year.

14. Failure to obtain accreditation candidacy status [violation of I.C. §33-119, 33-5205(3)(e), and IDAPA 08.02.02.140]

15. Failure to respond in timely manner to public records requests [violation of I.C. §9-339]

16. Incomplete board meeting minutes; minutes from a nearly 2-month period in summer 2013 are apparently nonexistent although board action was taken during that time [violation of I.C. §67-2344(1)]

17. Multiple special education violations including failure to provide services [violation of the Individuals with Disabilities Act, corrected spring 2014 pending additional action to be taken during summer months]

18. Failure to implement cohesive professional development throughout the year despite having no-school Fridays set aside for professional development and collaboration; additionally, lack of professional development plan for upcoming year.

19. Major accounting error (double-entry of $250,000 revenue; identified in fall 2013)

20. Apparent lack of knowledge about school's financial status among board, administration, and business management staff

21. Failure to maintain complete expenditures website [violation of I.C. §33-357]

22. Extensive stakeholder complaints including allegations of:

    a. bullying of teachers and students by school leaders
    b. bullying of students by students, unaddressed by school leaders
    c. discriminatory disciplinary practices (favoritism)
    d. religious discrimination during hiring and employment
    e. unresponsiveness of school leaders to questions and concerns
    f. retribution and fear of retribution for disagreement with school leadership
    g. retribution and fear of retribution for contact with authorizer
    h. failure to meet contractual obligation to vendor (lawsuit filed, presently unresolved)

i. inadequate textbooks and supplies
j. poor communication by school leadership

14 April, 2014

State Charter School Commission

RE: Ethical, financial and management issues at Odyssey Charter School (OCS)

To Whom it May Concern,
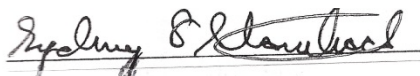
I am a teacher at Odyssey Charter School in Idaho Falls, writing this document to express concerns I have about the operation of OCS. Most of what I discuss I have experienced personally, but I bring up others' experiences in this document also, because they affect the morale of all of us. It is my feeling that this school should not be allowed to operate for another school year under the current circumstances.

To give you a brief background of where I am coming from, while this is only my second year of teaching school, I am fifty-five years old, and have had many and varied life experiences. I have worked in management positions, owned my own business, and even served in the military for seven years as an officer. I know how things should operate, and when there is "something rotten in Denmark". I cannot stand by and witness what is happening here without letting it be known, for the sake of the youth and their families who continue to be affected.

I have chosen the following specific examples to discuss in **nine attachments** to this letter, including supporting documentation as applicable.   Each of these specific examples (or grouping of examples) has one or more of three issues at the core: First, unethical practices, especially as it relates to the conduct toward staff and students; second, the mismanagement of funds; and third, the lack of ability by the board to move from a micro-managing function to governance.

1. Mr. Karl Peterson as Administrator; Mrs. Peterson as board member: ethical/financial/management
2. Special Education: ethical/management
3. Loss and/or Lack of Employees & Board Members: Ethical/Management Issues
4. Mrs. Inglet: ethical/management
5. School position-- "a no homework school" : ethical
6. Ron Clark Academy: financial/management
7. Hiring committee: ethical/management
8. Fundraising and Misc. Financial Questions: ethical/financial
9. Food services: ethical/financial/management

I am truly concerned. While some of the items may seem *individually* insignificant, I feel that they are all important in revealing the big picture. It is my hope that another witness may move this governing board to action. There cannot be so many "red flags" with no action taken. I fear it may be too late to save the school now, but if it survives, I hope that another year of incompetence will not be perpetuated. Your serious consideration will be greatly appreciated.

Sydney D. Stonehocker
Teacher, Odyssey Charter School

Attachment 1

Administration Issues—Karl Peterson as Principal, Chris Peterson as Board Member: Ethical, Financial, and Management Issues

In my opinion, violations of Principle IIb and j, Principle IVg and h, Principle Va and g, and Principle Xa-c, State Code of Ethics have occurred. I understand that many of the violations I have witnessed have concerned colleagues and do not relate to me personally, but I include them because they have affected the morale of all of us, including the students.

There are quite a few examples in this category, as follows:

Lack of Consistency in word and deed:

There is a significant thread running throughout everything else that is hard to describe, yet is extremely invasive. It is the Peterson's way of manipulating conversations, incidents, etc. to fit what they want it to be at any given time. They will say one thing and do another, or do one thing and when it is questioned, explain it away as something different. Although they seem to have been able to convince many that they are "right," I see it as inconsistent and dishonest.

One specific example of this is that one day, in person, Mrs. Peterson told me that they have a written document saying Mr. Walker quit, versus being fired (put on administrative leave). At an executive session I attended in conjunction with the next board meeting, I asked her about this again and she said they do *not* have any written correspondence from him saying he quit.

We received an email sent to the teachers by Mrs. Peterson, where she "strongly asks" that we attend our once a month board meetings. (see email below, highlighting added.)

In a later email, Mr. Peterson says the opposite. Both of these emails were written before the next board meeting. (this email inserted under Mrs. Peterson's, highlighting added.)

PTO Meeting, and Board Meetings

Chris Peterson <cpeterson@theaterfactory.org>   Wed, Feb 12, 2014 at 9:47 AM
Reply-To: Chris Peterson <cpeterson@theaterfactory.org>
To: Karl Peterson <kpeterson@ocharter.org>, "aklassen@ocharter.org" <aklassen@ocharter.org>, Jessica Peterson
<jpeterson@ocharter.org>, Kristin Hughes <khughes@ocharter.org>, Roberta Inglet <ringlet@ocharter.org>,
"kwilliams@ocharter.org" <kwilliams@ocharter.org>, Sid Stonehocker <sstonehocker@ocharter.org>, Sara Kay
Larsen <slarsen@ocharter.org>, Becky Burke <bburke@ocharter.org>, Kathryn Ludlow <kludlow@ocharter.org>,
"srose@ocharter.org" <srose@ocharter.org>, "twalker@ocharter.org" <twalker@ocharter.org>

Dear Teachers,

Tonight at 7:00 p.m. is a parent teacher meeting at our school. This is a PTO meeting where parents will
come and support what you need as a teacher.
Thus far, no teachers are supporting our program. I am asking that you please take the time to attend this
meeting. I know life is full (I have 8 kids I get
that) BUT this is your school and we really do need more of your support. Please plan to attend this meeting
tonight so that you can express to these
parents what you need in your classrooms. Right now we are small, but our school is just going to grow and
grow. We can not grow without your
support!

We also strongly ask that you attend our once a meeting Board Meeting held each first Wednesday of the
month at 7:00 p.m. in our school. This meeting
is very important and again, only a couple of teachers ever attend. We are making decision that directly
affect how you operate at your professions, so
your attendance is vital. We pass policy and discuss future ideas and plans for the school that you could
influence. We welcome your in put into this meeting.

Next year both of these meeting will be mandatory. Thus far, we don't ask a whole lot of you in the evenings,
but I am really requesting you seriously consider
being here for these meetings. If we work together as a team, we will see great things happen!

Thank you so much!

Chris Peterson
Board Member

Board Meeting and Math Classes

Karl Peterson <kpeterson@ocharter.org>   Mon, Mar 3, 2014 at 7:27 PM
To: teachers@ocharter.org, kkillpack@ocharter.org, lkenik@ocharter.org

Teachers,

There are a few things to tell you. First, you are not required to come to board meeting. You do not need to come
to the board meeting this Wednesday. Second, there are students who have been going to special education but
are not on IEP's. The special ed department needs to focus on its students. The students that have been coming
out there will be coming back to your classes. Please plan assignments to help them progress in math.

Just to clarify a few terms for those of you who may not be familiar with them, Special education is only for
students who have IEP's (Individual learning plans). A student may have a 504 which is an accommodation. This
means that they may need just a little adjustment to the lessons. This is usually extra time for the assignments,
need to be given notes on the lessons, or need to sit near the front because of bad eyesight or hearing. Title I is
to provide extra help in addition to their regular math class. Title I is not a replacement for their regular math
class.

Karl Peterson
Principal
Odyssey Charter School
1235 Jones Ave., Idaho Falls, ID
kpeterson@ocharter.org
208-557-3627

Is there a reason he doesn't want us coming to this board meeting? (Actually, it seems they
caught wind that some of us teachers were going to confront them on some issues that night, so

perhaps that was the reason?) *The only thing consistent is their lack of consistency*. This happens over and over.

Suspensions- There is no consistency in how suspensions are meted out and the consequences given. I understand suspensions are to be imposed by the administrator. One student was suspended for calling someone a bad word. **Mrs.** Peterson raked this student over the coals for a bad word, and then he was suspended. Completely inappropriate, both for **Mrs.** Peterson to be administering the tongue-lashing, and in my opinion, for him to have been suspended. I wonder if it is just a coincidence that the suspended student happened to be the previous board president's son, and that the offended student was a daughter of one of the board members. The inconsistency here is that we hear countless "bad words" from students every single day and *none* have received such treatment, let alone out-of -school suspension. Yet, when students were sent to the office for fighting and being on drugs, just as offensive, if not *more* so, nothing more than an in-school suspension was given.

Lack of Timeliness and Communication:

The email below (yellow highlighting added) is a great example of lack of timeliness. This email is dated the day of the PTO meeting and at the time it was sent, we were all in class teaching for the day. We had not been notified of this meeting or of any PTO meetings, at any time previous to this email. Were we really expected to drop all previous plans in order to go to this meeting that night? A little lead time would be greatly appreciated.

PTO Meeting, and Board Meetings

Chris Peterson <cpeterson@theaterfactory.org>   Wed, Feb 12, 2014 at 9:47 AM
Reply-To: Chris Peterson <cpeterson@theaterfactory.org>
To: Karl Peterson <kpeterson@ocharter.org>, "aklassen@ocharter.org" <aklassen@ocharter.org>, Jessica Peterson
<jpeterson@ocharter.org>, Kristin Hughes <khughes@ocharter.org>, Roberta Inglet <ringlet@ocharter.org>,
"kwilliams@ocharter.org" <kwilliams@ocharter.org>, Sid Stonehocker <sstonehocker@ocharter.org>, Sara Kay
Larsen <slarsen@ocharter.org>, Becky Burke <bburke@ocharter.org>, Kathryn Ludlow <kludlow@ocharter.org>,
"srose@ocharter.org" <srose@ocharter.org>, "twalker@ocharter.org" <twalker@ocharter.org>

Dear Teachers,

Tonight at 7:00 p.m. is a parent teacher meeting at our school. This is a PTO meeting where parents will come and support what you need as a teacher.
Thus far, no teachers are supporting our program. I am asking that you please take the time to attend this meeting. I know life is full (I have 8 kids I get
that) BUT this is your school and we really do need more of your support. Please plan to attend this meeting tonight so that you can express to these
parents what you need in your classrooms. Right now we are small, but our school is just going to grow and grow. We can not grow without your
support! [We can't attend if we are not informed of the meeting!]

We also strongly ask that you attend our once a meeting Board Meeting held each first Wednesday of the month at 7:00 p.m. in our school. This meeting
is very important and again, only a couple of teachers ever attend. We are making decision that directly affect how you operate at your professions, so
your attendance is vital. We pass policy and discuss future ideas and plans for the school that you could influence. We welcome your in put into this meeting.

Next year both of these meeting will be mandatory. Thus far, we don't ask a whole lot of you in the evenings, but I am really requesting you seriously consider
being here for these meetings. If we work together as a team, we will see great things happen!

Thank you so much!

Chris Peterson
Board Member

Another example of our administrator's lack of timeliness is the email (see below) he sent out at 6:40 am the morning of our inservice to tell us what we would be discussing/working on during our three hour block. Some preparation time would be helpful. A couple more notes about this email: Notice the "midterms on Thursday the 20th. From 6:00 to 9:00." He meant parent-teacher conferences. Also note the "over 3 minutes" part. As a parent, if I knew of this attitude of the school, I wouldn't bother to attend.

Friday Meeting

message

Karl Peterson <kpeterson@ocharter.org>   Fri, Mar 14, 2014 at 6:40 AM
To: teachers@ocharter.org, Laurie Kenik <lkenik@ocharter.org>, kkillpack@ocharter.org

Hi,

Special kudos to Kristin Hughes and Katie Ludlow with help from Desiree Jessen for their presentation night on discrimination!

We will be talking about the new Performance Certificate between Odyssey Charter School and the Idaho Public Charter School Commission.

Please remember to keep talking to your students about re-enrolling for next year.

Also, we will have midterms on Thursday the 20th. From 6:00 to 9:00. If your interview with a parent is looking like it is going to be over 3 minutes, please set up an appointment to talk more at a later date. This will keep the lines from getting too long. We want to keep everyone moving.

Karl Peterson
Principal
Odyssey Charter School
1235 Jones Ave., Idaho Falls, ID
kpeterson@ocharter.org
208-557-3627

4 attachments

　　FreeBIEs_9-12_Presentation_Rubric_CCSS.doc
　　47K

　　FreeBIEs_6-8_Presentation_Rubric_CCSS.doc
　　46K

　　FreeBIEs_PBL_School_Rubric.pdf
　　56K

　　FreeBIEs_6-12_Critical_Thinking_Rubric_CCSS.doc
　　40K

 A further example of late communication and inconsistency: **ISAT and new SBAC Testing**-- *As teachers we were just told on Friday, April 11,* that we would be administering our state testing beginning April **21**. I was concerned then that: a) we just now heard when it would take place, and b) that there has been no written schedule given to us teachers on exactly when it will be administered to our classes. Amy Whitford has been put in charge of the testing, and she did tell us that 6th grade would be done first, then 7th, etc., but we have no idea of exactly when our students will be pulled out, etc. How are we to know what days/times to plan our lessons for? But here is the kicker: *They started the testing today, April 14,* a week earlier than we were told.

Yet another example of this was last Friday, April 11, where *no* previous communication was given at all about our Friday inservice meeting, or whether we were even required to come.

There are *so many times* that important items are communicated at the last minute and we are expected to drop everything to fulfill their wishes. It is extremely difficult to be a prepared and effective teacher to our students with this management style.

Lack of Rapport:

In talking to each other as teachers, we have collectively taken note that Mr. Peterson is most often in his office on the computer. This is based on what we observe him doing during the times we seek him out, and also by the fact that he has visited our classrooms only once to observe. How do you build rapport with the staff and student body without spending time with them? I spoke with him about this issue one day, and his reply was something to the effect that "yeah, I need to get out there more, but I have so many reports and paperwork to file with the State that I don't have time."

I had a situation with some students and parents once where I felt Mr. Peterson took the parent's side on the issue, without even hearing it from my point of view, let alone backing me up with the parents, which would have been much appreciated.

Not a good way to build rapport with your teachers. Mr. Rose shared another excellent example of this with me. When the administrator works from the perspective of doing anything and everything to keep enrollment up (the money thing) he loses respect and trust with his teachers.

Close Family ties as relating to improper administration:

Chris Peterson, Mr. Karl Peterson's wife, serves on the board, and their eighteen year old daughter, Bailey, works as an office aide (I'm not actually sure of her "title"). She is called the school's "Nutrition Specialist" on our Odyssey Facebook page. The puzzling thing about Bailey's situation is that I was told by Chris Peterson that she is not actually hired by the school—that her dad is paying her. I believe both Mrs. Peterson and Bailey are allowed to do things by Mr. Peterson that would not happen under normal circumstances.

Cleaning:

 I'm ok with doing my part. We spend time cleaning our rooms, because we have a custodian that is limited to just 16 hours per week. The issue for me is that our custodian spends at least four of those hours on lunch duty weekly. We teachers also rotate doing lunch duty and our custodian is basically just another body in the cafeteria, very unproductive.

We (teachers) spent half of our inservice time Friday, April 11, preparing for a "meet and greet" meeting to be held on Saturday and getting things cleaned up for our Ron Clark visitor. I think it would be a good idea to get the student body, who created most of the cleaning "opportunity", to do this.

Friday Inservice, or Professional Development/Teacher Prep Time:

As I understand it, Friday mornings are to be spent on teacher inservice/training, teacher preparation, and collaboration with each other. I found a calendar (not given to me by the administration), titled "Odyssey Charter School #484 2013-2014 School Calendar Grades 6-10". If I understand it correctly, this calendar shows that we should have a total of 15 structured hours on Fridays for the entire year. Should not the rest of our Friday hours be available for us as teachers, then, to use as we need to use it for our teaching preparation?

The way most Fridays have gone all year is that we, most every week, with the exception of two or three Fridays, have been required by Mr. Peterson to attend and participate in whatever it is that he has for us to do that day. We normally get very little, if any, heads up as to whether we even have to come or not, let alone what the task for the day is. There is no career education, no curriculum development, no time for collaboration, and rarely time for teacher preparation.

We have spent Friday time watching videos about what project based schools are doing 5 and 10 years down the road, but we need to know how to make it through this first year. Quoting Appendix V from the Odyssey Charter, *"Odyssey plans for Buck Institute for Education to provide its three day PBL 101 workshop and ==two one== follow up workshops in the first year. ==One follow up workshop will be in January, and another follow up workshop will take place around April==."* (Highlighting added—typo not added.)

To date, neither the January nor the April workshop has taken place. However, after drilling us all year to do projects, projects, and more projects, finally in one of our latest inservices, we were asked to spend more "face-time"-- call it lecture, explanation, or setting up the foundation to work a project. (Just what we've been explaining that we needed to do all along!)

This last Friday we spent half of the day comparing the 7 habits with Ron Clark's 55 rules. Understanding how the Petersons work, I wonder if they had us do this in order to help them prepare to revise the Charter to include teaching the Ron Clark philosophy at our school.

The following two emails from Mr. Peterson are interesting on more than one account. Notice the dates, the request for us to "please plan your schedule accordingly," and the significant changes made to that schedule just one day before it happens:

Inservice April 15 and 16

Karl Peterson <kpeterson@ocharter.org>
To: teachers@ocharter.org, kkillpack@ocharter.org, Laurie Kenik <lkenik@ocharter.org>

Tue, Apr 8, 2014 at 8:25 AM

Teachers,

Below is the schedule we will follow next week for our inservice on April 15 and 16. Please plan your schedule accordingly. You are welcome to come and observe other teachers during your prep if it is in the morning. This is a great opportunity to learn from Adam Dovico, a trainer from the Ron Clark Academy. It will be amazing!

We were not able to have him come into Mrs. Peterson's class. Also, he will not be coming into Mr. Rose's class because he does not do that high of math.

APRIL 15th - TUESDAY
9:00- 10:00- Mrs. Jessen 7th Grade English
10:00-11:00 Mrs. Ludlow 8th Grade English
11:00- Lunch for first group   THIS IS A MEET AND GREET. This isn't a time for them to hammer you about things. This is just a relaxing lunch.
11:30-or 12:00- = 2nd group comes in for lunch
12:00-1:00 - Mrs.Inglet room social studies or English whichever you want. 6th Grade

1:00- **We are going to have our students move into the Cafetorium to watch the RON CLARK STORY TOGETHER. Our teachers will move into Mrs. Hughes room for your presentation.**
1:30- 3:40 - Meet together to do lesson with teachers
> You may do this presentation anyway you want to do this. We really need for them
> to hear the nuts and bolts of how you do things at the RCA. Some of the teachers
> are not buying the fact that if kids are not African American they are not going to be
> be able to sing or dance. We are hoping that after you have presented lessons
> that they will be getting the bigger picture -

APRIL 16th - WEDNESDAY
8:05- 9:00- Mr. Williams **10th Grade Science**
9:00-10:00- Mr. Stonehocker **9th Grade Science**
10:00- 11:00- Mrs. Hughes **8th Grade U. S. History**
11:00- First lunch again- We could do a potato bar
11:30- 2nd Lunch again Same potato bar or you could have him meet with the board and discuss things

12:30- 1:30- Mrs. Killpack **6 Grade Math or Science whichever you want**

1:30- 3:30- Meet together to do lessons with teachers This would be a recap. This might be a good time for them to do questions that you could answer

Wednesday Evening 7:00 = 8:00 P.M. Parent meeting

Ron Clark

Karl Peterson <kpeterson@ocharter.org>
To: teachers@ocharter.org, Laurie Kenik <lkenik@ocharter.org>, kkillpack@ocharter.org

Mon, Apr 14, 2014 at 3:43 PM

Teachers,

Here is the new schedule:

8-9 - You have him on a tour and to discuss things
9-10= 10th grade English Ludlow
10-11- 10th Grade Jesson English
11-11::30 - Lunch with first lunch people
11:30- 12:30- 6th Mrs. Inglet social studies
12:30-1:30- Mrs. Killpack Science

1:30- 3:40- Meet with teachers the kids go to Cafetorium to watch The Ron Clark movie

6:00 Board meeting dinner

Wednesday
8:00-9:00- 7th Grade Social Studies Hughes
9:00-10:00- 7th Grade Jesson English
10:11:00- 6th grade Killpack Math
11:00-12:00- 8th Grade English Ludlow

no ~~more~~ *mr. Williams*
No mr. Stonehocker

12:00- 12:30- Lunch
12:30-1:30- 6th Grade Inglet Social Studies

mrs. Inglet twice

1:30-2:00- Talk to the kids about RCA
2:00- 3:40- They watch Stand and Deliver on YOU TUBE
2:00-3;40 Teachers will be meeting with him

7:00- Parent meeting

Karl Peterson
Principal
Odyssey Charter School
1235 Jones Ave., Idaho Falls, ID
kpeterson@ocharter.org
208-557-3627

Administrator evaluation:

Mr. Peterson has been in my room **once** to do his obligatory evaluation. *Other than this he has not been in my room for observation purposes.* On the evaluation form there is a list of items that he is to rate a 1, 2 or 3. I wasn't rated 3 for anything. I was rated "1" on one item, and when I asked why it was a 1, rather than explaining it to me, he just changed it to a 2. So I received straight 2's. Straight 2's, especially with little feedback related to the rating, does not help me much—does that mean I am mediocre in everything? Thankfully, I do get much more positive feedback from my students and their parents)—the point is, if I am given very little feedback, and rated the same across the board, what good does the evaluation do me?

Incident Report:

When Mr. Walker was put on "administrative leave", he was advised by his attorney not to go near the school. So when Petersons wanted him to come pick up his personal affects, including some plants, he asked some of us as his colleagues to help him out by bringing his things to him. Well, we did as he asked and collected his things to the best of our knowledge, and I transported them to his residence. Mr. Peterson, Mrs. Inglet, Mr. Rose, the substitute teacher and myself were all in the room working on this together, deciding what belonged to the school and what was Mr. Walker's. *Nothing whatsoever was said to any of us at the time, to the effect that we shouldn't be doing this.* However, the next day, I was called into the office during my prep hour and asked to sign an incident report (see copy below. I unfortunately did not make a copy of mine—this is an exact replica of the one I received, but mine had my name on it).

Odyssey Incident Report

Name: Shawn Rose

I acknowledge that I came into class room #5 to remove Anthony Walker's personal possessions and that I was working under his direction. As part of a group, I was in contact with Mr. Walker and I removed the items that I understood that he wanted removed. To the best of my knowledge, all removed items were turned over to Mr. Walker. The removal of items took place during 3:40-4:10 p.m.

Teacher Signature_____ Date _____

Administrator Signature_____ Date _____

Although I did have Mr. Peterson make some changes, I regret that I was so blindsided by this whole thing that I went ahead and signed it. I happened to talk to Mr. Rose in passing during sixth hour, and when he mentioned that he had to go see Mr. Peterson after school, I had the chance to forewarn him of what was coming. Mr. Rose refused to sign his. He also clarified with Mr. Peterson that if he was worried about any liability for Mr. Walker's belongings that he should pursue that with Mr. Walker and leave us out of the middle. He also inquired as to whether Mr. Peterson himself, Mrs. Inglet and the Substitute teacher were also being asked to sign this form. I went in the next day saying that I had had "buyer's remorse" and would like a copy of the incident report to also go into my file as *unsigned*. He still had the form on the desk. He crossed it out and wrote void on it.

There are more concerns I have about Mr. Walker's removal included in Attachment #3.

Work day:

Part of the cited Incident Report also involves the fact that Mr. Peterson verbalized that we were helping Mr. Walker on "school time". Technically, according to school policy (see document at the end of this section) my day actually ends at 3:30 pm, ten minutes before school is out! Oops! But of course I stay at least half an hour after school is out at 3:40, and usually much later than that, to help students or prepare things for the next day. Regardless, Tony Walker was still a colleague-- is it really wrong to assist another, even on "school time"?

Odyssey Charter School

Work Day

For purposes of this policy, Work Day for certificated employees is defined as the time an employee is expected to be on the school's premises. The Board and Administration recognize that certificated teaching professionals put in hours far in excess of those hours which they are expected to be at the school; however, this excess time is not considered as part of the Work Day for the purposes of this policy.

Work Day for classified employees is defined as the length of time of scheduled work for the individual classified employee. No work outside of this time frame is expected, required, or approved.

The length of a work day for a certified employee shall be seven and one-half (7 1/2) hours for a full-time certified employee. The work day is generally exclusive of lunch and extracurricular assignments, but inclusive of preparation time and assigned duties. Arrival time shall generally be one-half (1/2) hour before classes begin or as otherwise directed by the Administrator.

Misc. Financial Questions:

Why is the school paying for a storage unit at $90.00/month?

Why is the school spending its resources on the Ryan Davies dispute? $1000.00 in February for an attorney?

Lack of Gratitude:

At the time when Mr. Peterson was issuing me the incident report involving Tony Walker's belongings, since some other subjects were broached as well, I took opportunity to inquire why there was rarely any acknowledgement from him for all the hard work we do. All he could say to that at the time was, "yeah, I see your car here a lot." That next day after voiding the Incident

Report, He started giving some praise and thanks for all we do. This, however, was followed up closely with my needing to manage my classroom better (remember he doesn't come into my room and observe what is happening there). He called me "Tony" (Mr. Walker) and started talking to me about how I needed to be on time more, especially to our inservice. I pointed out to him that I have been late maybe once the entire year. (Mr. Peterson is late quite often.) When he called me Tony again, I corrected him and after hemming and hawing, which he also does frequently, we parted our ways.

Board Member (Chris Peterson) Teacher Evaluations:

Mrs. Peterson has been in several of our rooms to evaluate us *without prior notification or permission.* Here is the write up she gave me.

Board member reprimands:

Again, an administrator duty, but **Mrs**. Peterson took most of an inservice meeting to blame the teachers for the school's losses in enrollment. By December we had lost 54 students. *[Incidentally, one of these students was my own son. After much discussion and deliberation over the very apparent stressed state he was in, we allowed him to come back to homeschooling. His main reason was that he couldn't stand the chaos anymore—so many students who were so disruptive (see section on special ed), the crowded conditions, etc.].*

Mrs. Peterson claimed that the school loses $5,000.00 every time a student leaves the school. This was very much about the money and she started telling us all the things we needed to do

better. This is when Mrs. Boring spoke up in our defense, was reprimanded by Mr. Peterson, and then she had a baby and saw a good opportunity to leave us. Mrs. Peterson is also critical of some teachers for not doing enough projects and then turns around and criticizes Mr. Williams for having his students do a bug collection.

Attachment 2

Special Education: Ethical/Management Issues

First, it is my sincere hope that you have all the facts from both sides concerning the resignation of Mrs. Wendy Boring. This was our second colleague to fall to the Peterson persona. After Mrs. Boring's resignation, it took around two months to hire another Special Education teacher. Mrs. Goodson tried to hold things together as best she could. At the change of the semester, Mr. Peterson, Mrs. Goodson, Mr. Rose and I agreed upon what we would do with our struggling Math students. We placed 11 of my seventh grade students with Mrs. Goodson. Grade eight through ten were put together into a study skills class with Mr. Rose with the understanding that he would have an Aide in the classroom to assist him. The Aide was not hired and he still runs the class without any assistance.

When our new Special Ed. teacher, Mrs. Kenik was hired, I then received an email from Mr. Peterson notifying me that students not on an IEP cannot be in with IEP students (I am aware of this, but this was not the arrangement) and that non IEP students would be returning to my class (see email below).

Board Meeting and Math Classes

Karl Peterson <kpeterson@ocharter.org>   Mon, Mar 3, 2014 at 7:27 PM
To: teachers@ocharter.org, kkillpack@ocharter.org, lkenik@ocharter.org

Teachers,

There are a few things to tell you. First, you are not required to come to board meeting. You do not need to come to the board meeting this Wednesday. Second, there are students who have been going to special education but are not on IEP's. The special ed department needs to focus on its students. The students that have been coming out there will be coming back to your classes. Please plan assignments to help them progress in math.

Just to clarify a few terms for those of you who may not be familiar with them, Special education is only for students who have IEP's (Individual learning plans). A student may have a 504 which is an accommodation. This means that they may need just a little adjustment to the lessons. This is usually extra time for the assignments, need to be given notes on the lessons, or need to sit near the front because of bad eyesight or hearing. Title I is to provide extra help in addition to their regular math class. Title I is not a replacement for their regular math class.

Karl Peterson
Principal
Odyssey Charter School
1235 Jones Ave., Idaho Falls, ID
kpeterson@ocharter.org
208-557-3627

This now presented a dilemma. How do I include students into a classroom where they are over a chapter behind? I had an Aide for two weeks, but that was nowhere near sufficient. By the way, there are still students in the IEP class that are not on an IEP, unless they have been entered into one without my notification.

Many of us have asked Mrs. Kenik for referral forms repeatedly. I have finally acquired referral forms to submit to the Special Education department. These were acquired from an experienced educator and not from our Special Education teacher. In my fourth hour 7th grade math class, I have 16 students that will be referred for servicing. I have an additional three students to refer in my third hour Math class. I will also be referring students from my 8th and 9th grade science classes. Altogether, my colleagues and I will be referring over thirty more students for testing and services.

It is my understanding that a typical school has around 10% of enrollment that fits in the special education category. We currently have 15% of our students that are Special Ed. Depending on how many of those we will refer actually become Special Ed candidates, we could push the 33% mark. This does not include all those who qualify for Title 1. It took the administration three-fourths of the year to get around to collecting the data needed to fund and start hiring Title 1 Aides. I question whether that process has been completed with the State and the school has received any funding for those Aides. Currently in my fourth hour Math class I need two Aides.

 Our school has attracted a significant number of students that are not being serviced properly.

Attachment 3

Loss and/or Lack of Employees & Board Members: Ethical/Management Issues

Within this first year, and we're not done yet, we have lost three teachers, several teacher's aides, and we're now on our sixth business manager. We have yet to have a functioning board as described in the charter policy. In fact, according to the document entitled
April 17, 2014

ODYSSEY PROPOSED CHARTER AMENDMENT TAB D1 Page 1

 SUBJECT
Odyssey Charter School Proposed Charter Amendment
APPLICABLE STATUTE, RULE, OR POLICY
I.C. §33-5206(8)
IDAPA 08.02.04.302

that I found online about your upcoming meeting, 10 board members have resigned since January of 2013. Mrs. Peterson says in every board meeting that she would love to not be on the board, yet they can't seem to get and keep board members long enough to fill the board. Doesn't all this say something loud and clear?

Mrs. Peterson had the audacity to brag in a board meeting that they have not fired anyone (I have that audio- recorded from the public board meeting of Mar. 2014). Whether they were fired, or they left, doesn't matter—the fact is, they're gone.

I also hope you have the full details concerning Mr. Walker's situation. I know what he says about it. I have a few questions/concerns about this whole matter: 1) If he, indeed, was not "fired", as we heard at first, but is only on "administrative leave", why was he asked to collect and remove his things? 2) It was Mr. Peterson that placed Mr. Walker on administrative leave-- isn't the board supposed to do that?   3) It is my understanding that he is still under contract on administrative leave and is still getting paid, in addition to the permanent substitute getting paid. How can the school afford that? 4) At some point in the process, it became apparent to me that the board/Petersons were planning to wait out Mr. Walker's contract and just not offer him a position for next year. Unbelievable to me was that his hearing date for action against him was set clear out at March 5th, **2015!** 5) Supposedly Mr. Walker was put on administrative leave "for endangering the students" by not being in his classroom at the start of class. How did Mr. Peterson know that? (see Attachment 4). However, there is a witness that can verify that he was, indeed in the building at the time. All of us as teachers find it necessary to step out of the room briefly on occasion, but one in particular leaves her students often. (again, see attachment 4).

I believe it is when Petersons found out that there was a witness that placed Mr. Walker in the building when they charged him with abandoning his classroom and endangering his students, that they decided to postpone his hearing. According to Mr. Walker, they are now offering to let him out of his contract, if he will agree to not get paid for the last two months of his contract. He is agreeing with this provided they release him of all complaints, leaving his record clean. Once again they will not have fired anyone and they will be able to save two months of teacher wages. They are clever! I'm sure glad I took my wages over 9 months instead of 12.

As far as lack of employees, I am still in need of teacher's aides, as are other teachers.

Attachment 4

Mrs. Inglet: Ethical/Management Issues

Mrs. Inglet is a paradox. On the one hand, she is even more guilty of some of the things others of us have been reprimanded for, and yet as far as any of us can tell, she does not receive the same treatment. The phrase "Queen Bee," as has been coined by some about her, gives a good indication of the feelings about what she does and how she is (not) dealt with.
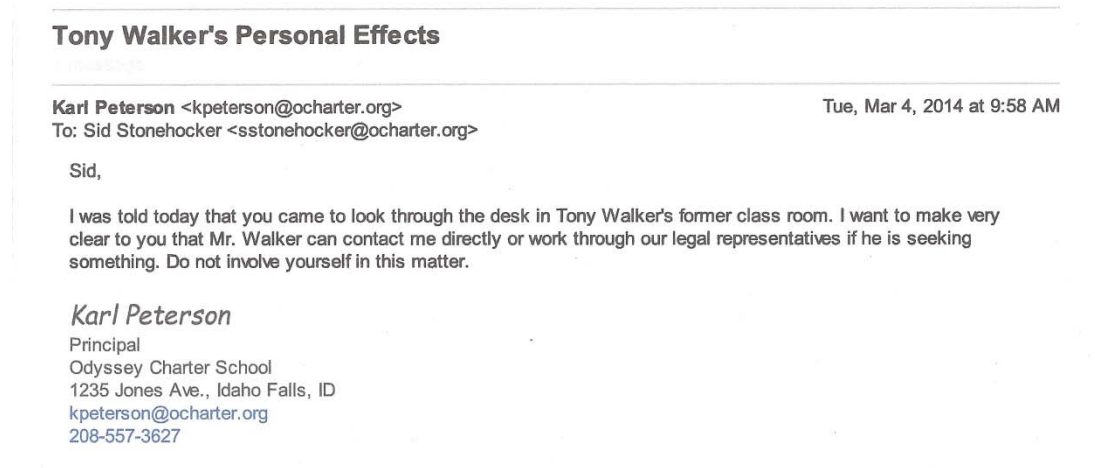
She orchestrated the trip to Ron Clark as a travel agent for the Petersons. I have questions about this trip: Did the board ever give approval for this use of funds? Why are not these expenditures listed in the monthly report? The only expenditure I see is a reimbursement for gas to Mr. Inglet. I don't believe he went on the trip--why is he being reimbursed and for $85.41? To spend that much, he must have taken the travelers to Salt Lake City, but then, how did they get home?

This next item is almost embarrassing to relate, as it seems so juvenile, but it is, nevertheless, true and quite damaging to morale. Mrs. Inglet is also the school "tattle-tale", continually in the office or calling Mr. and/or Mrs. Peterson, informing them of things we, and it's particularly us male teachers, are doing "wrong".

To cite just two of many such instances: one day Mrs. Inglet walked in on a conversation between Mrs. Killpack, myself, and Mr. Williams, not having heard the whole discussion, and

therefore taking things completely out of context. Within 4 hours, **Mrs**. Peterson was in Mr. William's room reprimanding him for something he had said in that conversation.

On another occasion, I was reprimanded by Mr. Peterson for going in Mr. Walker's room to look for an item he asked me to get for him after he was put on administrative leave. I had asked the substituting teacher's permission to be in the room and to look in the desk for the item Mr. Walker had requested. Mrs. Inglet just happened to walk in the room while I was there. Within two hours I received the following email from Mr. Peterson:

Tony Walker's Personal Effects

Karl Peterson <kpeterson@ocharter.org>   Tue, Mar 4, 2014 at 9:58 AM
To: Sid Stonehocker <sstonehocker@ocharter.org>

Sid,

I was told today that you came to look through the desk in Tony Walker's former class room. I want to make very clear to you that Mr. Walker can contact me directly or work through our legal representatives if he is seeking something. Do not involve yourself in this matter.

Karl Peterson
Principal
Odyssey Charter School
1235 Jones Ave., Idaho Falls, ID
kpeterson@ocharter.org
208-557-3627

It is Mrs. Inglet and Mr. Peterson that came up with the research to justify no home work.

Mrs. Inglet is frequently out of her room and late to class. We have spoken with students, and one in particular, who verified this in fact, that she leaves for 15 minutes at a time, leaving this student (I will not mention the name for their protection) "in charge." These are some of the same students who, on their own volition, started a petition going around school to get Mr. Walker back. To my knowledge, Mrs. Inglet has never been warned or written up for such things, while ironically a major part of why Mr. Walker was removed was due to being, as I understand it, 2 or 3 minutes late to class! Very puzzling to me is something Mrs. Inglet told me today (April 14) in regards to Mr. Walker's situation—she said, "I had to go in and teach his class because he wasn't there." My question to that is, *Who was then teaching her class?!*

Attachment 5

School position—"No homework school": ethical issue

I accepted a position with OCS because I believe in the value of project-based learning. I believe in *less* homework, but not in *no* homework. When I was hired, we did talk about requiring less homework, but not no homework. However, they began advertising OCS as a "no homework" school. Even with projects, there must be foundational research and student development in order to glean the full impact of a project. In Mathematics, which I teach, there is value in the repetition of problems. That does not necessarily need to be 40 problems, but at least a few.

Having said that, what has become apparent to most of the teaching staff, is that the "no homework" and "we are a project based school", ended up attracting an overabundance of students who expected just that—literally *no* home work. On several occasions during our Friday inservice hours, we expressed our concerns about no homework to Mr. Peterson, with no resolution. We fought continually with students and parents our first semester whenever we would dare to give homework. We would hear complaints continually if we were not doing a project all the time. Now I understand that some of that struggle is inherent with the start of a new school, but now that we have settled things down and begun to develop a system, the public affairs committee, headed by Mrs. Peterson, is again advertising a "no home work" school for recruitment of next year's students.

This very thing contributed in a significant way to the loss of a Title 1 Aide. One of the Aides voiced their concern to me when they heard a recent ad run on the radio. Didn't we learn anything from the first time around?

Attachment 6

Ron Clark Academy: Financial/Management Issue

Here again, Mrs. Inglet is the driver of the Ron Clark story. Mr. Peterson, Mrs. Inglet, Mrs, Hughes, and Mrs. Jessen flew to Atlanta to see how the Ron Clark school operates. This was billed, literally and figuratively, as "professional development" time. We were told on many occasions that RCA was a project based school, but in our inservice meeting Friday, April 11, Mr. Peterson said they were not. So are they, or are they not?!

We already have a classroom management system, the "Seven Habits of Highly Effective Teens," by Sean Covey. We were each given a copy of this book.   (Interestingly, if you look on the school website we are using "The Seven Habits of Highly Effective People" by Stephen R. Covey.) Perhaps we should spend more time on the program we *supposedly already have in place before we add an additional one.

*The real problem with this is that no one was assigned to teach the Seven Habits in a concrete way to begin with. We did receive an email from Mr. Peterson about setting goals for this, but no real guidelines on how/when it was to be implemented. (Note which book he names!)

Teachers,
I am attaching the evaluation form we will be using for your evaluations. We will also need to be doing some goal setting. The biggest overall goal that applies to all of you is implementing project based learning and the 7 Habits of Highly Effective People.

Please look through this and give me feedback of what kind of goals do you propose so that we can agree to what goals need to be done.

I look forward to your reply,

Karl Peterson

Principal
Odyssey Charter School
1235 Jones Ave., Idaho Falls, ID
kpeterson@ocharter.org
208-557-3627

> Odyssey Charter School Teacher Evaluation Form.docx
> 37K

I don't feel that we have properly implemented the Seven Habits program yet, but now we are spending another $6,000+ that we don't have to bring a teacher from Ron Clark Academy to teach us how to do another program! This is especially wasteful in my mind, when many of this year's teachers will probably not be there next year.

Timeliness and communication are at issue once again. Class preparations and schedules have to be adjusted because we are finding out about this a week before it happens. Even so, we find out at our inservice meeting that the emailed schedule is not set in stone. He will notify us when he has it figured out. It will be last minute guaranteed. (those changes were cited in attach. 1).

If they continue to pursue the use of Ron Clark materials, won't they need to revise the Charter to include it?

Attachment 7

Hiring Committee

As per the board meeting in March, the hiring committee is made up of Mrs. Peterson, chairperson, Mr. Peterson, Mrs. Inglet and a parent. I suggested in the public comment section of that meeting that they should involve a staff member from the subject area being interviewed. To date, none of my colleagues or I have been asked to be in on any of the interviews. At least once that I know of, Peterson's daughter, Bailey sat in on the interview. She is neither a parent nor (according to Mrs. Peterson) an employee of the school. How is it okay for her to be in on interviews?

Attachment 8

Fundraising

We have had several fundraisers--the Peterson's theatre play, penny wars, Barnes and Nobles, pi day, and shaving Mr. Peterson's head as a reward for earning a certain amount, to name a few-- but it would be nice to know what these funds are being used for, let alone how much was raised.

One particular experience I had with fundraising was with a school dance. The student council was already in the planning phase for sponsoring a dance. Then Mr. Peterson's son came up with an idea for a dance (a different one), to benefit the robotics program. Next thing we knew, the student council's dance plans were overridden, and the Peterson boy's dance was scheduled. I was placed as the staff in charge of this dance, as I teach the robotics classes, and the funds were to benefit robotics. Here is the email from Mr. Peterson that I saw just 10 minutes before the final bell rang *on the day of the dance:* (see reference). Wow.

Nerd Dance

Karl Peterson <kpeterson@ocharter.org>   Thu, Mar 6, 2014 at 12:04 PM
To: Sid Stonehocker <sstonehocker@ocharter.org>

Sid,

I wanted to let you know that there has been a change of plans. The Nerd Herd Dance tonight will be using the funds it collects to pay for the student trip rather than to robotics. You will not need to chaperon the dance either. Sorry for any inconvenience this may cause.

Thanks,

Karl Peterson

Principal
Odyssey Charter School
1235 Jones Ave., Idaho Falls, ID
kpeterson@ocharter.org
208-557-3627

To date there is no communication other than word of mouth as to when and how we will do the student trip. My question is, how do you justify a trip to Lagoon this first year, when funds could be better used to further the education of our children in purchasing materials, supplies, or equipment needed? Sure, a trip to lagoon would be fun for our students, but how can we justify this, considering the gross accounting error that was made, putting our funding in question? What precedence/example do we set by doing it when we are short on funds?
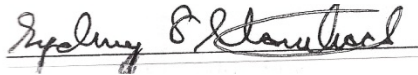
Attachment 9

Food Service

We spent many school dollars purchasing a food truck, of which I'm not sure what its function is. I do know it is plugged in and using electricity, but not sure why. Perhaps they are keeping the food cold in it? Then we have eighteen year old Bailey Peterson, who is the "lunch lady", that is not an employee of the school, but being paid by her father to organize and order lunches for the

students. On Facebook she is called the school's "nutrition specialist", when she is not even a high school graduate.   Is the school giving the public a true impression?

I sincerely thank you for reading and considering my concerns. All I have written is true to the best of my knowledge.

Sydney D. Stonehocker

Sydney D. Stonehocker

To the Idaho Charter School Board,

It is with some reluctance I write this letter to address the many problems at Odyssey Charter School.   I would like the school to keep operating so I can continue to teach for a few more years. I am gravely concerned with the way the school operates. Some of those concerns are:

The loss of quality teachers. In my previous 26 years of teaching I have seen 3 teachers fired and one teacher quit in the middle of the year. Odyssey had a teacher quit at the beginning of the year and 2 have been fired. The Petersons will claim they weren't fired but they were put on administrative leave for an indefinite period.

Blaming teachers for students leaving. In my teaching career, I have never worked with a more dedicated group of teachers. The Petersons have degraded the teachers at numerous board meetings, saying that we have bad classroom discipline and poor teaching skills. While discipline has been a problem, it is getting better. When you hire 70% inexperienced teachers you can't expect them to have great classroom discipline. Chris Peterson has been responsible for driving away at least 10 students because she has gotten in fights with parents. This is my 27th year of teaching, and I believe the staff at Odyssey Charter is second to none. They are the finest group of teachers I have had the pleasure of working with.

6 business managers in less than 1 year. How can you have consistency in your accounting when you drive away the people running your finances?

Little retention of support staff. The number of aids who have started and left is astounding. I can't even begin to count the number of aids who have left after less than 1 week on the job.

No textbooks. The teachers were promised textbooks at the beginning of the school year and received textbooks for a few subjects. One out of three of my science classes has a textbook. Science is extremely hard to teach without a textbook. We have been limping along with a free textbook we found online. It is the worst textbook I have ever encountered. This is an example of poor planning. Odyssey is spending more money printing black and white photocopies than we would have for quality textbooks.

No supplies. This is supposed to be a project based school, but we been allotted no money for projects. Teaching science with daily hands on activities takes a large amount of apparatus and many expensive supplies.

Evaluations by a school board member. The men and only the men were evaluated by a school board member. Chris Peterson came into our classrooms unannounced and did a formal evaluation. She made arrangements to evaluate the female teachers, but never did.

Poor evaluation practices by the principal. Karl Peterson spent less than 20 minutes in my room when he did my evaluation. He based most of the evaluation on reports from his son, who is a student in my class. Karl spends little time in the school. When he is there, most of his time is spent in his office on his computer.

Lack of planning. We spent one of our Friday in-service days writing questions for Karl Peterson because a questionnaire was due that afternoon. He claimed the problem was the old school board president was responsible and had not done her job. She claimed it was not her job. Karl claimed he had worked on the questions for 3 days and only had 25 poor questions. The 7 teachers that were there took less than an hour to write 40 quality questions.

No follow through on the 7 habits. Chris Peterson was supposed to teach all students the 7 habits of highly effective teens, but quit shortly after Thanksgiving.
Non-certified teachers teaching classes without supervision. From Christmas break until now, non-certified teachers have been teaching Art and Spanish. Karl approached me about 3 weeks ago and asked me to supervise the classes. I declined because they refused to pay me extra to do this.

My greatest concern is that the Petersons will present a glowing report of the future of the school. I think it would be a major mistake to give them any more money or leeway in their operation of the school. They have shown a lack of understanding of the day to day operation of the school. The school has no money, but they are funding free and reduced lunch with school funds. They spent almost $30,000 on an eyesore taco truck that sits in front of the school plugged into a socket storing food. They have prepared less than 10 meals using the truck.

I understand the Petersons want to expand, but the current facility is so small we don't have near enough space for special education or any additional programs. When they add 11th grade next year, more classes will have to be taught in the current building and that will require teachers spend their prep time out of their room, with no where to go because there is no teacher work room.

In my opinion, the Petersons have not managed funds and resources responsibly or effectively. I hope you will not give them additional money or allow them to expand the school. They have consistently shown a lack of ability to handle what they have, and I worry you will believe their exaggerations and grant them more, when they should be under closer supervision with more evaluations. It is my desire that a formal audit would be made to see where all the money went and how much is actually available for growth. I hope you will be very careful in your evaluation of the current situation at the Odyssey Charter School.

Thank You,

Kent Williams

_____

Alison Redman Henken, MPP
Charter Schools Program Manager
Idaho Public Charter School Commission

alison.henken@osbe.idaho.gov
208-332-1585

650 W. State St., P.O. Box 83720
Boise, ID 83720-0037

_____

From: Lezhai Gulbransen [mailto:lezhai@gmail.com]
Sent: Saturday, April 12, 2014 6:39 AM
To: Alison Henken
Subject: Odyssey Charter Statement

To whom it may concern,

When Mrs. Chris Peterson asked me to join the board, I was happy to be a part of it. There was a need that needed filling and I was happy to do my best. In my years of working with high level executives, multimillion dollar organizations, many celebrities and high profile individuals, I felt I had experience and could offer a lot to help the school to grow. I joined the BOD September 2013 along with many other new members. I was a bit concerned because from the beginning I was met with a lot of drama and frustrations from Mrs. Peterson with many phone calls and breakdowns. I had her calling me in tears with concerns and issues about the school and sitting President of the Board, that I quickly found out weren't true. I am not one that ever takes what people say about others as truth, especially people I don't know and haven't met. I immediately saw that the President of the Board was very capable and professional in how she managed things, it was ONLY because of my trust in her abilities that I decided to be part of the board.

While I knew from the beginning the dishonest nature of Mrs. Peterson, I chose to overlook it in the interest of Odyssey and my children's education, expecting that as a member of the BOD that my peer would not be a significant issue. It became apparent that Mr. Karl Peterson, the school Administrator and Principal, allowed Mrs. Peterson full reign of the school. I was saddened and shocked to see the way that she treated the parents, teachers and members of the board, myself included. Within the short 4 months that I was on the BOD I was harassed relentlessly by Mrs. Peterson. I received voicemails, Facebook messages, emails and face-to-face confrontations from Mrs. Peterson where she made statements that were proven to be lies, manipulation and threats. Mrs. Peterson was completely unprofessional and out of line, breaking numerous ethical standards put in place by the Idaho State Department of Education. I was absolutely shocked that my PEER could demand such things and threaten me and others this way. This went against any and all code of conduct that I have ever known on any boards that I have been on and a part of. Her level of control and power within the board and within the school has been very apparent since day one. I

understand that she was part of the founding board, but it is very apparent me to that she wields too much power and control over people that she should be in NO position to control. I did not report to Mrs. Peterson, yet she demanded that I do, act and say what she wanted. It was obvious that Mrs. Peterson was given full control of the school, or that she perceives that she had this control enough to do as she wished.

Begrudgingly, I removed my children from Odyssey immediately after I resigned from the BOD in December 2013. It saddened me completely to do this, but I felt I had no other choice. It was painfully obvious to me that Mrs. Peterson has such hostility towards me and with her influence at the school, along with the fact that her husband is the principal, her daughter works in the office and that her DIL is my son's teacher, I felt I had no choice but to remove my boys from a potentially hostile environment. I did not want to risk my boys' education and feared retaliation against me through my boys. Her influence is just too great throughout the school for me to feel secure that my boys would be treated fairly without repercussions. When I left I offered my advice and word of warning to the BOD that they may want to reevaluate the level of control and power that one person has at the school. I feel that it would not have been an issue, except that she has proven to use that power to get what she wants, when she wants it, using whatever means she can, including lying, manipulation, harassment and threats.

I would like to reiterate that I have nothing but good things to say about Odyssey, teachers and other members of the board. We have truly loved our experience there and I wish it would have worked out.

Thank you,

Lezhai Gulbransen

Former member of the Odyssey Board of Education

From:	Laura Davies [rl_davies@hotmail.com]
Sent:	Saturday, April 05, 2014 12:10 PM
To:	SBE Board; Mike Rush; Janie Potter; Marilyn Whitney; Tracie L. Bent; Allison McClintick; Tamara Baysinger; Alison Henken; Chris Mathias; Patty Sanchez; Michelle Steffens; Caryl Smith; Matt Freeman; Scott Christie; Carson Howell
Subject:	Odyssey Charter School

To Whom It May Concern,

I am writing this email as the former Board Chair for Odyssey Charter School, concerned shareholder and very concerned parent. Odyssey Charter School has and continues to, under the direction of the Administrator and Board of Directors, use state funds given to them for the purpose of educating Idaho's children to fulfill their own agenda, manipulate/control educators, deceive shareholders/parents and to maliciously prosecute its shareholders. They (Administrator, current Board of Directors) have inaccurate expenditures on their website and are operating completely outside the boundaries and limits of their state/charter approved budget. A few examples of which I have documented proof are:

- Under the direct supervision of the Administrator, Mr. Karl Peterson, the 2013-2014 budget was miscalculated by $250,000.00.
- They are currently paying a <u>full time attorney,</u> with taxpayers money, to maliciously prosecute a terminated employee they have yet to pay per an approved contract by the Board of Directors.
- This same attorney is being used, with tax payer's money, to address parents/shareholders concerns via the Administrator and Board of Directors.
- They currently have terminated 2 teacher's educational contracts and replaced them with full-time substitutes who are not qualified/certified to teach children in project based learning.
- They have put 1 teacher on <u>PAID</u> Administrative leave until <u>2015</u> while paying yet another full time substitute who is unqualified to replace this position. Again using the school's attorney to facilitate this unjust leave.
- They have had two business managers quit due to the Administrator's/Board of Directors' dishonest and unethical practices with state funds.
- They spent over $4,000.00 to take 3 teachers that the Administrator "liked" on a trip to Atlanta to educate them in a learning style that is completely outside the school's approved charter. This trip is not accounted for on their expenditures.
- They are planning on implementing a completely new learning structure with two months of school left that will cost 6,800.00 for the training alone. They made this decision without voting and have failed to inform parents/shareholders and current teachers at the school.
- They threaten the teachers/staff at the school to withhold their paychecks if they don't do what they want when, they want.
- Their Special Education Department has never to date functioned within the federal and state guidelines. They currently have a full-time substitute as the director and teacher who is neither qualified or certified to be in this position.

The children at Odyssey are being deprived of the chance to obtain any degree of student achievement because of the dishonest, unethical and deplorable behavior of the Administrator and Board of Directors. Under the direction of the Administrator and Board of Directors Odyssey is abusing and misusing money given to them by the state.

As a parent and shareholder I cannot understand why Odyssey Charter School is not being held accountable for functioning outside the educational policy and accountability set by the State Department and Charter Commission.

When the School opened for the 2013-2014 school year it was extremely blessed with the most amazing educational staff I have ever had the pleasure of working with. Even while Mr. Peterson, the administrator, has never shown any regard for ethical behavior, policy or procedure, these amazing teachers were able to provide the high level of education that was promised to the state and charter commission. However due to the lack of accountability Mr. Peterson and his wife , who serve on the board, have been able to abuse the educational system in a way I have never thought possible. The teachers/staff and students at Odyssey have been mentally abused, harassed, demoralized and forced to work/learn in an extremely hostile learning environment.

How Odyssey is functioning goes against everything that the Idaho Educational State Department professes it strives to provide and they are using state funds to achieve this. Please, for the welfare of the teachers and children that are suffering on behalf of Mr. Karl Peterson and the Board of Directors, do not let this kind of abuse continue. The Charter Commission and members in the State Department have been made aware of this situation and I am confident with your combined help a immediate resolution can be achieved.

I have multiple parents, staff, teachers, past board members, former employees and shareholders who can provide statements to verifying this email. Please use a high level of urgency in regards to this matter.

Thank You,
Laura Davies
208-709-8905

Tamara Baysinger

From:	Bryan and Mindy Stosich <thestosichfam@hotmail.com>
Sent:	Friday, May 9, 2014 10:43 AM
To:	Tamara Baysinger; Helen Pline
Subject:	Odyssey Charter School HELP

I am writing to hopefully find answers about how to help my student who is currently attending Odyssey Charter School in Idaho Falls. Let me quickly give you some background: We have been looking for alternatives to the local high schools and have two children in the American Heritage Charter School. I have a son who is a sophomore and was attending Skyline High School. We were hoping to find a better environment with a change of schools for him in January. We tried to enroll him with Inspire (Idaho's Connection Academy) but could not seem to get the paperwork processed or anyone who could answer questions on the phone. Usually we couldn't reach anyone. We were very frustrated when Inspire started school after Christmas break and we still hadn't been able to work out the enrollment issues. We didn't want him starting late so we looked in to Odyssey. It was the middle of a trimester for him but Karl Peterson assured us that he could work out the credits and he wouldn't be behind starting with them on semesters. We have had some issues with friends at the school and so I recently spent the day with my son at Odyssey. I was shocked to see the unprofessional manner the school is run in. The buildings themselves were a sight let alone the teaching! The quality of students made me feel that I was in an alternative school rather than a charter school! Since then we have been taking my son to school, picking him up during lunch and immediately after school in order to limit his time there. We were hoping to get him through the remainder of the school year (there were only 6 weeks left at the time of my visit) and take his credits and move him in the fall. Now I am hearing rumor that Odyssey is not even accredited!!! I don't know if this is true. I don't know what that will mean for my sophomore losing possibly 2 trimesters of credit. I am looking for answers and help. If you would please contact me and give me some information of what is true and what is not, where to start making up the this mistake I have made for my son and how we can salvage his education I would so much appreciate it.

Mindy Stosich
208 313-2478

From:	Mike Rush
Sent:	Monday, June 16, 2014 7:59 AM
To:	debbie Chadwick
Cc:	Tamara Baysinger
Subject:	Re: Odessey Charter School

I am sorry for your bad experience. I am forwarding this note to Tamara Baysinger who works with the Idaho Charter School Commission.

On Jun 15, 2014 6:28 PM, debbie Chadwick <vazmami@hotmail.com> wrote:

Dear Mr. Rush,

I am writing you in regard to some concerns I have about Odessey Charter School and the way is functions. I would like to speak to someone, however, I am unsure as to whom that person would be. In my personal opinion this school failed it special needs students completely and I would hate to see this continue! As a mother with a special needs child my son was treated awfully by two of the staff there and would like to discuss this. Who would you suggest I speak with? Thank you for your time.

Sincerely,

Debbie L. Vazquez