



## IDAHO PUBLIC CHARTER SCHOOL COMMISSION

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## PUBLIC CHARTER SCHOOL COMMISSION SPECIAL MEETING

September 10, 2014, 12:30 p.m. MDT  
700 W. Jefferson Street, Boise, Idaho  
Idaho State Capitol Building, East Wing 41

### AGENDA

**Wednesday, September 10, 2014, 12:30 p.m. MDT**  
**Idaho State Capitol Building, 700 W. Jefferson Street, Boise, ID, EW 41**

#### **A. PCSC Consideration of Hearing Officer's Findings of Fact and Conclusions of Law regarding Odyssey Charter School Revocation**

#### PUBLIC TESTIMONY

Individuals wishing to make public comment are invited to attend the meeting in person and should sign up at the door to testify.

Individuals may also listen to the meeting or testify by phone (see Telephonic Attendance section below). Those wishing to testify by phone must notify the PCSC of their request no later than 10:00 a.m. on September 10, 2014, in order to ensure they are added to the list. Please email Lorrie Byerly at [lorraine.byerly@osbe.idaho.gov](mailto:lorraine.byerly@osbe.idaho.gov) or call (208) 332-1561 to sign up.

Public testimony will be limited to two (2) minutes per person.

Written comments may be submitted to the PCSC office. Those received by 3:00 p.m. on Tuesday, September 9, 2014, will be distributed to the Commission in advance of the meeting.

#### TELEPHONIC ATTENDANCE

Dial-in information for the meeting is as follows:

888-830-6260  
Code 805848

In order to minimize background noise, callers are requested to keep their phones on mute until the chairman calls on them to testify.

If auxiliary aids or services are needed for individuals with disabilities, please contact the PCSC office at 332-1561 before the meeting opens. While the Commission attempts to address items in the listed order, some items may be addressed by the Commission prior to or after the order listed.

**SUBJECT**

PCSC Consideration of Hearing Officer Findings of Fact and Conclusions of Law Regarding Odyssey Charter School Revocation

**APPLICABLE STATUTE, RULE, OR POLICY**

I.C. 33-5209C(7)  
IDAPA 08.02.04.303

**BACKGROUND**

Odyssey Charter School (Odyssey) is a public charter school authorized by the Public Charter School Commission (PCSC) and located in Idaho Falls. At a public meeting on June 17, 2014, the PCSC moved to issue to Odyssey Charter School a Notice of Intent to Revoke the Charter on the grounds that Odyssey had failed to meet Condition 2 in its performance certificate by the date specified. Condition 2 required that Odyssey must achieve accreditation candidacy status during the 2013-14 school year; the deadline for meeting the condition was June 30, 2014.

In accordance with IDAPA 08.02.04.303, a public hearing was held on August 15, 2014, with respect to the notice of intent to revoke the charter. The hearing was conducted by a hearing officer, who received evidence and testimony and subsequently provided the PCSC with Findings of Fact and Conclusions of Law.

**DISCUSSION**

Based upon her Findings and Fact and Conclusions of Law, the hearing officer concluded that the PCSC has the legal authority to revoke Odyssey's charter and recommended that "the Commission, in the exercise of its discretion, determine whether Odyssey's charter should be revoked."

The hearing officer's Findings of Fact assert that Odyssey was aware of Condition 2, had the time and resources necessary to meet that condition, and failed to do so. The hearing officer's findings further assert that Odyssey understood the process for achieving candidacy status and the negative consequences that failure to do so would have upon students.

During the hearing process, Odyssey argued that the school should be given additional time in which to achieve accreditation candidacy status, citing in particular their new board and administrator. However, more than half of Odyssey's current board is comprised of the same individuals who were serving at the time the performance certificate was signed, who failed to ensure their previous administrator fulfilled his assigned duties, who failed to evaluate that administrator in accordance with statutory requirements, and who have consistently misrepresented facts surrounding the proposed revocation to their stakeholders and in legal proceedings.

Local school districts 91 and 93 have communicated that high school credits earned at Odyssey will not be fully recognized at their traditional schools. District 91 has offered a temporary, partial exception to its policy of not recognizing credits

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from non-accredited schools; that is, credits earned at Odyssey may transfer as elective credits only, if the student earned a B or better, and only during the first trimester of the 2014-15 school year. District 93 will maintain its policy of not recognizing credits from non-accredited schools; students may attempt to test out or prove proficiency via a portfolio in order to avoid repeating courses. Both districts are aware of the possibility of Odyssey's closure and are prepared to assist students through a transition.

The National Association of Charter School Authorizers clearly communicates the best practice that a quality authorizer does not make high-stakes decisions "on the basis of political or community pressure, or solely on promises of future improvement." (NACSA Principles & Standards for Quality Charter School Authorizing, 2012.) Allowing Odyssey to continue operations would mean placing the PCSC's faith in the decision-making and oversight capacity of a board whose documented failures have had a significant, negative impact on the school's high school students. Continuing to risk students' academic futures and taxpayer resources on a school with a disastrous operational history – of which failure to achieve accreditation candidacy status is an obvious symptom – would violate the basic charter principle of exchanging increased autonomy for increased accountability.

#### **IMPACT**

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 by the specified dates established in its performance certificate. A revocation decision may be appealed to the State Board of Education.

If Odyssey's charter is revoked, the school will no longer be considered authorized to provide public education in Idaho.

#### **STAFF COMMENTS AND RECOMMENDATIONS**

Staff recommends that the Public Charter School Commission accept the hearing officer's Findings of Fact, with a modification to page 3-4 of the Findings of Fact clarifying that the evidence indicates Odyssey did receive both written and oral notice of the March 20, 2014, subcommittee meeting. (See PCSC Exhibit H5.)

Staff further recommends that the Public Charter School Commission accept the hearing officer's Conclusions of Law, with a modification to remove the phrase "pursuant to the Administrator Procedure Act" [sic]. The Administrative Procedures Act in its entirety does not apply to the revocation process. Rather, charter school statute and rule specify only that a hearing officer must use I.C. § 67-5242's procedures for conducting a hearing and receiving evidence on behalf of the authorized chartering entity. (See I.C. §33-5209C(7).)

Finally, staff recommends that the Public Charter School Commission revoke the charter for Odyssey Charter School effective at 5:00 p.m. MDT on September 12, 2014. The delay between this decision and its effective time will allow parents a

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window in which to enroll their students in other schools; it will also give Odyssey an opportunity to debrief students and staff.

**COMMISSION ACTION**

A motion to accept / reject / accept with the following modifications the hearing officer's Findings of Fact and Conclusions of Law:

1. A modification to page 3-4 of the Findings of Fact clarifying that the evidence indicates Odyssey did receive both written and oral notice of the March 20, 2014, subcommittee meeting, and
2. A modification to the Conclusions of Law to remove the phrase "pursuant to the Administrator Procedure Act" [sic].

Moved by \_\_\_\_\_ Seconded by \_\_\_\_\_ Carried Yes \_\_\_\_\_ No \_\_\_\_\_

AND

A motion to revoke the charter for Odyssey Charter School, effective at 5:00 p.m. MDT on September 12, 2014, on the grounds of failure to meet Condition 2 in its performance certificate by the timeline specified.

Moved by \_\_\_\_\_ Seconded by \_\_\_\_\_ Carried Yes \_\_\_\_\_ No \_\_\_\_\_

JEAN R. URANGA  
Hearing Officer  
714 North 5th Street  
P.O. Box 1678  
Boise, Idaho 83701  
Telephone: (208) 342-8931  
Facsimile: (208) 384-5686  
Idaho State Bar No. 1763

BEFORE THE PUBLIC CHARTER SCHOOL COMMISSION  
STATE OF IDAHO, IN AND FOR THE COUNTY OF ADA

IN RE: ODYSSEY CHARTER SCHOOL, )	
INC., )	Case No. 2014-01
)	
A Public Charter School, )	FINDINGS OF FACT, CONCLUSIONS
)	OF LAW AND RECOMMENDED ORDER
)	
_____ )	

This matter came on for hearing on August 15, 2014 based upon the Notice of Intent to Revoke the Charter for Odyssey Charter School, Inc., issued by the Idaho Public Charter School Commission by letter dated June 18, 2014. The Idaho Public Charter School Commission, hereinafter referred to as the "Commission", was represented by its Deputy Attorney General, Jennifer Swartz. Odyssey Charter School, Inc., hereinafter referred to as "Odyssey" was represented by its attorney, Mark Fuller. Both parties submitted testimony and documentary evidence.

**FINDINGS OF FACT**

On February 28 through March 1, 2011, Karl Peterson, Jason Richardson, James Park and John Adams, founding members of Odyssey Charter School, attended the Charter Start Workshop at which Michelle Clement-Taylor presented information on the necessity of obtaining accreditation for charter schools. The next year, Lisa Nolan and Monica Couch, founding members of Odyssey,

attended the Charter Start! 101 Workshop from March 8 and 9, 2012 at which Michelle Clement-Taylor again provided information regarding the necessity of obtaining accreditation. A Charter School Boot Camp was also conducted on April 4 and 4, 2013 which included training on required steps to attain accreditation. Karl Peterson, the Odyssey Principal, attended a day long NWAC training on the accreditation process June 14, 2013.

The initial charter petition for Odyssey was submitted to the Commission on or around April 5, 2012. The charter petition for Odyssey was approved by the Commission December 31, 2012. Exhibit C2 is an excerpt from the petition. Page 40 of the petition clearly indicates that Odyssey would apply to the Northwest Accreditation Commission, hereinafter referred to “NWAC”, “before opening its doors” to obtain accreditation as required by Idaho Code §§33-5205(3)(e) and 33-5210(4)(b) and IDAPA 08.02.02.140. Odyssey clearly expressed its intent to achieve accreditation candidacy status during the 2013/2014 school year and complete the full external review during the 2014/2015 school year. The petition further acknowledges that, until Odyssey gets accredited, students attending grades 7 through 12 will not receive transferable credits. Idaho Code §33-119.

Minutes of the Odyssey Board of Trustees for January 16, 2013, indicates that the Board considered creating an accreditation committee and Monica Couch submitted an accreditation report. The Odyssey Board minutes for February 27, 2013, included a report on the status of the accreditation status. Vikki Reynolds recommended that Odyssey apply for accreditation around July 1, 2013. NWAC would make their visit after the first round of student testing in the fall and the full visit in the spring. The minutes state:

Odyssey must follow all requirements exactly, because Advanc-ED will need to complete a year and a half’s work in about six months. They are prepared to do this, and we must have our accreditation completed within the first year so that the credits for 9<sup>th</sup> and 10<sup>th</sup> graders can be counted. (Exhibit C5.)

It is clear that the Odyssey Board was well aware of the need for accreditation and knew and represented that the accreditation candidacy process would need to be completed during their first year. The school opened for the 2013/2014 school year.

In Idaho, accreditation of secondary grades is handled by the Northwest Accreditation Commission (NWAC). The three stages of the accreditation process consist of applicant status, candidacy status and full accreditation. NWAC will allow schools to remain in applicant status for up to two years, but it is not common or desirable for schools to take two years. The school's failure to achieve candidacy status in its first year of operation will result in credits earned by the students not being recognized or accepted at other schools or institutions. Odyssey's Board was well aware of the importance of accreditation. NWAC has a detailed website which explains the steps in the accreditation process and what needs to be done. The evidence also indicates that NWAC was available and did offer to provide any assistance to Odyssey that NWAC could.

During the 2013 Legislative Session, the Idaho Legislature adopted a statute requiring that all charter schools sign performance certificates with their authorizing entity. A collaborative process was established by the Commission to accomplish that. Tamara Baysinger and Alison Henken participated in conversations with the Odyssey School Administrator, Karl Peterson and Odyssey Board members, to discuss the terms of the Odyssey Performance Certificate. Those collaborative telephonic meetings occurred on February 10, March 4 and March 13, 2014. During those meetings, Tamara Baysinger reminded Odyssey that the subcommittee would be meeting on March 20, 2014 to review the Odyssey Performance Certificate. During those collaborative telephonic meetings, it was fully disclosed that the Commission was proposing that candidacy status needed to be achieved by Odyssey by June 30, 2014.

There was a meeting of the Performance Certificate sub-committee on March 20, 2014, which Odyssey did not attend. The evidence indicates Odyssey did not receive written notice because

of email address problems, but the evidence establishes Odyssey received oral notice of that subcommittee meeting.

At the March 20, 2014, the subcommittee voted not to make any recommendation on whether to approve the terms of Appendix A because Odyssey had not been in attendance. Odyssey was notified of the results of the subcommittee meeting March 24, 2014 and Odyssey was advised they did need to attend and participate in the Commission meeting scheduled for April 17, 2014.

Odyssey representatives did participate in the April 17, 2014 meeting. The minutes of that meeting were admitted as Exhibit C9. Page 11 of Exhibit C9 indicates that Carrie Reynolds, Andrew Whitford, Chris Peterson and Karl Peterson represented Odyssey by telephone at that Commission meeting. Pages 11 and 12 indicate that discussion occurred regarding the status of the Odyssey accreditation process. Dr. Kleinert with NWAC indicated the candidacy status is usually achieved within the first year and full accreditation in year two. Dr. Kleinert indicated it would be “really difficult” but not impossible, to achieve candidacy status by June 30, 2014.

At the meeting of April 17, 2014, the Public Charter School Commission approved the Performance Certificate. Odyssey signed the Performance Certificate on April 21, 2014. That Performance Certificate clearly provided that accreditation candidacy status be achieved by June 30, 2014.

As part of the accreditation process, Odyssey did not apply with NWAC for accreditation until late September, 2013, rather than July 1, 2013, which Vikki Reynolds had recommended. A NWAC representative, Steve Young, first met with the school administrator on November 13, 2013. The accreditation process could not begin on that date because Odyssey failed to correctly complete the necessary self assessment forms. Mr. Young reported that Karl Peterson had completed the self-assessment himself, rather than obtaining staff input into the process as required by NWAC.

Another readiness review was scheduled for December 16, 2013. That Report of Readiness was admitted as Exhibit E1.vii. Mr. Young's Report of Readiness for Accreditation: Schools is dated January 6, 2014. Mr. Young recommended that Odyssey be accepted for candidacy status. However, on February 13, 2014, the State Director, Dr. Kleinert, refused to approve Odyssey for candidacy status because he felt there were too many areas which still needed improvement. NWAC policies provide that report should have been provided 30 days after the visit.

Dr. Kleinert sent Karl Peterson a letter dated February 13, 2014, with an itemized list of what additional areas needed improvement. He indicated that those areas were not insurmountable and must be addressed before candidacy could be approved. The letter further indicates that NWAC was available to assist Odyssey to prepare for the next steps in accreditation. That letter reaffirmed the NWAC policy that schools could remain in applicant status for up to two years from the initial application date. However, at the hearing, Dr. Kleinert testified that the Performance Certificate requirements would control over NWAC policies.

Between February 13, 2014, and April 16, 2014, Odyssey made no contact with NWAC. On or around April 16, 2014, Odyssey submitted a summary responding to the identified areas which needed improvement and Dr. Kleinert promptly provided his written response to their proposals with further recommendations. (Exhibit E1, ix.)

In an email sent to Karl Peterson on April 30, 2014, Dr. Kleinert acknowledged another email from Karl Peterson on April 29, 2014, indicating Odyssey was working toward meeting requirements. Dr. Kleinert again offered to provide help to get Odyssey moved to candidacy.

On April 30, 2014, a member of the Board, Andrew Whitford, sent Dr. Kleinert an email indicating that the Board was working hard to meet the accreditation deadline and asked Dr. Kleinert to contact him to obtain clarification on what Odyssey was lacking. Dr. Kleinert forwarded his prior email to Karl Peterson on those issues.

The third readiness review visit was scheduled for May 28, 2013, just before the end of the school year. No evidence was presented on why Odyssey did not schedule the third visit sometime between February 14, 2014, and May 28, 2014.

On May 28, 2014, a team of four members conducted an almost all day review at Odyssey. The review report is admitted as Exhibit E1, xi. The review still found multiple areas needing improvement. By letter dated June 11, 2014, NWAC notified Odyssey that candidacy status had not been approved.

Consequently, by letter dated June 17, 2014, the Public Charter School Commission issued a Notice of Intent to Revoke Odyssey's charter for failure to comply with Performance Certificate by failing to obtain candidacy status by June 30, 2014.

During the evidentiary hearing, Odyssey contended that it was impossible to meet the June 30, 2014 deadline. However, the evidence clearly establishes that if Odyssey had actively pursued its accreditation application, the process could have been completed.

Odyssey further argues that the Commission knew that the Odyssey administrator was ineffective and that it was impossible to meet that condition. It is not the responsibility of the Commission to select school administrators or to control their performance. In the Performance Certificate, Section 4 clearly provides that is not the Commission's role or responsibility to control personnel or the manner in which the school operates. The Commission's role is clearly to evaluate the school's outcomes.

The Hearing Officer finds that Odyssey has failed to comply with its Performance Certificate requiring that candidacy status be achieved by June 30, 2014.

## CONCLUSIONS OF LAW

Idaho Code §33-5205B is the statute adopted by the 2013 Legislature which requires that charter schools execute Performance Certificates with their authorized chartering entity.

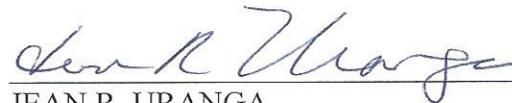
Idaho Code §33-5209C(7) allows an authorizing entity to revoke a charter if a charter school fails to meet required conditions. The right to revoke is discretionary with the authorizing entity.

IDAPA 08.02.04.303 sets forth the administrative rules governing proceedings for revocation. That rule allows the authorized chartering entity to revoke a charter, pursuant to the Administrator Procedure Act, if the public charter school has failed to meet any of the specific, written conditions set forth in the Performance Certificate. IDAPA 08.02.04.303.03 clearly states that the authorizing entity “may” revoke a charter. Consequently, an authorizing chartering entity also has the authority not to revoke a charter, in their discretion.

## RECOMMENDED ORDER

It is recommended that the Commission, in the exercise of its discretion, determine whether Odyssey’s charter should be revoked.

DATED This 28 day of August, 2014.



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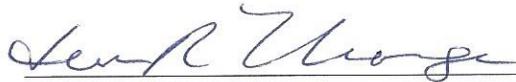
JEAN R. URANGA  
Hearing Officer

CERTIFICATE OF MAILING

I HEREBY CERTIFY That on this 28 day of August, 2014, I served true and correct copies of the foregoing FINDINGS OF FACT, CONCLUSIONS OF LAW AND RECOMMENDED ORDER by emailing copies thereof to:

Jennifer Swartz  
Deputy Attorney General  
Office of the Attorney General  
P.O. Box 83720  
Boise, Idaho 83720-0036  
**VIA EMAIL: [jennifer.swartz@osbe.idaho.gov](mailto:jennifer.swartz@osbe.idaho.gov)**

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JEAN R. URANGA



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June 18, 2014

Odyssey Charter School  
Board of Directors  
1235 Jones Street  
Idaho Falls, ID 83401

Dear Odyssey Charter School Board of Directors:

This letter is to serve as the Public Charter School Commission's notice of intent to revoke the charter for Odyssey Charter School (Odyssey) on the grounds that Odyssey has failed to meet Condition 2 in its performance certificate by the timeline specified.

Idaho Code Section 33-5209C(7) provides that "[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 33-5209B(1), Idaho Code, by the dates specified.

Condition 2 in Appendix A of Odyssey's performance certificate provides that "Odyssey will achieve accreditation candidacy status during the 2013-14 school year. This condition must be met by 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." No additional readiness visit can be completed before fall 2014 because such visits must take place while school is in session, and Odyssey has recessed for the summer. Therefore, Odyssey cannot and will not achieve candidacy status by the June 30, 2014, deadline in the performance certificate.

Pursuant to I.C. §33-5209C(7), Odyssey shall receive up to thirty (30) days in which to respond to this notice of intent. Such response must be submitted in writing to the PCSC office no later than July 17, 2014. A public hearing will be held within thirty (30) days of our receipt of the written reply.

Sincerely,

A handwritten signature in blue ink that reads "Tamara L. Baysinger".

Tamara L. Baysinger  
Director

Cc: Alan Reed, Chairman  
Karl Peterson, Odyssey Charter School Administrator



ODYSSEY CHARTER SCHOOL'S RESPONSE TO THE NOTICE OF  
INTENT TO REVOKE CHARTER

**I. Issues**

The Odyssey Charter School Board of Directors hereby submits its response to the Notice of Intent to Revoke Charter issued by the Idaho Public Charter School Commission on June 18, 2014. Odyssey Charter School has been given 30 days in which to provide a written response to the decision to issue this notice to provide reasons why Odyssey's charter should not be revoked.

**II. Overview**

On June 18, 2014 the Idaho Public Charter School Commission (hereafter "PCSC") issued a Notice of Intent to Revoke Charter of Odyssey Charter School (hereafter "Odyssey") for failure to meet Condition 2 of Appendix A of the Performance Certificate dated April 21, 2014. This decision was reached by the PCSC during its meeting on June 17, 2014 after hearing evidence from the Board of Directors (hereafter "Board") of Odyssey and their legal counsel.

Odyssey will provide not only its facts and argument on why the notice to revoke the charter should be withdrawn, but also provide the facts and circumstances which have led to the Charter revocation being considered.

**III. Facts and Argument**

Odyssey opened its doors to the public on August 26, 2013 as a project based school with a focus on technology and implementation of The Seven Habits of Highly Effective People, by

Stephen R. Covey, into the daily lives of its students. Enrollment was higher than had initially been anticipated and the school was well received by the public.

When the school opened, Karl Peterson served as Administrator and the Board consisted of Laura Davies (President), Chris Peterson and Josh Coffin. Mr. and Mrs. Peterson were founders of the school and Mr. Peterson had written the charter. While enduring the growing pains commonly associated with the opening of a new charter school, there were significant changes to the membership of the Board. Board membership now consists of Carrie Reynolds (President), Andrew Whitford (Vice President), Angela Stofey (Secretary), Joshua Witt (Treasurer) and Scott Southwick (voting member). The Board now consists of a group of stable and tenacious individuals whose only goal is to serve the children of Southeast Idaho and provide them a safe, encouraging environment in which to prepare themselves to be productive members of society.

#### A. Performance Certificate

For the 2013/2014 school year a new procedure was implemented in the State of Idaho called The Performance Certificate. The logic behind this certification process was for schools to be able to provide their plan to the PCSC for approval, with implementation of the plan over a three year period. This was established as a means for the PCSC to hold a charter school accountable for high performance expectations and prudent use of taxpayer dollars but would prevent the PCSC from micromanaging the school. This was intended to allow the schools to exercise operational autonomy (June 2013 PCSC Workbook, Tab D1, Page 6 attached hereto as Exhibit No. 1). In the case of Odyssey Charter School, this process has been used outside its intended purpose.

As the school year began, then Board President Laura Davies, undertook the assignment of researching and reporting back the requirements and deadlines of the new Performance Certificate process. Mrs. Davies reported to the Board in October 2013 that Odyssey was not required to acquire the Performance Certificate until the 2016 school year and assured members of the Board and Mr. Peterson that this was not an urgent matter, as there was plenty of time to work on it. In January 7, 2014 Mrs. Davies resigned from her position on the Board, effective immediately. In the aftermath of this resignation it was discovered that the former President had not been completing her duties as she had been reporting to the Administrator and the Board. As these failures became apparent, Mr. Peterson began to do research and discovered that the Performance Certificate was actually due in April 2014. Odyssey focused its attention into the process of completing the school's Performance Certificate. During that process, the Board collaborated with Tamara Baysinger and Alison Henken of the PCSC on the different specific points within the certificate to meet the PCSC's specifications.

During the course of several collaborative meetings between Odyssey, Ms. Baysinger and Ms. Henken, it was communicated to Odyssey that their progress on the Performance Certificate was satisfactory. During this process a communication error occurred. Notice of a final meeting to occur on March 20, 2014 with Ms. Baysinger and Ms. Henken was reportedly sent out by Ms. Baysinger on March 5, 2014. However, neither Mr. Peterson nor any member of the Board received notice of said meeting. If this meeting had occurred, Ms. Baysinger and Ms. Henken have communicated to Odyssey that they would have recommended to the PCSC that Odyssey's Performance Certificate be approved with no additional stipulations. Due to Odyssey not being aware the meeting had been scheduled, said meeting did not occur. As a result, the recommendation from Ms. Baysinger and Ms. Henken was not provided and Appendix A

(attached hereto as Exhibit 2) was attached to Odyssey's Performance Certificate. In an email dated April 3, 2014 (attached hereto as Exhibit 3) Ms. Baysinger provided a forward of the email she had attempted to send out on March 5, 2014 with the meeting information, acknowledging in that email that the address she had for then Vice President Carrie Reynolds was incorrect. Coincidentally, Ms. Baysinger emailed Odyssey four days later on March 9, 2014 and used the correct email address for Carrie Reynolds at that time (attached hereto as Exhibit 4). The incorrect email address for Carrie Reynolds was again used on March 24, 2014 (attached hereto as Exhibit No. 5). After acknowledging that incorrect contact information was used, the PCSC never made an attempt to reschedule this meeting.

It is the contention of Odyssey that had notice been provided to the Board timely and properly, a Board representative would have been in attendance at the March 20, 2014 meeting. This point can be accepted in good faith as Odyssey had appeared faithfully at every meeting scheduled prior. But, at no fault of itself, Odyssey was unable to be present at this meeting and the Appendix A was unjustly attached to its Performance Certificate.

#### B. Appendix A

Odyssey was requested to appear telephonically at an April 17, 2014 meeting of the PCSC for presentation of its Performance Certificate, with the addition of Appendix A, for approval. Present at this meeting on behalf of Odyssey were Karl Peterson for the administration, with Chris Peterson, Andrew Whitford and Carrie Reynolds appearing for the Board. When Odyssey's time slot on the agenda arrived, Odyssey was only allowed to introduce itself before the PCSC opened the floor to Tamara Baysinger and Dale Kleinert, Director of Northwestern Accreditation Commission (hereafter known as the NWAC). Ms. Baysinger presented to the

PCSC how Odyssey did not attend the telephonic meeting of March 20, 2014 and how because of this failure she recommended the attachment of Appendix A to the Performance Certificate.

Mr. Kleinert explained in detail Odyssey's efforts to gain candidacy status thus far and strongly emphasized that he did not think it was physically possible for Odyssey to attain candidacy status in the 2013/2014 school year, citing that there simply was not enough time to complete the work that needed to be done. Despite Mr. Kleinert's testimony, wherein he detailed that the deadline contained in Condition 2 was an impossibility to achieve, the PCSC unanimously voted to approve Odyssey's Performance Certificate conditional upon the completion of all items in Appendix A. The PCSC then moved onto the next item on their agenda and did not allow the Odyssey representatives an opportunity to refute or object to this decision. Odyssey signed Appendix A after this meeting under the belief that there was no option for objection or amendment to any of the items contained therein.

### C. Accreditation Process

As the 2013/2014 school year began, Mr. Peterson began the accreditation process for Odyssey to gain its candidacy status.

The first readiness visit was conducted by the Northwest Accreditation Commission (hereafter "NWAC"), a Division of AdvanceED, in early November 2013 by Steve Young. This visit lasted approximately 20 minutes. During that visit Mr. Peterson was advised that the stakeholders of the school would need to be involved in the self-assessment as their input had not been undertaken prior to this visit.

The second readiness visit conducted by NWAC occurred on December 16, 2013 with Steve Young again in attendance. This visit lasted approximately 30 minutes. The primary

purpose of this second visit was to review the revised self-assessment, which now contained input from all required parties. As a result of this visit Odyssey was recommended by Mr. Young for candidacy status, but this was later denied by Mr. Kleinert who felt Odyssey needed to continue to improve in 9 of the 32 indicators.

The NWAC conducted a third visit to Odyssey on May 28, 2014. This was nine days before the school year ended. This was a full and true readiness visit which took most of the day and was conducted by four members of the NWAC. In the report created by Dale Kleinert, Director of NWAC, dated June 11, 2014 (attached hereto as Exhibit 6), this visit was referred to as the third readiness visit since application for accreditation was received by AdvanceED Idaho. In this report Mr. Kleinert did not approve Odyssey for candidacy status for accreditation. He felt that some of the indicators still needed improvement and had not been sufficiently addressed after interviewing stakeholders and based on observations made during his visit. He did provide in his report an explanation of the next steps that Odyssey should take to attain its candidacy status. Areas of improvement within the report include thoroughly addressing the areas designated as still needing improvement and to notify the state accreditation office when Odyssey is ready to conduct an additional readiness visit. Additional documentation for these designated areas is required. Mr. Kleinert's report provides that Odyssey may remain in Applicant status until September 26, 2015.

The PCSC has forcefully insisted that a school must attain this status in its first year of operation. However, state statutes and rules merely indicate that a school must be accredited and that a charter have a provision that the school will become accredited. The rules further detail that the accreditation standards are provided by the NWAC (which is now AdvancEd). There is nothing in rule or statute that allows the PSCS to adopt and enforce its own standards that vary

from the NWAC. This is precisely what the PCSC staff has chosen to do by applying artificial timelines to the accreditation process through the unjust attachment of Appendix A to Odyssey's Performance Certificate.

In the report prepared by Mr. Kleinert of the NWAC, he clearly states that a school can remain in Applicant status for two years. Once candidacy status is accomplished, a school has an additional two years to schedule the external review to seek full accreditation. The State Rules mandate that NWAC standards be used. It is a violation of Odyssey's rights to procedural due process for the PCSC to enforce its own arbitrary standards in the place of the NWAC/AdvancEd standards.

Further, Odyssey's Charter (page 42, attached hereto as Exhibit No. 7) (which has been approved by the PCSC) outlines that the only accreditation process required of Odyssey is to apply for accreditation candidacy and to complete a self-assessment during its first year. According to the provisions detailed in the Charter, Odyssey has met its previously approved obligations.

#### D. Changes for the 2014/2015 School Year

As Odyssey progressed through its first year, it experienced the growing pains all new charter schools experience. Working to find the 'proper fit' with student body, staff, physical facilities, administration and the Board occurs in every school as it grows and develops from a dream into reality. With that said, the Board has noted that there are areas in which the school can definitely improve to provide an even more positive learning environment for the students.

One area that needed significant improvement was within the Board itself. The Board of Directors for Odyssey Charter School has seen a significant turnover rate through the first year.

While this is not entirely uncommon, it is also certainly not desirable. A strong and stable Board is the foundation from which a strong stable school arises. It takes a special type of person to be an effective member on a Board for a charter school as you are providing a volunteer service for which there is little reward. To find five such individuals has proven a challenge that Odyssey is pleased to report it has accomplished. As was noted by Mr. Kleinert and Ms. Baysinger, Odyssey's current Board is strong and dedicated to the school and student body.

The position of Business Manager for the school is another area where finding the right person for the proper fit was a challenge. Odyssey had three business managers during its first year. Mid-year Odyssey found and offered this position to Vern Thurber who has proven himself not only knowledgeable but very capable of leading the school through the world of finances. He came to us with significant experience within the financial realm of the education system, which is unlike any other area, with its own set of rules and regulations. He was able to provide the Board with a very clear idea of where the school is financially and Odyssey is very pleased to announce that it finished the 2013/2014 school year financially sound.

During the 2013/2014 school year, conflicts have arisen regarding staff employment and contracting issues. The reconstituted Board recognizes its lack of experience in the proper conduction of public meetings, compliance with State open meeting and public record laws, and the need for legal counsel to assist in the accreditation process and to resolve contract disputes. The Board has now acquired competent legal counsel, experienced in representing public entities, to assure full compliance with applicable legal requirements and to assist as needed in completing the accreditation process.

Odyssey has been in dire need of a well thought out plan to achieve candidacy and full accreditation status. The Board has located and hired Travis Jensen as a consultant to assist in the

development of said plan. This plan is still in the developmental stages but significant progress has been achieved and the completed version will be available soon. An outline has been attached hereto as Exhibit 8. Development of this plan has allowed Odyssey to better identify how to accomplish the remaining indicators within the NWAC report and has also guided the Board as to what skills and attributes are needed in a strong Administrator. With this plan in place Odyssey is confident that candidacy will be attained in Fall 2014 with full accreditation to occur in Spring 2015.

Finally, after completing its first year in operation the Board of Directors has determined that it would be most beneficial for the school to seek a new Administrator. After much contemplation, the Board determined that someone with extensive experience in the position of Administrator and in providing leadership to the teaching staff would make a significant impact on the operation and environment within the school. The Board is currently taking applications for the position and expects to have the position filled by the time the hearing takes place for this matter. The Board is confident that many of the inner dynamic problems that occurred during the 2013/2014 school year will be resolved with this change of Administrator.

#### **IV. Conclusion**

The Board is very attentive to the importance of attaining candidacy status and full accreditation status and to its responsibility to the students to achieve this. This obligation is of the upmost importance to both the administration and Board and remains at the top of their priority list as the 2014/2015 school year begins.

Upon investigation into the rights of a charter school in regards to their Performance Certificate, Odyssey has discovered a provision within Idaho Code 33-5206(8) which allows for

a revision of the Performance Certificate. This statute allows a school to request any article contained within the certificate to be revised. Odyssey hereby requests to revise the deadline date contained in Appendix A, section 2, from June 30, 2014 to November 1, 2014. Idaho Code 33-5206(8) (attached hereto as Exhibit 9) reads as follows:

A public charter school or the authorized chartering entity may enter into negotiations to revise a charter or performance certificate at any time. If a public charter school petitions to revise its charter or performance certificate, the authorized chartering entity's review of the revised petition shall be limited in scope solely to the proposed revisions.

A formal Motion to Revise the Performance Certificate is filed with this response (also attached as Exhibit 10). Such a revision will allow the current Board and Administrator to achieve full accreditation within the timeframe established by the NWAC. Appendix A was improperly imposed upon Odyssey's Performance Certificate in an inappropriate manner and therefore the deadline detailed within Appendix A, section 2, should be revised. The ability to amend the deadline in Appendix A, section 2, allows the PCSC to continue to hold Odyssey accountable through the Performance Certificate, as was the document's intention, while providing the time which is necessary to complete the objective.

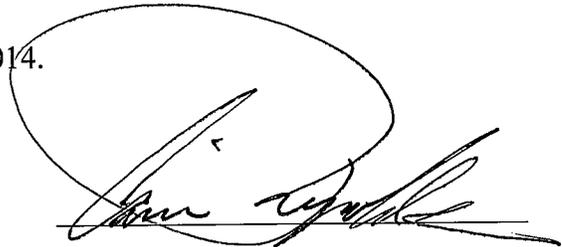
Further, Odyssey has presented its progress on the changes to occur before the beginning of the 2014/2015 school year. The Board is very confident that after these changes are implemented, Odyssey will achieve candidacy status in Fall 2014 and full accreditation in Spring 2015, in accordance with the NWAC schedule.

There are currently 195 students fully enrolled with Odyssey for the 2014/2015 school year and another 30 enrollments are expected before August. These 225 students and their parents believe they have found the educational establishment where they will succeed. Students

who come to charter schools often do not reach their full potential in regular public schools but a regular public school will be their only remaining option if Odyssey's charter is revoked. The charter school lotteries in the Southeast Idaho area closed in the Spring and the schools have filled their vacant seats. Additionally, the strain of putting 225 students back into the already taxed public education system in Southeast Idaho will further only harm to the students.

The issues which Odyssey has faced are being thoughtfully addressed. Odyssey is a strong educational asset to the public. The ramifications of closing Odyssey would be deeply felt within the community and would leave a hole within the educational fabric of Southeast Idaho.

Respectfully submitted this 16<sup>th</sup> day of July, 2014.

A handwritten signature in black ink, appearing to read "Carrie Reynolds", is written over a large, hand-drawn oval. The signature is fluid and cursive.

Carrie Reynolds, President of the  
Odyssey Board of Directors

**EXHIBIT 1**

## **Authorizing Tools for Charter School Oversight**

### **Previous Accountability System**

Prior to the passage of House Bill 221, Idaho's charter school authorizers used the Notice of Defect (NOD) process to address deficiencies at public charter schools. That process involved issuance of a NOD by the authorizer and submission of a Corrective Action Plan by the school, followed by either curing of the defect or the authorizer's decision to proceed toward revocation. The NOD process tended to promote micromanagement and focus on inputs rather than outcomes, and proved largely ineffective in ensuring that public charter schools were able to exercise operational autonomy while being held accountable to high performance expectations and prudent use of taxpayer dollars.

### **New Accountability System**

The 2013 legislation establishes a new accountability system for Idaho's public charter schools. Authorizers will no longer issue notices of defect or base their evaluations of school effectiveness on compliance with the charter itself. Instead, in accordance with best practices identified by the NAPCS, NACSA, the CER, and others, public charter schools will be subject to periodic renewals based on specific academic, operational, and financial performance expectations established in written performance certificates.

Initial performance certificate terms for newly-authorized charter schools will be three years; thereafter, performance certificates will be renewed for five year terms. Annually throughout the certificate term, authorizers will provide schools with publically available, written reports comparing actual performance to the standards set forth in the performance certificate. Such reports will not result in sanctions, but will simply serve to inform schools and the public of each school's status, and provide ample opportunity for schools to correct any deficiencies.

At the end of the performance certificate term, authorizers will evaluate each school's outcomes in light of the certificate's provisions, and in the context of trends and circumstances, in order to make a renewal or non-renewal decision. Statute specifies that an authorizer must renew if the school has met all terms of the certificate at the time of renewal. If the school has met only some of the terms of the certificate, the authorizer may renew or non-renew.

The authorizer may also elect to renew with specific, written conditions that the school must meet. If the latter option is chosen, the authorizer may follow through with revocation of the charter if the school fails to meet the written conditions within the specified timeframe. This is the only circumstance in which revocation may occur; revocation processes may not be undertaken outside the context of a conditional renewal.

EXHIBIT 2

## 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.”

This condition must be met by June 30, 2014.

2. Provisional Accreditation – Odyssey will obtain provisional accreditation 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 (SDE) in the Final Report regarding the Complaint 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.

Additional corrective action required by the SDE as a result of special education follow-up visits during the 2013-2014 and 2014-1015 school years shall also be undertaken by the school. Evidence that the school has taken corrective action and returned to full compliance, as confirmed by the SDE, must be provided to the Public Charter School Commission (PCSC) office by June 30, 2015.

5. Financial Planning – Odyssey will submit to the 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

## **Appendix A: Conditions of Authorization / Renewal**

employees; costs associated with returning to special education compliance; and low or declining enrollment.

This condition must be met by June 30, 2014.

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.





Carrie Reynolds &lt;carriereynolds.board@gmail.com&gt;

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**FW: Performance Certificate Collaborative Meeting Follow-up**

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**Tamara Baysinger** <Tamara.Baysinger@osbe.idaho.gov>

Thu, Apr 3, 2014 at 12:37 PM

To: "carriereynolds.board@gmail.com" &lt;carriereynolds.board@gmail.com&gt;

Hi Carrie,

In response to your request: Here's one of the reminder emails about the subcommittee meeting; it was sent on March 5 and it appears that, at the time, I had Karl's and Chris' email addresses correct, but yours was the "ocsboard" address that I didn't yet know wasn't working. I believe Alison sent a more recent reminder with dial-in information; she'll send it along if she still has a copy.

In any case, I think we have all everyone's contact information updated now so we can avoid similar issues in the future. Please don't lose sleep over the missed subcommittee meeting; I'll explain to the PCSC what happened.

Best,

**Tamara L. Baysinger**

Director, Idaho Public Charter School Commission

208-332-1583

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**From:** Tamara Baysinger  
**Sent:** Wednesday, March 05, 2014 10:48 AM  
**To:** Karl Peterson; carriereynolds@ocsboard.org  
**Cc:** Alison Henken; cpeterson@theaterfactory.org  
**Subject:** Performance Certificate Collaborative Meeting Follow-up

Hello, Karl and Carrie,

Thanks again for your time and effort during last yesterday's Performance Certificate collaboration meeting. We enjoyed working with you on Odyssey's Performance Certificate and mission-specific Framework goals. As you know, there are some steps we need to take before we can finalize materials for the PCSC Performance Certificate Negotiation Subcommittee meeting that will be held beginning at 9:00 a.m. on March 20<sup>th</sup>. Due to the large size of the combined

files, I have attached only the Certificate to this email. I will upload the appendices that I have to Dropbox tomorrow morning and sent you an invitation whereby you can access them.

Here's what needs to be accomplished next:

1. Please review the notes in red text in throughout the Performance Certificate Collaborative Draft and take appropriate action toward completion of the certificate and its appendices.
2. Please continue development of your mission-specific Framework goals pursuant to our discussion. As you'll recall, we talked about the workload Odyssey will face if many of its goals use rubrics as measurement tools, as well as the need to clarify how rubric results will be tallied and what cut scores will apply to the rating categories within the framework.

**Please submit updated documents (Performance Certificate, appendices as needed -- see in red text within the Performance Certificate -- and revised Framework goals) to both me and Alison by 5:00 pm on March 7, 2014.** This will allow time for us to review them prior to our next collaboration meeting, which is scheduled for 1:30 pm on March 11, 2014. **Remember that at least two board members need to attend that meeting.**

If you have any questions or concerns, you're always welcome to call or send a message.

Regards,

Tamara L. Baysinger

Director, Public Charter School Commission

208-332-1583



**Odyssey Performance Certificate Collaborative Draft.docx**  
66K

EXHIBIT 4



Carrie Reynolds &lt;carriereynolds.board@gmail.com&gt;

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**RE: Performance Certificate Collaborative Meeting Follow-up**

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**Tamara Baysinger** <Tamara.Baysinger@osbe.idaho.gov>

Sun, Mar 9, 2014 at 2:31 PM

To: Karl Peterson &lt;kpeterson@ocharter.org&gt;

Cc: Chris Peterson &lt;cpeterson@theaterfactory.org&gt;, "carriereynolds.board@gmail.com" &lt;carriereynolds.board@gmail.com&gt;, "astofey.board@live.com" &lt;astofey.board@live.com&gt;, "andrewwhitford.board@gmail.com" &lt;andrewwhitford.board@gmail.com&gt;, Alison Henken &lt;Alison.Henken@osbe.idaho.gov&gt;

Hi Karl,

I recommend proposing the expansion separately from your Performance Certificate. That way, if one decision gets held up, it won't affect the other. (If both are approved on the same day, your Performance Certificate can be easily updated to reflect the amended charter without any need for you to attend additional PCSC meetings.)

There is still time to submit a proposed charter amendment for consideration at the April 17th PCSC meeting. Alison heads up the amendment process on our end, so please work with her on submissions and related matters as needed, but here are the basics:

You'll need to submit materials by the March 17 meeting materials deadline. Such materials should include a copy of the relevant section(s) of the charter with your proposed changes shown in legislative format, as well as a cover letter explaining your rationale for the proposed expansion. It is also wise to include evidence of community interest in more 6th grade seats at Odyssey, as well as a plan for how you will accommodate the additional students if a large number of them decide to remain with the school for 7th grade and beyond.

Hope that helps,

Tamara Baysinger  
PCSC Director  
208-332-1583

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**From:** Karl Peterson <kpeterson@ocharter.org>**Sent:** Saturday, March 08, 2014 6:02 PM**To:** Tamara Baysinger**Subject:** Re: Performance Certificate Collaborative Meeting Follow-up

Tamara,

Earlier in the school year, the board and I had discussed adding a third 6th grade class to our school. Laura Davies, our former board chair, told us that she had arranged to do that, but after she resigned, we found out that she did not. We didn't think it was possible to change it for next year but Chris Peterson was talking to the lawyer Chris Yorgeson on a variety of topics and he mentioned that it might be possible to add a third 6th grade class this coming year while we are working on the

EXHIBIT 5



Carrie Reynolds &lt;carriereynolds.board@gmail.com&gt;

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**Fw: Odyssey's Performance Certificate**

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**Chris Peterson** <cpeterson@theaterfactory.org>

Mon, Mar 24, 2014 at 2:50 PM

Reply-To: Chris Peterson &lt;cpeterson@theaterfactory.org&gt;

To: Carrie Reynolds &lt;carriereynolds.board@gmail.com&gt;, Angela Stofey &lt;astofey@co.bonneville.id.us&gt;, "whitford35@gmail.com" &lt;whitford35@gmail.com&gt;, Karl Peterson &lt;kpeterson@ocharter.org&gt;

OH DEAR!!!!!!!!!!!!!!Now what?????

----- Forwarded Message -----

**From:** Alison Henken <Alison.Henken@osbe.idaho.gov>**To:** Karl Peterson <kpeterson@ocharter.org>; "carrie.reynolds@ocsboard.org" <carrie.reynolds@ocsboard.org>; "andrewwhitford.board@gmail.com" <andrewwhitford.board@gmail.com>; "Chris Peterson (cpeterson@theaterfactory.org)" <cpeterson@theaterfactory.org>**Cc:** Tamara Baysinger <Tamara.Baysinger@osbe.idaho.gov>**Sent:** Monday, March 24, 2014 1:57 PM**Subject:** Odyssey's Performance Certificate

Dear Odyssey Board and Administration,

The PCSC Subcommittee reviewed Odyssey's performance certificate last week on Thursday, March 20<sup>th</sup>. 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 17<sup>th</sup>.

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 17<sup>th</sup> 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 14<sup>th</sup> 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,

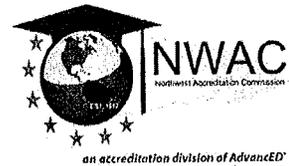
Alison

***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*

EXHIBIT 6



June 11, 2014

Karl Peterson, Principal  
Odyssey Charter School  
1235 Jones St.  
Idaho Falls, Idaho

1510 Robert St.  
Suite 103  
Boise, ID 83705

advanc-ed.org  
888.413.3669, ext. 5759  
208.375.7813 fax

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 not 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 will be required 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.

EXHIBIT 7

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## ***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 State of Idaho, the 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.

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## ***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 Rule 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.

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?

A new webmaster has been hired to build the website to accommodate more information. Teachers will have class sites. This can be done before students come back in the fall. Training from the webmaster to teachers during the first 2 weeks can be scheduled. A monthly newsletter will be sent home with the students and also accessed on the website for parent and those interested to read about what is going on in the school. All newsletters will be archived on the website.

1.3 - What continuous improvement process will the school's leadership use that provides clear direction for improving conditions that support learning?

The state WISE tool will be accessed to create a school improvement plan. This also will be started as soon as the new administrator is under contract to be complete during scheduled faculty meetings within the first quarter of classes.

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)

Met

3.4 - What mechanism will school leaders use to monitor and support the improvement of instructional practices of teachers to ensure student success?

Proper implementation of the Danielson Framework for evaluation teachers will begin as soon as teacher report back to school. Attached is the plan for the year. Evaluations with artifacts will be completed by May 1. Goal sheets will be turned in and the pre-observation interview will be held with all teachers before students arrive for the year.

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?

Continuous professional development is scheduled for each Friday with faculty meetings. The Leader in Me 7 Habits program be used to ensure mentoring, coaching and support between staff members and between administration and staff members. The Leadership team will meet weekly to report the progress of implementation of the program.

3.8 - What learning support services will the school implement and continue to provide that will meet the unique learning needs of students?

In Progress

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).

In Progress

4.2 - How will instructional time, material resources, and fiscal resources be obligated to support the purpose and direction of the school?

In Progress

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.

In Progress

EXHIBIT 8



# LEGISLATURE



Legislation, Statutes &amp; Constitution

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## Idaho Statutes

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### TITLE 33 EDUCATION

#### CHAPTER 52 PUBLIC CHARTER SCHOOLS

33-5206. REQUIREMENTS AND PROHIBITIONS UPON APPROVAL OF A PUBLIC CHARTER SCHOOL. (1) In addition to any other requirements imposed in this chapter, a public charter school shall be nonsectarian in its programs, affiliations, admission policies, employment practices, and all other operations, shall not charge tuition, levy taxes or issue bonds, and shall not discriminate against any student on any basis prohibited by the federal or state constitutions or any federal, state or local law. Admission to a public charter school shall not be determined according to the place of residence of the student, or of the student's parent or guardian within the district, except that a new or conversion public charter school established under the provisions of this chapter shall adopt and maintain a policy giving admission preference to students who reside within the primary attendance area of that public charter school.

(2) No board of trustees shall require any employee of the school district to be involuntarily assigned to work in a public charter school.

(3) Certified teachers in a public charter school shall be considered public school teachers. Educational experience shall accrue for service in a public charter school and such experience shall be counted by any school district for any teacher who has been employed in a public charter school.

(4) Employment of charter school teachers and administrators shall be on written contract in form as approved by the state superintendent of public instruction, conditioned upon a valid certificate being held by such professional personnel at the time of entering upon the duties thereunder.

(5) No board of trustees shall require any student enrolled in the school district to attend a public charter school.

(6) Authorized chartering entities may establish reasonable pre-opening requirements or conditions to monitor the start-up progress of newly approved public charter schools and ensure that they are prepared to open smoothly on the date agreed, and to ensure that each school meets all building, health, safety, insurance and other legal requirements for school opening.

(7) Each public charter school shall annually submit the audit of the fiscal operations as required in section [33-5205\(3\)\(1\)](#), Idaho Code, and a copy of the public charter school's accreditation report to the authorized chartering entity that approved its charter.

(8) A public charter school or the authorized chartering entity may enter into negotiations to revise a charter or performance certificate at any time. If a public charter school petitions to revise its charter or performance certificate, the authorized chartering entity's review of the revised petition shall be limited in scope solely to the proposed revisions. Except for public charter schools authorized by a school district board of trustees, when a non-virtual public charter school submits a proposed charter revision to its authorized chartering entity and such revision includes a proposal to increase such public charter school's approved student enrollment cap by ten percent (10%) or more, the authorized chartering entity shall hold a public hearing on such petition. The authorized chartering entity shall provide the board of the local school district in which the public charter school is physically located notice in writing of such hearing no later than thirty (30) days prior to the hearing. The public hearing shall include any oral or written comments that an authorized representative of the school district in which the public charter school is physically located may provide regarding the impact of the proposed charter revision upon the school district. Such public hearing shall also include any oral or written

comments that any petitioner may provide regarding the impact of the proposed charter revision upon such school district.

(9) When a charter is nonrenewed pursuant to the provisions of section 33-5209B, Idaho Code, revoked pursuant to section 33-5209C, Idaho Code, or the board of directors of the public charter school terminates the charter, the assets of the public charter school remaining after all debts of the public charter school have been satisfied must be returned to the authorized chartering entity for distribution in accordance with applicable law.

History:

[33-5206, added 1998, ch. 92, sec. 1, p. 334; am. 1999, ch. 244, sec. 4, p. 627; am. 2001, ch. 209, sec. 1, p. 831; am. 2004, ch. 220, sec. 1, p. 658; am. 2004, ch. 371, sec. 7, p. 1107; am. 2004, ch. 376, sec. 1, p. 1120; am. 2005, ch. 376, sec. 6, p. 1209; am. 2012, ch. 188, sec. 3, p. 500; am. 2013, ch. 343, sec. 7, p. 918.]

How current is this law?

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EXHIBIT 9

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**IDAHO PUBLIC CHARTER SCHOOL COMMISSION**

RE: ODYSSEY CHARTER SCHOOL, )  
IDAHO FALLS, IDAHO ) **PETITION TO REVISE**  
 ) **PERFORMANCE CERTIFICATE**  
 )  
 )  
 )  
 )

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COMES NOW Odyssey Charter School Board of Directors, by and through its counsel of record, Mark R. Fuller of Fuller & Beck, pursuant to Idaho Code § 33-5206(8) and petitions the Public Charter School Commission to revise Odyssey Charter School's Performance Certificate. Idaho Code § 33-5206(8) states as follows:

A public charter school or the authorized chartering entity may enter into negotiations to revise a charter or performance certificate at **any time**. If a public charter school petitions to revise its charter or performance certificate, the authorized chartering entity's review of the revised petition shall be limited in scope solely to the proposed revisions. ...

(Emphasis added).

On April 17, 2014 a Performance Certificate was executed by the Idaho Public Charter School Commission and Odyssey. Odyssey's Performance Certificate, Appendix A, Condition 2, provides that "Odyssey will achieve accreditation candidacy status during the 2013-2014 school year. This condition must be met by June 30, 2014." This period of seventy-four (74) days was insufficient time for Odyssey to achieve accreditation candidacy status. During the final thirty (30) days, essentially the entire month of June, the school was not in session and a final readiness visit

could not be conducted by the Northwest Accreditation Commission. After the readiness visit to Odyssey on May 28, 2014, Dale Kleinert, Director of the Northwest Accreditation Commission, issued a report providing that Odyssey may remain in applicant status until September 26, 2015. Odyssey's application status will not take that much time, but will be completed by November 1, 2014, provided a final readiness visit can be scheduled with the Northwest Accreditation Commission before that date.

### CONCLUSION

Odyssey Charter School respectfully petitions the Idaho Public Charter School Commission to revise Odyssey's Performance Certificate, Appendix A, Condition 2, to state: "Odyssey will achieve accreditation candidacy status during the 2014-2015 school year. This condition must be met by November 1, 2014."

Respectfully submitted this 16th day of July, 2014.



---

Mark R. Fuller  
Attorney for Odyssey Charter School  
Board of Directors

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 DANIEL R. BECK (ISB NO. 7237)  
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**BEFORE THE PUBLIC CHARTER SCHOOL COMMISSION  
 STATE OF IDAHO, IN AND FOR THE COUNTY OF ADA**

RE: ODYSSEY CHARTER SCHOOL, INC.,	)	Case No. 2014-01
	)	
A Public Charter School,	)	PETITIONER'S PRE-HEARING
	)	BRIEF
Petitioner.	)	
_____	)	

COMES NOW the Petitioner, Odyssey Charter School, Inc., by its counsel of record, Mark R. Fuller, pursuant to Idaho Code Section 33-5209C(7) and 67-5242(3)(b) and submits a Pre-Hearing Brief in preparation for the hearing now scheduled for August 15, 2014.

**FACTS**

On December 31, 2013, the Idaho Public Charter School Commission (hereafter "PCSC") approved a Charter Petition for the establishment of Odyssey Charter School, Inc. (hereafter "Odyssey"). Odyssey began operations in the year 2013 and anticipated remaining in "Applicant" status for up to two years from the initial application date in order to work on the requirements to meet accreditation standards. Multiple documents which will be submitted at the hearing establish that both the PCSC and Odyssey anticipated accreditation taking up to two years. Compliance with accreditation standards was monitored by North West Accreditation Commission ("NWAC"), a division of AdvancEd. Evidence at the hearing will establish that three readiness visits were

conducted by NWAC at Odyssey's Idaho Falls' location to monitor Odyssey's progress toward accreditation.

The PCSC Subcommittee reviewed Odyssey's Performance Certificate during the week of March 20, 2014. The Subcommittee chose to provide the PCSC with neither a recommendation to approve or not approve Odyssey's Performance Certificate as presented, but rather determined to recommend that the full Commission review the proposed Performance Certificate. ~~The Performance Certificate considered at the PCSC meeting on April 17, 2014 included several significant modifications from earlier representations made by PCSC to Odyssey.~~ The most critical modification was the requirement in Appendix A(2) that Odyssey must achieve accreditation candidacy status during the 2013-2014 school year, and that this condition must be met by June 30, 2014. During the PCSC meeting held April 17, 2014 to consider approval of the Performance Certificate, including the June 30, 2014 deadline, Dale Kleinert, President of NWAC, reviewed with the PCSC all of the conditions Odyssey must comply with before the end of the school year. Mr. Kleinert indicated that the **first** date a final "Readiness Review" could be conducted was May 28, 2014.

After a full review of all of the conditions required of Odyssey to comply with the accreditation conditions, Mr. Kleinert summarized as follows:

So, man, I guess, after seeing this, I think it's going to be really difficult to have this addressed by May 28, (which) is the first I can come out there and the school has children in place until June 5. As a school administrator, superintendent, principal, and teacher, I know what goes on in a school in the last month and it's not this kind of stuff.

Transcript of 4/17/2014 PCSC Meeting, submitted as PCSC Exhibit 'G', p. 3. In response to these statements, Odyssey's Administrator, Karl Peterson, responded that he had always been working to complete accreditation over a two year time period and that the conditions set forth in Appendix 'A' to the proposed Performance Certificate was the first indication to Odyssey that PCSC required

completion of accreditation within the first school year. *Id.* Notwithstanding the concerns expressed by both Odyssey and NWAC that the accreditation condition deadline of June 30, 2014 would be very difficult, if not impossible, to meet, the PCSC Board went forward and approved the Performance Certificate with the June 30, 2014 deadline.

**A MUTUAL MISTAKE REGARDING COMPLIANCE WITH THE  
JUNE 30, 2014 DEADLINE RENDERS PERFORMANCE CERTIFICATE  
CONDITION UNENFORCEABLE**

The Charter School Performance Certificate issued by PCSC to Odyssey is in the nature of a contract, and is governed by standard contract enforcement principles. These contract principles include non-enforcement of contract terms by reason of impossibility and mutual mistake. In contract enforcement, a thing is impossible in legal contemplation when it is not practicable. A thing is impracticable when it can only be done at an excessive and unreasonable cost or if it requires a time period not in the contemplation of the parties. Impossibility is an excuse for nonperformance when it is caused by unavailability of the subject matter or tangible means of performance of the contract. *Calamari & Perillo, Contracts*, 1977, 479. “The inquiry is merely this, whether the continuance of a special group of circumstances appears from the terms of the contract, interpreted in the setting of the occasion, to have been a tacit or implied presupposition in the minds of the contracting parties, conditioning their belief in a continued obligation.” Cardozo, C.J., in *Canadian Indus. Alcohol Co. v. Dunbar Molasses Co.*, 258 N.Y. 194, 198-99, 179 N.E. 383 (1932)(citations omitted).

In the present circumstance, the time period extending from April 17, 2014 through June 30, 2014, appeared to be reasonable, extending for approximately ten weeks. However, a careful review of the calendar establishes a significant mistake by the parties in understanding the time actually available to complete the conditions. While the PCSC hearing to consider approval of the Performance Certificate was held April 17, 2014, the document itself was not actually signed until

April 21, 2014. See Exhibit D2v. In addition, as noted above, Mr. Kleinert from NWAC was not available to participate in a 'Readiness Review' until May 28, 2014. Odyssey ceased teaching operations on June 5, 2014, and the students, necessary participants in the 'Readiness Review', were not available after that date. The time period available to Odyssey to meet all of the conditions therefore extended only from April 21 through May 28, 2014, a total of thirty-seven (37) days. That time period was further reduced by intervening weekends totaling ten (10) days, and a federal holiday, Memorial Day, on May 26, reducing the time available to fulfill the conditions to only twenty-five (25) days. While the parties appear to have been in agreement that the ten (10) weeks extending between April 17 and June 30 would be sufficient to complete all of the conditions set forth in the Performance Certificate, it is clear that the parties were mutually mistaken as to the time actually available, and that it was impossible to fulfill those conditions within the twenty-five available days.

The application of mutual mistake to excusing contract performance is set forth in *Bailey v. Ewing*, 105 Idaho 636, 671 P.2d 1099 (Ct.App. 1983):

A mistake is an unintentional act or omission arising from ignorance, surprise, or misplaced confidence. See 13 WILLISTON ON CONTRACTS § 1535 (3d ed. 1970). The mistake must be material or, in other words, so substantial and fundamental as to defeat the object of the parties. *Woodahl v. Matthews*, 639 P.2d 1165 (Mont. 1982). A unilateral mistake is not normally grounds for relief for the mistaken party, whereas a mutual mistake is. *Loeb Rhoades, Hornblower & Co. v. Keene*, 28 Wn. App. 499, 624 P.2d 742 (1981). See *Moran v. Copeman*, 55 Idaho 785, 47 P.2d 920 (1935). A mutual mistake occurs when both parties, at the time of contracting, share a misconception about a basic assumption or vital fact upon which they based their bargain. *Mat-Su/Blackard/Stephan & Sons v. State*, 647 P.2d 1101 (Alaska 1982); *Shrum v. Zeltwanger*, 559 P.2d 1384 (Wyo. 1977). Some courts require the parties to have the same misconception about the same basic assumption or vital fact. E.g., *Shrum v. Zeltwanger, supra*. However, mutual mistake also has been defined to include situations in which the parties labor under differing misconceptions as to the same basic assumption or vital fact. RESTATEMENT (SECOND) CONTRACTS § 152, comment h (1981) [hereafter cited as Restatement]. We believe the Restatement presents the better view. The assumption or fact must be the same; otherwise two unilateral mistakes, instead of one mutual mistake, would result.

105 Idaho at 639 (emphasis in original). It has also been held that a mistake may justify grounds for relief if it is so substantial and fundamental that it defeats the object of the parties and does not accurately represent the agreement of both parties. *Maroun v. Wyreless Systems, Inc.*, 141 Idaho 604, 114 P.3d 974 (2005).

In *Thieme v. Worst*, 113 Idaho 455, 745 P.2d 1073 (Ct.App. 1987), the Court held that mutual mistake of fact occurred at formation of the contract and although neither party was entitled to rescission, the Court could reform the contract when the parties, having reached an agreement, failed to express it correctly in writing. *Thieme* concerned the purchase and sale of a parcel of real property and the availability of irrigation water. The Court found that both parties understood that the availability of water was essential to the transaction in order for the buyer to utilize the property. The Court found that when the sale took place, both parties mistakenly believed that shares of water could be delivered to the southeast corner of the property, but such delivery was prevented by a concrete structure. The Court reformed the contract as if the parties had understood and agreed that the water would be deliverable to the southeast corner of the property when requested. The Court refused to grant rescission, but ordered the parties to perform the reformed contract by providing a permanent delivery system that would again conduct water to the southeast corner of the sale property. This determination was upheld on appeal because both parties were mistaken at the time the contract was made as to a basic assumption on which the contract was made. The Court reformed the purchase and sale agreement to create a duty on the sellers to provide a water system for the land as contemplated by the parties at the time of contracting. "Reformation is an equitable remedy available in a limited situation when the parties, having reached an agreement, failed to express it correctly in the writing. Restatement § 155. It is apparent that the judge here actually was reshaping the contract duties to achieve a just result, consistent with the parties' intent." 113 Idaho at 459.

In the present action it was clearly the intention of both the PCSC and Odyssey Board Members that the school obtain accreditation status during 2014. Mr. Kleinert from NWAC stated that he believed it would be really difficult to have this completed by May 28, or even by June 5, when the students left the school for the summer season. Testimony of Administrator Karl Peterson, at the hearing on April 17, 2014, indicated a mistake of fact as to his capacity to fulfill the conditions prior to June 30, 2014. The Performance Certificate was actually signed by Carrie Reynolds, current Board Chairman, who will testify at the hearing in this matter. It is anticipated that Ms. Reynolds will testify regarding her misplaced confidence in Mr. Peterson's capacity to fulfill the conditions set forth in Appendix 'A' to the Performance Certificate. Ms. Reynolds will testify that she executed the Performance Certificate based solely upon her misplaced confidence in Mr. Peterson's capacity to fulfill the accreditation conditions by June 30, 2014.

It is also clear that PCSC, which rejected the concerns of Mr. Kleinert, also had misplaced confidence in the capacity of Administrator Peterson to complete the accreditation requirement by June 30, 2014. PCSC and Odyssey Board Members had the same misconception about the same basic assumption or vital fact, to wit: Mr. Peterson's capacity to fulfill the accreditation conditions prior to June 30, 2014. As set forth above, only twenty-five (25) work days were available during this period, while the students were in session, prior to the May 28, 2014 "Readiness Visit" of NWAC. With hindsight it is apparent that the parties were mutually mistaken as to Mr. Peterson's capacity to fulfill the accreditation conditions and pursuant to *Thieme v. Worst*, this hearing officer should recommend the PCSC reshape the contract duties to achieve a just result, consistent with the parties' intent that accreditation be achieved during 2014. Testimony at the hearing will establish that Mr. Peterson is no longer employed as an administrator at Odyssey, and that a skilled and experienced administrator, Travis Jensen, has now contracted to serve as Odyssey's Administrator through the coming school year. Because it was the desire of both Odyssey and PCSC that Odyssey

complete the accreditation requirements during 2014, it is appropriate that the hearing officer recommend the PCSC reform the contract terms to allow Odyssey until November 1, 2014 to achieve accreditation. Such reformation would achieve a just result, consistent with the parties' mutual intent that accreditation be achieved during 2014.

### CONCLUSION

PCSC and Odyssey Charter School executed the Performance Certificate based upon a mutual mistake arising from misplaced confidence. Each of the parties placed confidence in Karl Peterson's capacity as Administrator to fulfill the conditions necessary to achieve accreditation. Each of the parties rejected the representation and recommendation of Dale Kleinert of NWAC that it would be really difficult to fulfill those conditions within the time allotted. Hindsight has established that during the twenty-five (25) available work days, Mr. Peterson did not have the capacity to complete the accreditation conditions, the achievement of which was the intent of both parties. Because Mr. Peterson is no longer acting as Administrator of Odyssey, and because Odyssey has contracted with a competent Administrator to fulfill the accreditation conditions, this hearing officer should recommend that PCSC reform the contract, extending the deadline for accreditation until November 1, 2014.

Respectfully submitted this 14 day of August, 2014.



Mark R. Fuller  
Attorney for Odyssey Charter School  
Board of Directors  
Phone: (208) 524-5400  
Fax: (208) 524-7167

## CERTIFICATE OF SERVICE

I HEREBY CERTIFY that I served a true and correct copy of the following described pleading or document on the attorney and hearing officer listed below on this 14 day of August, 2014:

Document Served:

PETITIONER'S PRE-HEARING BRIEF

Attorney Served:

Jennifer Swartz  
Deputy Attorney General  
Office of the Attorney General  
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\_\_\_\_\_  
Mark R. Fuller  
FULLER & BECK LAW OFFICES, PLLC

**PUBLIC CHARTER SCHOOL COMMISSION  
SUMMARY OF EVIDENCE**

**Idaho law requires that all public high schools be accredited.**

<b>Exhibit</b>	<b>Description</b>
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.**

<b>Exhibit</b>	<b>Description</b>
B1	Odyssey Charter School Performance Certificate (Excerpt) <ul style="list-style-type: none"> <li>• Section 3E, Accreditation</li> <li>• Section 5G, Alignment with all Applicable Law</li> <li>• Appendix A, Conditions of Authorization or Renewal, Condition 2</li> </ul>

**Odyssey was aware of the accreditation requirement.**

<b>Exhibit</b>	<b>Date(s)</b>	<b>Description</b>
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) <ul style="list-style-type: none"> <li>i. Tab 4, Accreditation Section, p42</li> <li>ii. Pre-Opening Timeline, p86</li> <li>iii. Appendix I Pre-Opening &amp; 3-Year Operating Budgets</li> </ul>
C3	2/28-3/1/11 & 3/8-9/12	Charter Start! Workshop <ul style="list-style-type: none"> <li>i. Workshop Agendas</li> <li>ii. Workshop Materials (Excerpts)</li> <li>iii. Workshop Certificates of Attendance</li> </ul>
C4	4/4-5/13	Charter School Boot Camp <ul style="list-style-type: none"> <li>i. Boot Camp Agenda (includes introduction to sufficiency review process, which addresses accreditation requirement; see Exhibit C7 for Odyssey's sufficiency review form)</li> <li>ii. Boot Camp Attendee List</li> </ul>
C5	multiple	Odyssey Charter School Board Meeting Minutes

		<ul style="list-style-type: none"> <li>• 1/16/13 minutes (consideration of accreditation committee; discussion of accreditation fees)</li> <li>• 2/13/13 minutes (status report: accreditation paperwork to be completed and funding approved)</li> <li>• 2/20/13 minutes (status report: paperwork to be completed)</li> <li>• 3/6/13 minutes [header inaccurately dated 2/27/13] (discussion: importance of meeting accreditation requirements in order to meet timeline and ensure that high school credits count)</li> <li>• 4/24/13 minutes (discussion: board member will attend accreditation training in Boise on June 14, 2013)</li> </ul>
C6	multiple	<p>Communication Between PCSC Staff and Odyssey Charter School</p> <ol style="list-style-type: none"> <li>Initial Petition Review Memo (Multiple, subsequent memos contained similar text.)</li> <li>9/26/13 PCSC Staff Site Visit Report (references discussion between A. Henken and K. Peterson regarding accreditation process)</li> <li>6/2-6/14 email exchange between T. Baysinger and Odyssey board &amp; administration (addresses update regarding accreditation process)</li> </ol>
C7	multiple	<p>Communication Between Odyssey Charter School and Third Parties</p> <ol style="list-style-type: none"> <li>SDE Sufficiency Review of Charter Petition</li> </ol>
C8	6/13/13 & 4/17/14	<p>PCSC Meeting Materials regarding Odyssey Charter School (Excerpts)</p> <ol style="list-style-type: none"> <li>6/13/13 PCSC Meeting Materials (published online 6/6/13) Odyssey Pre-Opening Update – Pre-Opening Timeline assigns ongoing accreditation arrangements to administrator</li> <li>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.</li> </ol>
C9	4/17/14	<p>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.)</p>
B1	4/17/14	<p>Odyssey Charter School Performance Certificate (Excerpt)</p> <ul style="list-style-type: none"> <li>• Section 3E, Accreditation</li> <li>• Section 5G, Alignment with all Applicable Law</li> </ul>

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

Exhibit	Date(s)	Description
D1	multiple	<p>Odyssey Charter School Board Meeting Minutes</p> <ul style="list-style-type: none"> <li>• 4/2/14 minutes (discussion: performance certificate conditions related to accreditation)</li> </ul>

		<ul style="list-style-type: none"> <li>4/29/14 minutes (discussion: performance certificate conditions and evidence needed to meet accreditation expectations)</li> </ul>
D2	multiple	<p>Communication Between PCSC Staff and Odyssey Charter School</p> <ol style="list-style-type: none"> <li>3/14/14 email exchange among school and PCSC staff (references telephone &amp; online performance certificate collaboration meeting that took place between PCSC staff and Odyssey board &amp; administration; meeting included review of performance certificate and attached Appendix A Conditions; documents were shared with Odyssey via Dropbox after the meeting)</li> <li>3/14/14 email from K. Peterson to T. Baysinger (references Appendix A condition re accreditation)</li> <li>3/24/14 email from A. Henken to Odyssey board &amp; administration (references performance certificate conditions and PCSC subcommittee interest in ensuring that both parties are familiar and comfortable with them prior to recommending approval)</li> <li>4/1/14 email from T. Baysinger to Odyssey board &amp; administration (references performance certificate conditions and PCSC subcommittee interest in ensuring that all parties are familiar and comfortable with them prior to recommending approval)</li> <li>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 &amp; administration via Dropbox)</li> </ol>
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	<p>Odyssey Charter School Performance Certificate</p> <ul style="list-style-type: none"> <li>Appendix A, Conditions of Authorization or Renewal, Condition 2</li> </ul>

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

Exhibit	Date(s)	Description
E1	multiple	<p>Communication Between Odyssey Charter School and Northwest Accreditation Commission</p> <ol style="list-style-type: none"> <li>NWAC Accreditation Training Invitee List for 6/14/13 (demonstrates that Odyssey administrator accepted invitation to training)</li> </ol>

		<ul style="list-style-type: none"> <li>ii. NWAC Accreditation Training Packet for 6/14/13</li> <li>iii. 9/25/13 Accreditation Application Received Letter</li> <li>iv. Readiness Visit Date Request Form</li> <li>v. 10/29/13 Odyssey Self-Assessment</li> <li>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)</li> <li>vii. 12/16/13 Readiness Visit Follow-up Report</li> <li>viii. 2/13/14 Accreditation Delay Letter – Candidacy Not Approved</li> <li>ix. 4/16/14 Accreditation Work List with D. Kleinert Guidance</li> <li>x. 4/30/14 Email exchanges between D. Kleinert and Odyssey representatives (offers additional assistance with preparation for third readiness visit)</li> <li>xi. 5/28/14 Readiness Visit Follow-up Report</li> <li>xii. 6/11/14 Accreditation Delay Letter – Candidacy Not Approved</li> </ul>
E2	5/27/14	5/27/14 Odyssey Charter School Board Meeting Minutes (discussion regarding preparations for NWAC site visit)
E3	multiple	<p>Communication Between PCSC Staff and Odyssey Charter School</p> <ul style="list-style-type: none"> <li>i. 4/8/14 - 4/10/14 email exchange among T. Baysinger and Odyssey board &amp; administration (provides update regarding accreditation process)</li> <li>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)</li> </ul> <p>See also:</p> <ul style="list-style-type: none"> <li>• Exhibit D2v – 4/21/14 Executed performance certificate, signed by both parties, provided to Odyssey board &amp; administration via Dropbox</li> <li>• Exhibit C6iii – 6/2/14 email exchange between T. Baysinger and OCS board &amp; administration (addresses update regarding accreditation process)</li> </ul>
E4	6/17/14	PCSC 6/17/14 Draft Meeting Minutes Regarding Odyssey Charter School (include testimony regarding the extensive opportunity Odyssey had to achieve candidacy status)
Exhibit B1 All C Exhibits All D Exhibits Exhibit G2	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	<p>Readiness Visit Follow-up Report from NWAC</p> <p>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:</p> <ul style="list-style-type: none"> <li>• Process for reviewing, revising, and communicating a school purpose for student success;</li> <li>• Process by which leadership will provide clear direction for improving conditions to support learning;</li> <li>• Mechanism by which leadership will monitor and support improvement of instructional practices;</li> <li>• Programming to ensure effective professional development consistent with the school’s mission;</li> <li>• Learning support services to meet students’ unique needs;</li> <li>• Sufficient and qualified staffing to fulfill the school’s mission and educational program;</li> <li>• Evidence that instructional time, material resources, and fiscal resources will be obligated to support the school’s mission; and</li> <li>• Plan for provision of services to support student needs including counseling, assessment, and education.</li> </ul> <p>The report notes specific concerns including, but not limited to:</p> <ul style="list-style-type: none"> <li>• Teacher concerns about retribution negatively impacting inter-school communication;</li> <li>• Lack of a continuous improvement plan;</li> <li>• Hasty adoption of board policies, without opportunity for appropriate stakeholder input;</li> <li>• Failure to evaluate teachers and administrator in accordance with statutory requirements;</li> <li>• Minimal evidence of professional development (past or planned) despite no-school Fridays reportedly set aside for training and collaboration;</li> <li>• Lack of Response to Intervention and Title I training and implementation; and</li> <li>• Failure to provide budget or financial plan, and inability of leadership to estimate projected year-end fund balance.</li> </ul>
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.**

<b>Exhibit</b>	<b>Description</b>
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.

**Odyssey’s written response to the Notice of Intent to Revoke contains some issues relevant to the reason for issuance of such notice. These issues are addressed below.**

<b>Relevant Issue Raised by Odyssey</b>	<b>PCSC Response Regarding Relevant Issue Raised</b>	<b>Evidence Supporting PCSC Response</b>
<p>The PCSC used the performance certificate process outside its intended purpose.</p> <p>(Odyssey response p.2)</p>	<p>The primary purposes of the performance certificate include:</p> <ul style="list-style-type: none"> <li>• Establishment of clear expectations and</li> <li>• Assurance that the authorizer focuses on outcomes rather than infringing on board autonomy by directing inputs.</li> </ul> <p>Odyssey’s performance certificate contains a clear expectations, including the conditions in Appendix A. The PCSC ensured Odyssey was aware of these expectations, but did not infringe on the board’s method of attempting to achieve them.</p> <p>Odyssey failed to meet the outcome expectation detailed in Appendix A, Condition 2 of its performance certificate.</p>	<p>Exhibit G1: I.C. 33-5205B</p> <p>All C, D, and E Exhibits</p>
<p>Nothing in Idaho statute or administrative rule allows the PCSC to adopt and enforce</p>	<p>Idaho statute indicates that charter school authorizers have discretion to establish</p>	<p>Exhibit G1: I.C. 33-5205B</p>

<p>its standards that vary from those of the NWAC.</p> <p>(Odyssey response p.6-7)</p>	<p>requirements beyond federal and state minimums.</p> <p>Achievement of candidacy status during the first year of operations is not unrealistic or unusual. Failure to do so has a negative impact on students. Odyssey was aware of the typical process and its importance.</p> <p>NWAC's policy that allows up to 2 years in which to achieve candidacy status reflects the flexibility needed for dealing with private school and international school applicants. It is not unreasonable to expect public charter schools, which are funded with taxpayer dollars, to follow the typical, one-year timeframe for achieving candidacy.</p> <p>Odyssey's failure to achieve candidacy status is not only concerning in and of itself, but also represents a symptom of the operational ineptitude that has been characteristic of the school since the petitioning phase.</p>	<p>Exhibit G3: I.C. 33-5209A and I.C. 33-5209B</p> <p>Exhibit C5: Odyssey board meeting minutes, particularly the 3/6/13 minutes [incorrectly dated as 2/27/13 in the document header]</p> <p>Exhibit G2: 4/17/14 PCSC meeting transcript</p> <p>All F Exhibits</p> <p>Exhibits H11 and H12</p>
<p>The conditions in Appendix A were attached to Odyssey's performance certificate because Odyssey missed the March 20, 2014, subcommittee meeting.</p> <p>PCSC staff communicated to Odyssey that if Odyssey had met with the subcommittee on March 20 they would have recommended to the PCSC that Odyssey's performance certificate be approved without conditions.</p>	<p>The conditions in Appendix A were included with Odyssey's performance certificate from the beginning of the collaborative drafting process, and Odyssey was fully aware of them.</p> <p>The conditions were included due to concerns about the school's operations, not because Odyssey missed the March 20 subcommittee meeting.</p> <p>The PCSC went out of its way to be sure Odyssey was</p>	<p>Exhibits D1 and D2ii, D2iii, and D2iv</p> <p>Note: Odyssey's own Exhibit 2 attached to the school's response is the draft version of the conditions to which K. Peterson refers in his 3/14/14 email to T. Baysinger (Exhibit D2ii)</p> <p>Exhibit C9: 4/17/2014 PCSC meeting minutes</p> <p>Exhibit G2: 4/17/2014 PCSC meeting transcript</p>

<p>During the April 17, 2014, PCSC meeting, Tamara Baysinger informed the PCSC that she was recommending that the conditions be included in Odyssey's performance certificate because of Odyssey's failure to attend the March 20 subcommittee meeting.</p> <p>(Odyssey response p.3-5)</p>	<p>aware of and had opportunity to comment regarding the inclusion of the conditions.</p> <p>T. Baysinger did not make any statement during the 4/17/2014 PCSC meeting regarding Odyssey's lack of attendance at the March 20 subcommittee meeting. The reason for inclusion of the conditions was cited as concern regarding the operational status of the school.</p>	
<p>NWAC Director Dale Kleinert said during the April 17, 2014, PCSC meeting that it was not possible for Odyssey to gain candidacy status in the 2013-14 school year.</p> <p>(Odyssey response p.5)</p>	<p>D. Kleinert stated during the 4/17/14 PCSC meeting that it would be difficult, not impossible, for Odyssey to gain candidacy status. He noted specifically the amount of time required to develop board policies; however, after the May 28 readiness visit, the indicator related to policies was one of the few that Odyssey had actually met.</p> <p>D. Kleinert further stated that it is typical, desirable, and manageable for schools to achieve candidacy during their first year of operations.</p> <p>During the 6/17/14 PCSC meeting, D. Kleinert confirmed that it would have been possible for Odyssey to achieve candidacy status during its first year of operations.</p> <p>K. Peterson emphasized during the 4/17/14 PCSC meeting that he was confident Odyssey would be able to meet the requirements necessary to achieve candidacy status by the 6/30/14 deadline.</p>	<p>Exhibit G2: 4/17/14 PCSC meeting transcript</p> <p>Exhibit E4: 6/17/14 draft PCSC meeting minutes</p>

<p>The PCSC did not allow Odyssey to refute or object to adoption of the performance certificate with conditions.</p> <p>(Odyssey response p.5)</p>	<p>Odyssey was offered the opportunity to respond during the 4/17/14 PCSC meeting, and K. Peterson took this opportunity.</p>	<p>Exhibit G2: 4/17/14 PCSC meeting transcript</p>
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**Numerous issues raised in Odyssey’s written response to the Notice of Intent to Revoke are irrelevant to the reason for issuance of such notice. The inaccuracies and misrepresentations they contain are addressed below.**

<b>Irrelevant Issue Raised by Odyssey</b>	<b>PCSC Response Regarding Irrelevant Issue Raised</b>	<b>Evidence Supporting PCSC Response</b>
<p>Former Odyssey board member Laura Davies reported to the board in October 2013 that Odyssey was not required to acquire the performance certificate until the 2016 school year.</p> <p>(Odyssey response p. 3)</p>	<p>Odyssey’s board meeting minutes do not make reference to the alleged report by L. Davies. L. Davies contacted PCSC staff to state that she did not give the board a 2016 due date for the performance certificate.</p> <p>The PCSC made every appropriate effort to ensure that Odyssey representatives were repeatedly notified of the performance certificate development timeline. At least two Odyssey representatives, including the administrator and one or more board members, were on the PCSC’s “all-school” contact list at all times.</p> <p>The deadline for having adopted a performance certificate is irrelevant, as the timing of Odyssey’s performance certificate adoption process proceeded in the same manner as with all other PCSC-authorized schools and in accordance with statute.</p>	<p>Exhibit H1: Odyssey board meeting minutes from 10/2/13 &amp; 10/23/13 and 7/29/14 email from L. Davies.</p> <p>Exhibit H2: Emails from PCSC staff to all PCSC-authorized schools regarding the performance certificate development process and timeline</p> <p>Exhibit H3: PCSC website FAQs regarding performance certificate development process, updated 6/3/13, 6/21/13, 7/17/17, and 8/23/13</p> <p>Exhibit H4: A. Henken to all PCSC-authorized schools notifying them of FAQ update</p>
<p>Neither Karl Peterson nor any member of the Odyssey board received notice of the</p>	<p>T. Baysinger’s 3/5/14 email message notifying Odyssey of the March 20</p>	<p>Exhibit H5: 3/5/14 email from T. Baysinger to Odyssey representatives</p>

<p>March 20, 2014, PCSC subcommittee meeting.</p> <p>Tamara Baysinger acknowledged in her 4/3/14 email that the email address she'd used for Carrie Reynolds in the 3/5/14 notice of the subcommittee meeting was incorrect.</p> <p>Alison Henken used the incorrect email address for C. Reynolds on 3/24/14.</p> <p>(Odyssey response p. 3 - 4)</p>	<p>subcommittee meeting was sent to Karl Peterson, Chris Peterson, and Carrie Reynolds.</p> <p>The email address used for K. Peterson was accurate.</p> <p>The email address used for C. Peterson was accurate per a contact information update provided by Odyssey on 3/3/14 at T. Baysinger's request. T. Baysinger also inquired about the viability of the other "ocsboard.org" email addresses.</p> <p>The email address used for Carrie Reynolds was outdated, but Odyssey did not notify PCSC staff of this change until 3/7/14.</p> <p>Although A. Henken's 3/24/14 email was sent to the wrong address for C. Reynolds, the message was also sent to valid email addresses for K. Peterson, C. Peterson, and Andrew Whitford. Additionally, T. Baysinger forwarded the message to C. Reynolds' correct email address on 4/1/14.</p>	<p>Exhibit H6: 3/3/14 email exchange between T. Baysinger and K. Peterson</p> <p>Exhibit H7: 3/7/14 email from C. Reynolds to T. Baysinger</p> <p>Exhibit H8: 4/3/14 email from T. Baysinger to C. Reynolds</p> <p>Exhibit D2iii: 3/24/14 email from A. Henken to Odyssey representatives</p> <p>Exhibit D2iv: 4/1/14 email from T. Baysinger to Odyssey representatives</p>
<p>The PCSC never attempted to reschedule the March 20, 2014, subcommittee meeting.</p> <p>(Odyssey response p.4)</p>	<p>There was no need for the subcommittee to reconvene, as it had elected to have the whole PCSC consider Odyssey's performance certificate and conditions during the April 17, 2014, regular meeting. This decision was made to ensure that both the PCSC and Odyssey were fully aware of, and had opportunity to comment regarding, the conditions in Appendix A of the certificate.</p>	<p>Exhibit D2iii: 3/24/14 email from A. Henken to Odyssey representatives</p> <p>Exhibit D2iv: 4/1/14 email from T. Baysinger to Odyssey representatives</p> <p>Exhibit C8ii: PCSC meeting materials for 4/17/14</p> <p>Exhibit G2: 4/14/14 PCSC meeting transcript</p>

<p>Odyssey’s charter states only that Odyssey will apply for candidacy and complete a self-assessment during its first year of operations. Therefore, Odyssey has met its previously approved obligations.</p> <p>(Odyssey response p.3)</p>	<p>Odyssey’s charter states that the school “will apply for its readiness visit by May 1, 2014...After the readiness visit, Odyssey will be in candidacy status...Odyssey will then complete its full external review during the 2014-15 school year.</p> <p>Regardless, the charter is a guiding document that is superseded by the performance certificate, which is the document to which public charter schools are held accountable.</p>	<p>Exhibit C2: Odyssey charter excerpt</p> <p>Exhibit G1: I.C. 33-5205B</p>
<p>Board membership turnover is “not entirely uncommon.”</p> <p>(Odyssey response p.7-8)</p>	<p>Board member turnover to the degree seen at Odyssey (10 members in less than a year) is very unusual and disturbing.</p>	
<p>Odyssey has succeeded in establishing a strong board dedicated to the school and student body. T. Baysinger has noted the strength and dedication of the board.</p> <p>(Odyssey response p.8)</p>	<p>Several of Odyssey’s current board members served during the performance certificate negotiation process and/or during spring 2014, when achieving accreditation candidacy status should have been a priority. However, candidacy status was not achieved under their oversight.</p> <p>The board failed to make a clear, good-faith effort to ensure that stakeholders were accurately informed about the consequences to 9<sup>th</sup> grade students of Odyssey’s failure to achieve candidacy. Despite T. Baysinger’s email noting the inaccuracy of Odyssey’s Facebook post (which stated incorrectly that accreditation would be retroactive), the misinformation was not corrected for over a week. When it was corrected, the correction was made via an</p>	<p>Exhibit H9: Odyssey board rosters as of 4/17/14 and 6/16/2014</p> <p>Exhibit H10: 6/19/14 T. Baysinger email to Odyssey representatives [Note: the version provided includes a glitch eliminating the quoted text in the second line. T. Baysinger verified with A. Whitford by phone on 6/19/14 that he received the full text of the message.]</p> <p>Exhibit H11: Images of uncorrected Facebook post taken eight days after Odyssey was advised of the misrepresentation.</p>

	<p>edit to the original post, which was too old to be noticed in most viewers' newsfeeds.</p> <p>T. Baysinger has reserved judgment regarding the stability and quality of Odyssey's current board. June 17, 2014, PCSC meeting materials indicate only that the board has recently shown "improved responsiveness."</p>	
<p>Odyssey has offered the business manager position to a knowledgeable and capable expert.</p> <p>(Odyssey response p.8)</p>	<p>Odyssey's business manager, Vern Thurber, required unusually extensive assistance from PCSC staff in order to understand and complete required budget reporting forms.</p> <p>As of the May 28, 2014, NWAC readiness review, Odyssey was unable to provide financial plans to the accreditation team despite several months of V. Thurber's involvement with the school.</p>	<p>Exhibit H12: A. Henken email exchanges with V. Thurber and 6/17/14 PCSC meeting materials regarding Odyssey's finances</p> <p>Exhibit E1xii: 5/28/14 NWAC Readiness Review Report</p>
<p>Odyssey's Exhibit 8 provides a plan for achieving accreditation candidacy status.</p> <p>(Odyssey response, p.9)</p>	<p>Odyssey's Exhibit 8 is not a plan, but rather an excerpt of Idaho statute.</p>	<p>Exhibit 8 attached to Odyssey's response</p>
<p>Odyssey is petitioning for an amendment to their performance certificate.</p>	<p>The proposed amendment is not appropriately before the PCSC at this time. It must be submitted in compliance with PCSC policy, which is incorporated into Odyssey's own performance certificate as Appendix G.</p>	<p>Exhibit H13: PCSC policy incorporated into Odyssey's performance certificate as Appendix G.</p>

Numerous issues raised in Odyssey’s pre-hearing brief are inaccurate. These issues are addressed below.

Inaccuracy Raised by Odyssey	PCSC Response Regarding Inaccuracy Raised	Evidence Supporting PCSC Response
<p>Odyssey anticipated remaining in applicant status for up to two years from the date of its NWAC application for candidacy status.</p> <p>(Odyssey pre-hearing brief p1)</p>	<p>Odyssey planned to obtain candidacy, or even full accreditation, during its first year of operations.</p>	<p>Exhibit C2: Approved Charter Petition for Odyssey Charter School, particularly Tab 4, Accreditation Section</p> <p>Exhibit C5: Odyssey board meeting minutes, particularly the 3/6/13 minutes [incorrectly dated as 2/27/13 in the document header]</p>
<p>The performance certificate considered by the PCSC on April 17, 2014, was significantly modified from other representations made by the PCSC to Odyssey.</p> <p>(Odyssey pre-hearing brief p2)</p>	<p>Odyssey’s performance certificate was not modified from the time of Odyssey’s verbal approval of its contents to the April 17, 2014, PCSC meeting.</p> <p>The only modification made to the conditions in Appendix A from the original draft through approval was to the verbiage in Condition 2, updating “provisional” to “conditional.” Odyssey administrator Karl Peterson recommended this change.</p>	<p>Testimony by Tamara Baysinger and Alison Henken during 8/15/14 hearing.</p> <p>Exhibit D2ii: 3/14/14 email from K. Peterson to T. Baysinger</p>
<p>The performance certificate is governed by standard contract enforcement principles.</p> <p>(Odyssey pre-hearing brief p3)</p>	<p>Performance certificates are similar to contracts, but they are not contracts. Rather, they are unique legal documents governed by charter school statute rather than by contract enforcement principles. During the 2013 legislative session, the draft statutory amendment’s reference to “charter contracts” was changed to “performance certificates” specifically to provide clarity on this issue.</p>	<p>Testimony by Tamara Baysinger during 8/15/14 hearing.</p>
<p>The PCSC made a mistake by misplacing confidence in the capacity of Odyssey administrator Karl Peterson</p>	<p>The PCSC’s legal agreement, codified in the performance certificate, is between the PCSC and the</p>	<p>Exhibit B1 Odyssey Performance Certificate and Conditions, particularly Section 2A.</p>

<p>to complete the accreditation requirement within the timeframe required by Condition 2 in the performance certificate.</p> <p>(Odyssey pre-hearing brief p6)</p>	<p>charter school. Charter school boards may delegate to their employees as they see fit, but the boards retain ultimate responsibility for school operations and outcomes.</p>	
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## EXHIBIT A

<b>Exhibit</b>	<b>Description</b>
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  
EDUCATIONCHAPTER 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.]

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# 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

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;

(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.]

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- 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

<b>Exhibit</b>	<b>Description</b>
B1	Odyssey Charter School Performance Certificate (Excerpt) <ul style="list-style-type: none"><li>• Section 3E, Accreditation</li><li>• Section 5G, Alignment with all Applicable Law</li><li>• Appendix A, Conditions of Authorization or Renewal, Condition 2</li></ul>

# 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 April 17, 2014, and shall continue through June 30, 2017, 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: 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.
- B. Grades Served.** The School may serve students in grade 6 through grade 12.
- C. Design Elements.** The School shall implement and maintain the following essential design elements of its educational program:
- Project based learning. Project Based Learning in the form of both large and small

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
  - 21<sup>st</sup> 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.

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

- 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*

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**Chairman, Idaho Public Charter School Commission**

*Tom Kopp*

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**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) <ol style="list-style-type: none"> <li>i. Tab 4, Accreditation Section, p42</li> <li>ii. Pre-Opening Timeline, p86</li> <li>iii. Appendix I Pre-Opening &amp; 3-Year Operating Budgets</li> </ol>
C3	2/28-3/1/11 & 3/8-9/12	Charter Start! Workshop <ol style="list-style-type: none"> <li>i. Workshop Agendas</li> <li>ii. Workshop Certificates of Attendance</li> </ol>
C4	4/4-5/13	Charter School Boot Camp <ol style="list-style-type: none"> <li>i. Boot Camp Agenda (includes introduction to sufficiency review process, which addresses accreditation requirement; see Exhibit C7 for Odyssey's sufficiency review form)</li> <li>ii. Book Camp Materials (Excerpts)</li> <li>iii. Boot Camp Attendee List</li> </ol>
C5	multiple	Odyssey Charter School Board Meeting Minutes <ul style="list-style-type: none"> <li>• 1/16/13 minutes (consideration of accreditation committee; discussion of accreditation fees)</li> <li>• 2/13/13 minutes (status report: accreditation paperwork to be completed and funding approved)</li> <li>• 2/20/13 minutes (status report: paperwork to be completed)</li> <li>• 2/27/13 minutes (discussion: importance of meeting accreditation requirements in order to meet timeline and ensure that high school credits count)</li> <li>• 4/24/13 minutes (discussion: board member will attend accreditation training in Boise on June 14, 2013)</li> </ul>
C6	multiple	Communication Between PCSC Staff and Odyssey Charter School <ol style="list-style-type: none"> <li>i. Initial Petition Review Memo (Multiple, subsequent memos contained similar text.)</li> <li>ii. 9/26/13 PCSC Staff Site Visit Report (references discussion between A. Henken and K. Peterson regarding accreditation process)</li> <li>iii. 6/2/14 email exchange between T. Baysinger and Odyssey board &amp; administration (addresses update regarding accreditation process)</li> </ol>
C7	multiple	Communication Between Odyssey Charter School and Third Parties <ol style="list-style-type: none"> <li>i. SDE Sufficiency Review of Charter Petition</li> </ol>
C8	6/13/13 & 4/17/14	PCSC Meeting Materials regarding Odyssey Charter School (Excerpts) <ol style="list-style-type: none"> <li>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</li> <li>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.</li> </ol>

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.)
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- ~~• 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.

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## 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.

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## **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.~~

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## **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 ~~Director/principal~~ regarding ongoing plans for the school. ~~If Odyssey is authorized by the local school district, it will cooperate fully with the school district~~ Public Charter School Commission in improving OCS's NCLB Odyssey Charter School's No Child Left Behind performance. ~~If Odyssey is its own LEA, the~~ The 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.

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## 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 sState 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.~~

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## 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.

<b>Category</b>	<b>Goal</b>
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.

<b>2012 – Upon Approval of Charter</b>	
<b>Category</b>	<b>Action</b>
Board Governance	<p>Join the ISBA.</p> <p>Transform the Founders Committee into the Board of Directors.</p> <p>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.</p> <p>Schedule board meetings. Training will be completed through the ISBA and possibly the Charter School Network.</p> <p><b>Arrange for accreditation.</b></p> <p>Secure SDE passwords and ensure SDE communication.</p>
Enrollment	<p>Continue to collect names of potential students and notify them of the application process.</p> <p>Document efforts to inform public of enrollment opportunities, especially for LEP students.</p>
Facilities	<p>Work to solidify facilities contract.</p> <p>Communicate with the city to ensure that the facility will be acceptable</p>

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

	LOCATION			
	BROKEN BOW	BOWEN ADDITION	PANCHERI	1167 JONES
<b>Revenues:</b>				
State Apportionment				
State Transportation				
Lunch Reimbursement (daily)				
Albertson's Grant	\$250,000	\$250,000	\$250,000	\$250,000
<i>Total Revenues</i>	250,000	250,000	250,000	250,000
<b>Expenses:</b>				
<u>Salaries</u>				
Teachers				
Special Education				
Administration	8,583	8,583	8,583	8,583
Instructional Aids				
Office Staff				
Business Manager				
Maintenance/Other				
<i>Total Salaries</i>	8,583	8,583	8,583	8,583
<u>Benefits</u>				
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
<i>Total Benefits</i>	2,721	2,721	2,721	2,721
<u>Operating Expenses</u>				
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				
<i>Total Operating Expenses</i>	178,534	236,741	168,795	215,879
<u>Program Expenses</u>				
Lunch (daily cost)				
Transportation				
Spec. Ed. (Counselor, ST, OT)				
<i>Total Program Expenses</i>				
<b>Total Expenses</b>	<b>189,838</b>	<b>248,045</b>	<b>180,099</b>	<b>227,183</b>
<b>Beginning Balance</b>	0	0	0	0
<b>Ending Balance</b>	\$60,162	\$1,955	\$69,901	\$22,817

	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%
<b>Revenues:</b>												
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												
<b>Total Revenues</b>			816,658			980,084			1,047,026			1,141,021
<b>Expenses:</b>												
<u>Salaries</u>						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
<b>Total Salaries</b>	13.5		334,500	15.0		405,260	17.0		470,809	18.0		528,307
<u>Benefits</u>												
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
<b>Total Benefits</b>	31.70%		106,025	31.18%		126,365	31.19%		146,842	30.93%		163,426
<u>Operating Expenses</u>												
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
<b>Total Operating Expenses</b>			233,369			300,780			277,188			291,776
<u>Program Expenses</u>												
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
<b>Total Program Expenses</b>			141,704			145,955			150,334			154,844
<b>Total Expenses</b>			<b>815,598</b>			<b>978,360</b>			<b>1,045,173</b>			<b>1,138,353</b>
<b>Beginning Balance</b>			\$60,162			\$61,222			\$62,946			\$64,799
<b>Ending Budget Balance</b>			<b>\$61,222</b>			<b>\$62,946</b>			<b>\$64,799</b>			<b>\$67,467</b>

	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%
<b>Revenues:</b>												
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									
<b>Total Revenues</b>			816,658			996,959			1,052,651			1,175,334
<b>Expenses:</b>												
<u>Salaries</u>						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
<b>Total Salaries</b>	13.5		334,500	15.0		405,260	17.0		470,809	18.0		528,307
<u>Benefits</u>												
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
<b>Total Benefits</b>		31.70%	106,025		31.18%	126,365		31.19%	146,842		30.93%	163,426
<u>Operating Expenses</u>												
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
<b>Total Operating Expenses</b>			186,100			319,825			281,201			323,809
<u>Program Expenses</u>												
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
<b>Total Program Expenses</b>			141,704			145,955			150,334			154,844
<b>Total Expenses</b>			<b>768,329</b>			<b>997,405</b>			<b>1,049,186</b>			<b>1,170,385</b>
<b>Beginning Balance</b>			\$1,955			\$50,285			\$49,839			\$53,304
<b>Ending Budget Balance</b>			<b>\$50,285</b>			<b>\$49,839</b>			<b>\$53,304</b>			<b>\$58,253</b>

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
<b>Total number of classes / students</b>	7		140	8		188	9		208	10		220
<b>Operating School Days</b>			176			176			176			176
<b>Inflation Rate</b>						3%			3%			3%
<b>Revenues:</b>												
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									
<b>Total Revenues</b>			816,658			1,013,834			1,114,527			1,203,928
<b>Expenses:</b>												
<u>Salaries</u>						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
<b>Total Salaries</b>	13.5		334,500	15.0		405,260	17.0		470,809	18.0		528,307
<u>Benefits</u>												
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
<b>Total Benefits</b>	31.70%		106,025	31.18%		126,365	31.19%		146,842	30.93%		163,426
<u>Operating Expenses</u>												
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
<b>Total Operating Expenses</b>			245,099			336,438			345,542			356,136
<u>Program Expenses</u>												
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
<b>Total Program Expenses</b>			141,704			145,955			150,334			154,844
<b>Total Expenses</b>			<b>827,328</b>			<b>1,014,019</b>			<b>1,113,527</b>			<b>1,202,713</b>
<b>Beginning Balance</b>			\$69,901			\$59,232			\$59,047			\$60,048
<b>Ending Budget Balance</b>			<b>\$59,232</b>			<b>\$59,047</b>			<b>\$60,048</b>			<b>\$61,263</b>

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%
<b>Revenues:</b>												
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									
<b>Total Revenues</b>			816,658			963,209			1,035,776			1,175,334
<b>Expenses:</b>												
<u>Salaries</u>												
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
<b>Total Salaries</b>	13.5		334,500	15.0		405,260	17.0		470,809	18.0		528,307
<u>Benefits</u>												
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
<b>Total Benefits</b>		31.70%	106,025		31.18%	126,365		31.19%	146,842		30.93%	163,426
<u>Operating Expenses</u>												
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
<b>Total Operating Expenses</b>			215,831			283,111			265,352			329,568
<u>Program Expenses</u>												
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
<b>Total Program Expenses</b>			141,704			145,955			150,334			154,844
<b>Total Expenses</b>			<b>798,060</b>			<b>960,691</b>			<b>1,033,337</b>			<b>1,176,145</b>
<b>Beginning Balance</b>			\$22,817			\$41,416			\$43,934			\$46,372
<b>Ending Budget Balance</b>			<b>\$41,416</b>			<b>\$43,934</b>			<b>\$46,372</b>			<b>\$45,561</b>

**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
<b>Total number of classes / students</b>		9	180		11	220		15	300		16	320
<b>Operating School Days</b>			176			176			176			176
<b>Inflation Rate</b>					3%			3%			3%	
<b>Revenues:</b>												
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												
<b>Total Revenues</b>			1,059,249			1,273,281			1,542,231			1,646,984
<b>Expenses:</b>												
<u>Salaries</u>					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
<b>Total Salaries</b>	17.0		413,500	20.0		525,260	26.0		704,182	27.0		774,388
<u>Benefits</u>												
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
<b>Total Benefits</b>		31.99%	132,271		31.45%	165,185		31.41%	221,217		31.16%	241,290
<u>Operating Expenses</u>												
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
<b>Total Operating Expenses</b>			277,169			302,697			325,819			324,676
<u>Program Expenses</u>												
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
<b>Total Program Expenses</b>			193,536			199,342			264,673			272,614
<b>Total Expenses</b>			<b>1,016,476</b>			<b>1,192,484</b>			<b>1,515,891</b>			<b>1,612,968</b>
<b>Beginning Balance</b>			\$62,162			\$104,935			\$185,732			\$212,071
<b>Ending Budget Balance</b>			<b>\$104,935</b>			<b>\$185,732</b>			<b>\$212,071</b>			<b>\$246,088</b>

**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
<u>BROKEN BOW:</u>						
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
<u>1167 JONES:</u>						
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
<b>Total start-up / monthly / annual costs</b>	<b>\$18,418</b>	<b>\$12,592</b>	<b>\$110,785</b>	<b>\$144,247</b>	<b>\$151,882</b>	<b>\$152,287</b>

**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
<b>Total number of classes / students</b>		13	325		16	400		18	440		19	450
<b>Operating School Days</b>			176			176			176			176
<b>Inflation Rate</b>						3%			3%			3%
<b>Revenues:</b>												
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												
<b>Total Revenues</b>			1,725,328			1,986,258			2,124,776			2,200,242
<b>Expenses:</b>												
<u>Salaries</u>						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
<b>Total Salaries</b>	22.0		542,500	27.0		701,120	30.0		812,546	32.0		898,490
<u>Benefits</u>												
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
<b>Total Benefits</b>		31.70%	172,716		31.18%	221,266		31.19%	255,295		30.93%	281,767
<u>Operating Expenses</u>												
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
<b>Total Operating Expenses</b>			577,821			417,196			406,163			412,554
<u>Program Expenses</u>												
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
<b>Total Program Expenses</b>			296,188			305,074			373,577			384,784
<b>Total Expenses</b>			<b>1,589,225</b>			<b>1,644,656</b>			<b>1,847,582</b>			<b>1,977,594</b>
<b>Beginning Balance</b>			\$55,762			\$191,865			\$533,468			\$810,661
<b>Ending Budget Balance</b>			<b>\$191,865</b>			<b>\$533,468</b>			<b>\$810,661</b>			<b>\$1,033,310</b>

**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
<b>student capacity</b>			<b>357</b>	<b>457</b>	<b>457</b>	<b>457</b>

	One-time	Monthly	YEAR 1	YEAR 2	YEAR 3	YEAR 4
<b><u>BROKEN BOW:</u></b>						
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
<b><u>1167 JONES:</u></b>						
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
<b>Total start-up / monthly / annual costs</b>	<b>\$24,817.80</b>	<b>\$17,023.10</b>	<b>\$182,189.16</b>	<b>\$204,911.66</b>	<b>\$205,565.19</b>	<b>\$206,862.14</b>

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

Agenda

Monday, February 28		
<b>8:00-8:30</b>	<b>Registration</b>	
<b>8:30-9:15</b>	<b>Charter School 101:</b> <ul style="list-style-type: none"> <li>• Introductions</li> <li>• Overview and Logistics</li> <li>• Goal of workshop</li> <li>• Charter School background</li> </ul>	<b>Michelle Clement Taylor</b> School Choice Coordinator
<b>9:15-12:15</b>	<b>Sustainable Organizational Strategies:</b> <ul style="list-style-type: none"> <li>• Strategic Planning</li> <li>• Board effectiveness</li> <li>• Fundraising</li> </ul>	<b>Beth Geagan</b> Balance Business
<b>12:15-1:00</b>	<b>Buffet Lunch &amp; Networking</b>	
<b>1:00-2:00</b>	<b>From Dreams to Reality:</b> <ul style="list-style-type: none"> <li>• Petitioning Process &amp; Timeline</li> <li>• Laws and Rules that Govern Idaho Charters</li> </ul>	<b>Tamara Baysinger</b> Program Manager, Idaho Public Charter School Commission
<b>2:00 – 2:30</b>	<b>Sufficiency Review</b>	<b>Michelle Clement Taylor</b>  <b>Lori Howard</b>
<b>2:30-3:00</b>	<b>Break - Networking</b>	
<b>3:00-3:30</b>	<b>Promoting High Achievement for All Students:</b> <ul style="list-style-type: none"> <li>• Student Education Standards</li> </ul>	<b>Tamara Baysinger</b>
<b>3:30-4:15</b>	<b>Measurable Mission Statements</b>	<b>Michelle Clement Taylor</b>

## Charter Start! 101 Workshop

Tuesday, March 1		
8:30-9:15	<b>Let's Get Started</b> <ul style="list-style-type: none"> <li>Question answer</li> <li>External resources</li> </ul>	<b>Michelle Clement Taylor</b> School Choice Coordinator
9:15-10:30	<b>School Finance &amp; Budget 101</b> <ul style="list-style-type: none"> <li>What you need to know to get started</li> </ul>	<b>Greg Berg</b> Finance Coordinator  <b>Julie Oberle</b> Finance Coordinator
<b>10:30-10:45 Break</b>		
10:45-11:45	<b>Special Education and Charter Schools</b>	<b>Becky Martin</b> Charter Schools Special Education Coordinator
<b>11:45-12:30 Buffet Lunch &amp; Networking</b>		
12:30-2:00	<b>Resources available for planning and implementation</b>  <b>SDE Resources</b>  <b>Charter School Grant</b>	<b>Michelle Clement Taylor</b>  <b>Lori Howard</b>
<b>2:00-2:30 Break</b>		
2:30-3:15	<b>What I know now that I wish I had known then.</b>	<b>Don Keller, Principal</b> Sage International School of Boise
3:15-3:45	<b>Closing and Questions</b>	<b>Michelle Clement Taylor</b>

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

<b>Thursday, March 8, 2012</b>		
<b>7:45-8:15</b>	<b>Registration</b>	
<b>8:15-8:30</b>	<b>Welcome</b>	<b>Superintendent Luna</b>
<b>8:30-9:15</b>	<b>Charter School 101:</b> <ul style="list-style-type: none"> <li>• Introductions</li> <li>• Overview and Logistics</li> <li>• Goal of workshop</li> <li>• Charter School background</li> </ul>	<b>Michelle Clement Taylor</b> School Choice Coordinator  <b>Materials in Folder</b>
<b>9:15-10:00</b>	<b>Sustainable Organizational Strategies:</b> <ul style="list-style-type: none"> <li>• Strategic Planning</li> <li>• Board effectiveness</li> <li>• Fundraising</li> <li>• Requirements</li> </ul>	<b>Michelle Clement Taylor</b>  <b>Materials on CD</b>
<b>10:00-10:15 Break - Networking</b>		
<b>10:15-11:15</b>	<b>From Dreams to Reality:</b> <ul style="list-style-type: none"> <li>• Petitioning Process &amp; Timeline</li> <li>• Laws and Rules that Govern Idaho Charters</li> </ul>	<b>Tamara Baysinger</b> Program Director, Idaho Public Charter School Commission  <b>Materials on CD</b>
<b>11:15-12:00</b>	<b>Sufficiency Review – Part 1</b>	<b>Michelle Clement Taylor</b>  <b>Materials on CD</b>
<b>12:00 -1:00 Lunch &amp; Networking</b>		
<b>1:00-1:45</b>	<b>Promoting High Achievement for All Students:</b> <ul style="list-style-type: none"> <li>• Student Education Standards</li> </ul>	<b>Tamara Baysinger</b>  <b>Materials on CD</b>
<b>1:45-2:30</b>	<b>Sufficiency Review – Part 2</b>	<b>Michelle Clement Taylor</b>  <b>Materials on CD</b>
<b>2:30-2:45 Break - Networking</b>		
<b>2:45-3:45</b>	<b>Common Core Standards</b>	<b>TBD</b>  <b>Materials in Folder</b>
<b>3:45-4:15</b>	<b>Measurable Mission Statements</b>	<b>Michelle Clement Taylor</b> <b>Materials on CD</b>

**Friday, March 9, 2011**

<b>8:15-8:45</b>	<b>Let's Get Started</b> <ul style="list-style-type: none"> <li>• Question /answer</li> <li>• Resources</li> </ul>	<b>Michelle Clement Taylor</b> School Choice Coordinator
<b>8:45-10:00</b>	<b>School Finance &amp; Budget 101</b> <ul style="list-style-type: none"> <li>• What you need to know to get started</li> </ul>	<b>Greg Berg</b> Finance Coordinator <b>Julie Oberle</b> Finance Coordinator <b>Materials in Folder</b>
<b>10:00-10:30</b>	<b>Break</b>	
<b>10:30-11:30</b>	<b>Students Come First and Charter Schools</b>	<b>Matt McCarter</b> Students Come First Director
<b>11:30- 12:15</b>	<b>Special Education and Charter Schools</b>	<b>Rich Henderson</b> Special Education Director <b>Materials on CD</b>
<b>12:15 - 1:15</b>	<b>Lunch - on your own</b>	
<b>1:15-2:45</b>	<b>SDE Resources ~</b> <ul style="list-style-type: none"> <li>• School Nutrition</li> <li>• Certification</li> <li>• LEP</li> <li>• Transportation</li> <li>• School Climate</li> </ul>	<b>Lynda Westphal,</b> Child Nutrition Coordinator <b>Christina Linder</b> Director of Certification <b>Fernanda Brendefur,</b> LEP Coordinator <b>Brandon Phillips,</b> Transportation Finance Specialist <b>Matt Hyde,</b> Coordinator <b>Materials on CD</b>
<b>2:45-3:00</b>	<b>Break</b>	
<b>3:00-4:00</b>	<b>Q &amp; A Panel: Surviving the review and approval process</b>	<b>TBD</b>
<b>4:00-4:30</b>	<b>Closing, Questions, Next Steps</b>	<b>Michelle Clement Taylor</b>

# *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**

<b>Thursday – April 4, 2013</b>		
<b>8:00- 9:00</b>	<b><u>Welcome</u></b> <ul style="list-style-type: none"> <li>• Introductions</li> <li>• Overview and Logistics</li> <li>• Purpose of Boot Camp</li> </ul>	<b><u>Michelle Clement Taylor</u></b> School Choice Coordinator
<b>9:00- 11:30</b>	<b><u>School Finance 201:</u></b> <ul style="list-style-type: none"> <li>• What is required before school starts in the fall</li> <li>• School Finance training</li> <li>• Data Acquisition</li> </ul>	<b><u>Wendy Lee</u></b> Finance Coordinator <b><u>Julie Oberle</u></b> Finance Coordinator <b><u>Kathy Vincen</u></b> Finance Coordinator <b><u>Matt Storm</u></b> Finance Coordinator
<b>11:30- 12:15</b>	<b><u>Where are you at now</u></b> <ul style="list-style-type: none"> <li>• Preopening checklists</li> <li>• Policies, procedures</li> <li>• Facilities</li> <li>• Transportation/Food service</li> <li>• Enrollment – student records</li> </ul>	<b><u>Michelle Clement Taylor</u></b>
<b>12:15 - 1:15</b>	<b>Lunch – on your own</b>	
<b>1:15-2:15</b>	<b><u>Carrying out the Mission and Vision of the School</u></b> <ul style="list-style-type: none"> <li>• High Quality Schools</li> <li>• Star Rating System</li> <li>• Data Driven Decision Making</li> <li>• Charter School Flexibility</li> </ul>	<b><u>Michelle Clement Taylor</u></b>
<b>1:30-1:45</b>	<b><u>Welcome – High Quality Schools and Choice</u></b>	<b><u>Superintendent Luna</u></b>
<b>2:15-3:15</b>	<b><u>Idaho Core Standards</u></b> <ul style="list-style-type: none"> <li>• What to consider with your curriculum</li> <li>• Tie to assessments</li> <li>• Training and resources</li> </ul>	<b><u>Diann Roberts</u></b> ELA/Reading Coordinator <b><u>Chris Avila</u></b> Mathematics Coordinator
<b>3:15-3:30</b>	<b>Break</b>	
<b>3:30-4:30</b>	<b><u>Assessment Requirements</u></b> <ul style="list-style-type: none"> <li>• Formative Assessment</li> <li>• ISAT/SBAC</li> <li>• IRI</li> <li>• IELA</li> <li>• ISAT – Alt (Alternate assessments)</li> <li>• NAEP</li> <li>• SAT/Accuplacer</li> </ul>	<b><u>Nancy Thomas Price</u></b> Formative/Interm Assessment Coordinator <b><u>Dr. Angie Rishell</u></b> ISAT Coordinator <b><u>Stephanie Lee</u></b> Assessment Specialist <b><u>Nichole Hall</u></b> IELA Coordinator <b><u>Toni Wheeler</u></b> ISAT-Alt Coordinator <b><u>Angela Hemmingway</u></b> NAEP Coordinator
<b>4:30-5:00</b>	<b><u>Questions – End of day one</u></b>	<b><u>Michelle</u></b>

<b>Friday – April 5, 2013</b>		
<b>8:00- 8:15</b>	<b>Day 2 – Questions and Review</b>	<b><u>Michelle</u></b>
<b>8:15-8:30</b>	<b>The Future of Assessment: SBAC</b>	<b><u>Dr. TJ Bliss</u></b> Assessment Director
<b>8:30-12:00</b>  With a short break	<b><u>Special Education – What do you need in place at the start of school?</u></b> <ul style="list-style-type: none"> <li>• Overview</li> <li>• Compliance Monitoring</li> <li>• Special Education Funding</li> <li>• Dispute Resolution</li> </ul>	<b><u>Richard Henderson</u></b> Director of Special Education  <b><u>William Morriss</u></b> Charter School Special Ed. Coordinator  <b><u>Dr. Richard O’Dell</u></b> QA & Reporting Coordinator  <b><u>Lester Wyer</u></b> Funding & Account. Coordinator  <b><u>Mert Burns</u></b> Complaint Reviewer
<b>12:00-1:00</b>	<b>Lunch</b>	
<b>1:00-2:00</b>	<b><u>Federal Programs</u></b> <ul style="list-style-type: none"> <li>• Requirements</li> <li>• Monitoring</li> </ul>	<b><u>Marcia Beckman</u></b> Director
<b>2:00-3:00</b>	<b><u>Hiring the best people for the positions</u></b> <ul style="list-style-type: none"> <li>• Certification</li> <li>• Highly Qualified Teachers</li> <li>• Background checks</li> <li>• Ethics</li> </ul>	<b><u>Christina Linder</u></b> Director - Certification <b><u>Cina Lackey</u></b> Teacher Certification Coordinator <b><u>Shannon Haas</u></b> Ethics/Backgrounds Program Specialist
<b>3:00-3:15</b>	<b>Break</b>	
<b>3:15-4:15</b>	<b><u>Longitudinal Data System, Digital Back pack, Unique ID</u></b> <ul style="list-style-type: none"> <li>• What are the system requirements</li> <li>• What are the related expectations</li> <li>• SchoolNet</li> <li>• Technology Requirements</li> </ul>	<b><u>Joyce Popp</u></b> Chief Information Officer  <b><u>Todd King</u></b> IT Resources Manager
<b>4:15-4:45</b>	<b><u>Accreditation</u></b>	<b><u>Vicki Reynolds</u></b>
<b>4:45-5:00</b>	<b><u>Closing and Questions</u></b> <ul style="list-style-type: none"> <li>• Tying up the loose ends</li> </ul>	<b><u>Michelle</u></b>

## 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](mailto:vreynolds@advanc-ed.org)



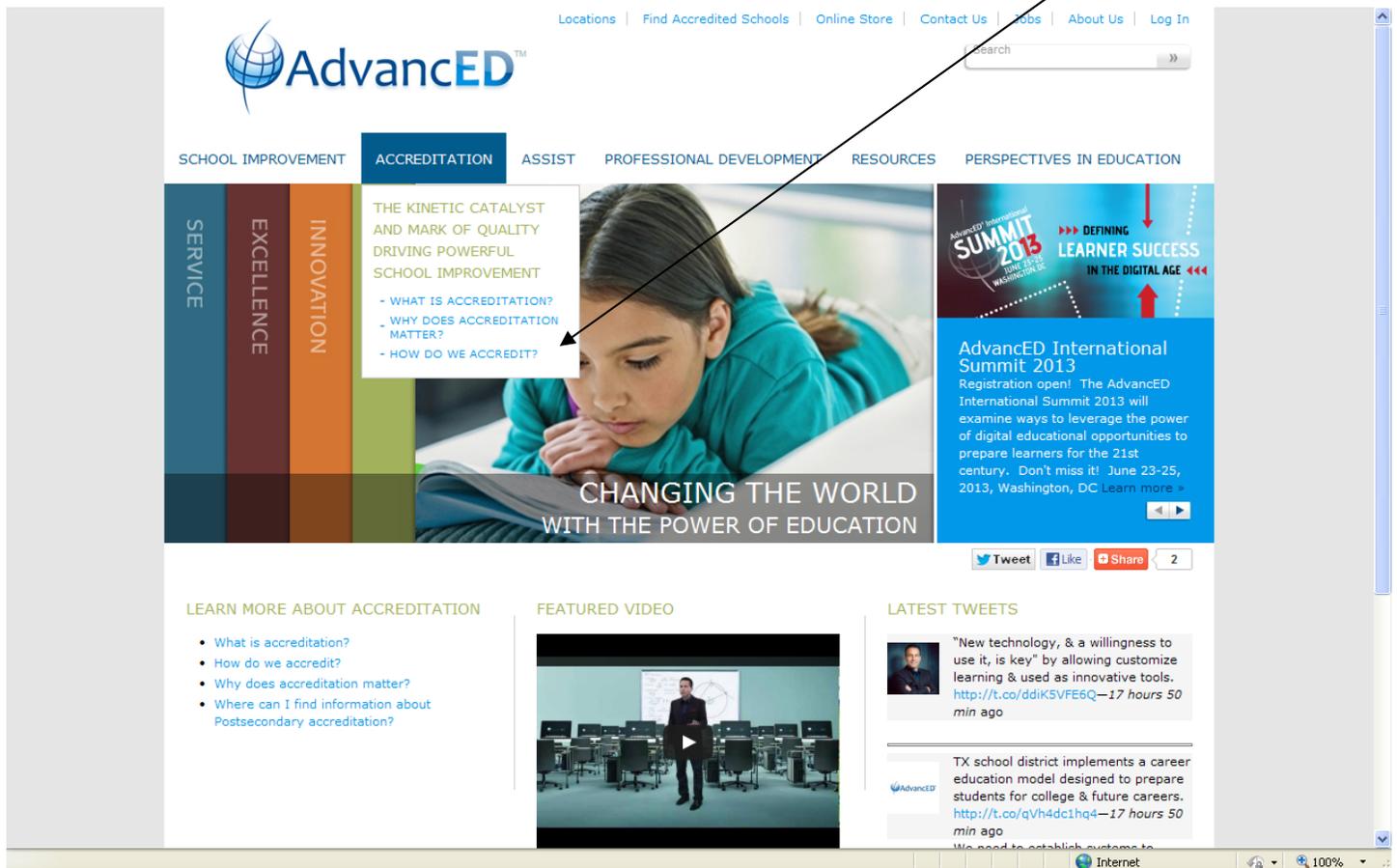
*The Northwest Accreditation Commission (NWAC) is an accreditation division of AdvancED®.*

WEBSITES AND LINKS AVAILABLE AT:

[www.sde.idaho.gov/site/accreditation](http://www.sde.idaho.gov/site/accreditation) and [www.advanc-ed.org](http://www.advanc-ed.org)

## STEPS TO ACCREDITATION IN IDAHO

Go to [www.advanc-ed.org](http://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.



The screenshot shows the AdvancED website with the 'ACCREDITATION' tab selected. A dropdown menu is open, listing three links: 'THE KINETIC CATALYST AND MARK OF QUALITY DRIVING POWERFUL SCHOOL IMPROVEMENT', 'WHAT IS ACCREDITATION? WHY DOES ACCREDITATION MATTER?', and 'HOW DO WE ACCREDIT?'. The website header includes navigation links for 'Locations', 'Find Accredited Schools', 'Online Store', 'Contact Us', 'Jobs', 'About Us', and 'Log In'. The main navigation bar includes 'SCHOOL IMPROVEMENT', 'ACCREDITATION', 'ASSIST', 'PROFESSIONAL DEVELOPMENT', 'RESOURCES', and 'PERSPECTIVES IN EDUCATION'. The main content area features a banner with a student reading, the text 'CHANGING THE WORLD WITH THE POWER OF EDUCATION', and a sidebar with 'SERVICE', 'EXCELLENCE', and 'INNOVATION'. Below the banner, there are sections for 'LEARN MORE ABOUT ACCREDITATION', 'FEATURED VIDEO', and 'LATEST TWEETS'. The 'LEARN MORE ABOUT ACCREDITATION' section lists links for 'What is accreditation?', 'How do we accredit?', 'Why does accreditation matter?', and 'Where can I find information about Postsecondary accreditation?'. The 'FEATURED VIDEO' section shows a video player with a play button. The 'LATEST TWEETS' section displays two tweets, one from AdvancED about a career education model and another about new technology.

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

How Do We Accredit? | AdvancED - Windows Internet Explorer provided by Yahoo!

http://advanc-ed.org/how-do-we-accredit

File Edit View Favorites Tools Help

Google Search Share More Sign In

Home > Accreditation

**A Platform FOR PROCESS MANAGEMENT**

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

**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.

http://advanc-ed.org/schools

start How Do We Accredit?... Document1 - Microsof... 6:43 AM

Schools | AdvancED - Windows Internet Explorer provided by Yahoo!

http://advanc-ed.org/schools

File Edit View Favorites Tools Help

Google Search Share More Sign In

Home > Accreditation > How Do We Accredit?

**A Platform FOR PROCESS MANAGEMENT**

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** → Readiness Assessment (to be completed before the readiness visit)

← **C**

Done Schools | AdvancED ... Document1 - Microsof... 6:47 AM

Review the Idaho State Assurances below:

## Idaho State Department Of Education Assurances

- 1) The institution has a comprehensive policy and procedure aligned to IDAPA 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):

The screenshot shows the AdvancED Schools website. The main heading is "A Platform FOR PROCESS MANAGEMENT". The page is titled "SCHOOLS" and contains the following sections:

- 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

A red box labeled "D" is positioned to the right of the "Complete the Application for Accreditation" link, with an arrow pointing to it.

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 completed by December 15, 2013.*

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 completed by April 1, 2014.*

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:  
[vreyolds@advanc-ed.org](mailto:vreyolds@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.*

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# 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](http://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 indicators 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

<b>Standard 1</b>	<b>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.</b>	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.		

<b>Standard 2</b>	<b>The school operates under governance and leadership that promote and support student performance and school effectiveness.</b>	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.		

<b>Standard 3</b>	<b>The school's curriculum, instructional design, and assessment practices guide and ensure teacher effectiveness and student learning.</b>	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		

	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.		

<b>Standard 4</b>	<b>The school has resources and provides services that support its purpose and direction to ensure success for all students.</b>	<b>Meets</b>	<b>Needs Improvement</b>
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.		

<b>Standard 5</b>	<b>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.</b>	<b>Meets</b>	<b>Needs Improvement</b>
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 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

--

### 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

<b>We have reviewed the requirements set forth in the AdvancED Assurances.</b>	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	<a href="mailto:richard.brodock@prestonidahoschools.org">richard.brodock@prestonidahoschools.org</a>	SEI Tech
Y	Joel Wilson	<a href="mailto:joel.wilson@prestonidahoschools.org">joel.wilson@prestonidahoschools.org</a>	SEI Tech
N	Brian Mendendall	<a href="mailto:moc@prestonidahoschools.org">moc@prestonidahoschools.org</a>	SEI Tech
Y	Karl Peterson	<a href="mailto:kbpetersonmail@yahoo.com">kbpetersonmail@yahoo.com</a>	Odyssey Charter
Y	Brian Stucki	<a href="mailto:bjstucki@gmail.com">bjstucki@gmail.com</a>	Odyssey Charter
Y	Kimberly Evans Ross	<a href="mailto:KDE@moffatt.com">KDE@moffatt.com</a>	Odyssey Charter
Y	Amy Whitford	<a href="mailto:andrew_whitford1@msn.com">andrew whitford1@msn.com</a>	Odyssey Charter
Y	Chad Harris	<a href="mailto:chadwharris@gmail.com">chadwharris@gmail.com</a>	American Heritage Charter
N	Guy Wangsgard	<a href="mailto:wangguy@cablone.net">wangguy@cablone.net</a>	American Heritage Charter
N	Deby Infanger	<a href="mailto:debyinfanger@gmail.com">debyinfanger@gmail.com</a>	American Heritage Charter
Y	Tiffnee Harst	<a href="mailto:tharst@sd60.k12.id.us">tharst@sd60.k12.id.us</a>	American Heritage Charter
Y	Joel Weaver	<a href="mailto:joel.weaver@cteacademy.org">joel.weaver@cteacademy.org</a>	Chief Tahgee Elementary Academy
Y	Cyd Crue	<a href="mailto:cyd.crue@cteacademy.org">cyd.crue@cteacademy.org</a>	Chief Tahgee Elementary Academy
Y	Nancy E Murillo		Chief Tahgee Elementary Academy
Y	Velda Racehorse	<a href="mailto:vracehorse@sbtribes.com">vracehorse@sbtribes.com</a>	Chief Tahgee Elementary Academy
Y	Javier Castenda	<a href="mailto:jcastaneda@heritagecommunitycharter.com">jcastaneda@heritagecommunitycharter.com</a>	Heritage Community Charter.
Y	Elixabeth Moore	<a href="mailto:emoore@heritagecommunitycharter.com">emoore@heritagecommunitycharter.com</a>	Heritage Community Charter.
Y	Shantell Mullanix	<a href="mailto:smullanix@heritagecommunitycharter.com">smullanix@heritagecommunitycharter.com</a>	Heritage Community Charter.
?	Shane Pratt	<a href="mailto:spratt@rhpcs.org">spratt@rhpcs.org</a>	Rolling Hills
?	Aaron Ritter	<a href="mailto:aritter@isucceedvhs.net">aritter@isucceedvhs.net</a>	iSucceed Virtual High School
Y	Jeremy Clark	<a href="mailto:clarkeje@whitepinecharterschool.org">clarkeje@whitepinecharterschool.org</a>	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.



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.

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Kimberly Evans Ross, President

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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 13<sup>th</sup> Street building. Century 21 is the holder of the escrow account. Brian Stutzman gave some information on the 13<sup>th</sup> Street building and other commercial properties in District 91. Graham Whipple will charge \$1,500 to secure the Conditional Use Permit for the 13<sup>th</sup> 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

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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 13<sup>th</sup> Street building. Brent Butikofer spoke with him, and Mr. Kleege won't fund the improvements on the 13<sup>th</sup> 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 13<sup>th</sup> Street building with Devon Mortimer, of Comfort Construction, to obtain some

beginning bids for the 13<sup>th</sup> 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.

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Kimberly Evans Ross, President

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Monica Couch, Secretary

# Odyssey Charter School

Minutes of Regular Meeting

Board of Trustees

February 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  
Lisa Nolan, Treasurer  
Monica Couch, Secretary  
Chris Peterson, Board Member  
Andrew Whitford  
Amy Whitford  
Bill Sewell  
Brian Stucki

Minute taker: Monica Couch  
Confidentiality: Public

Call to Order

Verification of Quorum

Monica Couch moved to approve the agenda. Chris Peterson seconded. Motion carried.

Chris Peterson moved to approve the minutes as amended from February 27, 2013. Karl Peterson seconded. Motion carried.

Status reports:

**IRS status:** We will send a Restated Articles of Incorporation to the Idaho Secretary of State before we can send in the IRS forms.

**Accreditation:** Vikki Reynolds recommended that we wait until July 1, 2013 to apply for accreditation. They will make their first visit after the first round of student testing in the fall. They will make their full visit in the spring as late as possible. Odyssey must follow all the requirements exactly, because Advanc-ED will need to complete a year and a half's work in about six months. They are prepared to do this, and we must have our accreditation completed within the first year so that the credits for the 9<sup>th</sup> and 10<sup>th</sup> graders can be counted.

**CHC Grant:** Brian Stucki is working on the CHC grant (\$5,000). The deadline is March 15, 2013.

**Policy Manual/Strategic Plan/Student Handbook:**

**Hiring Committee:** The Board discussed of different types of teacher contracts. Contracts/master contracts/insurance benefits (health ins., PERSI, general liability) negotiations to be sent to Chris Peterson. Brian Stucki was hired this week.

**Marketing and Fund Raising Committee:** 124 students are currently enrolled. 10 pictures of student activities were purchased and will be used in the ads at the theater and will be used on the website. It will cost \$200/month for the theater ads, and they start next week. All the bills will be sent to Lisa Nolan. The Post Register may write an article about the Planning Commission Meeting. Spanish enrollment forms are available on the website. The Board discussed hiring a consultant to build a website for the school. The Board discussed hiring a grant writer (i.e., Shirley Nelson @ \$5,100) and acquiring contact information for the grant writer who wrote the Blackfoot Charter School's \$600,000 CSP grant. \$600/month for the radio and theater ads. EITEC has a course available for grant writing, that one of our in-house Chris Peterson will send the contact person for the EIRMC grant.

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

**Food Services:** Trent Walker is preparing a menu for us.

**Facilities:** The CPU application was completed for the Bowen Addition. The Planning Commission meeting for the Bowen Addition is April 1, 2013. This week Mike Bowen will send some numbers to Karl Peterson (to try and reduce costs on the Bowen Addition).

Yesterday was the Planning Commission Meeting for the 13<sup>th</sup> Street building. The city decided to place a vehicle counter across the road, and to obtain some numbers from Emerson Alternative High School. The city will investigate whether or not we would need to have start and end times for the school. A special meeting has been scheduled for March 19, 2013, for further planning commission deliberations on the 13<sup>th</sup> Street building. Brent Butikofer obtained some bids and the estimates were high (approx.. \$500,000). Graham Whipple contacted Dean Mortimer (Comfort Construction) and they are deciding whether or not to invest some money into the 13<sup>th</sup> Street building.

**Programmatic and Fiscal Audits:** Monica Couch will contact KT McDonald at the Idaho Charter School Network and schedule fiscal and programmatic audits. We are available any dates except for April 4-5 (Charter School Bootcamp).

Meeting adjourned at 6:37 p.m.

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Kimberly Evans Ross, President

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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 29<sup>th</sup>. 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 and Technology 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.

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Kimberly Evans Ross, President

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Monica Couch, Secretary



**PUBLIC CHARTER SCHOOL COMMISSION STAFF REVIEW  
OF PUBLIC CHARTER SCHOOL PETITION**

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
- 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**

- Name of proposed charter school
- School year petitioning to open the school
- 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 21<sup>st</sup> 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 manner.***

***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	<input type="checkbox"/> YES	X	NO
Special education	<input type="checkbox"/> YES	X	NO
Transportation	X YES	<input type="checkbox"/>	NO
Meals	X YES	<input type="checkbox"/>	NO
Legal	X YES	<input type="checkbox"/>	NO
Accounting	<input type="checkbox"/> 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 underscored. 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 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). 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 7<sup>th</sup> grade student is at 8<sup>th</sup> grade math level, adjust their schedule so they're in 8<sup>th</sup> grade math instead of 7<sup>th</sup>).
- 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 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, it is 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

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**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 not met 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](http://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](mailto: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](tel:208-332-1583)

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**From:** Carrie Reynolds [mailto:[carriereynolds.board@gmail.com](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](mailto: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](mailto: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](tel: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

<b>Proposed Charter School Name:</b> Odyssey Charter School	
<b>District Location:</b> Idaho Falls #91	
<b>Proposed Physical Location:</b>	
<b>Authorized Representative:</b> Karl Peterson	
<b>Address:</b> 3890 Taylorview Lane, Ammon ID 83406	
<b>Telephone:</b> 208-681-1805	<b>E-mail:</b> kbpetersonmail@yahoo.com
<b>Alternative Contact:</b> Rebecca Ellis-Lindsey	
<b>Address:</b> 1270 Sunnyside, Idaho Falls, ID 83406	
<b>Telephone:</b> 208-201-6047	<b>E-mail:</b> rebecca.elindsey@gmail.com
<b>Proposed Opening Date:</b> 2012	
<b>Proposed Grade Levels:</b> 7 - 12	
<b>Initial Enrollment Goal:</b> 210	
<b>Focus of School:</b> Project based instruction, real world opportunities for community service	
<b>Date Submitted for Review:</b> May 31, 2011, July 18, 2011	
<b>Date of Review Completion:</b> June 29, 2011, <b>Second Review - August 2, 2011, 3<sup>rd</sup> Review – August 9, 2011</b>	
<p><b>Comments:</b>  <b>3<sup>rd</sup> review</b> – The petition as submitted for the 3<sup>rd</sup> review meets the standards and requirements. There are areas that can be strengthened with the guidance of the potential authorizers.</p> <p><b>1<sup>st</sup>/2<sup>nd</sup> Review</b> - The petition as submitted does not meet the legal sufficiency standards and requirements. Sections not meeting the standard need to be revised and resubmitted.</p> <p>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.)</p> <p>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.</p> <p>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.</p>	

Required Elements		Idaho Code
<b>Tab 1</b>		
Include a copy of the Articles of Incorporation, file-stamped by Idaho Secretary of State's Office.		33-5204(1)
<b>Meets Standard</b>		
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)
<b>Meets Standard</b>		
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)
<b>Meets Standard</b>		
Include documentation of application for nonprofit status.		33-5204(1)
<b>Meets Standard</b>		
Include proof of attendance at the Charter Start! 101 Workshop presented by the Idaho State Department of Education		33-5205(5)
<b>Meets Standard</b>		
Vision and Mission Statements		08.02.04. 202
<b>Meets Standard</b>		
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'?		
<b>Tab 2</b>		
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: 33-5205(4)

- 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.

**Meets Standard – 2<sup>nd</sup> Review**

Comments:

2<sup>nd</sup> 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 – 2<sup>nd</sup> Review**

Comments:

2<sup>nd</sup> 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 – 2<sup>nd</sup> 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?

**2<sup>nd</sup> 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 21<sup>st</sup> 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.

**2<sup>nd</sup> 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.

**2<sup>nd</sup> 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.

**2<sup>nd</sup> 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 – 2<sup>nd</sup> Review**

2<sup>nd</sup> Review - Odyssey charter has added all of the requested changes and additions. This petition considers and addresses the continuum of Special Education services.

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 assessed 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 or replacement curriculum, behavioral supports, etc.

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 – 2<sup>nd</sup> Review**

Comments:

2<sup>nd</sup> 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 – 2<sup>nd</sup> Review**

Comments:

2<sup>nd</sup> 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 – 3<sup>rd</sup> Review**

Comments:

3<sup>rd</sup> 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.

2<sup>nd</sup> 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 SIOB and will meet each unique need. How will the school/board ensure that SIOB is implemented effectively and with fidelity? In many situations, SIOB 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 – 3<sup>rd</sup> Review

Comments:

3<sup>rd</sup> 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 2<sup>nd</sup> 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.

2<sup>nd</sup> 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 – 2<sup>nd</sup> Review**

Comments:

2<sup>nd</sup> 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 - 2<sup>nd</sup> Review**

Comments:

2<sup>nd</sup> Review – OCS has addressed all concerns from the 1<sup>st</sup> 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)
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**Meets Standard**

Describe the process to be followed by the school to ensure parental involvement	33-5205(3)(f)
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**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 conducted 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)
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**Meets Standard - 2<sup>nd</sup> Review**

Comments:

2<sup>nd</sup> 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: 33-5205(3)(m)  
Public Employee Retirement System (PERSI) Unemployment Insurance  
Federal Social Security Health Insurance  
Worker's Compensation Insurance

**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 - 2<sup>nd</sup> Review**

Comments:

2<sup>nd</sup> 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 – 2<sup>nd</sup> Review**

Comments:

2<sup>nd</sup> 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 than initially planned. For example: new charter high schools rarely have students in 11<sup>th</sup> or 12<sup>th</sup> grade in their first year. If you have 25 9<sup>th</sup> graders and 20 10<sup>th</sup> 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 – 3<sup>rd</sup> Review**

Comments:

3<sup>rd</sup> Review – Waiting lists are specifically addressed and follow the requirements outlined in IDAPA.

2<sup>nd</sup> 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 - 2<sup>nd</sup> Review**

Comments:

2<sup>nd</sup> 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:	33-5205(3)(i)
<ul style="list-style-type: none"> <li>▪ An habitual truant,</li> <li>▪ Incurable,</li> <li>▪ Deemed by the board of trustees to be disruptive of school discipline or instructional effectiveness,</li> <li>▪ Detrimental to the health and safety of the other students, or</li> <li>▪ Expelled from any other school district or state.</li> </ul>	33-205 33-206
<b>Meets Standard</b>	
Describe the school's disciplinary procedures, including the procedure by which students may be suspended, expelled and reenrolled.	33-5205(3)(l) 33-210
<b>Meets Standard</b>	
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)
<b>Meets Standard</b>	
Describe the procedures the school will follow to ensure the health and safety of students and staff.	33-5205(3)(h)
<b>Meets Standard - 2<sup>nd</sup> Review</b>	
<p>Comments:</p> <p>2<sup>nd</sup> Review – Revisions are adequate and greatly improve this area of the petition.</p> <p>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.</p>	
Describe the school's policy for a suicide prevention plan.	08.02.03.160
<b>Meets Standard</b>	
<p>Comments: Applicant indicates they will develop a plan- if this is carried out as described in the petition this category meets the standard.</p>	
Describe the school's policy for Internet access and use and provisions for parental permission related to student Internet use.	33-131(1)
<b>Meets Standard - 2<sup>nd</sup> Review</b>	

Comments:

3<sup>rd</sup> Review – the recommendation was incorporated into the student handbook.

2<sup>nd</sup> 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 - 2<sup>nd</sup> Review**

Comments:

2<sup>nd</sup> 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: 08.02.04. 202

- 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

**Meets Standard - 2<sup>nd</sup> Review**

Comments:

2<sup>nd</sup> 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:

3<sup>rd</sup> Review – The reimbursement rate in the petition accurately reflects IC 33-1006.

2<sup>nd</sup> 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
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**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
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**Meets Standard - 2<sup>nd</sup> Review**

Comments:

2<sup>nd</sup> 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:  | 5205 (3) (u) |
| • Identification of who is responsible for dissolution of the charter school;   | 5206 (8)     |
| • 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.  |              |

**Meets Standard - 2<sup>nd</sup> 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

► 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 health, 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	<p>Complete school policy handbook that details policies and procedures, especially in the following key areas:</p> <ul style="list-style-type: none"> <li>• attendance</li> <li>• check signing</li> <li>• credit card use</li> <li>• enrollment</li> <li>• family medical leave</li> <li>• job sharing</li> <li>• use of facility by outside groups</li> <li>• communication</li> <li>• homework</li> <li>• dress code</li> <li>• student discipline</li> <li>• Internet use</li> <li>• overnight excursion</li> <li>• background checks on volunteers and board members</li> </ul> <p>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.</p>	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	

► 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	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 6<sup>th</sup> 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 6<sup>th</sup> 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 6<sup>th</sup> grade in 2014-2015, representing a 25 student increase in the school's overall enrollment cap. Odyssey would increase the 6<sup>th</sup> 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 \_\_\_\_\_

**APPROVED 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 17<sup>th</sup> 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 said 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 1<sup>st</sup>.

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-addressed 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; Michigan authorizers 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. While she does not believe this is the PCSC's role (particularly given our budget, as noted by Chairman Reed), it remains 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 with Nelson Smith during which they were encouraged to rely more on the work done by PCSC staff in developing recommendations. The Commission discussed how the PCSC can improve by adopting 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 prepare a policy amendment for the June 2014 meeting that would restore the petition quality standards and PER section of the PCSC's policy to the version adopted in June 2013.

The PCSC further 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.

#### 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	<p>Odyssey Charter School Board Meeting Minutes</p> <ul style="list-style-type: none"> <li>• 4/2/14 minutes (discussion: performance certificate conditions related to accreditation)</li> <li>• 4/29/14 minutes (discussion: performance certificate conditions and evidence needed to meet accreditation expectations)</li> </ul>
D2	multiple	<p>Communication Between PCSC Staff and Odyssey Charter School</p> <ol style="list-style-type: none"> <li>i. 3/14/14 email exchange among school and PCSC staff (references telephone &amp; online performance certificate collaboration meeting that took place between PCSC staff and Odyssey board &amp; administration; meeting included review of performance certificate and attached Appendix A Conditions; documents were shared with Odyssey via Dropbox after the meeting)</li> <li>ii. 3/14/14 email from K. Peterson to T. Baysinger (references Appendix A condition re accreditation)</li> <li>iii. 3/24/14 email from A. Henken to Odyssey board &amp; administration (references performance certificate conditions and PCSC subcommittee interest in ensuring that both parties are familiar and comfortable with them prior to recommending approval)</li> <li>iv. 4/1/14 email from T. Baysinger to Odyssey board &amp; administration (references performance certificate conditions and PCSC subcommittee interest in ensuring that all parties are familiar and comfortable with them prior to recommending approval)</li> <li>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 &amp; administration via Dropbox)</li> </ol>
D3	4/17/14	<p>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.</p>

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.

## Tamara Baysinger

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**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

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**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?

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**Alison Redman Henken, MPP**  
Charter Schools Program Manager  
Idaho Public Charter School Commission

[alison.henken@osbe.idaho.gov](mailto: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](mailto:kpeterson@ocharter.org)  
208-557-3627

On Thu, Mar 13, 2014 at 5:33 PM, Alison Henken <[Alison.Henken@osbe.idaho.gov](mailto: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](mailto:alison.henken@osbe.idaho.gov)

[208-332-1585](tel:208-332-1585)

*650 W. State St., P.O. Box 83720*

*Boise, ID 83720-0037*

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**From:** Alison Henken

**Sent:** Thursday, March 13, 2014 5:11 PM

**To:** 'Karl Peterson'; '[carrie.reynolds@ocsboard.org](mailto:carrie.reynolds@ocsboard.org)'; '[andrewwhitford.board@gmail.com](mailto:andrewwhitford.board@gmail.com)'; 'Chris Peterson ([cpeterson@theaterfactory.org](mailto: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

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***Alison Redman Henken, MPP***

*Charter Schools Program Manager*

*Idaho Public Charter School Commission*

[alison.henken@osbe.idaho.gov](mailto:alison.henken@osbe.idaho.gov)

[208-332-1585](tel:208-332-1585)

*650 W. State St., P.O. Box 83720*

*Boise, ID 83720-0037*

## Tamara Baysinger

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**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

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**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 category no longer exists. The category 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](mailto:kpeterson@ocharter.org)  
208-557-3627

## Tamara Baysinger

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**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 20<sup>th</sup>. 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 17<sup>th</sup>.

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 17<sup>th</sup> 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 14<sup>th</sup> 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

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**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

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**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

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**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 20<sup>th</sup>. 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 17<sup>th</sup>.

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 17<sup>th</sup> 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 14<sup>th</sup> 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

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**Alison Redman Henken, MPP**  
*Charter Schools Program Manager*  
*Idaho Public Charter School Commission*

[alison.henken@osbe.idaho.gov](mailto:alison.henken@osbe.idaho.gov)  
208-332-1585

650 W. State St., P.O. Box 83720  
Boise, ID 83720-0037

## Tamara Baysinger

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**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

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**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](mailto: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](tel:208-332-1583)

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**From:** Carrie Reynolds [mailto:[carriereynolds.board@gmail.com](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](mailto: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](tel:208-332-1583)

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**From:** Carrie Reynolds [mailto:[carriereynolds.board@gmail.com](mailto:carriereynolds.board@gmail.com)]  
**Sent:** Monday, April 21, 2014 2:46 PM  
**To:** Tamara Baysinger  
**Cc:** Chris Peterson; [astofey.board@live.com](mailto: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](mailto: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](tel: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	<p>Communication Between Odyssey Charter School and Northwest Accreditation Commission</p> <ol style="list-style-type: none"> <li>i. NWAC Accreditation Training Invitee List for 6/14/13 (demonstrates that Odyssey administrator accepted invitation to training)</li> <li>ii. NWAC Accreditation Training Packet for 6/14/13</li> <li>iii. 9/25/13 Accreditation Application Received Letter</li> <li>iv. Readiness Visit Date Request Form</li> <li>v. 10/29/13 Odyssey Self-Assessment</li> <li>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)</li> <li>vii. 12/16/13 Readiness Visit Follow-up Report</li> <li>viii. 2/13/14 Accreditation Delay Letter – Candidacy Not Approved</li> <li>ix. 4/16/14 Accreditation Work List with D. Kleinert Guidance</li> <li>x. 4/30/14 Email exchanges between D. Kleinert and K. Peterson (offers additional assistance with preparation for third readiness visit) and D. Kleinert and A. Whitford</li> <li>xi. 5/28/14 Readiness Visit Follow-up Report</li> <li>xii. 6/11/14 Accreditation Delay Letter – Candidacy Not Approved</li> </ol>
E2	5/27/14	5/27/14 Odyssey Charter School Board Meeting Minutes (discussion regarding preparations for NWAC site visit)
E3	multiple	<p>Communication Between PCSC Staff and Odyssey Charter School</p> <ol style="list-style-type: none"> <li>i. 4/8/14 - 4/10/14 email exchange among T. Baysinger and Odyssey board &amp; administration (provides update regarding accreditation process)</li> <li>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)</li> </ol> <p>See also:</p> <ul style="list-style-type: none"> <li>• Exhibit D2v – 4/21/14 Executed performance certificate, signed by both parties, provided to Odyssey board &amp; administration via Dropbox</li> <li>• Exhibit C6iii – 6/2/14 email exchange between T. Baysinger and OCS board &amp; administration (addresses update regarding accreditation process)</li> </ul>
E4	6/17/14	PCSC 6/17/14 Draft Meeting Minutes Regarding Odyssey Charter School (include testimony regarding the extensive opportunity Odyssey had to achieve candidacy status)

<u>Company</u>	<u>First Name</u>	<u>Last Name</u>	<u>Email Address</u>	<u>Work Phone</u>	<u>Status</u>
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

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 Academy	Gerald	Chouinard	gchouinard@connectionsacademy	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 Acade	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	(208) 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	ygoss@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.      Welcome & Introductions: **Bob Donaldson**, IDSAC Chair/Commissioner,  
Lewiston, Idaho
- 8:10 a.m.      Accreditation for 2012-13 and Beyond: **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.      Self Reflection
- Power of Internal Review
  - Standards Self Assessment
  - Student Performance
  - Stakeholder Feedback
  - Documentation
- 12:00 – 1:00      Lunch Provided
- 1:00 p.m.      ASSIST Demonstration
- 2:00 p.m.      External Review
- 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.      Next Steps
- Regional Table Talk: **Idaho Regional Consultants**
- 3:45 p.m.      Wrap-up and Adjourn
- 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?

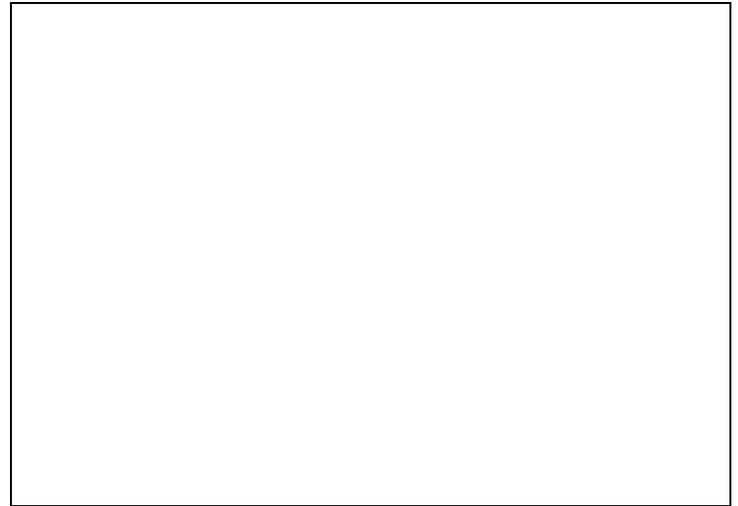
- The AdvancED protocol is a **performance-based** model that employs diagnostic tools for schools to:
  - Conduct Internal Reviews focused on evaluating performance related to
    - Standards and Indicators
    - Student Performance
    - Stakeholder Feedback



- 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

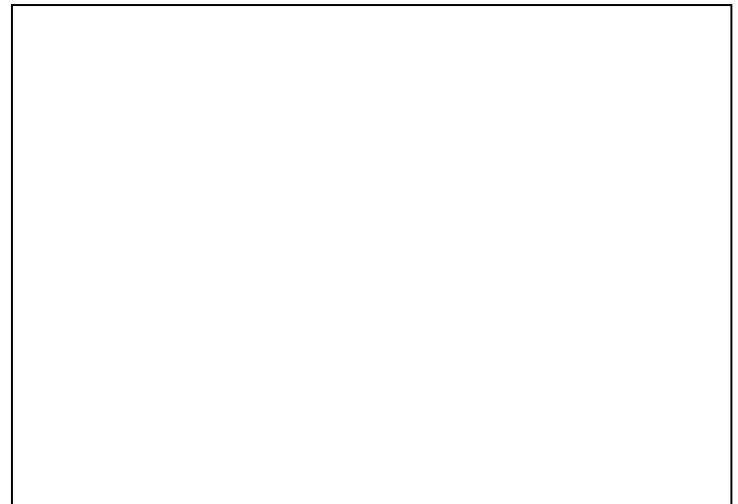


## Demographics

- Communicates facts about your school
  - Location
  - Grades
  - Enrollment
  - Head of Institution
  - Primary Contact
- Update regularly



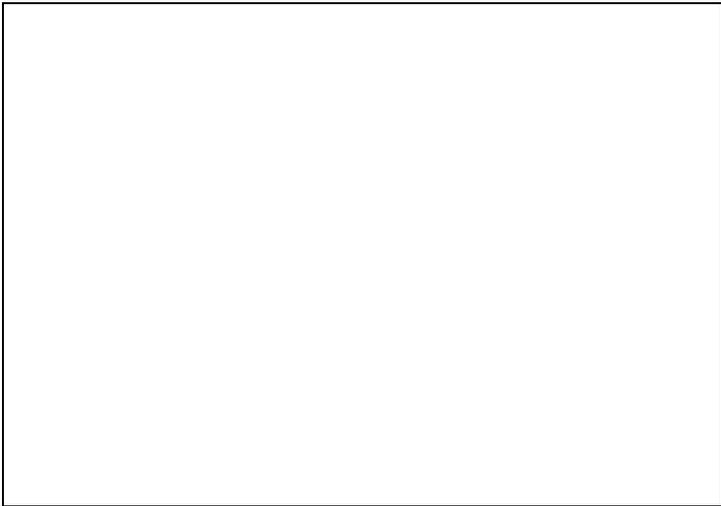
## Getting to Demographics



**Executive Summary**

- “Tells the Story”
  - Description of School
  - School’s Purpose
  - Achievements and Notable Improvements
  - Additional Information

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**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**

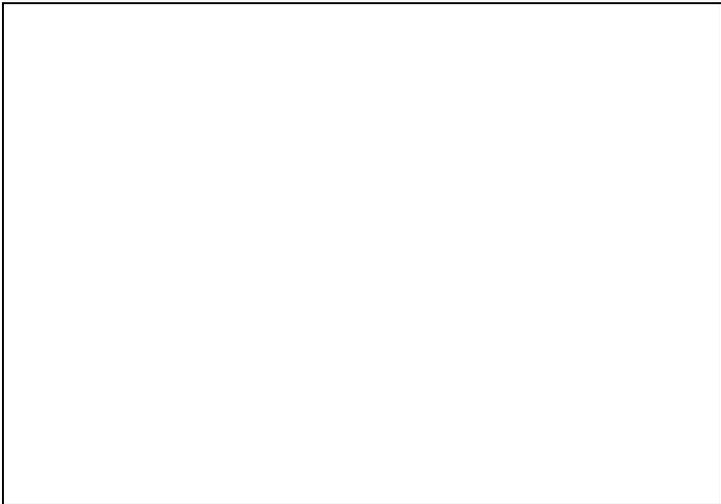
- Provide the school’s purpose statement and ancillary content such as mission, vision, values, and/or beliefs.
- Describe how the school embodies its purpose through its program offerings and expectations for students.

**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**

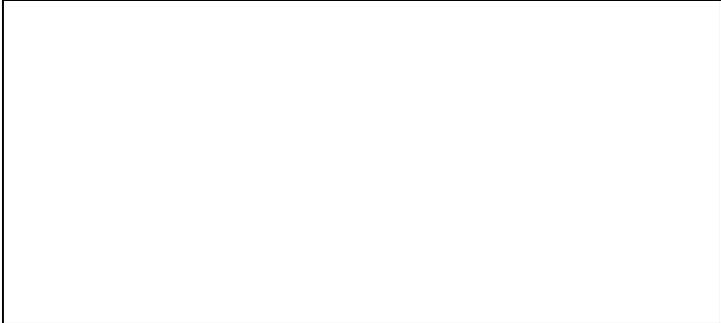
- Statements (5)
- Indicators (33)
  - Focus of internal review
  - Rated individually
  - Contain multiple concepts
- Performance Rubrics
  - Four levels
- Evidence (multiple sources)

The image shows a male teacher in a black shirt and khaki pants reading a book to a group of diverse young students in a library setting. The AdvancED logo is in the top right corner, and the text "© 2013 AdvancED" and the number "13" are in the bottom left and right corners, respectively.



**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.*

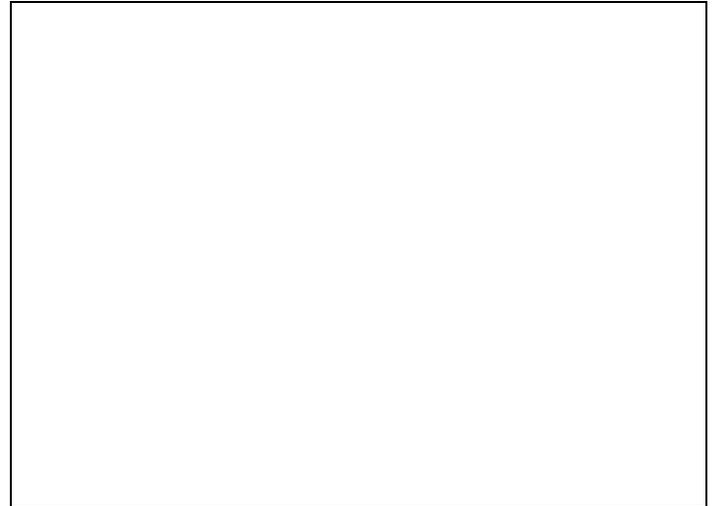
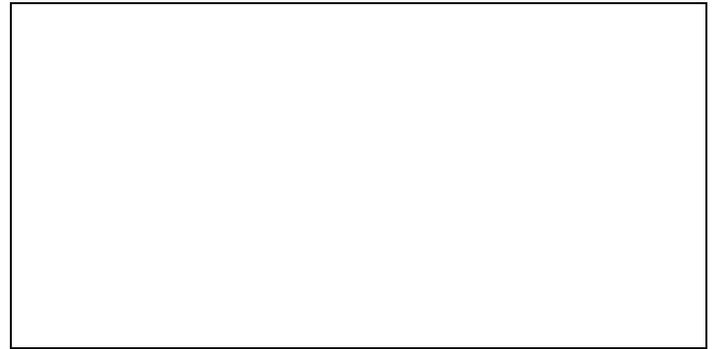
**Standard: The school’s curriculum, instructional design, and assessment practices guide and ensure teacher effectiveness and student learning.**

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.	

<p><b>Standard Narrative Prompt</b></p> <p>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.</p> <ul style="list-style-type: none"> <li>- <i>What were the areas of strength you noted?</i></li> <li>- <i>What were areas in need of improvement?</i></li> <li>- <i>What actions are you implementing to sustain the areas of strength?</i></li> <li>- <i>What plans are you making to improve the areas of need?</i></li> </ul>	
<p><i>Describe the process you will use to conduct an Internal Review that results in an inclusive and accurate Self Assessment.</i></p>	

## Student Performance

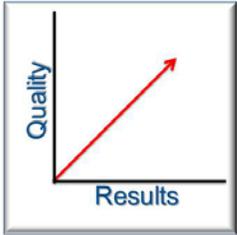
- Incorporates test results into accreditation
- Involves a package of summative assessments
- Score derived from a collection of assessments
- Scope of performance is cross curricular
- Status and improvement are documented
- Quality and results are analyzed



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### Main Components of the Process

- Quality of assessments
- Student performance on those assessments
- Analysis of results
- Models
  - Status
  - Improvement



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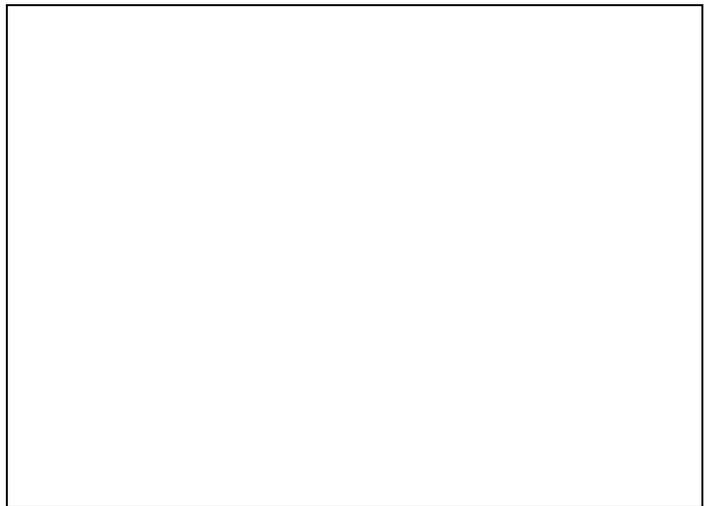
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### Two Main Steps in the Process

- Complete the Student Performance Worksheet
- Complete the Student Performance Diagnostic

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### 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)



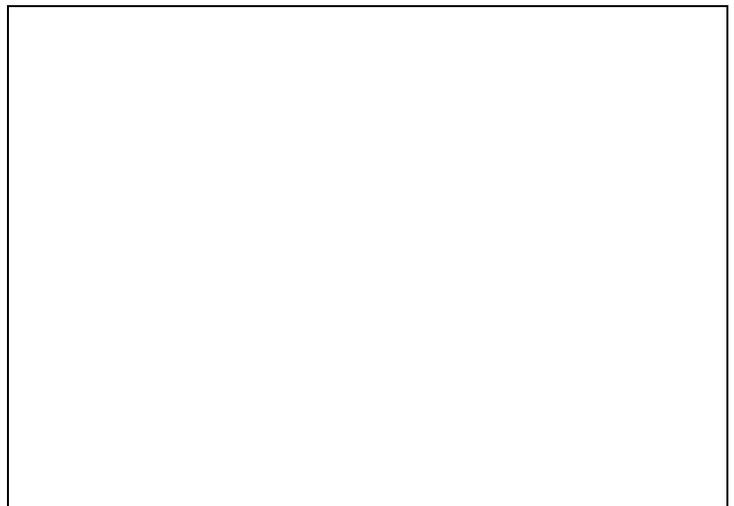

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### Quality and Categories

- Quality
  - National and state
  - Specialty or regional
  - Locally developed
- Categories
  - Divide scores into “quarters”
  - Use the “most raw” score available
  - Consider possible combinations



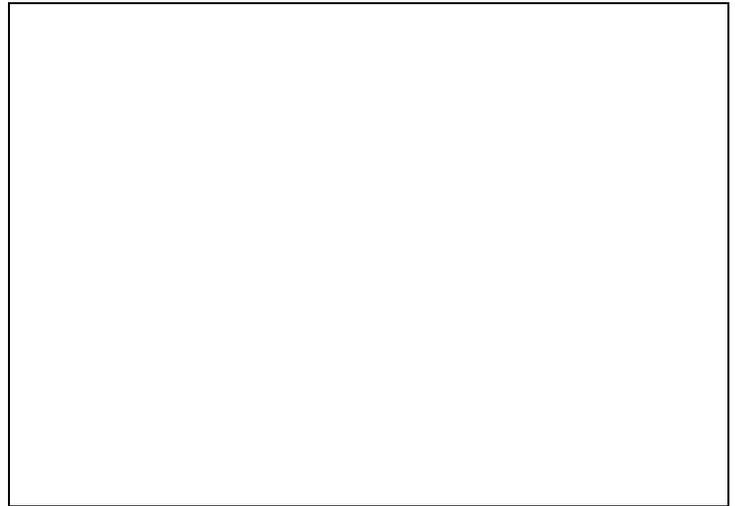
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## What Are "Baseline" Results?

- 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)



## Student Performance Worksheet

Mouse over cells that have this icon in the upper right hand corner to see comments and directions.

		Quality	Alignment	Disaggregation	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/Analysis Rubric				Student Performance Data										
	Quality	Alignment	Disaggregation	Quality and Analysis Score	Number of Students Per Category Baseline Administration				Weighted Mean	Number of Students Per Category Most Recent Administration				Weighted Mean	Improvement Score
					1	2	3	4		1	2	3	4		
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

## 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.

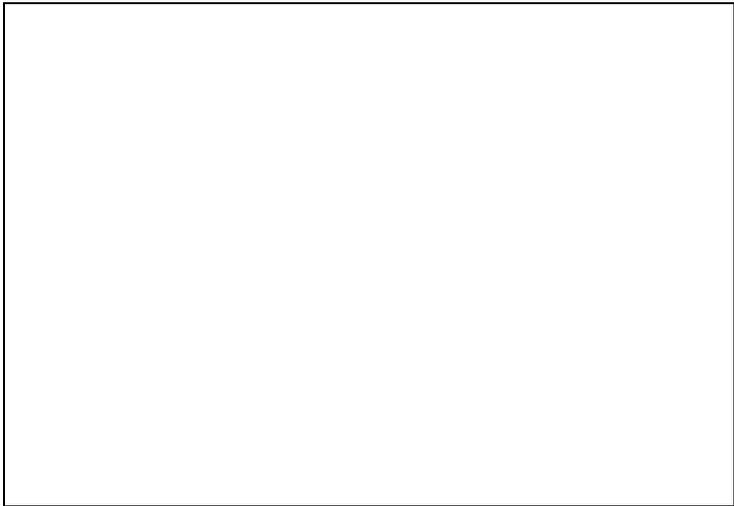
**Student Performance Diagnostic**

Assessment Package: Student Results Diagnostic

Performance Diagnostic:	Quality	Alignment	Disaggregation	Student Results Status	Improvement Score	Overall Student Performance
0.00	0.00	0.00	0.00	0.00	0.00	0.00

1. Log in to ASSIST
2. Click the "Diagnostics & Surveys" tab
3. Click "Start a New Diagnostic"
4. Select "Student Performance Diagnostic" in the drop down.

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# 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

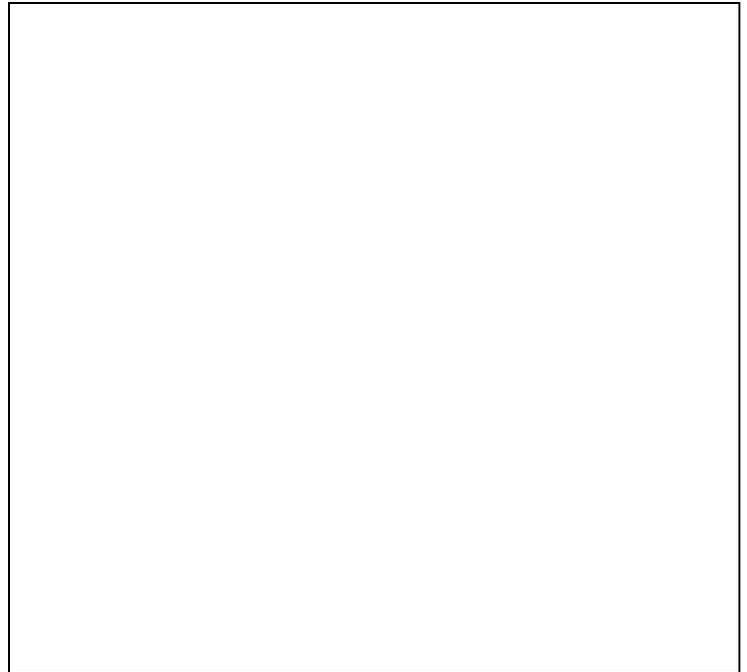
1. Which area(s) are above the expected levels of performance?
2. Describe the area(s) that show a positive trend in performance.
3. Which area(s) indicate the overall highest performance?
4. Which subgroup(s) show a trend toward increasing performance?
5. Between which subgroups is the achievement gap 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

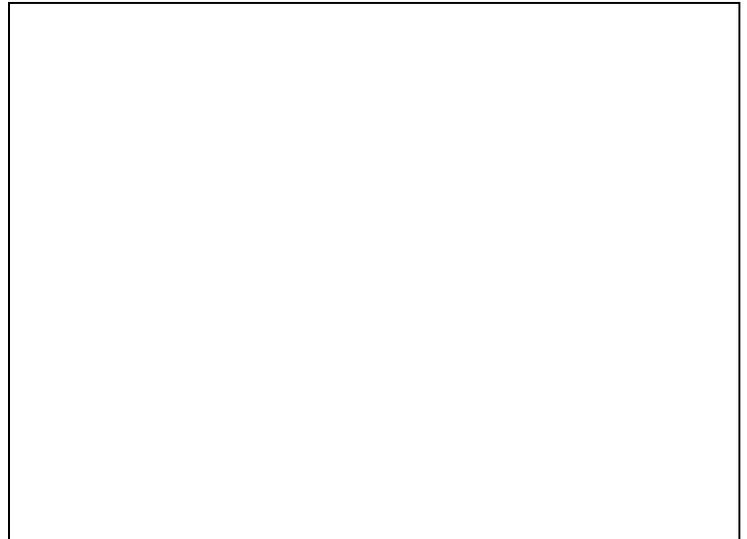


### Tools

- 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

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[www.advanc-ed.org/schoolresources](http://www.advanc-ed.org/schoolresources)

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### Stakeholder Feedback Surveys

- Online
  - English
- Paper
  - English
  - Spanish
  - Arabic
  - Haitian Creole
  - Portuguese
  - Mandarin

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# 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.

## Stakeholder Feedback Diagnostic

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			
Parent Survey			

**Diagnostic Summary**

**Stakeholder Feedback Diagnostic**

The Stakeholder Feedback Diagnostic is designed to provide the process of analyzing stakeholder feedback data. Use the data below to complete the diagnostic content and to respond to the questions. See the "Stakeholder Feedback Diagnostic" to complete the diagnostic questions.

**Criteria for Analyzing Stakeholder Feedback**

1 of 3 items are completed

**Value of Feedback Information**

2 of 3 items are completed

**Value in Hand of Management**

1 of 3 items are completed



## 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

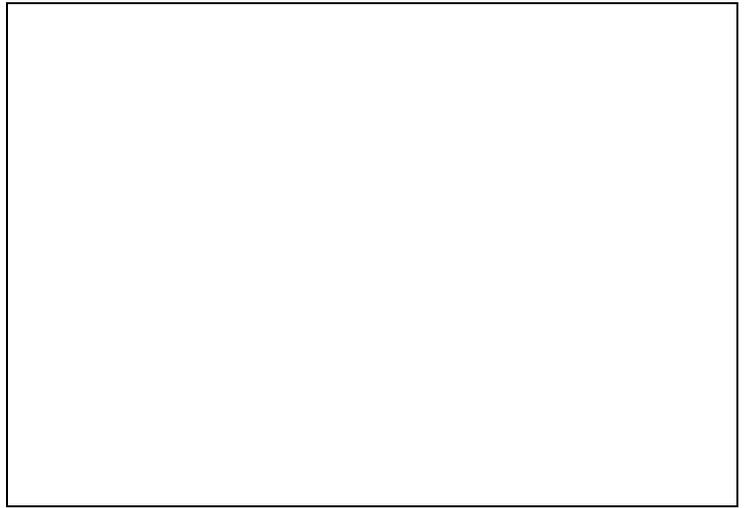
See *Technical Guide: Completing Assurances*  
[www.advanc-ed.org/assistresources](http://www.advanc-ed.org/assistresources)

### 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

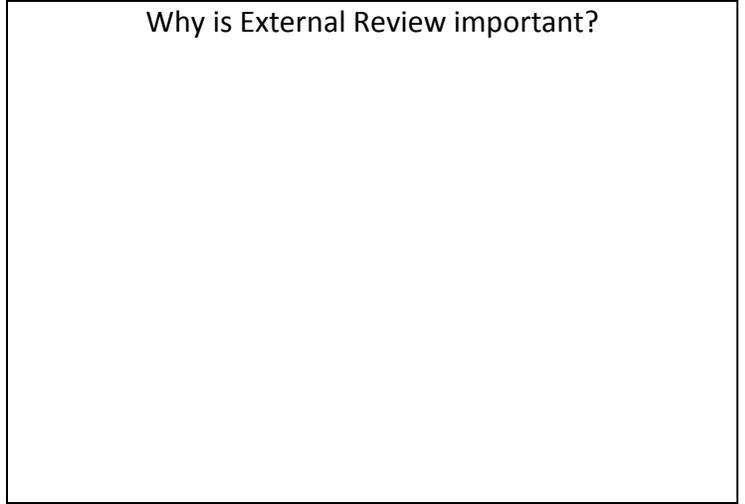
See *Technical Guide: Building & Managing Goals & Plans*  
[www.advanc-ed.org/assistresources](http://www.advanc-ed.org/assistresources)

Complete Internal Review and Submit all Diagnostic Results at Least 4 Weeks Prior to External Review!



## External Review

Why is External Review important?



## A Balanced Approach



*A Performance-Based Accreditation Model*



**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**

<b>Time</b>	<b>Event</b>	<b>Who</b>
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
<b>11:30 – Noon</b>	<b>Lunch (working)</b>	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.



< write student’s name here >

---

**We want to hear from you! Please join the AdvancED External Review Team on:**

**Date:**

**Time:**

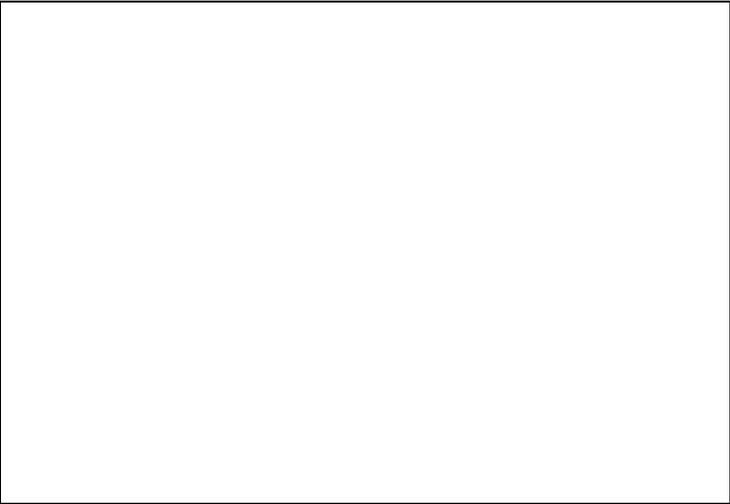
**Where:**

**Teacher Signature:**

### External Review



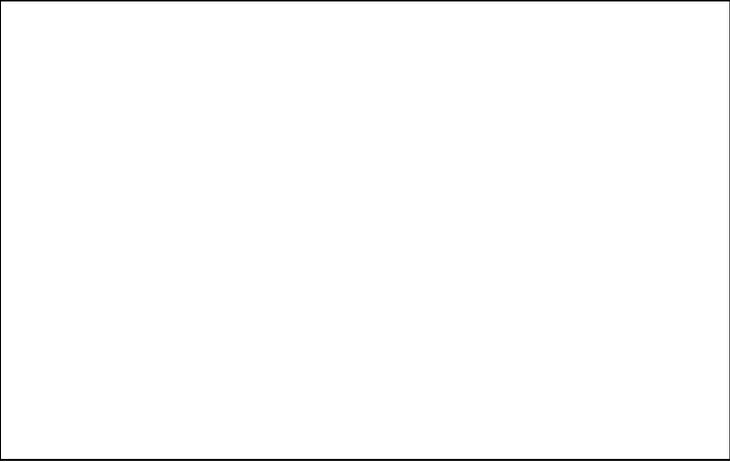
- Emphasis on:
  - Standard and indicators
  - Observations
    - More time in classrooms
      - Focus on learner and learning environment
    - Less time in structured interviews
  - Evaluation of evidence
    - Quality and relevance
  - Dialogue and deliberation



### 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](http://www.advanc-ed.org/schoolresources)



### Maximize the External Review

- Prepare for the team
  - Team expenses
  - Transportation, lodging
  - Meals, snacks
  - Workroom requirements
  - Materials and artifacts
  - Exchange contact information
- Celebrate your school
- Benefit from feedback





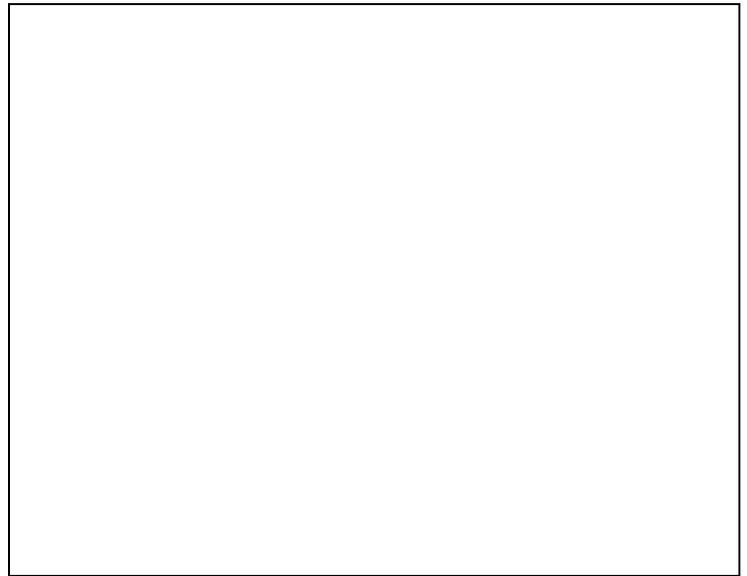
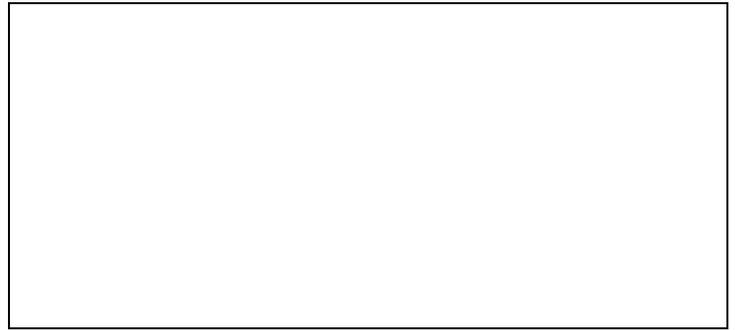
# AdvancED School Internal and External Review Planning Tool

<b>Task</b>	<b>Person(s) Responsible</b>	<b>Timeline Start/End</b>	<b>Activities required to accomplish</b>
<b>Demographics Update</b>			
<b>Internal Review</b>			
Executive Summary			
Self Assessment			
Stakeholder Diagnostic			
Student Performance Diagnostic			
Improvement Plan			
Assurances			
<b>Pre-Review with Lead Evaluator</b>			
<b>External Review</b>			
Schedule			
Artifacts			
Principal's overview			
Standards presentations			
Interviews			
Exit report			
<b>Logistics</b>			
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](http://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

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## AdvancED Key Resources

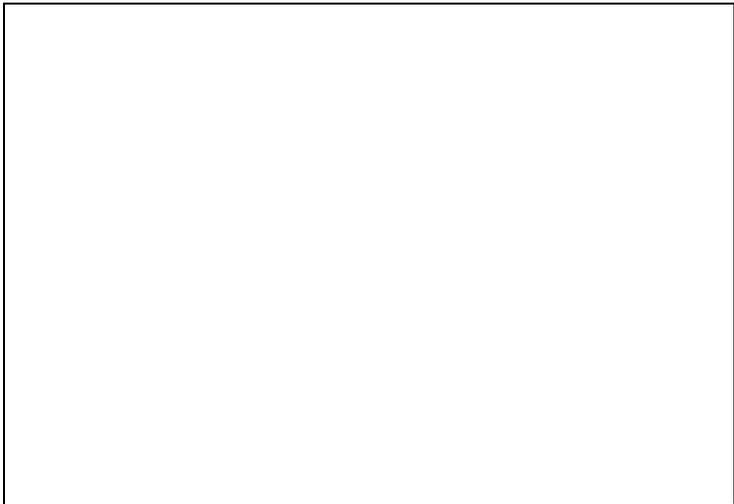
**Login, register,  
and tour!**

- AdvancED Staff
- Printed Resources
- Electronic Resources



[www.advanc-ed.org](http://www.advanc-ed.org)  
[www.advanc-ed.org/schoolresources](http://www.advanc-ed.org/schoolresources)  
[www.advanc-ed.org/earlylearningresources](http://www.advanc-ed.org/earlylearningresources)  
[www.advanc-ed.org/assistresources](http://www.advanc-ed.org/assistresources)

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## Find Us!

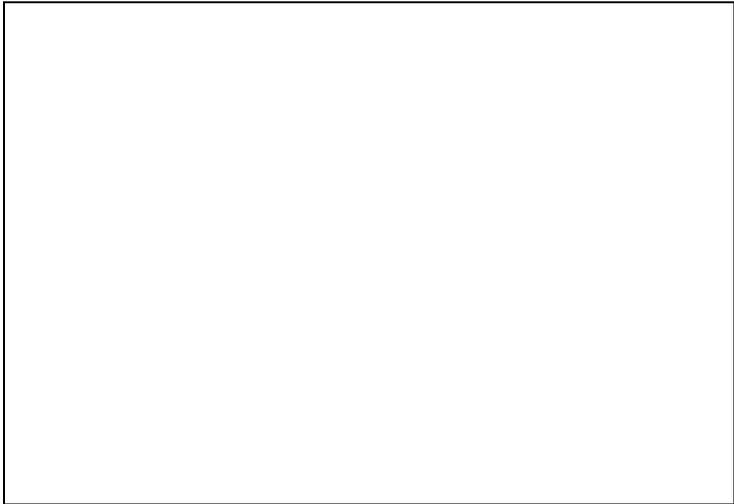


 [www.facebook.com/AdvancEDorg](http://www.facebook.com/AdvancEDorg)

 @AdvancEDorg and @MarkElgart

 [www.youtube.com/AdvancEDorg](http://www.youtube.com/AdvancEDorg)





**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.

<b>3.3</b>	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]**

<b>3.3</b>	Teachers engage students in their learning through instructional strategies that ensure achievement of learning expectations.	<b>Score</b>
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.	
<b>Possible Evidence</b>		
	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	
<b>Comments</b>		

# External Review Team Workbook 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

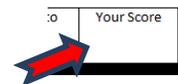
To complete the Executive Summary and Self Assessment sections of this workbook most effectively, consider using the following steps. Your comments do not need to be limited to the scope of your assigned Standard.

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 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:			

<b>Potential Powerful Practices:</b>
<b>Potential Opportunities for Improvement:</b>

<b>Standard.Indicator</b>	<b>School's Self Rated Performance Level</b>
<b>Questions to ask:</b>	
<b>Artifacts to Review:</b>	
<b>Things to listen for:</b>	
<b>Potential Powerful Practices:</b>	
<b>Potential Opportunities for Improvement:</b>	

<b>Standard.Indicator</b>	<b>School's Self Rated Performance Level</b>
<b>Questions to ask:</b>	
<b>Artifacts to Review:</b>	
<b>Things to listen for:</b>	
<b>Potential Powerful Practices:</b>	
<b>Potential Opportunities for Improvement:</b>	

<b>Standard.Indicator</b>	<b>School's Self Rated Performance Level</b>
<b>Questions to ask:</b>	
<b>Artifacts to Review:</b>	
<b>Things to listen for:</b>	
<b>Potential Powerful Practices:</b>	
<b>Potential Opportunities for Improvement:</b>	

<b>Standard.Indicator</b>	<b>School's Self Rated Performance Level</b>
<b>Questions to ask:</b>	
<b>Artifacts to Review:</b>	
<b>Things to listen for:</b>	
<b>Potential Powerful Practices:</b>	
<b>Potential Opportunities for Improvement:</b>	

<b>Standard.Indicator</b>	<b>School's Self Rated Performance Level</b>
<b>Questions to ask:</b>	
<b>Artifacts to Review:</b>	
<b>Things to listen for:</b>	

<b>Potential Powerful Practices:</b>
<b>Potential Opportunities for Improvement:</b>

<b>Standard.Indicator</b>	<b>School's Self Rated Performance Level</b>
<b>Questions to ask:</b>	
<b>Artifacts to Review:</b>	
<b>Things to listen for:</b>	
<b>Potential Powerful Practices:</b>	
<b>Potential Opportunities for Improvement:</b>	

<b>Standard.Indicator</b>	<b>School's Self Rated Performance Level</b>
<b>Questions to ask:</b>	
<b>Artifacts to Review:</b>	
<b>Things to listen for:</b>	
<b>Potential Powerful Practices:</b>	
<b>Potential Opportunities for Improvement:</b>	

<b>Standard.Indicator</b>	<b>School's Self Rated Performance Level</b>
<b>Questions to ask:</b>	
<b>Artifacts to Review:</b>	
<b>Things to listen for:</b>	
<b>Potential Powerful Practices:</b>	
<b>Potential Opportunities for Improvement:</b>	

# 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

1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>	←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

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**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**

1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>		<i>←External Review Team Work Sessions</i>
			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.
<b>Evidence Reviewed (list presentations, interviews, observations, artifacts)</b>				
1				
2				
3				
4				
5				
n				

<b>Comments</b>				

**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
<b>Performance levels</b>				
<b>1<sup>st</sup></b>	<b>2<sup>nd</sup></b>	<b>3<sup>rd</sup></b>	<b>←External Review Team Work Sessions</b>	
			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	
Powerful Practice 1:	Type the actual powerful practice or opportunity statement into this row.
Description:	
Powerful Practice n:	"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.
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

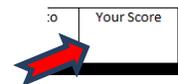
To complete the Executive Summary and Self Assessment sections of this workbook most effectively, consider using the following steps. Your comments do not need to be limited to the scope of your assigned Standard.

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:	

<b>Things to listen for:</b>
<b>Potential Powerful Practices:</b>
<b>Potential Opportunities for Improvement:</b>

<b>Standard.Indicator</b>	<b>School's Self Rated Performance Level</b>
<b>Questions to ask:</b>	
<b>Artifacts to Review:</b>	
<b>Things to listen for:</b>	
<b>Potential Powerful Practices:</b>	
<b>Potential Opportunities for Improvement:</b>	

<b>Standard.Indicator</b>	<b>School's Self Rated Performance Level</b>
<b>Questions to ask:</b>	
<b>Artifacts to Review:</b>	
<b>Things to listen for:</b>	
<b>Potential Powerful Practices:</b>	
<b>Potential Opportunities for Improvement:</b>	

<b>Standard.Indicator</b>	<b>School's Self Rated Performance Level</b>
<b>Questions to ask:</b>	
<b>Artifacts to Review:</b>	
<b>Things to listen for:</b>	
<b>Potential Powerful Practices:</b>	
<b>Potential Opportunities for Improvement:</b>	

<b>Standard.Indicator</b>	<b>School's Self Rated Performance Level</b>
<b>Questions to ask:</b>	
<b>Artifacts to Review:</b>	
<b>Things to listen for:</b>	
<b>Potential Powerful Practices:</b>	
<b>Potential Opportunities for Improvement:</b>	

<b>Standard.Indicator</b>	<b>School's Self Rated Performance Level</b>
<b>Questions to ask:</b>	
<b>Artifacts to Review:</b>	

<b>Things to listen for:</b>
<b>Potential Powerful Practices:</b>
<b>Potential Opportunities for Improvement:</b>

<b>Standard.Indicator</b>	<b>School's Self Rated Performance Level</b>
<b>Questions to ask:</b>	
<b>Artifacts to Review:</b>	
<b>Things to listen for:</b>	
<b>Potential Powerful Practices:</b>	
<b>Potential Opportunities for Improvement:</b>	

<b>Standard.Indicator</b>	<b>System's Self Rated Performance Level</b>
<b>Questions to ask:</b>	
<b>Artifacts to Review:</b>	
<b>Things to listen for:</b>	
<b>Potential Powerful Practices:</b>	
<b>Potential Opportunities for Improvement:</b>	

<b>Standard.Indicator</b>	<b>School's Self Rated Performance Level</b>
<b>Questions to ask:</b>	
<b>Artifacts to Review:</b>	
<b>Things to listen for:</b>	
<b>Potential Powerful Practices:</b>	
<b>Potential Opportunities for Improvement:</b>	

## 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
<b>Performance levels</b>				
<b>1<sup>st</sup></b>	<b>2<sup>nd</sup></b>	<b>3<sup>rd</sup></b>	<b>←External Review Team Work Sessions</b>	
			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.
<b>Evidence Reviewed (list presentations, interviews, observations, artifacts)</b>				
1				
2				
3				
4				

5	
n	

<b>Comments</b>

**Indicator:**

2.2	The governing body operates responsibly and functions effectively.	Your Rating
-----	--	-------------

**Performance levels**

1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>	<b>←External Review Team Work Sessions</b>	
			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**

1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>	←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	

<b>Comments</b>

**Indicator:**

2.4	Leadership and staff foster a culture consistent with the school’s purpose and direction.	Your Rating
-----	---	-------------

<b>Performance levels</b>
---------------------------

1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>	←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**

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**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.]**

1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>	<i>←External Review Team Work Sessions</i>	
			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.
<b>Evidence Reviewed (list presentations, interviews, observations, artifacts)</b>				
1				
2				
3				
4				
5				
n				

**Comments**

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**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.]**

1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>	<i>←External Review Team Work Sessions</i>	
			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				
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2	
3	
4	
5	
n	

**Comments**

# Standard 2 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:
Powerful Practice n:
Description:

Type the actual powerful practice or opportunity statement into this row.

"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 description for the powerful practice or opportunity into this row.



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# External Review Team Workbook for School Accreditation

## Standard 3: Teaching and Assessing for Learning

Name of Institution  
Reviewed:

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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

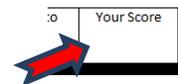
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  - a. Questions you would like to ask.
  - b. Artifacts you want to make sure you review (either off-site or on-site).
  - c. Patterns and themes that might emerge.
  - d. Successes and challenges that you want to investigate further.
2. Read the 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:	

<b>Things to listen for:</b>
<b>Potential Powerful Practices:</b>
<b>Potential Opportunities for Improvement:</b>

<b>Standard.Indicator</b>	<b>School's Self Rated Performance Level</b>
<b>Questions to ask:</b>	
<b>Artifacts to Review:</b>	
<b>Things to listen for:</b>	
<b>Potential Powerful Practices:</b>	
<b>Potential Opportunities for Improvement:</b>	

<b>Standard.Indicator</b>	<b>School's Self Rated Performance Level</b>
<b>Questions to ask:</b>	
<b>Artifacts to Review:</b>	
<b>Things to listen for:</b>	
<b>Potential Powerful Practices:</b>	
<b>Potential Opportunities for Improvement:</b>	

<b>Standard.Indicator</b>	<b>School's Self Rated Performance Level</b>
<b>Questions to ask:</b>	
<b>Artifacts to Review:</b>	
<b>Things to listen for:</b>	
<b>Potential Powerful Practices:</b>	
<b>Potential Opportunities for Improvement:</b>	

<b>Standard.Indicator</b>	<b>School's Self Rated Performance Level</b>
<b>Questions to ask:</b>	
<b>Artifacts to Review:</b>	
<b>Things to listen for:</b>	
<b>Potential Powerful Practices:</b>	
<b>Potential Opportunities for Improvement:</b>	

<b>Standard.Indicator</b>	<b>School's Self Rated Performance Level</b>
<b>Questions to ask:</b>	
<b>Artifacts to Review:</b>	

<b>Things to listen for:</b>
<b>Potential Powerful Practices:</b>
<b>Potential Opportunities for Improvement:</b>

<b>Standard.Indicator</b>	<b>School's Self Rated Performance Level</b>
<b>Questions to ask:</b>	
<b>Artifacts to Review:</b>	
<b>Things to listen for:</b>	
<b>Potential Powerful Practices:</b>	
<b>Potential Opportunities for Improvement:</b>	

<b>Standard.Indicator</b>	<b>School's Self Rated Performance Level</b>
<b>Questions to ask:</b>	
<b>Artifacts to Review:</b>	
<b>Things to listen for:</b>	
<b>Potential Powerful Practices:</b>	
<b>Potential Opportunities for Improvement:</b>	

<b>Standard.Indicator</b>	<b>School's Self Rated Performance Level</b>
<b>Questions to ask:</b>	
<b>Artifacts to Review:</b>	
<b>Things to listen for:</b>	
<b>Potential Powerful Practices:</b>	
<b>Potential Opportunities for Improvement:</b>	

# 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
<b>Performance levels</b>				
<i>1<sup>st</sup></i>	<i>2<sup>nd</sup></i>	<i>3<sup>rd</sup></i>	<i>←External Review Team Work Sessions</i>	
			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.
<b>Evidence Reviewed (list presentations, interviews, observations, artifacts)</b>				
1				
2				

3	
4	
5	
n	

<b>Comments</b>

**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**

1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>	<i>←External Review Team Work Sessions</i>	
			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.
<b>Evidence Reviewed (list presentations, interviews, observations, artifacts)</b>			
1			
2			
3			
4			
5			
n			

<b>Comments</b>

**Indicator:**

3.3	Teachers engage students in their learning through instructional strategies that ensure achievement of learning expectations.	Your Rating
-----	---	-------------

**Performance levels**

1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>	<b>←External Review Team Work Sessions</b>	
			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.
<b>Evidence Reviewed (list presentations, interviews, observations, artifacts)</b>				
1				
2				
3				
4				
5				
n				

<b>Comments</b>

**Indicator:**

3.4	School leaders monitor and support the improvement of instructional practices of teachers to ensure student success.	Your Rating
-----	--	-------------

**Performance levels**

1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>	<i>←External Review Team Work Sessions</i>	
			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.

<b>Evidence Reviewed (list presentations, interviews, observations, artifacts)</b>				
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**

1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>	<i>←External Review Team Work Sessions</i>	
			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.
<b>Evidence Reviewed (list presentations, interviews, observations, artifacts)</b>				
1				
2				
3				
4				
5				
n				

<b>Comments</b>				

**Indicator:**

3.6	Teachers implement the school's instructional process in support of student learning.			Your Rating
<b>Performance levels</b>				
<b>1<sup>st</sup></b>	<b>2<sup>nd</sup></b>	<b>3<sup>rd</sup></b>	<b>←External Review Team Work Sessions</b>	
			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	
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n	

**Comments**

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**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**

1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>	←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.
<b>Evidence Reviewed (list presentations, interviews, observations, artifacts)</b>				
1				
2				
3				
4				
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n				

**Comments**

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**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**

1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>	<b>←External Review Team Work Sessions</b>	
			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.

<b>Evidence Reviewed</b>				
1				
2				
3				
4				
5				
n				

**Comments**

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**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**

1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>	<b>←External Review Team Work Sessions</b>	
			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**

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**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
------	---	-------------

	grade levels and courses.	
--	---------------------------	--

**Performance levels**

<i>1<sup>st</sup></i>	<i>2<sup>nd</sup></i>	<i>3<sup>rd</sup></i>	<i>←External Review Team Work Sessions</i>	
			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**

<b>Indicator:</b>		
3.11	All staff members participate in a continuous program of professional	Your Rating

			learning.	
<b>Performance levels</b>				
<b>1<sup>st</sup></b>	<b>2<sup>nd</sup></b>	<b>3<sup>rd</sup></b>	<b>←External Review Team Work Sessions</b>	
			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.
<b>Evidence Reviewed (list presentations, interviews, observations, artifacts)</b>				
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
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**Performance levels**

1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>	<i>←External Review Team Work Sessions</i>	
			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:
Powerful Practice n:
Description:

Type the actual powerful practice or opportunity statement into this row.

"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 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 4: Resources and Support Systems

Name of Institution  
Reviewed:

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Name of Team Member:

---

Important Dates:

ER Team Pre-Conference:

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On-Site Review Dates:

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Submission of Expenses:

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## 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

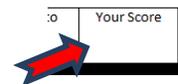
To complete the Executive Summary and Self Assessment sections of this workbook most effectively, consider using the following steps. Your comments do not need to be limited to the scope of your assigned Standard.

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

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2. Review each indicator by (you will complete this process 3 times):
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  - 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)

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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:	
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Standard.Indicator	School's Self Rated Performance Level
Questions to ask:	
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Standard.Indicator	School's Self Rated Performance Level
Questions to ask:	
Artifacts to Review:	
Things to listen for:	

<b>Potential Powerful Practices:</b>
<b>Potential Opportunities for Improvement:</b>

<b>Standard.Indicator</b>	<b>School's Self Rated Performance Level</b>
<b>Questions to ask:</b>	
<b>Artifacts to Review:</b>	
<b>Things to listen for:</b>	
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<b>Potential Opportunities for Improvement:</b>	

<b>Standard.Indicator</b>	<b>School's Self Rated Performance Level</b>
<b>Questions to ask:</b>	
<b>Artifacts to Review:</b>	
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<b>Potential Powerful Practices:</b>	
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<b>Standard.Indicator</b>	<b>School's Self Rated Performance Level</b>
<b>Questions to ask:</b>	
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<b>Standard.Indicator</b>	<b>School's Self Rated Performance Level</b>
<b>Questions to ask:</b>	
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<b>Potential Powerful Practices:</b>
<b>Potential Opportunities for Improvement:</b>

<b>Standard.Indicator</b>	<b>School's Self Rated Performance Level</b>
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<b>Standard.Indicator</b>	<b>School's Self Rated Performance Level</b>
<b>Questions to ask:</b>	
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<b>Things to listen for:</b>	
<b>Potential Powerful Practices:</b>	
<b>Potential Opportunities for Improvement:</b>	

# 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
<b>Performance levels</b>				
<i>1<sup>st</sup></i>	<i>2<sup>nd</sup></i>	<i>3<sup>rd</sup></i>	<i>←External Review Team Work Sessions</i>	
			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.
<b>Evidence Reviewed (list presentations, interviews, observations, artifacts)</b>				
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**

1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>	<i>←External Review Team Work Sessions</i>	
			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.
<b>Evidence Reviewed (list presentations, interviews, observations, artifacts)</b>				
1				
2				
3				
4				
5				
n				

<b>Comments</b>

**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**

1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>	<b>←External Review Team Work Sessions</b>	
			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	
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5	
n	

**Comments**

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**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**

1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>	←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**

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**Indicator:**

4.5	The technology infrastructure supports the school’s teaching, learning, and operational needs.	Your Rating
-----	--	-------------

**Performance levels**

1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>	←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	
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4	
5	
n	

**Comments**

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**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**

1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>	<i>←External Review Team Work Sessions</i>	
			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.
<b>Evidence Reviewed (list presentations, interviews, observations, artifacts)</b>				
1				
2				
3				
4				
5				
n				

<b>Comments</b>				

**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.]**

<i>1<sup>st</sup></i>	<i>2<sup>nd</sup></i>	<i>3<sup>rd</sup></i>	<b>←External Review Team Work Sessions</b>	
			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

<b>Powerful Practice 1:</b>
<b>Description:</b>

<b>Powerful Practice n:</b>
<b>Description:</b>

## Opportunities for Improvement

<b>Opportunity 1:</b>
<b>Description:</b>

<b>Opportunity n:</b>
<b>Description:</b>

# 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				
<table border="1"> <tr> <td>Powerful Practice 1:</td> <td></td> </tr> <tr> <td>Description:</td> <td></td> </tr> </table>	Powerful Practice 1:		Description:	
Powerful Practice 1:				
Description:				
<table border="1"> <tr> <td>Powerful Practice n:</td> <td></td> </tr> <tr> <td>Description:</td> <td></td> </tr> </table>	Powerful Practice n:		Description:	
Powerful Practice n:				
Description:				

Type the actual powerful practice or opportunity statement into this row.

"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 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 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

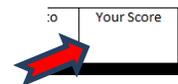
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  - b. Artifacts you want to make sure you review (either off-site or on-site).
  - c. Patterns and themes that might emerge.
  - d. Successes and challenges that you want to investigate further.
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Artifacts to review:
Patterns/Trends:
Successes/Challenges:

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Questions to ask:	
Artifacts to Review:	
Things to listen for:	
Potential Powerful Practices:	
Potential Opportunities for Improvement:	

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Things to listen for:	

<b>Potential Powerful Practices:</b>
<b>Potential Opportunities for Improvement:</b>

<b>Standard.Indicator</b>	<b>School's Self Rated Performance Level</b>
<b>Questions to ask:</b>	
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<b>Potential Opportunities for Improvement:</b>	

<b>Standard.Indicator</b>	<b>School's Self Rated Performance Level</b>
<b>Questions to ask:</b>	
<b>Artifacts to Review:</b>	
<b>Things to listen for:</b>	
<b>Potential Powerful Practices:</b>	
<b>Potential Opportunities for Improvement:</b>	

<b>Standard.Indicator</b>	<b>School's Self Rated Performance Level</b>
<b>Questions to ask:</b>	
<b>Artifacts to Review:</b>	
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<b>Potential Powerful Practices:</b>	
<b>Potential Opportunities for Improvement:</b>	

<b>Standard.Indicator</b>	<b>School's Self Rated Performance Level</b>
<b>Questions to ask:</b>	
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<b>Standard.Indicator</b>	<b>School's Self Rated Performance Level</b>
<b>Questions to ask:</b>	
<b>Artifacts to Review:</b>	
<b>Things to listen for:</b>	

<b>Potential Powerful Practices:</b>
<b>Potential Opportunities for Improvement:</b>

<b>Standard.Indicator</b>	<b>School's Self Rated Performance Level</b>
<b>Questions to ask:</b>	
<b>Artifacts to Review:</b>	
<b>Things to listen for:</b>	
<b>Potential Powerful Practices:</b>	
<b>Potential Opportunities for Improvement:</b>	

<b>Standard.Indicator</b>	<b>School's Self Rated Performance Level</b>
<b>Questions to ask:</b>	
<b>Artifacts to Review:</b>	
<b>Things to listen for:</b>	
<b>Potential Powerful Practices:</b>	
<b>Potential Opportunities for Improvement:</b>	

<b>Standard.Indicator</b>	<b>System's Self Rated Performance Level</b>
<b>Questions to ask:</b>	
<b>Artifacts to Review:</b>	
<b>Things to listen for:</b>	
<b>Potential Powerful Practices:</b>	
<b>Potential Opportunities for Improvement:</b>	

# 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
<b>Performance levels</b>				
<i>1<sup>st</sup></i>	<i>2<sup>nd</sup></i>	<i>3<sup>rd</sup></i>	<b>←External Review Team Work Sessions</b>	
			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.
<b>Evidence Reviewed (list presentations, interviews, observations, artifacts)</b>				
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**

1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>	<i>←External Review Team Work Sessions</i>	
			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**

1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>	<i>←External Review Team Work Sessions</i>	
			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**

1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>	←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.
<b>Evidence Reviewed (list presentations, interviews, observations, artifacts)</b>				
1				
2				
3				
4				
5				
n				

**Comments**

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**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**

1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>	←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**

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# Standard 5 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:	Type the actual powerful practice or opportunity statement into this row.
Description:	
Powerful Practice n:	"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.
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."



## 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
<b>A. Equitable Learning Environment:</b>				
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>B. High Expectations Environment:</b>				
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
<b>C. Supportive Learning Environment:</b>				
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
<b>D. Active Learning Environment:</b>				
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
<b>E. Progress Monitoring and Feedback Environment:</b>				
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
<b>F. Well-Managed Learning Environment:</b>				
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
<b>G. Digital Learning Environment</b>				
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.



## ***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.

*Level 3:* 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 Feedback Diagnostic***

*More training will be available online this fall.*

### **1: Questionnaire Administration**

*Level 4:* All required AdvancED 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 required AdvancED 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 required AdvancED 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.

*Level 1:* 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.

DRAFT

Task Checklist for **Schools with 2013-14 Visits** and State Office

DATE	DONE	SCHOOL RESPONSIBILITIES:	STATE OFFICE RESPONSIBILITIES
<b>INTERNAL REVIEW PHASE/SELF ASSESSMENT (SA)</b>			
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. <a href="http://www.advanc-ed.org/schoolresources">www.advanc-ed.org/schoolresources</a> and <a href="http://www.advanc-ed.org/assistresources">www.advanc-ed.org/assistresources</a>	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. <b>NOTE:</b> Ref. * workbooks above are found at <a href="http://www.advanc-ed.org/schoolresources">www.advanc-ed.org/schoolresources</a> ; Ref ** workbooks are found at <a href="http://www.advanc-ed.org/assistresources">www.advanc-ed.org/assistresources</a>	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. <a href="http://www.advanc-ed.org/leadevaluators">www.advanc-ed.org/leadevaluators</a>
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 <a href="http://www.advanc-ed.org/assistresources">www.advanc-ed.org/assistresources</a>	
October (Fall visit) or January- February		Continue work on Internal Review. <b>Accreditation Report must be completed and submitted in ASSIST at least 4 weeks prior to scheduled External Review visit.</b> Ref. "ASSIST Diagnostics Guide, Page 20" at <a href="http://www.advanc-ed.org">www.advanc-ed.org</a>	Lead Evaluator monitor progress & assist school with making sure all components are completed and loaded to Accreditation Report

(spring visit)		<a href="http://ed.org/assistresources">ed.org/assistresources</a> . 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
<b>EXTERNAL REVIEW PHASE</b>			
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.
<b>CONTINUOUS IMPROVEMENT PHASE/ACCREDITATION PROGRESS REPORT (APR)</b>			
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		<b>Submit Accreditation Progress Report</b> 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 - vreyolds)



Wednesday, September 25, 2013

Karl Peterson, Principal/Supt.  
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1235 Jones Ave.  
Idaho Falls, ID 83401

1510 Robert St.  
Suite 103  
Boise, ID 83705

[advanc-ed.org](http://advanc-ed.org)  
888.413.3669, ext. 5759  
208.375.7813 fax

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](http://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](mailto:dkleinert@advanc-ed.org) or my assistant, Vikki Reynolds, at [vreynolds@advanc-ed.org](mailto: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*



## Readiness Visit Date Request Form

Please complete and return by **October 1, 2013** via **e-mail to [vreynolds@advanc-ed.org](mailto: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](mailto: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 11<sup>th</sup> in the fall of 2014 and 12<sup>th</sup> 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 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.*



**IDAHO**

## Self Assessment of Readiness for Accreditation for Schools

**Odyssey Charter School**

*NWAC/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.*

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# 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](http://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 indicators 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](mailto:vreynolds@advanc-ed.org))

## Standards

Standard 1	<b>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.</b>	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.	<b>X</b>	
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.	<b>X</b>	
1.3	The school's leadership implements a continuous improvement process that provides clear direction for improving conditions that support student learning.	<b>X</b>	

Standard 2	<b>The school operates under governance and leadership that promote and support student performance and school effectiveness.</b>	Meets	Needs Improvement
2.1	The governing body establishes policies and support practices that ensure effective administration of the school.	<b>X</b>	
2.2	The governing body operates responsibly and functions effectively.	<b>X</b>	
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.	<b>X</b>	
2.4	Leadership and staff foster a culture consistent with the school's purpose and direction.	<b>X</b>	
2.5	Leadership engages stakeholders effectively in support of the school's purpose and direction.	<b>X</b>	
2.6	Leadership and staff supervision and evaluation processes result in improved professional practice and student success.	<b>X</b>	

Standard 3	<b>The school's curriculum, instructional design, and assessment practices guide and ensure teacher effectiveness and student learning.</b>	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.	<b>X</b>	
3.2	Curriculum, instruction, and assessment are monitored and adjusted systematically in response to data from multiple	<b>X</b>	

	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	

<b>Standard 4</b>	<b>The school has resources and provides services that support its purpose and direction to ensure success for all students.</b>	<b>Meets</b>	<b>Needs Improvement</b>
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	

	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 themselves.

### 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

<b>We have reviewed the requirements set forth in the AdvancED Assurances.</b>	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.

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

## Dale Kleinert

---

**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 1<sup>st</sup> 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 11<sup>th</sup> and 12<sup>th</sup> 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

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**December 16, 2013**



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## **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**

<b>Standard 1</b>	<b>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.</b>	<b>Meets</b>	<b>Needs Improvement</b>
1.1	The school engages in a systematic, inclusive, and comprehensive process to review, revise, and communicate a school purpose for student success.		<b>X</b>
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.	<b>X</b>	
1.3	The school's leadership implements a continuous improvement process that provides clear direction for improving conditions that support student learning.		<b>X</b>

<b>Standard 2</b>	<b>The school operates under governance and leadership that promote and support student performance and school effectiveness.</b>	<b>Meets</b>	<b>Needs Improvement</b>
2.1	The governing body establishes policies and support practices that ensure effective administration of the school.	<b>X</b>	
2.2	The governing body operates responsibly and functions effectively.		<b>X</b>
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.	<b>X</b>	
2.4	Leadership and staff foster a culture consistent with the school's purpose and direction.	<b>X</b>	
2.5	Leadership engages stakeholders effectively in support of the school's purpose and direction.	<b>X</b>	
2.6	Leadership and staff supervision and evaluation processes result in improved professional practice and student success.	<b>X</b>	

## 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.	<b>X</b>	
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.	<b>X</b>	
3.3	Teachers engage students in their learning through instructional strategies that ensure achievement of learning expectations.	<b>X</b>	
3.4	School leaders monitor and support the improvement of instructional practices of teachers to ensure student success.		<b>X</b>
3.5	Teachers participate in collaborative learning communities to improve instruction and student learning.	<b>X</b>	
3.6	Teachers implement the school's instructional process in support of student learning.	<b>X</b>	
3.7	Mentoring, coaching, and induction programs support instructional improvement consistent with the school's values and beliefs about teaching and learning.		<b>X</b>
3.8	The school engages families in meaningful ways in their children's education and keeps them informed of their children's learning progress.	<b>X</b>	
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.	<b>X</b>	
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.	<b>X</b>	
3.11	All staff members participate in a continuous program of professional learning.	<b>X</b>	
3.12	The school provides and coordinates learning support services to meet the unique learning needs of students.		<b>X</b>

## Report of Readiness for Accreditation: Schools

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.		<b>X</b>
4.2	Instructional time, material resources, and fiscal resources are sufficient to support the purpose and direction of the school.		<b>X</b>
4.3	The school maintains facilities, services, and equipment to provide a safe, clean, and healthy environment for all students and staff.	<b>X</b>	
4.4	Students and school personnel use a range of media and information resources to support the school's educational programs.	<b>X</b>	
4.5	The technology infrastructure supports the school's teaching, learning, and operational needs.	<b>X</b>	
4.6	The school provides support services to meet the physical, social, and emotional needs of the student population being served.	<b>X</b>	
4.7	The school provides services that support the counseling, assessment, referral, educational, and career planning needs of all students.		<b>X</b>

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.	<b>X</b>	
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.	<b>X</b>	
5.3	Professional and support staffs are trained in the evaluation, interpretation, and use of data.	<b>X</b>	
5.4	The school engages in a continuous process to determine verifiable improvement in student learning, including readiness and success at the next level.	<b>X</b>	
5.5	Leadership monitors and communicates comprehensive information about student learning, conditions that	<b>X</b>	

## Report of Readiness for Accreditation: Schools

	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)		v
1	Visit by Accreditation Team before end of school year.		

List activities the institution must complete before scheduling the External Review:

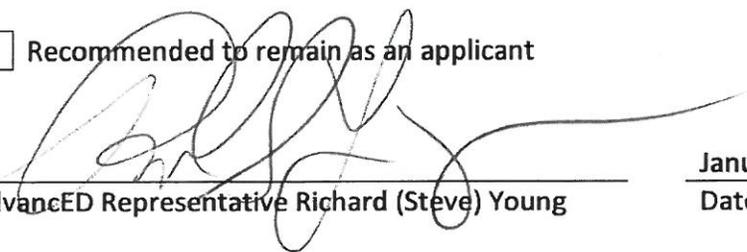
Item	(Press tab to add lines)		v
1			

### RECOMMENDATION OF VISITING STATE OFFICE REPRESENTATIVE

Recommended as a candidate for accreditation

**Report of Readiness for Accreditation: Schools**

Recommended to remain as an applicant

  
\_\_\_\_\_  
AdvancED Representative Richard (Steve) Young

January 6, 2014  
\_\_\_\_\_  
Date

**STATE OFFICE APPROVAL**

  
\_\_\_\_\_  
State Director

2/13/14  
\_\_\_\_\_  
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

1510 Robert St.  
Suite 103  
Boise, ID 83705

[advanc-ed.org](http://advanc-ed.org)  
888.413.3669, ext. 5759  
208.375.7813 fax

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](http://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](http://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 to staff to **support instructional improvement consistent with the school's values and beliefs** about teaching and learning?

Teachers at Odyssey Charter School receive **2 weeks** 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)**

## Tamara Baysinger

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**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



**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](mailto:dkleinert@advanc-ed.org)  
[www.advanc-ed.org](http://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](mailto: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**

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Boise, ID 83705

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[dkleinert@advanc-ed.org](mailto:dkleinert@advanc-ed.org)  
[www.advanc-ed.org](http://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](mailto:andrewwhitford.board@gmail.com)  
208-206-5590

**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.



June 11, 2014

Karl Peterson, Principal  
Odyssey Charter School  
1235 Jones St.  
Idaho Falls, Idaho

1510 Robert St.  
Suite 103  
Boise, ID 83705

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888.413.3669, ext. 5759  
208.375.7813 fax

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 not 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 will be required 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

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.

## Tamara Baysinger

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**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

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**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](mailto:kpeterson@ocharter.org)  
208-557-3627

On Tue, Apr 8, 2014 at 11:59 AM, Tamara Baysinger <[Tamara.Baysinger@osbe.idaho.gov](mailto: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](tel:208-332-1583)

## Tamara Baysinger

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**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. Kleinert 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](mailto:kpeterson@ocharter.org)  
208-557-3627

**DRAFT MEETING MINUTES  
PUBLIC CHARTER SCHOOL COMMISSION MEETING  
TUESDAY, JUNE 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 attended in person:

Gayann DeMordaunt      Gayle O'Donahue  
Brian Scigliano

The following members attended by telephone:

Wanda Quinn      Esther Van Wart

Commissioner Nick Hallett was absent.

**A) COMMISSION WORK**

**1. Agenda Review / Approval**

**M/S (DeMordaunt/O'Donahue): To approve the agenda as submitted. *The motion passed unanimously.***

**2. Minutes Approval**

**M/S (DeMordaunt/Scigliano): To approve the meeting minutes from April 17, 2014, and May 1, 2014, as submitted. *The motion passed unanimously.***

**3. Election of Officers**

Chairman Reed turned the gavel over to Vice Chair O'Donahue.

Vice Chair O'Donahue opened the floor for nominations for chairman.

**M/S (DeMordaunt/Quinn): To nominate Alan Reed as chairman of the Idaho Public Charter School Commission. *The motion passed unanimously.***

Commissioner DeMordaunt said she feels that Chairman Reed has provided quality leadership in this position and she believes he will continue to lead the PCSC in the right direction

Commissioner Quinn concurred.

Commissioner O'Donahue returned the gavel to Chairman Reed.

Chairman Reed opened the floor for nominations for the position of Vice Chair.

**M/S (DeMordaunt/Van Wart): To nominate Gayle O'Donahue as Vice Chair of the Idaho Public Charter School Commission. *The motion passed unanimously.***

Commissioner DeMordaunt said she feels that Commissioner O'Donahue's direct experience with charter schools has given her unique insight and allowed her to provide strong leadership in this position.

Chairman Reed and Commissioner Quinn concurred.

Jennifer Swartz, PCSC counsel, noted that statutory changes effective July 2013 add term limits for Commissioners. However, the statute can be interpreted several ways and it appears that Chairman Reed's reappointment was made under the reasonable interpretation that term limits would apply only to terms beginning after the effective date of the new statutory provisions.

## **B) CHARTER SCHOOL PRE-OPENING ANNUAL UPDATES**

### **1. Bingham Academy (BA)**

Doug Owen, Principal; Greg Sigerson, Board Chair; Debbie Steele, Board Member; Kris Dewey, Board Member; and Pat Kolbet, Business manager represented BA.

Doug Owen, Principal, presented Bingham Academy's pre-opening update using a PowerPoint presentation.

Mr. Owen updated the PCSC regarding the school's focus, hiring, and enrollment. He noted challenges regarding facility remodeling negotiations and said project management is being handled internally to minimize costs. He said BA is working to further define the school's mission-specific goals according to a pre-established, August deadline.

Mr. Owen addressed the school's financial situation, noting that a \$250,000 grant from JKAF has been primarily used for remodeling. The school is in the process of renewing their federal Charter Start Program (CSP) grant and putting together contingency budgets that will be aligned to differing levels of enrollment. The school welcomed PCSC staff's recommendation for the provision of provide quarterly financial updates.

Chairman Reed asked where the school was in terms of enrollment.

Mr. Owen confirmed that the school currently has 72 students enrolled.

Chairman Reed asked a follow-up question regarding the marketing being done to improve enrollment

Greg Sigerson, Board Chair, responded that BA will be doing radio and newspaper advertising and another open house. The school also has a bus parked in the lot with a sign on it.

Commissioner Van Wart asked the school to provide more information on the status of the school building

Mr. Owen responded that he is confident that the building will be ready on-time and anticipates that all remodeling work will be done for approximately \$150,000. He also stated that the school plans to begin preparing and testing students early to increase the likelihood that students will be able to get concurrent credit and be prepared.

Chairman Reed asked Tamara Baysinger, PCSC Director, to provide insight regarding the school's federal Charter School Program (CSP) grant.

Ms. Baysinger stated that the federal government recently informed her that it is very likely the school will receive ongoing CSP funds. There remains potential for cash flow difficulties due to the timing of the fund disbursement.

Commissioner Scigliano asked for clarification regarding whether the school will be able to carry over CSP funds to FY15 and the impact that will have on the budget and cash flow.

Mr. Owen responded that the CSP funds will be used for one-time purchases rather than ongoing expenses.

**M/S (DeMordaunt/O'Donahue): To require Bingham Academy to submit quarterly financial reports to the PCSC through fiscal year 2015. *The motion passed unanimously.***

## **2. Idaho College and Career Readiness Academy (IDCCRA)**

Mike Falconer, Board Member; Chris Wood, Board Member; Kerry Wysocki, Board Chair; Monti Pittman, Administrator; and Allen Wenger, Finance Manager represented IDCCRA.

Kerry Wysocki facilitated IDCCRA's pre-opening update through a PowerPoint

presentation. He provided an overview of the school's course content selection, hiring, and marketing. Outside firms Intellicet and E-Dynamics will assist with business and health pathways. The K12 curriculum organization will work on the web development pathway. IDCCRA has begun the accreditation process and hopes to be fully accredited by the end of the first school year.

Mr. Wysocki stated that enrollment is currently at 24. He said IDCCRA has been assured by K12 that the school will open regardless of the enrollment and will be provided with deficit protection.

**M/S (DeMordaunt/O'Donahue): To require Idaho College and Career Readiness Academy to provide the PCSC with an enrollment update before the first day of school and quarterly through the end of the 2014-2015 school year. *The motion passed unanimously.***

Chairman Reed confirmed with Ms. Baysinger that she had spoken with K12 regarding the deficit protection clause.

Ms. Baysinger said a regional finance director from K12 has assured PCSC staff that K12 will cover the school's costs even beyond those associated with K12, and will ensure that the school has appropriate cash flow. She noted that IDCCRA will be obliged to repay K12 for any such assistance when they are able to do so.

### **3. Syringa Mountain School (SMS).**

Mary Gervase, Administrator, represented SMS in-person; Ben Rogers, Board Member represented SMS via phone.

Ms. Gervase provided updates regarding the school, including hiring, Waldorf certification and other professional development, fundraising, student transportation, facility, and enrollment. She noted that the school is interested in multi-age kindergarten in the future, though this idea is challenged by the state's lack of preschool funding.

Commissioner Van Wart expressed support for the school's vision and appreciation of their partnership with Sage International School of Boise for business management assistance.

## **C) OTHER CHARTER SCHOOL UPDATES**

### **1. Wings Charter Middle School Closure (WCMS)**

Kristy Oberg, Administrator, represented WCMS via telephone.

Ms. Oberg briefly described how the school has been working closely with PCSC and SDE staff to develop the Closure Plan and get tasks done to ensure an orderly dissolution process.

Commissioner O'Donahue thanked WCMS for their efforts and prudent decision to relinquish the charter.

## 2. iSucceed Virtual High School Financial Update (iSVHS)

Aaron Ritter, Administrator; Timari Kulm, Acting Business manager; and Katie Alison, Operations Coordinator, represented iSVHS.

Aaron Ritter provided an update regarding the school's finances. iSVHS now expects a positive cash flow and a FY14 year-end carryover of over \$186,000. iSVHS will likely move facilities during the upcoming school year.

**M/S (O'Donahue/Scigliano): To direct staff to issue to the SDE written notice that the PCSC no longer has immediate concerns regarding iSucceed Virtual High School's ability to remain fiscally stable for the remainder of its performance certificate term. *The motion passed unanimously.***

## 3. Heritage Academy Financial Update (HA)

Blair Crouch, Board Chair; Teresa Molitor, Board Member; Christine Ivie, Administrator; Cheryl Kary, Business manager; and the school's legal counsel represented HA via telephone.

Mr. Crouch provided an update regarding the school's renegotiated mortgage that has resulted in improved financial projections. The school anticipates having a FY14 carryover of approximately \$50,000.

Commissioner DeMordaunt asked for an enrollment update.

Mr. Crouch responded that enrollment for the next school year is currently 207, with waiting lists for kindergarten through fifth grade and open seats remaining in grades six through eight.

Ms. Kary said the FY15 budget is based on an estimated enrollment of 200 students. She anticipates that the school will end FY15 with a carryover of approximately \$100,000.

**M/S (Quinn/DeMordaunt): To direct staff to issue to the SDE written notice that the PCSC no longer has immediate concerns regarding Heritage**

**Academy's ability to remain fiscally stable for the remainder of its performance certificate term.** *The motion passed unanimously.*

**M/S (Quinn/Scigliano): To require Heritage Academy to provide the PCSC with a 2014-2015 enrollment update by September 1, 2014, as well as quarterly financial reports through fiscal year 2015.** *The motion passed unanimously.*

**4. Odyssey Charter School Performance Certificate Conditions Update (Odyssey)**

Mark Fuller, legal counsel for Odyssey, requested that the PCSC amend its agenda to address Odyssey's financial status update first due to limited availability in the business manager's schedule.

**M/S (DeMordaunt/O'Donahue): To amend the agenda to consider the Odyssey Financial Update prior to the Performance Certificate Conditions update.** *The motion passed unanimously.*

**5. Odyssey Charter School Financial Update (Odyssey)**

Karl Peterson, Administrator; Vern Thurber, Business Manager, and the school's legal counsel represented Odyssey via telephone.

Mr. Thurber reported that some of Odyssey's expenditures were budgeted higher than necessary. Adjustments in this area indicate that the school is not in financial trouble. He believes Odyssey's special education and legal services needs are reflected in the budgets submitted, the finances are accurately reflected in the PCSC's materials, and Odyssey will finish the fiscal year with a positive fund balance.

Chairman Reed requested up-to-date enrollment numbers for next fall.

Mr. Peterson responded that the school currently has 239 students enrolled for fall 2014.

Mr. Thurber said the budget was developed with an estimated enrollment of 260. He said the school will amend the budget and adjust staffing if actual enrollment is lower.

Chairman Reed noted his lack of confidence in the accuracy of the budget provided.

Commissioner O'Donahue asked if the school has a waiting list.

Mr. Peterson said there is no waiting list and none of the grades are near capacity, but he expects enrollment to increase. He stated that the \$200,000 contingency reserve anticipated for FY15 assures flexibility in case of lower enrollment.

In response to a request from Chairman Reed, Ms. Baysinger relayed a recent enrollment update from the school. The updated indicated that Odyssey's overall fall enrollment is currently 227, broken down as follows: sixth grade 32, seventh grade 66, eighth grade 54, ninth grade 36, tenth grade 30, and eleventh grade 9.

Commissioner Quinn observed that Odyssey is only about halfway to its enrollment cap of 425.

Chairman Reed invited William Morris to provide public comment, per Mr. Morris' request.

Mr. Morris introduced himself as a Special Populations Coordinator for the State Department of Education. He updated the PCSC regarding Odyssey's corrective action plan for special education. The school has chosen to offer summer school to address compensatory services for students who did not receive them during 2013-2014.

Mr. Peterson and Mr. Thurber said most of the costs associated with these services appear in the Exceptional Child section of the FY15 budget. They have budgeted for a teacher, an aide, and transportation.

Several commissioners expressed frustration regarding the difficulty of getting consistent, reliable financial information from Odyssey throughout the school year.

Mr. Thurber said the school has had several business managers in one year, leading to inconsistent financial management. He feels an independent audit will provide a fresh start. The school's audit is not yet scheduled.

Mr. Peterson said previous business managers and treasurers have been overwhelmed by school finance. Mr. Thurber brings a lot of high quality experience to the business management position.

#### **4. Odyssey Charter School Performance Certificate Conditions Update (Odyssey)**

Mark Fuller, legal counsel for Odyssey; Andrew Whitford, Board Member; and Karl Peterson, Administrator, represented Odyssey via telephone.

Mr. Fuller asserted that until the 12<sup>th</sup> of June (five days prior to the meeting) it

was Odyssey's expectation that all they were asked to address was the financial update. He stated that the new materials were provided to the school one day prior to the meeting and that the school did not have the opportunity to fully review them.

Mr. Fuller said that if the PCSC were to move to issue an intent to revoke, it would result in the school's closure due to decreased enrollment numbers. Additionally, he informed the PCSC that if a notice of intent to revoke was issued, the school will appeal based on an absence of due process. He requested that the hearing be delayed so the school may provide a full response to the materials and appear in Boise to make a presentation. If no delay takes place, school board member Andrew Whitford, would like to make a presentation on Odyssey's behalf.

Ms. Swartz clarified that the consideration of this agenda item by the PCSC does not constitute a revocation hearing. Issuance of a notice of intent to revoke would align to the due process provided for in law. If the PCSC were to issue an intent to revoke, a hearing will be held at a later date. The question at this meeting is whether the PCSC wishes to move forward with a future hearing to consider revocation.

Ms. Baysinger addressed the PCSC regarding concerns cited in a letter received shortly before the meeting from attorney Chris Yorgason, who wrote on Odyssey's behalf. She explained the short timeline associated with the new materials, noting that NWAC's letter stating that Odyssey had failed to achieve candidacy status was issued late on Wednesday evening. On Thursday morning, PCSC staff invited the school by phone to provide a response to NWAC's letter by 9:00 a.m. Monday morning, in order that such response could be included in the agenda materials. She also noted that the 400 pages of materials provided to the PCSC and Odyssey the previous day included large sections that were not essential reading for consideration of the decision, and that the relevant portions were brief and highlighted for easy review. Additionally, most of the documents were not new to Odyssey, but were items produced by Odyssey representatives and/or already in their possession. She made reference to communications with the school indicating that Odyssey was aware before Thursday that a performance certificate conditions update would be addressed during this meeting. Additionally, Mr. Yorgansen's letter questioned whether the PCSC is requiring the school to meet higher expectations than other schools. Ms. Baysinger said she has communicated with AdvancEd and the SDE, both of which confirmed that candidacy status is typically expected to be achieved within the school's first year of operation. Finally, Ms. Baysinger noted that the school had was aware of the performance certificate conditions for at least a month prior to the April 17, 2014, meeting when the performance certificate was approved.

Jennifer Swartz reminded the PCSC that from a legal standpoint, the law

provides the PCSC with the clear option to move for revocation if a condition is not met, pointing out that the school entered into its performance certificate knowing of the conditions.

Dale Kleinert, Director of AdvancEd Idaho, confirmed that the May 28 readiness visit was Odyssey's third, and that a need for three visits was unusual. At the first visit, the reviewer received a self-assessment from the school reporting that all 33 indicators had been met. He pointed out that even experienced schools don't meet all 33 indicators. The initial reviewer confirmed that only Odyssey's administrator had been involved in completing the self-review, then informed the school that the readiness visit would need to be re-scheduled for a time after stakeholder input was considered. At the second review, in December, the reviewer visited the school and communicated that he felt the school could move to candidacy status; however, he expressed concerns to Dr. Kleinert about areas needing improvement. Dr. Kleinert looked into the situation and determined that it would be important to use a full team to do a more thorough review the school. A full team conducted a review in May.

Commissioner DeMordaunt asked Dr. Kleinert to clarify how common it is for a school to have a team review at this stage and how quickly most schools are given candidacy after such a review.

Dr. Kleinert responded that an extensive review such as Odyssey's is not common, but he felt it was important to take a full team to and do a detailed review because of the weight of the decision and the level of concern. He feels the review team conducted a thorough review of the school. In most cases, candidacy can be granted within seven to ten days following a review.

Commissioner DeMordaunt asked for confirmation that it would have been possible for Odyssey to have achieved candidacy at this time.

Dr. Kleinert responded that yes, it was possible.

Commissioner O'Donahue asked Dr. Kleinert to confirm that receiving candidacy status is the first step towards full accreditation

Dr. Kleinert confirmed that this is true and provided an overview of the remaining process, including the two year timeframe allowed between candidacy and full accreditation. He stated that he has not known of a single school that has taken the full two years to move from candidacy to full accreditation. Schools want to be fully accredited as soon as possible so that students' credits are not at risk.

Commissioner O'Donahue asked if it is common for schools to move to candidacy status within one visit, or if it typically takes more

Dr. Kleinert said approximately 25% of schools do not achieve candidacy status after the first visit. Most of those have a second visit; they also typically present an improvement plan, but such a plan was lacking in this case.

Chairman Reed asked whether Dr. Kleinert believed the school could have achieved candidacy between the time they initially applied and now.

Dr. Kleinert stated that the school applied in September 2013 and received a letter from AdvancEd regarding the application process, but it appears most of the work that needed to be done was attempted at the last minute.

Chairman Reed asked Dr. Kleinert to confirm that the school was aware in September of what needed to be done to achieve candidacy status.

Dr. Kleinert confirmed that this was correct.

Commissioner DeMordaunt asked Dr. Kleinert how many accreditation visits or processes he has been involved in and how many PCSC schools have not achieved candidacy status.

Dr. Kleinert said he has been involved with the process for at least three to four charters and many other public schools. All of the schools he has worked with have achieved candidacy status.

Ms. Baysinger noted that one other PCSC-authorized school, Heritage Community Charter School, did not achieve candidacy status in its first year. In HCCS's case, the application process was started too late in the year. HCCS's board was very active in responding to the situation, including changing administration and some board members and closing their high school until they were more prepared to proceed.

Dr. Kleinert stated that AdvancEd spent significant time working with HCCS to address their issues and would do the same for Odyssey. He feels that the school worked hard before the May readiness visit, but much of the material provided by the school was generalized and did not provide a specific plan for improvement.

Commissioner DeMordaunt expressed concern regarding whether the school had adequate time to meet the requirements.

Dr. Kleinert agreed it was challenging that the final readiness visit happened at the end of the year; however, he noted that the school had been in the process since September, which should have been sufficient time for the school to address concerns and develop a plan to meet candidacy status.

Commissioner O'Donahue noted that the school's board minutes seem reflect that the school was aware of the accreditation process earlier in the year. It also appeared that the third visit would not have been necessary if the school had been appropriately prepared earlier.

Dr. Kleinert confirmed that this was true; the detailed third review was needed in order to see if the school was doing what they had said they were doing.

Commissioner O'Donahue confirmed with Dr. Kleinert that schools are not expected to be perfect in order to achieve candidacy, but that the focus is on evidence of growth and a strong implementation plan. She asked how much work remains to be done before Odyssey could be eligible for candidacy.

Dr. Kleinert stated that the school's high staff and board turnover appears to have kept them from focusing on a plan beyond day-to-day operations. He said the school's fragmented situation will be difficult to address.

Chairman Reed emphasized his concern that the school failed to complete the process despite having been familiar with the process and its importance since the beginning of the year.

Dr. Kleinert said the negative result of the accreditation visit is a reflection of other issues at the school. He also noted that the school did know that this requirement existed in the performance certificate. Finally, he stated that while the school has met minimum expectations in regards to special education, they have not developed a plan related to a response to intervention and special education as expected for accreditation.

Chairman Reed thanked Dr. Kleinert for his time.

Andrew Whitford, Odyssey Board Member, stated that though the school did not meet the accreditation condition on the performance certificate, the board is working to put plans in place, including getting appropriate training. He noted that he believes that many of the students at the school have not succeeded at any other school, but they have grown at Odyssey. He expressed the board's concern that if Odyssey is closed, these students will have to go back to the public school system. He referred to the accreditation letter Odyssey received from Mr. Kleinert, noting that the letter allows the school to remain an applicant until September 2015. The school is going to do additional board training this summer and then work hard to seek accreditation in September. If the PCSC were to close the school, students would lose their credits; but if the school were to remain open and achieve accreditation, these credits would be grandfathered. Mr. Whitford also reported that the board had recently held a budget hearing and the FY15 budget was approved.

Dr. Kleinert clarified that credits gained prior to accreditation would not be grandfathered if the school achieved accreditation in a future year; rather, those credits would continue to be considered as having been earned at a non-accredited institution. It would be up to a receiving district to determine whether they will accept such credits for a transferring student.

Dr. Kleinert stated that Odyssey may remain an applicant until September 26, 2015. However, that this is not ideal. Once a school achieves candidacy status, they then have two years to achieve full accreditation. He recommended that they not take that long.

Mr. Whitford stated that the school hopes to pursue candidacy status at the beginning of the next school year.

Dr. Kleinert cautioned that the AdvancEd rules may not apply to charter schools, as that they are set according to international accreditation standards rather than for individual states. He deferred to the PCSC or the SDE regarding rules for individual states.

Chairman Reed reminded the PCSC that the real issue at hand was that Odyssey failed to meet was an established condition and benchmark in its performance certificate.

Commissioner O'Donahue noted that, as Dr. Kleinert observed, the inability to achieve candidacy is a symptom of other issues going on at the school. She said it was her understanding that the PCSC put the conditions on the performance certificate because the school needed to address such concerns. The school was aware of the condition and was given the opportunity to discuss this condition prior to the execution of the performance certificate. Additionally, she felt that some of the areas that were identified as "needs improvement" during the accreditation visit are at the heart of the charter petition and it was concerning that so few of them were met. Commissioner O'Donahue also stated that she was surprised the school would want to spend so much time getting accredited since it was critical for their students to be able to transfer credits.

Karl Peterson stated that the accreditation process includes many requirements and he felt Odyssey was close to accomplishing them. If the PCSC moves to close the school, the school will not receive funding during the appeals process. Additionally, the school may not have the money to appeal and the students will need to transfer and possibly be required to repeat credits. He requested that the PCSC give the school the opportunity to seek candidacy in the fall. He stated that this issue doesn't affect the school's middle school students and closing Odyssey is a more drastic step than needs to be taken.

Chairman Reed asked how many high school students were enrolled in 2013-

2014.

Mr. Peterson responded that the school had approximately 30 high school students. He said if the PCSC closes the school, the students won't get to keep their credits.

Chairman Reed confirmed with Dr. Kleinert that credits earned at Odyssey during the 2013-14 school year credits will have been received from a non-accredited institution, and that the schools receiving the students will determine whether or not they will accept the credits.

Dr. Kleinert added that Idaho schools usually do what is best for the students, but some of those students may be required to take placement tests or retake certain classes.

Ms. Baysinger said she had spoken with the two local districts (91 and 93) regarding the transfer of student credits. The districts had been unaware that Odyssey did not achieve candidacy status. District 93 clarified that they do not accept credits from non-accredited schools; the district does offer summer school where the students may be able to make up some of the credits. District 91's policy is to count toward graduation requirements only those credits that are earned at accredited schools. In this case, for the sake of the students, the administration's recommendation to the board would likely be that the district accept elective credits from Odyssey, but require that credit for core subjects be earned through accredited institutions.

Commissioner Van Wart observed that while the school stated the PCSC should do what is best for the students, she wonders why that was not a greater focus of the school earlier in the year. She has significant concern about letting this situation go on any longer.

Chairman Reed reiterated that the question for the PCSC is whether the PCSC wants to take action regarding Odyssey's failure to meet the performance certificate condition.

Commissioner Van Wart asked by law what action should be taken.

Ms. Swartz stated that the PCSC is not required to take action, but the law allows the PCSC to move toward revocation if the school does not meet a condition in the performance certificate.

Chairman Reed asked for clarification on the process

Ms. Swartz provided an overview as follows: the PCSC would direct staff to issue the intent to revoke, then there would then be a public hearing and the school

would have the opportunity to present their perspective. The PCSC would then make a final decision about whether to revoke the school's charter. In the meantime, the school would continue to operate.

Commissioner Scigliano asked about the school's responsibility to communicate with families regarding the situation.

Ms. Swartz said there is no law requiring the school to communicate with families.

Mr. Fuller said the timing would be detrimental since issuance of a notice of intent to revoke would end payments from the state, preventing the school from preparing for the next school year. He requested that the PCSC delay consideration until October.

Chairman Reed said the PCSC is now in the discussion phase where external comments are no longer appropriate. He clarified that state that payments would not be stopped by issuance of a notice of intent to revoke.

Jennifer Swartz clarified that though statute allows the school up to 30 days to provide written response respond to the intent to revoke, the school could respond more quickly if they wished to have this issue addressed prior to the beginning of the school year.

**M/S (Van Wart/O'Donahue): To direct staff to issue to Odyssey Charter School a 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.**

Chairman Reed requested a roll call vote.

Commissioner Van Wart:	Aye
Commissioner Quinn:	Aye
Commissioner O'Donahue:	Aye
Commissioner DeMordaunt:	Aye
Commissioner Scigliano:	Aye

*The motion passed unanimously.*

Commissioner Quinn asked whether Odyssey intends to notify parents of their accreditation status.

Ms. Baysinger responded that the PCSC staff does not have this information.

Mr. Fuller stated that Odyssey had no comment.

**M/S (Quinn/Van Wart): To direct Odyssey Charter School to provide 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.**

Chairman Reed opened the floor for discussion of the motion.

Commissioner Quinn stated that she made this motion because she believes it is in the best interest of students.

Commissioner O'Donahue stated that she would prefer to leave this decision to the school.

Commissioner DeMordaunt concurred.

Commissioner Scigliano stated that he would prefer to wait until after the hearing to consider this motion.

Commissioner Van Wart stated that based on the feedback from the other commissioners, she wished to remove her second.

Commissioner Quinn withdrew the motion.

## **D) CONSIDERATION OF PROPOSED CHARTER AND PERFORMANCE CERTIFICATE AMENDMENTS**

### **1. The Academy Proposed Performance Certificate and Charter Amendments**

Ms. Baysinger described the proposed amendment to increase the school's enrollment cap.

Commissioner Van Wart expressed concern about the impact on the local school district, whose hiring decisions may be affected.

Mark Stenberg, Chair of The Academy's Board of Directors, stated that the timeline for this expansion is still a year away. The building would need to be prepared, so it would be a full school year before this expansion would happen.

**M/S (DeMordaunt/Scigliano): To approve the proposed performance certificate and charter amendments as submitted by The Academy, Inc.**  
*The motion passed unanimously.*

## 2. Kootenai Bridge Academy Proposed Charter Amendments (KBA)

Ms. Baysinger provided an overview of the school's amendment, an enrollment increase that reflects a correction based on the school's former misunderstanding of the nature of the enrollment cap.

**M/S (O'Donahue/Van Wart): To approve the proposed charter amendments as submitted by Kootenai Bridge Academy. *The motion passed unanimously.***

## 3. Monticello Montessori Charter School Proposed Charter Amendments (Monticello)

Ms. Baysinger provided an overview of the amendment, which increases flexibility regarding how the school ensures that employees have access to health care coverage.

**M/S (DeMordaunt/O'Donahue): To approve the proposed charter amendments as submitted by Monticello Montessori Charter School. *The motion passed unanimously.***

## **E) CONSIDERATION OF PROPOSED CHARTER SCHOOL PERFORMANCE CERTIFICATES**

**M/S (DeMordaunt/O'Donahue): To execute the performance certificates for the following: Idaho Science and Technology Charter School, North Idaho STEM Charter Academy, Palouse Prairie School of Expeditionary Learning, Taylor's Crossing Public Charter School, Idaho Virtual Education Partners doing business as Idaho Connects Online as presented.**

Commissioner Quinn asked whether the schools were comfortable with the certificates. Ms. Baysinger confirmed that school feedback indicated that all schools agreed to the performance certificates as presented.

Commissioner DeMordaunt stated that during the subcommittee meeting, the schools provided positive feedback about the process and felt it was a benefit to their schools.

**M/S (DeMordaunt/O'Donahue): To amend the motion to include the approval of the performance certificates of Idaho Virtual Academy, Kootenai Bridge Academy, and Idaho Virtual High School doing business as Richard McKenna Charter High School as presented. *The motion passed unanimously as amended.***

## F) OTHER BUSINESS

### 1. Proposed PCSC Policy Amendments

Ms. Baysinger provided an overview of the proposed policy amendments, which restore the standards for petition approval as approved by the PCSC in June 2013. They also include the clarification that transfer petitions will be processed in the same manner as petitions for new charter schools. The proposed policy requires that to receive authorization, a school must score a 2 or better on all items on the petition evaluation rubric.

**M/S (DeMordaunt/Scigliano): To approve the draft PCSC policy revisions as submitted.** *The motion passed unanimously.*

Commissioner DeMordaunt stated that she appreciates the language and flexibility for the PCSC to change ratings if they feel it is appropriate.

### 2. Proposed New Procedure: Formation of Staff Recommendations

Ms. Baysinger provided an overview of the proposed new procedure for the development of staff recommendations for action items presented during PCSC meetings. The procedure would be included in the policies and procedures manual. It outlines the steps that staff will take, to the best of their ability, to form recommendations.

Chairman Reed and Commissioner Van Wart noted that this item was drafted in response to a lengthy and positive discussion at the April meeting.

**M/S (O'Donahue/Van Wart): To approve the proposed new procedure regarding the formation of staff recommendations as submitted.** *The motion passed unanimously.*

**M/S (DeMordaunt/Van Wart): To adjourn the meeting.** *The motion passed unanimously.*

The meeting adjourned at 1:18 p.m.

## EXHIBIT F

<b>Exhibit</b>	<b>Description</b>
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																								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										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										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												
3	Define technology-rich environment	1						1																		
3	Explain how technology rich environment will be paid for	1						1				1													6/22 Item removed rather than addressed	
3	Need research-based evaluation tools	1						1																		

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					

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	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

8	Need food service plan, including FRL	1	1																
10	Dissolution process lacks detail																		1
10	Need to address contracted services	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		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.)

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## 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

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## 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 20<sup>th</sup>. 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.

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## Friday Meeting

1 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

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### 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\_9-12\_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 6<sup>th</sup> grade would be done first, then 7<sup>th</sup>, 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

1 message

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 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

*more  
no Mr. Williams  
No Mr. Stonebocker*

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.

February 20<sup>th</sup> Storchocker (Thurs 20<sup>th</sup> Feb)

→ 10:33 Class engaged in discussion about "work"  
 Cheerful teacher  
 → Kids participation is great! Listening.

Power is measured in joules  
 Electricity is " " watts

$$\text{power} = \frac{\text{work}}{\text{time}} = \frac{\text{force} \times \text{distance}}{\text{time}}$$

⊗ Kids credentials for science?  
 → Brendon Whitford - very smart & participates

10:40 - some kids talking, - he stopped it!  
 well done!  
 most kids still listening.

Things I wanted to make things easier:  
 Robots, tractors, vehicles, gps, satellites,  
 Heat, whales.

⊗ 4-5 students w/ jackets that are not dress code.

⊗ Room very clean & organized!

Alex playing a video game, one boy asleep, and girl copying work for another class.

**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>  
To: teachers@ocharter.org, kkillpack@ocharter.org, lkenik@ocharter.org

Mon, Mar 3, 2014 at 7:27 PM

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 7<sup>th</sup> 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 8<sup>th</sup> and 9<sup>th</sup> 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 5<sup>th</sup>, 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.

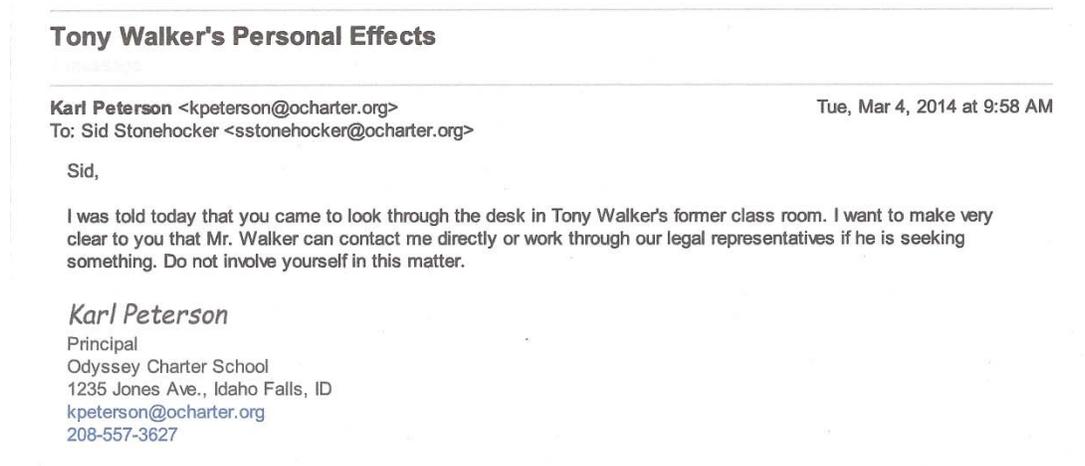
She orchestrated the trip to Ron Clark as a travel agent for the Petersons. I have questions about this trip: Did the board ever give approval for this use of funds? Why are not these expenditures listed in the monthly report? The only expenditure I see is a reimbursement for gas to Mr. Inglet. I don't 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:



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!)

Karl Peterson <kpeterson@ocharter.org>  
To: teachers@ocharter.org

Mon, Oct 28, 2013 at 12:34 PM

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.

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#### Nerd Dance

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Karl Peterson <kpeterson@ocharter.org>  
To: Sid Stonehocker <sstonehocker@ocharter.org>

Thu, Mar 6, 2014 at 12:04 PM

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.

A handwritten signature in cursive script, reading "Sydney D. Stonehocker", written over a horizontal line.

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 27<sup>th</sup> 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 11<sup>th</sup> 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

**From:** [Alison Henken](#)  
**To:** [Tamara Baysinger](#)  
**Subject:** FW: Odyssey Charter Statement  
**Date:** Tuesday, April 15, 2014 9:13:42 AM

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**Alison Redman Henken, MPP**  
Charter Schools Program Manager  
Idaho Public Charter School Commission

[alison.henken@osbe.idaho.gov](mailto:alison.henken@osbe.idaho.gov)  
208-332-1585

650 W. State St., P.O. Box 83720  
Boise, ID 83720-0037

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**From:** Lezhai Gulbransen [mailto:[lezhai@gmail.com](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

## Tamara Baysinger

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**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

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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 full time attorney, 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 PAID Administrative leave until 2015 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.

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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

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**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

## Tamara Baysinger

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**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 it 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 its 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

## EXHIBIT G

<b>Exhibit</b>	<b>Description</b>
G1	I.C. §33-5205B describes the purpose and required contents of the performance certificate.
G2	Transcript of April 17, 2014 PCSC meeting (Excerpt: Odyssey agenda item)
G3	I.C. §33-5205A and I.C. 33-5209B indicate that charter school authorizers have discretion to establish requirements beyond federal and state minimums.



# Idaho Statutes

## TITLE 33 EDUCATION

### CHAPTER 52 PUBLIC CHARTER SCHOOLS

33-5205B. PERFORMANCE CERTIFICATES. (1) Within seventy-five (75) days of approval of a charter application, the authorized chartering entity and the governing board of the approved public charter school shall execute a performance certificate that clearly sets forth the academic and operational performance expectations and measures by which the public charter school will be judged and the administrative relationship between the authorized chartering entity and public charter school, including each party's rights and duties. The performance expectations and measures set forth in the performance certificate shall include, but need not be limited to, applicable federal and state accountability requirements. The performance provisions may be refined or amended by mutual agreement after the public charter school is operating and has collected baseline achievement data for its enrolled students.

(2) The performance certificate shall be signed by the president of the authorized chartering entity's governing board and the president of the public charter school's governing body. Within fourteen (14) days of executing a performance certificate, the authorized chartering entity shall submit to the state board of education written notification of the performance certificate execution, including a copy of the performance certificate.

(3) No public charter school may commence operations without a performance certificate executed in accordance with this provision and approved in an open meeting of the authorized chartering entity's governing board.

(4) All public charter schools approved prior to July 1, 2013, shall execute performance certificates with their authorizers no later than July 1, 2014. Such certificates shall ensure that each public charter school approved prior to July 1, 2014, is evaluated for renewal or nonrenewal between March 1, 2016, and March 1, 2019.

#### History:

[33-5205B, added 2013, ch. 343, sec. 6, p. 917.]

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**Transcript: 4/17/2014 PCSC Meeting, Tab E, Performance Certificates  
[excerpt regarding Odyssey Charter School]**

**Chairman Reed:** So let's go to part E of the agenda, consideration for the proposed charter school performance certificates. Odyssey is the first one on that list. So let's [phone disruption]

**Alison Henken:** Odyssey, are you still on the phone?

**Odyssey Representative (unidentified):** Yes, we are.

**Chairman Reed:** Ok, thank you.

**Ms. Henken:** Strange beeps.

**Chairman Reed:** We were getting some noise here. Tamara, would you like to start this discussion for us?

**Tamara Baysinger:** Sure. Mr. Chairman and Commissioners, you've seen a lot of these proposed performance certificates come before you. Typically, they've already been recommended for approval by the subcommittee and it's been a matter of just making a simple motion to approve the performance certificate. However, this time we do have one, and it's for Odyssey Charter School, that was not recommended for approval or disapproval by the Commission, or by the subcommittee rather. But the subcommittee felt that, because there are conditions included with this particular certificate, that the whole Commission should take a look at that and be aware of it. So, if you look in Appendix A of Odyssey's proposed performance certificate, you'll see that there is a list of conditions that must be met on a specific timeline. If those conditions are not met, the Commission could – would not be obliged to, but could – move toward revocation. And the school is well aware of this. We've had this discussion with them. They've had this document for at least four, and I think more like six, weeks and have expressed to us that they're working on these items, they feel like they can meet the conditions. But it's important to have the conditions in place because if they're not met, the Commission may need the option of proceeding with action toward revocation of the charter. If there are not conditions in place, then the Commission does not have any opportunity for revocation. The school would operate, as long as they could survive financially, for the full certificate term and then the Commission would evaluate them for renewal or non-renewal. The reason we're recommending, as a staff, these conditions is that there are some various and severe concerns about the operations at the school. I think you're familiar with those from your materials, and Mr. Kleinert has graciously joined us today because one of those, the most significant concerns, is accreditation. The reason that's so significant is that, if students transfer to another high school or eventually apply for enrollment in a college or university, and they have credits earned at a non-accredited school at any point during their high school career, those credits do not have to be acknowledged by the receiving schools. So you could, conceivably, end up in a situation where a student's 9<sup>th</sup> grade credits suddenly aren't recognized and that student ends up spending time

recovering those credits. So this is an important issue. My understanding from speaking with Mr. Kleinert yesterday is that it is feasible, it is logistically possible, for the school to achieve candidacy during this year. I know that that's what they would like to work toward, and ultimately it will be up to the school whether they can gather the documents and have the school in an operating condition that earns them that candidacy status.

**Chairman Reed:** Please.

**Dale Kleinert:** Chairman Reed, Commissioner Baysinger, you and I talked yesterday afternoon before I saw the documentation that came from the school. I have not personally reviewed the school and that needs to happen before the end of the school year, and I would not review the school until I saw significant evidence that the nine indicators have been addressed. And the document that Mr. Peterson sent me last night begins to address some of those concerns, but there are three areas that I think are significant, the first being the financial issues. There is no financial plan addressed at this point, and this is a draft, I have to give the school credit for that. However, they have had since February 15<sup>th</sup>, 2014, this list of indicators to address and still there is no financial plan, even in this draft. Two other areas, the one other one is board policy. I see in plan indicator number 2.2 that they will work through the ISBA code of ethics and for charter schools and also for developing ethical standards for a charter school board sent to us by Alison Henken. I have consulted with multiple charter schools to help them develop board policy and it takes a long time. It's a very significant process, and sometimes a full school year of board meetings to work through these issues, and I don't see that it's adequately covered, nor is it specifically, there are no specific timelines or benchmarks from which to work in this document. So, and it is extensive. The other place, there are several, but I think special education is one that concerns me. Get to that one. This is support services. They address that they do have a special education and title program to meet specialized needs, special needs, that at-risk population, but I would need to see that staffing model to see what that looks like. Again, it talks about enrichment for those students who are not struggling and there's no staffing model addressed, and I would need to see a description and documentation of the RTI model that they're using. Some of the language in this document, this draft, seems good but there's really no specific model of tiered instruction noted and it seems quite general and not really as focused as it should be. And there's not a documented plan to progress monitor students on a regular basis. Other areas, in continuous improvement, and I'll just kind of go down the list: professional development is addressed in continuous improvement but this response is quite general and only addresses the organizational aspect which is professional development. P development is an important part of a continuous improvement school development process, but it should be addressed as just one of a very few, focused goals. The goals should be focused on identified areas to provide clear direction, and then break the continuous improvement process into three to four to five specific organizational and academic goals. And I'm going to be giving this document to Mr. Peterson so that they can work on it. The plan to, they, they did not address their school purpose. I think that their responses are a good start, but we're going to need to see a documented, ongoing protocol that will be in place to communicate the school purpose and make sure that the school

purpose is measurable and has attainable goals that the school uses. We're not interested in something that is going to be put on the shelf. We want to see something that is going to be used. Teacher evaluations, teacher evaluation is addressed the way it should be addressed, but I'm curious as to the way that teachers were evaluated this year. What happened there? And then, it is a good start to use the Danielson model but the school will need to include and note the measurable objectives with timelines that will meet the state department and the authorizer requirements. Mentoring, coaching, and induction opportunities for staff, I was, I just have some questions that I think I want to talk to Karl as we move through this process about the teachers receiving two weeks of professional development before school starts. I'm kind of wondering how that's funded. And we're back again to the financial model. Where are the kids, and then what is the agenda for that two-week period of school. And then there was a sentence of that last part of that "Odyssey is approaching base learning for variety of instruction and the Seven Habits of Highly Effective Teens" and I'm not sure how that last part fits into a staff mentoring and induction program. Learning support services, I talked a little bit about special education and RTI model, and to have a tiered instructional model. And then the last three elements, 4.1, 4.2, and 4.7, all deal with the financial proposal and that is not addressed at all. So, man, I just, after seeing this, I think it's going to be really difficult to have this addressed by May 28, is the first I can get out there and the school has children in place until June 5. As a school administrator, superintendent, principal, and teacher, I know what goes on in a school in the last month, and it's, it's not this kind of stuff. So that would be my report and I'll stand for questions as we move through.

**Chairman Reed:** Okay, thank you very much. We're grateful to have you here. Commissioners, any questions?

**Wanda Quinn:** Does the school want to speak?

**Chairman Reed:** Any thoughts, Odyssey, that you would like to share with us?

**Karl Peterson:** Well, with the budget issues, I think is a big part of this, is that our business manager is working very hard on this and I think that he should have it, he told me that he should have it within a week. So those issues will be taken care of. You know, the special ed documents and all that, I think we can get together. With the policies, they may take longer. You know, the, the first part that he was talking about, that may take longer, that he's asking for. I think some of this is just documentation that needs to be provided, just more detail within the documents that he's asking for. Originally, as we worked on this, I talked to the state because we were working on getting this done within the year, and then as they, as we were talking to the accreditation they said well, we should move this and to work on it over two years. And so that was our original plan after we got those documents, because we were working towards getting it all done this year and they talk about doing it two years, and when we got the, the, these conditions in appendix A, then that moved that forward, back to getting it done this year. So that it was, it wasn't necessarily a priority for the first part until we got the appendices, the appendix A, saying that you wanted to get this done this year.

**Chairman Reed:** Okay, thank you. Commissioner O'Donahue?

**Commissioner O'Donahue:** Mr. Chairman. Going, I keep sliding the wrong way on this microphone. Mr. Kleinert, I can really appreciate this process. I, in working with one of the schools that I'm quite involved in, went through accreditation this past year, in the second year of the school's operations. In the first year we did the candidacy portion and then worked the second year so in getting full accreditation. So, if I'm correct, if you don't mind me asking, in the first year – Mr. Peterson had mentioned a two-year process – but in the first year, it's receiving that candidacy status, and the second year is when you have the site visit of the team and you work through receiving the full accreditation. Is that correct?

**Dr. Kleinert:** Commissioner, excuse me, Chairman Reed, Commissioner O'Donahue, that is, that is correct. Some schools spread it out a little bit more based on the amount of work that they have to do, but in most all cases, that application period is a little less than a year. Once the school reaches candidacy, they have two years before an external review takes place, but that first year, from application to candidacy, should happen that way, yes.

**Commissioner O'Donahue:** Follow-up?

**Chairman Reed:** Please.

**Commissioner O'Donahue:** My experience when we went through that, to work through that candidacy process, it was time-consuming but it was attainable in the first year for us. Is that typical, for most schools in the first year, that candidacy is achievable?

**Dr. Kleinert:** Most of our schools do not take the two-year time period to achieve full accreditation. They move as quickly as possible because they're granting credits and they want to get to that accreditation. And, and you're correct, there is a lot of heavy lifting and it is a new accreditation process that Idaho uses through AdvancEd. It's research-based, it's tested in 32,000 schools worldwide and it works. It's a collaborative model so it does take time, but most of our schools do it in that one year.

**Commissioner O'Donahue:** Mr. Chairman.

**Chairman Reed:** Please, Commissioner O'Donahue.

**Commissioner O'Donahue:** Just a final piece on that, I will say that having gone through the old way of accreditation, and then going through this with AdvancEd, it was incredibly time-consuming but well worth the time and it was truly a great process for us. So I do want to thank all of you for the move in that direction. But do have an appreciation that this is not merely a matter of providing documentation to AdvancEd, but it is a large, collaborative process within the school, within the community, and with, thankfully with your folks at AdvancEd as well, that they were just great to work with as we looked at ourselves even though we had our charter in place and we had our plans in place, to have this on top of it was just very important. And so, it

is a, I guess just to emphasize, it is a very important process to go through and involves much more than gathering of information. Again, am I correct in that?

**Dr. Kleinert:** Chairman Reed, Commissioner O'Donahue, you are correct. And as I told Mr. Peterson on a phone call last night, I said there's nothing that I would rather do than to move you into candidacy and get you accredited, because the tools that AdvancEd offers is a continuous improvement process that, if used with fidelity, will improve the school. And so, it really helps focus the effort. And, and yeah, the documentation isn't what it's about. We do not accredit on the weight. It's on what is used and what is done in the school.

**Chairman Reed:** Thank you. Any other questions? Okay. Do we have a, a motion then?

**Commissioner Hallett:** Mr. Chairman.

**Chairman Reed:** Commissioner Hallett.

**Commissioner Hallett:** I move [inaudible]

**Chairman Reed:** Commissioner Hallett? Could you turn your mic on so they can hear you?

**Commissioner Hallett:** I'm still trying to get used to this. Chairman, I move that we approve the proposed performance certificate for Odyssey Charter School.

**Chairman Reed:** Okay. Is there a second?

**Commissioner Quinn:** I guess I would like a clarification on that motion. I would think that we would approve the performance certificate for Odyssey pursuant to the conditions in Appendix A all being met.

**Chairman Reed:** Well, go ahead

**Commissioner Quinn:** Are we, are we just approving it?

**Director Baysinger:** Mr. Chairman, Commissioner Quinn, that's a good question. The Appendix A with the conditions is incorporated into the certificate, so approval of the certificate means that you are also approving it with those conditions in place.

**Commissioner Hallett:** Mr. Chairman, that was my understanding when I made the motion.

**Chairman Reed:** Okay. So, did we, did we get a second?

**Commissioner Van Wart:** I'll second.

**Chairman Reed:** Ok, so we have a motion and a second to approve the performance certificate as presented. Any further discussion? All in favor, please say aye.

**All Commissioners:** Aye.

**Chairman Reed:** Any opposed? Ok, motion carries. Ok, thank you Odyssey for being on the phone with us. Mr. Kleinert, thank you very much for being here.

**Dr. Kleinert:** My pleasure.



# Idaho Statutes

## TITLE 33 EDUCATION

### CHAPTER 52 PUBLIC CHARTER SCHOOLS

33-5209A. ACCOUNTABILITY. (1) Performance framework. The performance provisions within the performance certificate shall be based upon a performance framework that clearly sets forth the academic and operational performance indicators, measures and metrics that will guide the authorized chartering entity's evaluations of each public charter school. The performance framework shall include indicators, measures and metrics for, **at a minimum:**

- (a) Student academic proficiency;
- (b) Student academic growth;
- (c) College and career readiness (for high schools); and
- (d) Board performance and stewardship, including compliance with all applicable laws, regulations and terms of the performance certificate.

(2) Measurable performance targets shall be set by each public charter school in conjunction with its authorized chartering entity and shall, **at a minimum,** require that each school meet applicable federal, state **and authorized chartering entity** goals for student achievement.

(3) The performance framework shall allow the inclusion of additional rigorous, valid and reliable indicators proposed by a public charter school to augment external evaluations of its performance, provided that the authorized chartering entity approves the quality and rigor of such school-proposed indicators, and that they are consistent with the purposes of this chapter.

(4) For each public charter school it oversees, the authorized chartering entity shall be responsible for analyzing and reporting all data from state assessments in accordance with the performance framework.

#### History:

[33-5209A, added 2013, ch. 343, sec. 11, p. 922.]

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# Idaho Statutes

## TITLE 33 EDUCATION

### CHAPTER 52 PUBLIC CHARTER SCHOOLS

33-5209B. CHARTER RENEWALS. (1) A charter may be renewed for successive five (5) year terms of duration. An authorized chartering entity may grant renewal with specific, written conditions for necessary improvements to a public charter school. Any such specific, written conditions shall state the date by which the conditions must be met.

(2) Following the initial three (3) year term, an authorized chartering entity may nonrenew or grant renewal for an additional five (5) years, based upon the performance of the public charter school on the performance indicators, measures and metrics contained in the performance certificate. Subsequent renewals shall be for a term of five (5) years.

(3) No later than November 15, the authorized chartering entity shall issue a public charter school performance report and charter renewal application guidance to any public charter school whose charter will expire the following year. The performance report shall summarize the public charter school's performance record to date, based upon the data required by this chapter and the performance certificate, and shall provide notice of any weaknesses or concerns determined by the authorized chartering entity concerning the public charter school that may jeopardize its position in seeking renewal, if not timely rectified. The public charter school shall have thirty (30) days to respond to the performance report and submit any corrections or clarifications for the report.

(4) The renewal application guidance shall, at a minimum, provide an opportunity for the public charter school to:

(a) Present additional evidence, beyond the data contained in the performance report, supporting its case for charter renewal; and

(b) Describe improvements undertaken or planned for the school.

(5) The renewal application guidance shall include or refer explicitly to the criteria that will guide the authorized chartering entity's renewal decisions, which shall be based on independent fiscal audits and the performance framework set forth in the performance certificate.

(6) No later than December 15, the governing board of a public charter school seeking renewal shall submit a renewal application to the authorized chartering entity pursuant to the renewal application guidance issued by the authorized chartering entity. The authorized chartering entity shall vote on the renewal application no later than March 15.

(7) In making charter renewal decisions, every authorized chartering entity shall:

(a) Ground its decisions in evidence of the school's performance over the term of the performance certificate in accordance with the performance framework set forth in the performance certificate;

(b) Ensure that data used in making renewal decisions are available to the school and the public; and

(c) Provide a public report summarizing the evidence basis for each decision.

(8) An authorized chartering entity must develop revocation and nonrenewal processes that:

(a) Provide the charter holders with a timely notification of the prospect of revocation or nonrenewal and of the reasons for such possible closure, which shall be limited to failure to meet the terms of the performance certificate or the written conditions established pursuant to the provisions of subsection (1) of this section;

(b) Allow the charter holders a reasonable amount of time in which to prepare a response;

(c) Provide the charter holders with an opportunity to submit documents and give testimony challenging the rationale for closure and in support of the continuation of the school at an orderly proceeding held for that purpose;

(d) Allow the charter holders to be represented by counsel and to call witnesses on their behalf;

(e) Permit the recording of such proceedings; and

(f) After a reasonable period for deliberation, require a final determination to be made and conveyed in writing to the charter holders.

(9) An authorized chartering entity shall renew any charter in which the public charter school met all of the terms of its performance certificate at the time of renewal. An authorized chartering entity may renew or nonrenew any charter in which the public charter school failed to meet one (1) or more of the terms of its performance certificate.

History:

[33-5209B, added 2013, ch. 343, sec. 12, p. 923.]

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## EXHIBIT H

<b>Exhibit</b>	<b>Description</b>
H1	Odyssey board meeting minutes from 10/2/13 & 10/23/13 and 7/29/14 email from L. Davies
H2	PCSC staff emails to all schools regarding performance certificate development process and timeline
H3	PCSC website FAQs regarding performance certificate development process
H4	A. Henken email to all schools notifying of FAQ update
H5	3/4/14 email from T. Baysinger to Odyssey representatives
H6	3/3/14 email exchange between T. Baysinger and K. Peterson
H7	3/7/14 email from C. Reynolds to T. Baysinger
H8	4/3/14 email from T. Baysinger to C. Reynolds
H9	Odyssey board rosters from 4/17/14 and 6/16/14
H10	6/19/14 email from T. Baysinger to Odyssey representatives
H11	Post from Odyssey's Facebook page
H12	A. Henken email exchanges with V. Thurber and 6/17/14 PCSC meeting materials regarding Odyssey's finances
H13	PCSC policy incorporated into Odyssey's performance certificate as Appendix G

7:12 p.m. Meeting called to order. October 2, 2013

President Laura Davies

Chris Peterson Secretary

Carrie Reynolds

Lezhai Gulbranson

Karl Peterson Principal

In audience: Becky and Matt Burke, and Zackery Warren.

Chris Peterson made a motion to amend the agenda to allow for Zackery Warren to speak to the board regarding Pearl Health Clinic. It was seconded by President Laura Davies, and motion carried.

Zackery Warren spoke to the board in detail about Odyssey being able to contract with his company for special education services. They do a large variety of services (wide range) that would help Odyssey to meet our needs to students with language disorder, attention deficit disorders, bi-lingual, cognitive impairment. 50 PSR, 13 Counselors, 2 Psychologist, 2 Dr., Phone number changed to: 346-7500.

Karl Peterson Principal Report:

Moving into ISEE reports, School Dex, staff working on upcoming Oct. 15<sup>th</sup> due date for report due. Friday meeting w/ Roger Evans from the state for ISEE, and give us some ideas on where we are at. Anti-Bullying week coming up October 21<sup>st</sup> -24<sup>th</sup>.

Laura Davies, President Report: Discuss new amended budget. President Davies decided to wait until next week to look over the budgets and vote on it.

Chris Peterson reported on lunches:

School lunch serving program Becky Burke and Mr. Peterson will take over making assignments for lunchroom clean up.

Becky Burke: Harvest Dance on Monday October 4<sup>th</sup> 6<sup>th</sup> and 7<sup>th</sup> graders dance 4:00-5:00 p.m. 8<sup>th</sup>, 9<sup>th</sup>, 10<sup>th</sup>, 5:30-7:00 p.m.

Christmas ball for 8<sup>th</sup>, 9<sup>th</sup>, 10<sup>th</sup>,

7<sup>th</sup> period office aid for next semester.

Laura Davies moved to have Chris Peterson be relieved as Odyssey Charter School's Secretary position. Motion carries.

Laura Davies moved to swear in Lezhai Gulbransen as a voting member on the Board of Directors for Odyssey Charter School. Motion carries.

Chris Peterson moved to swear in Carrie Reynolds as Secretary. Motion carries.

Chris Peterson presented a training on the 7 Habits.

Adjourned at 9:15 pm.

Odyssey Charter School  
Minutes of Work Session Meeting  
Board of Trustees  
October 23, 2013 7:00 p.m.

In attendance:

- Lara Davies, President
- Lezhai Gulbransen, Board Member
- Carrie Reynolds, Secretary
- Chris Peterson, Board Member
- Karl Peterson, Board Member

Minute taker: Carrie Reynolds  
Confidentiality: Public

Verification of Quorum

Call to Order

Laura Davies updates the board about Mr. Dallimore agreeing to be treasurer on the board.

Laura Davies presents to the board a proposal to assign board members to oversee committee areas.

Board moves into work session.

Chris Peterson presents the idea of each board member obtaining their food handlers permit.

The Board finalized that the first and third Wednesday's of each month would when the board would meet to discuss issues and decide policy.

Laura Davies updates the board on State requirements which are due in November.

Board discusses school's website and board email addresses.

Karl Peterson updates the board about possible expansion of school facility.

## Tamara Baysinger

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**From:** Alison Henken  
**Sent:** Monday, August 4, 2014 2:52 PM  
**To:** Tamara Baysinger  
**Subject:** FW: Odyssey  
**Attachments:** filename-1 (3).pdf

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**Alison Redman Henken, MPP**  
Charter Schools Program Manager  
Idaho Public Charter School Commission

alison.henken@osbe.idaho.gov  
208-332-1585

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Boise, ID 83720-0037

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**From:** Laura Davies [mailto:rl\_davies@hotmail.com]  
**Sent:** Tuesday, July 29, 2014 1:49 PM  
**To:** Alison Henken  
**Subject:** Odyssey

Alison,

I apologize for the delay. I realized that filing a formal complaint would prove to be extremely unproductive for everyone involved. Attached is all the documents previously mentioned. I understand that what I say is really of no consequence to the final decision of the commission, however after reading their response I really want it to be stated that what they are saying is a complete lie.

I at no time told anyone on Odyssey's Board of Directors that the Performance Certificate was due in 2016. While I was the President of Odyssey's Board of Directors no deadline set by the Commission and/or State Department was missed or late, all contract agreements were met according to said contract and Odyssey had no legal disputes. Odyssey had an approved budget audited by a certified accountant, that under the strict guidelines of the business manager, was followed ethically, honestly and precisely. Mr. and Mrs. Peterson and I were fully aware of the Accreditation deadlines and we spoke about it frequently. The project based learning method was being implemented as documented in the on-site visit and the learning environment for the students and teachers was strong. I always showed a high respect for the Charter Commission, staff, teachers and fellow board members. I made mistakes and had a lot to learn. However, I always kept the mission and vision of Odyssey as my focus in all decisions made.

After I left on January 7, 2014, under the direction of Carrie Reynolds, Odyssey's Board of Directors approved the unethical termination of 3 full-time teachers, the office manager and two part time Title One aids, all with signed contracts. These positions were filled with substitutes who were not trained in project based learning causing the learning environment to substantially diminish. They chose to undergo legal litigation with 3 individuals using state funds, Accreditation was not completed per Odysseys own Charter and Performance Certificate, teacher and administration reviews were not completed by specific deadlines and ,in my opinion, the Performance Certificate

shows the lack of time and commitment given by the Board of Directors/Administrator that is needed and required in setting goals to provide shareholders, students and parents with a high performing school. Odysseys' Board of Directors shows a complete lack of respect for the Charter Commission, parents, shareholders, staff, teachers and students by making such detrimental decisions all while thinking there is no consequence.

I ask the commission to please take this information under advisement in determining the truthfulness of my statements and information versus that of Odyssey's response to the commission.

In Odyssey's response they state that the commission didn't have their right email address. Up until the last day of school I received calls and emails from Health and Welfare for the state of Idaho regarding Odyssey's lunch program, the Bonneville county sheriffs office regarding the frequent requests of the police to go to the school, parents who had questions, the Department of Health and Welfare and from the state department regarding employees at Odyssey and Teton Stage Line the busing company for Odyssey. In fact, the woman who called from the DHW said that when she called the school, Karl gave her my name and personal cell phone number as someone who could verify the income of the new office administrator.

I called Mr. Peterson and Ms. Reynolds on multiple occasions to request they remove me from all Odyssey documents and to please fill out the required paperwork to update the Board of Directors. They chose not to update this information with not only these critical entities but also the commission. This demonstrates their ignorance and inability to understand and follow policy and procedure.

Finally, it is my opinion that Odyssey's lawyer Mr. Mark Fuller has absolutely no concern with what is in the best interest of Odyssey. After dealing with him since January I can say with certainty that he is as unethical and as confused as to what is actually important to Odyssey as the current Board of Directors. If Odyssey is allowed to open its doors for another school year they will continue to use taxpayer money to address their unethical and dishonest decisions and neglect the extremely poor learning environment currently in place.

I apologize for any choices I made while at Odyssey that are currently causing the commission to volunteer more hours. Thank you again for fighting for not only my children but all those who have been irrevocably abused by Odyssey Charter Schools Board of Directors and Administrator.

Laura Davies

## Tamara Baysinger

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**From:** Alison Henken  
**Sent:** Friday, July 18, 2014 1:08 PM  
**To:** Tamara Baysinger  
**Subject:** FW: How new legislation will impact PCSC authorized schools

The 4-23-13 e-mail (I think)...

**From:** Alison Henken  
**Sent:** Tuesday, April 23, 2013 11:11 AM  
**To:** Alison Henken  
**Subject:** How new legislation will impact PCSC authorized schools

### Dear PCSC-Authorized Public Charter Schools and Stakeholders,

As you may already know, two bills impacting public charter schools, H206 and H221, passed during this year's legislative session. The majority of this legislation will go into effect on July 1, 2013. This legislation will have an impact on the Idaho Public Charter School Commission, other authorizers, and public charter schools, so we encourage you to read this e-mail in full, as it outlines the key changes on the horizon.

If you were not able to attend the [2013 Post-Legislative Tour](#), you may find the video and materials helpful in understanding changes to education legislation, particularly the PowerPoint by Jason Hancock on the changes to public charter school statute. We also strongly encourage you to read the legislation, which is hyperlinked below.

#### H206

- This bill establishes facilities funding for public charter schools effective July 2013, and authorizer fees for charter authorizers including school districts, the Public Charter School Commission, and other authorizers.
- Funds will vary each year, as public charter schools will receive funds based on the average per-student amount raised by Idaho school districts through bonds and levies.
- We encourage you to review the SDE PowerPoint within the [legislative tour materials](#) for additional details about how facilities funding and authorizer fees will be calculated.

#### H221

- This bill restructures authorizing and oversight of public charter schools, and is based in large part on the model charter law provided by the National Alliance for Public Charter Schools.
- The bill requires each public charter school to establish a performance certificate (essentially a "charter contract" or "performance contract," to use terms familiar in other states ) with its authorizer. New schools will do so upon approval of their petitions. **Current schools are required to have performance certificates finalized by July 1, 2014.** Our staff will work with you on planning for discussions regarding your school's performance certificate in the coming months.
- The bill also creates a charter renewal process for Idaho. New schools' initial performance certificates will allow them to operate for 3 years. They will then go through the renewal process and, if they have met the performance and operational targets established in their performance certificates, will be renewed for five years (and subsequent five-year periods as appropriate).
- Existing schools will be considered for renewal at the end of the terms established in their initial performance certificates. **Again, these will be finalized no later than July 1, 2014.** These certificates will result in current schools going through their initial renewal process sometime between March 2016 and March 2019. Note that no existing school will have fewer than three years of operation prior to renewal, and most will have more than three years.

- The bill eliminates the Notice of Defect and Corrective Action Plan process.
- The bill eliminates the requirement for annual programmatic audit. You will not need to complete a programmatic audit for the 2012-13 school year. Fiscal audits are still required.
- Each year, your authorizer will provide to you a performance report. The purpose of this report is to keep you apprised of the PCSC's understanding of your school's status as it relates to the provisions of your performance certificate, giving you the opportunity to address any deficiencies well in advance of renewal consideration.
- The bill allows for Idaho's public or private, non-profit, non-sectarian colleges and universities to become charter school authorizers.
- Effective June 1, 2014, public charter schools in their second or greater year of operation may be required by the SDE to document 10% growth in order to be eligible for an advance payment. If your school presently relies upon the advance payment for summer cash flow, please take this into careful consideration for budgeting purposes.

Please note that PCSC staff will continue to visit your schools annually according to our established visit and annual reporting schedule. You will also still be required to submit information to the PCSC for annual reports. However, in order to minimize costs to schools, the PCSC recently decided to give schools the opportunity (in most circumstances) to choose whether to make annual reports in person, or only in writing.

If you have questions, please do not hesitate to contact us.

Best,  
Alison

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**Alison Redman Henken, MPP**  
*Charter Schools Program Manager*  
*Idaho Public Charter School Commission*

[alison.henken@osbe.idaho.gov](mailto:alison.henken@osbe.idaho.gov)  
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Boise, ID 83720-0037

## Tamara Baysinger

---

**From:** Helen Pline  
**Sent:** Monday, June 17, 2013 7:51 AM  
**To:** Tamara Baysinger  
**Cc:** Alison Henken  
**Subject:** FW: PCSC Meeting Invitation -- Performance Certificate and Framework Development

For your response.....

---

**From:** Len Crosby [mailto:crosbylenmary@frontier.com]  
**Sent:** Friday, June 14, 2013 5:07 PM  
**To:** Helen Pline  
**Subject:** RE: PCSC Meeting Invitation -- Performance Certificate and Framework Development

Good afternoon:

Can you tell me whether the performance Certificate and Framework development proposal was adopted by the Commission as drafted, or was it changed?

Thank you for your assistance.

I am a member of the Board of Trustees of the Kootenai Bridge Academy Charter School.

Len Crosby  
Vice President  
Community 1<sup>st</sup> Bank  
208/651-0697  
[crosbylenmary@frontier.com](mailto:crosbylenmary@frontier.com)

---

**From:** Helen Pline [mailto:Helen.Pline@osbe.idaho.gov]  
**Sent:** Tuesday, June 11, 2013 12:29 PM  
**Subject:** PCSC Meeting Invitation -- Performance Certificate and Framework Development  
**Importance:** High

Good afternoon, all,

Just a quick reminder:

As you know, the PCSC is in the process of developing a performance certificate and performance framework in response to the charter school legislation that passed during the 2013 legislative session. You are invited to attend the PCSC's public meeting and workshop on June 13, beginning at 9:00 a.m. in the West conference room at 700 W. State Street in Boise. During the workshop, the PCSC will review and discuss a draft performance certificate and framework. The public will be offered an opportunity to comment, and we welcome you to do so. We are particularly interested in stakeholders' thoughts regarding the draft documents, as we wish to fully consider any of your concerns as we proceed toward finalizing the certificate and framework.

If you are unable to attend the PCSC meeting or would prefer to remain anonymous, you are encouraged to communicate your ideas through the Idaho Charter School Network. To do so, please contact KT McDonald with the ICSN office ([see contact information here](#)). As always, you may also submit written comment directly to our office, or

call us to chat anytime. The links below are provided to assist you in locating draft documents and opportunities for comment:

[Information about the performance certificate and framework development process, including opportunities to comment](#)

[June 13, 2013, PCSC meeting and workshop materials \(including draft performance certificate and framework\)](#)

If you would like to listen in to the June 13 meeting via teleconference, please contact Helen Pline at (208) 332-1567 or [Helen.pline@osbe.idaho.gov](mailto:Helen.pline@osbe.idaho.gov) to request dial-in information. Unfortunately, the nature of our meeting room may not be conducive to high quality sound over the phone; we'll do the best we can to mitigate this issue, but be aware that you may have difficulty hearing the entire conversation. If you plan to attend by phone and would like to speak during the public comment period, please let us know in advance of the meeting (by close of business on June 12) so we may call on you at the appropriate time. Again, if you aren't able to comment in this way, you're welcome to get in touch with our office directly.

Kind regards,

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

## Tamara Baysinger

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**From:** Alison Henken  
**Sent:** Friday, July 18, 2014 1:13 PM  
**To:** Tamara Baysinger  
**Subject:** FW: Important -- Performance Certificate Scheduling & Developing Your School's Mission-Specific Goals  
**Attachments:** Performance Certificate Meeting Schedule B.pdf; PCSC Mission-Specific Goal Creation Guide.docx; Developing Mission-Specific Goals.pdf  
**Importance:** High

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**From:** Alison Henken  
**Sent:** Tuesday, August 20, 2013 2:04 PM  
**To:** Alison Henken  
**Subject:** Important -- Performance Certificate Scheduling & Developing Your School's Mission-Specific Goals  
**Importance:** High

### Dear PCSC-Authorized Charter Schools,

Per statute, the PCSC must establish Performance Certificates with all of our existing schools no later than July 1, 2014. Attached, you will find our draft schedule for working with you to develop your individual certificates. We have grouped schools regionally when possible, but have also given consideration to requests from schools and have placed all schools with alternative programs in the final group in an effort to establish revised academic expectations for alternative schools / programs.

#### Tasks

- Agree on school-specific language in specific sections of the Performance Certificate, including: mission, essential elements of the educational program, grades to be served, enrollment caps, etc.
- Create measurable outcomes for each school for the Mission-Specific portion of the Performance Framework.

#### Process

- The school will submit an initial draft of their mission-specific goals according to the PCSC established deadline (on the attached meeting schedule)
- PCSC staff will have an initial phone meeting with the school (at least 2 board members required, administrator presence also recommended) to discuss the submitted draft, the other items that need to be completed, and to establish additional deadlines / process as needed
- If needed, PCSC staff will meet remotely (or in-person when possible) with schools for a drafting meeting to work to come to agreement on the school's draft Performance Certificate and draft Performance Framework
- The school's draft Performance Certificate and draft Performance Framework will be referred to a sub-committee of three (3) Commissioners for review and further development, as needed
- After the PCSC sub-committee and school have developed a draft which all parties deem appropriate, the school's certificate and framework will be considered at a PCSC meeting. (For each group of schools, we have established a target meeting date. However, schools may be considered at a later meeting, if needed.)

#### **Next Steps**

Please review the attached documents: Developing Mission-Specific Goals and the PCSC Mission-Specific Goal Creation Guide. On Monday, August 26, I will facilitate a webinar to demonstrate the sections of the Performance Framework that establish performance targets for all PCSC-authorized schools (Academic, Operational, and Financial) and will discuss the development of goals for the Mission-Specific portion of the Performance Framework. The invitation for this session will be sent in a separate e-mail; I highly recommend that schools make an effort to have their administrator and at least

one board member participate, if possible. The session will be recorded and posted on the PCSC website for those who cannot attend.

I will be contacting schools in Group A soon to schedule your initial phone meetings for early September.

**Best Regards,  
Alison**

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***Alison Redman Henken, MPP***  
*Charter Schools Program Manager*  
*Idaho Public Charter School Commission*

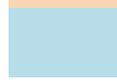
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650 W. State St., P.O. Box 83720  
Boise, ID 83720-0037

## PCSC Performance Certificate Consideration Schedule

Group	School	Draft Goals Due to PCSC	Initial Phone Meetings	Hearing @ PCSC Mtg
A	HA HCCS NVA TVCS XCS RHPCS Wings	8/30/2013	9/3/2013 - 9/11/2013	10/10/2013
B	ARC BCCLC CTEA ISTCS INSPIRE iSVHS Bingham	10/2/2013	10/15/2013 - 10/25/2013	12/12/2013
C	Compass FRPCS Legacy Liberty Sage Victory Vision	12/2/2013	12/9/2013 - 12/20/2013	2/13/2014
D	ACVS AHCS Monticello Odyssey TCPCS WPCS	2/3/2014	2/10/2014 - 2/21/2014	4/10/2014
E	RMCHS ICON IDVA KBA NI STEM PPSEL	3/31/2014	4/7/2014 - 4/25/2014	6/12/2014

 Indicates a school that requested an early Performance Certificate consideration group due to facility purchasing or refinancing process

 Indicates a school that is a designated alternative school or has a designated alternative school / program within the school (per SDE)  
Exhibit H2

## **FREQUENTLY ASKED QUESTION: PERFORMANCE FRAMEWORK DEVELOPMENT**

**Updated June 3, 2013**

**Legislation passed during the 2013 legislative session requires charter school authorizers to develop a “performance framework that clearly sets forth the academic and operational indicators, measures and metrics that will guide the authorized chartering entity’s evaluations of each public charter school.” (See [House Bill 221a](#), I.C. 33-5209A, effective July 1, 2013.)**

**How will the PCSC’s Performance Framework be developed, and may stakeholders provide comment on the topic?**

The PCSC and its staff are presently working to develop a Performance Framework that addresses the indicators, measures, and metrics required by Idaho Code. The Framework will include academic, operational, and financial performance sections. The PCSC will consider a draft Framework during a workshop on its regular meeting date of June 13, 2013. Revisions to the draft will be considered at the August 15 regular meeting.

**In order to understand the nature and purpose of the Performance Framework, as well as its relevance to the role of the PCSC as and authorizer, we strongly recommend that you review the National Association of Charter School Authorizer’s [Core Performance Framework and Guidance](#). Pages 2-5 of the document provide a good overview, while the remainder of the extensive document provides more specific guidance that will help inform the PCSC’s development of its Framework.**

The PCSC values input from representatives of PCSC-authorized schools, as well as other public charter school stakeholders. The PCSC office hosted a listening session on May 23, 2013, to hear public comment on the development of the performance framework and performance certificate, as well as PCSC administrative rules (not SBOE rules). At least one round-table discussion will be held prior to August 15; the date(s) and locations will be posted in this FAQ when they have been established.

You are invited to attend the PCSC’s regular and special meetings, which are open to the public. Meeting dates and materials are posted on this website. The June 13 meeting materials will be posted on June 6 and will include a draft performance framework and certificate. Public comment will be taken during the meeting; additionally, written comment is welcome anytime.

If you would like to provide comment as the Framework is under development, please feel free to contact PCSC Director Tamara Baysinger.

Phone: (208) 332-1583

E-mail: [tamara.baysinger@osbe.idaho.gov](mailto:tamara.baysinger@osbe.idaho.gov)

U.S. Mail: PO Box 83720, Boise, ID, 83720

**FREQUENTLY ASKED QUESTION:  
PERFORMANCE CERTIFICATE & PERFORMANCE FRAMEWORK DEVELOPMENT  
Updated June 21, 2013**

Legislation passed during the 2013 legislative session requires charter school authorizers to develop a performance certificate and a performance framework that clearly sets forth the academic and operational indicators, measures and metrics that will guide the authorized chartering entity's evaluations of each public charter school." (See [House Bill 221a](#), I.C. 33-5209A, effective July 1, 2013.)

**How will the PCSC's performance certificate and framework be developed, and may stakeholders provide comment on the topic?**

The PCSC and its staff are presently working to develop a performance certificate and a framework that addresses the indicators, measures, and metrics required by Idaho Code. The framework will include academic, mission-specific, operational, and financial performance sections. The PCSC considered a draft certificate and framework (for non-alternative schools) during a workshop on its regular meeting date of June 13, 2013. Revisions to the draft will be considered at the August 15 regular meeting, which is open to the public.

In order to understand the nature and purpose of the performance framework, as well as its relevance to the role of the PCSC as and authorizer, we strongly recommend that you review the National Association of Charter School Authorizer's [Core Performance Framework and Guidance](#). Pages 2-5 of the document provide a good overview, while the remainder of the extensive document provides more specific guidance that will help inform the PCSC's development of its Framework.

The PCSC values input from representatives of PCSC-authorized schools, as well as other public charter school stakeholders. The PCSC office hosted a listening session on May 23, 2013, to hear public comment on the development of the certificate and framework, as well as the administrative Rules of the Public Charter School Commission. Additionally, stakeholder input was received during the June 13, 2013, PCSC workshop.

**A round-table discussion will be held on July 9 in order to further ensure opportunity for stakeholder input. Attendees will include representatives from the Idaho Charter School Network, the Coalition of Idaho Charter School Families, and the State Department of Education. We encourage you to review the draft performance certificate and performance framework below (see bookmarks) and share any concerns or suggestions with a representative from the ICSN, Coalition, SDE, and/or PCSC staff.**

You are invited to attend the PCSC's regular and special meetings, which are open to the public. Meeting dates and materials are posted on this website. The August 15 meeting materials will

be posted online on August 8 and will include a near-final draft certificate and framework. Public comment will be taken during the meeting; additionally, written comment is welcome anytime.

If you would like to provide comment as the certificate and framework are under development, please feel free to contact PCSC Director Tamara Baysinger.

Phone: (208) 332-1583

E-mail: [tamara.baysinger@osbe.idaho.gov](mailto:tamara.baysinger@osbe.idaho.gov)

U.S. Mail: PO Box 83720, Boise, ID, 83720

### **Will the same performance framework apply to all public charter schools?**

In accordance with Idaho statute, the framework will be designed to help all schools meet the minimum academic, operational, and financial requirements of the state. We recognize, however, that alternative schools must be evaluated somewhat differently than other public schools.

The draft framework available at this time is intended for use with non-alternative schools. A modified framework for alternative schools will be developed during the 2013-14 school year as additional work is done on Idaho's ESEA Waiver and Star Rating System to accommodate alternative schools and programs.

### **What will be the process through which existing PCSC-authorized public charter schools negotiate their own Performance Certificates?**

Idaho statute requires that all existing public charter schools sign performance certificates with their authorizers no later than July 1, 2014. Although much of the performance certificate language will be "boilerplate," there are several sections designed to be drafted during individualized negotiations with each school. These negotiations will include opportunity for schools and authorizers to mutually draft measures within the performance framework that are unique to each school's mission.

Due to the large number of schools authorized by the PCSC, performance certificate negotiation meetings will begin in early September, as soon as the PCSC has formally adopted its certificate and framework. We anticipate that the process will involve several meetings with each school, as follows:

Meeting	Attendees	Purpose
Initial Idea Discussion	PCSC Staff, School Representatives (must include at least 2 board members; administrator participation also encouraged)	School brings ideas for mission-specific measures. Parties discuss which ideas should be pursued. School follow-up: research metrics, targets, & weight.
Drafting Meeting	PCSC Staff, School Representatives (the same individuals)	Parties work together to draft measures, targets, ratings, and formulas.
Committee Meeting	PCSC Committee, PCSC Staff, School Representatives	Committee reviews draft measures, negotiates re. differing opinions, if any, and forms recommendation to PCSC. School follow-up: present to full board for approval.
PCSC Approval	PCSC, PCSC Staff, School Representatives	PCSC considers measures and Committee recommendation. Possible consent agenda item.

PCSC staff will work with each school to schedule these meetings at the most convenient times possible. Please note that alternative schools and schools with alternative programs will be scheduled for later in Spring 2014 due to the delayed availability of a performance framework specific to alternative schools.

**FREQUENTLY ASKED QUESTION:  
PERFORMANCE CERTIFICATE & PERFORMANCE FRAMEWORK DEVELOPMENT  
Updated July 17, 2013**

Legislation passed during the 2013 legislative session requires charter school authorizers to develop a performance certificate and a performance framework that clearly sets forth the academic and operational indicators, measures and metrics that will guide the authorized chartering entity's evaluations of each public charter school." (See [House Bill 221a](#), I.C. 33-5209A, effective July 1, 2013.)

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**You are invited to attend the PCSC's regular and special meetings, which are open to the public. Meeting dates and materials are posted on this website. The August 15 meeting materials will be posted online on August 8 (see the "Meetings" page on this site) and will include a near-final draft certificate and framework. Public comment will be taken during the meeting; additionally, written comment is welcome anytime. Please note that the PCSC plans to finalize the performance certificate and framework by the end of August 2013 in order to allow sufficient time for individualized certificate negotiations with all PCSC-authorized schools.**

If you would like to provide comment as the certificate and framework are under development, please feel free to contact Charter Schools Program Manager Alison Henken.

Phone: (208) 332-1585

E-mail: [alison.henken@osbe.idaho.gov](mailto:alison.henken@osbe.idaho.gov)

U.S. Mail: PO Box 83720, Boise, ID, 83720

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Updated August 23, 2013**

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In order to understand the nature and purpose of the performance framework, as well as its relevance to the role of the PCSC as and authorizer, we strongly recommend that you review the National Association of Charter School Authorizer's [Core Performance Framework and Guidance](#). Pages 2-5 of the document provide a good overview, while the remainder of the extensive document provides more specific guidance that will help inform the PCSC's development of its Framework.

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**You are invited to attend the PCSC's regular and special meetings, which are open to the public. Meeting dates and materials are posted on this website. The August 30 special meeting materials will be posted online on August 28 (see the "Meetings" page on this site) and will include what is hoped to be a final draft certificate and framework. Public comment will be taken during the meeting; additionally, written comment is welcome anytime. Please note that the PCSC plans to finalize the performance certificate and framework by the end of**

**August 2013 in order to allow sufficient time for individualized certificate negotiations with all PCSC-authorized schools.**

If you would like to provide comment as the certificate and framework are under development, please feel free to contact PCSC Director Tamara Baysinger.

Phone: (208) 332-1583

E-mail: [tamara.baysinger@osbe.idaho.gov](mailto:tamara.baysinger@osbe.idaho.gov)

U.S. Mail: PO Box 83720, Boise, ID, 83720

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PCSC staff will work with each school to schedule these meetings at the most convenient times possible. Please note that alternative schools and schools with alternative programs will be scheduled for later in Spring 2014 due to the delayed availability of a performance framework specific to alternative schools.

## Tamara Baysinger

---

**From:** Alison Henken  
**Sent:** Friday, July 18, 2014 1:09 PM  
**To:** Tamara Baysinger  
**Subject:** FW: Updated FAQ with Revised Performance Certificate and Framework

**From:** Alison Henken  
**Sent:** Wednesday, July 17, 2013 9:59 AM  
**To:** Alison Henken  
**Cc:** Tamara Baysinger; 'mtaylor@sde.idaho.gov'; Jennifer Swartz; Helen Pline  
**Subject:** Updated FAQ with Revised Performance Certificate and Framework

Charter Schools and Stakeholders,

A revised version of the [Performance Certificate and Framework Development FAQ](#) has been posted on the PCSC website. If you have any difficulty with the hyperlink provided in this e-mail, the document can be found on the PCSC website by clicking on "FAQ" on the tool bar on left of the screen.

The Performance Certificate and Framework Development FAQ includes information and frequently asked questions about the development of the Performance Certificate and Performance Framework templates, the process the PCSC will use to develop individual performance certificates with each of the PCSC-authorized public charter schools, and the most recent versions of the Performance Certificate and Performance Framework. Please note that the Performance Certificate and Performance Framework are working documents; our staff is continuing to revise and refine them based on your feedback.

If you have any questions or would like to provide feedback about the Performance Certificate or Performance Framework templates, please do not hesitate to contact me.

Best,  
Alison

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**Alison Redman Henken, MPP**  
Charter Schools Program Manager  
Idaho Public Charter School Commission

[alison.henken@osbe.idaho.gov](mailto: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:** Wednesday, March 5, 2014 10:48 AM  
**To:** Karl Peterson; [carrie.reynolds@ocsboard.org](mailto:carrie.reynolds@ocsboard.org)  
**Cc:** Alison Henken; [cpeterson@theaterfactory.org](mailto:cpeterson@theaterfactory.org)  
**Subject:** Performance Certificate Collaborative Meeting Follow-up  
**Attachments:** Odyssey Performance Certificate Collaborative Draft.docx

Hello, Karl and Carrie,

Thanks again for your time and effort during last yesterday's Performance Certificate collaboration meeting. We enjoyed working with you on Odyssey's Performance Certificate and mission-specific Framework goals. As you know, there are some steps we need to take before we can finalize materials for the **PCSC Performance Certificate Negotiation Subcommittee meeting that will be held beginning at 9:00 a.m. on March 20<sup>th</sup>**. Due to the large size of the combined files, I have attached only the Certificate to this email. I will upload the appendices that I have to Dropbox tomorrow morning and sent you an invitation whereby you can access them.

Here's what needs to be accomplished next:

1. Please review the notes in red text in throughout the Performance Certificate Collaborative Draft and take appropriate action toward completion of the certificate and its appendices.
2. Please continue development of your mission-specific Framework goals pursuant to our discussion. As you'll recall, we talked about the workload Odyssey will face if many of its goals use rubrics as measurement tools, as well as the need to clarify how rubric results will be tallied and what cut scores will apply to the rating categories within the framework.

**Please submit updated documents (Performance Certificate, appendices as needed -- see in red text within the Performance Certificate -- and revised Framework goals) to both me and Alison by 5:00 pm on March 7, 2014.** This will allow time for us to review them prior to our next collaboration meeting, which is scheduled for 1:30 pm on March 11, 2014. **Remember that at least two board members need to attend that meeting.**

If you have any questions or concerns, you're always welcome to call or send a message.

Regards,

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

## Tamara Baysinger

---

**From:** Tamara Baysinger  
**Sent:** Monday, March 3, 2014 8:22 PM  
**To:** Karl Peterson  
**Subject:** RE: Board member contact information

Thanks, Karl. I appreciate your help.

I seem to recall that email address from back in the petitioning days; are you having trouble with your ocsboard.org addresses?

Best,

Tamara

---

**From:** Karl Peterson <kpeterson@ocharter.org>  
**Sent:** Monday, March 03, 2014 7:18 PM  
**To:** Tamara Baysinger  
**Subject:** Re: Board member contact information

Tamara,

It is [cpeterson@theaterfactory.org](mailto:cpeterson@theaterfactory.org).

*Karl Peterson*  
Principal  
Odyssey Charter School  
1235 Jones Ave., Idaho Falls, ID  
[kpeterson@ocharter.org](mailto:kpeterson@ocharter.org)  
208-557-3627

On Mon, Mar 3, 2014 at 11:07 AM, Tamara Baysinger <[Tamara.Baysinger@osbe.idaho.gov](mailto:Tamara.Baysinger@osbe.idaho.gov)> wrote:

Good morning, Karl and Becky,

I just received a “non-deliverable” message when attempting to send an email to Odyssey board member Chris Peterson using an email address that appeared to work fine as recently as last week. I have Ms. Peterson’s email address listed as [chris.peterson@ocsboard.org](mailto:chris.peterson@ocsboard.org). Could you please provide me with updated or corrected contact information for Ms. Peterson and all other Odyssey board members?

Thank you,

Tamara L. Baysinger

Director, Idaho Public Charter School Commission

[208-332-1583](tel:208-332-1583)

## Tamara Baysinger

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**From:** Carrie Reynolds <carriereynolds.board@gmail.com>  
**Sent:** Friday, March 7, 2014 10:06 AM  
**To:** Tamara Baysinger  
**Cc:** Karl Peterson; Chris Peterson; Andrew Whitford; astofey@co.bonneville.id.us  
**Subject:** Preliminary Response

**Follow Up Flag:** Follow up  
**Flag Status:** Completed

Tamara,

Thank you for your follow up email you sent on March 6, 2014 regarding the public records request you sent via email on March 3, 2014 which I received by forward email from Chris Peterson.

Please note that the email address you have on file for me is not functioning. Our former IT person Ryan Davies disabled all the board emails on January 10, 2013. Consequently I set up an email account specifically for board matters which I can be contacted at, that address is [carriereynolds.board@gmail.com](mailto:carriereynolds.board@gmail.com). I was not aware of who the old email address had been provided to and I apologize for not providing this to you sooner. I am also available by telephone and text message at (208) 821-1745.

I must apologize, I did not receive the original request for public record until March 4, 2014 (because of the email issue noted above) and was operating from that date with the deadlines detailed in Odyssey Charter School Policy 4130 which provides a 3 day deadline to initially respond. I did not check the original date on the email and that is my mistake as my response to you was definitely due on March 6, 2014 and not March 7, 2014 as I thought.

I will need additional time to locate the information you seek. Policy allows until March 13, 2014 to provide the records requested but I hope to have them to you much earlier in the week than that. I will update you on the status of your request on March 10, 2013.

Currently the Odyssey Board of Trustee's has four voting board members and our administrator. We swore in our two newest members at our regular board meeting on March 5, 2014. The voting board members now consists of Chris Peterson, myself, Andrew Whitford and Angie Stofey. We are very excited by our newest additions! I have counseled them to set up an email account specifically for board business and will provide you these addresses next week. We will be scheduling a work session to occur shortly and will be assigning officer positions to coincide with each others strengths and will notify you of those as soon as this occurs.

Again I must apologize, the only complaint that I am aware that has been filed against Odyssey was filed by Mrs. Boring (former special education teacher) for non-compliance in the special education department for the files she left undone. I am obtaining this document and will be forwarding it to you by email as soon as I have it. To my knowledge there has been no other official complaints or lawsuits filed against the school and if there has been no copy has ever been provided to anyone at the school. If you are aware of the existence of any such document I would greatly appreciate being notified.

I do feel that it would be beneficial to receive training to be a stronger and better functioning board member. I am awaiting a response from Suzanne Metzgar regarding a training session being provided on March 14, 2014 in our area and I am enthusiastic to attend.

I look forward to working with you as Odyssey continues on its journey to provide a wonderful educational experience. Please do not ever hesitate to contact me on any issue. I am new to the experience of being on a board and any guidance you provide is sincerely appreciated.

Thank you.

Carrie Reynolds

## Tamara Baysinger

---

**From:** Tamara Baysinger  
**Sent:** Thursday, April 3, 2014 12:37 PM  
**To:** carriereynolds.board@gmail.com  
**Subject:** FW: Performance Certificate Collaborative Meeting Follow-up  
**Attachments:** Odyssey Performance Certificate Collaborative Draft.docx

Hi Carrie,

In response to your request: Here's one of the reminder emails about the subcommittee meeting; it was sent on March 5 and it appears that, at the time, I had Karl's and Chris' email addresses correct, but yours was the "ocsboard" address that I didn't yet know wasn't working. I believe Alison sent a more recent reminder with dial-in information; she'll send it along if she still has a copy.

In any case, I think we have all everyone's contact information updated now so we can avoid similar issues in the future. Please don't lose sleep over the missed subcommittee meeting; I'll explain to the PCSC what happened.

Best,

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

---

**From:** Tamara Baysinger  
**Sent:** Wednesday, March 05, 2014 10:48 AM  
**To:** Karl Peterson; carrie.reynolds@ocsboard.org  
**Cc:** Alison Henken; cpeterson@theaterfactory.org  
**Subject:** Performance Certificate Collaborative Meeting Follow-up

Hello, Karl and Carrie,

Thanks again for your time and effort during last yesterday's Performance Certificate collaboration meeting. We enjoyed working with you on Odyssey's Performance Certificate and mission-specific Framework goals. As you know, there are some steps we need to take before we can finalize materials for the PCSC Performance Certificate Negotiation Subcommittee meeting that will be held beginning at 9:00 a.m. on March 20<sup>th</sup>. Due to the large size of the combined files, I have attached only the Certificate to this email. I will upload the appendices that I have to Dropbox tomorrow morning and sent you an invitation whereby you can access them.

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**Please submit updated documents (Performance Certificate, appendices as needed -- see in red text within the Performance Certificate -- and revised Framework goals) to both me and Alison by 5:00 pm on March 7, 2014.** This will allow time for us to review them prior to our next collaboration meeting, which is scheduled for 1:30 pm on March 11, 2014. **Remember that at least two board members need to attend that meeting.**

If you have any questions or concerns, you're always welcome to call or send a message.

Regards,

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

## Appendix E: Board Roster

Odyssey Charter School, Inc.

April 17, 2014

Board Member	Office	Term (MM/YY – MM/YY)	E-mail	Phone
Carrie Reynolds	Chair	07/2013 – 07/2017	<a href="mailto:carriereynolds.board@gmail.com">carriereynolds.board@gmail.com</a>	(208) 821-1745
Andrew Whitford	Vice Chair	07/2013 – 07/2017	<a href="mailto:andrewwhitford.board@gmail.com">andrewwhitford.board@gmail.com</a>	(208) 206-5590
Angela Stofey	Secretary	07/2013 – 07/2017	<a href="mailto:astofey.board@live.com">astofey.board@live.com</a>	(208) 716-0883
Chris Peterson	Member	07/2013 – 07/2015	<a href="mailto:cpeterson@theaterfactory.org">cpeterson@theaterfactory.org</a>	(208) 681-1806
Vacant	Treasurer	07/2013 – 07/2015		

## Appendix E: Board Roster

Odyssey Charter School, Inc.  
July 16, 2014

<b>Board Member</b>	<b>Office</b>	<b>Term (MM/YY – MM/YY)</b>	<b>E-mail</b>	<b>Phone</b>
Carrie Reynolds	Chair	07/2013 – 07/2017	<a href="mailto:carriereynolds.board@gmail.com">carriereynolds.board@gmail.com</a>	(208) 821-1745
Andrew Whitford	Vice Chair	07/2013 – 07/2017	<a href="mailto:andrewwhitford.board@gmail.com">andrewwhitford.board@gmail.com</a>	(208) 206-5590
Angela Stofey	Secretary	07/2013 – 07/2017	<a href="mailto:astofey.board@live.com">astofey.board@live.com</a>	(208) 716-0883
Scott Southwick	Member	5/20/14 – 07/20/2015	<a href="mailto:scottsouthwick.board@gmail.com">scottsouthwick.board@gmail.com</a>	(208) 406-2396
Josh Witt	Member	5/27/14 – 07/20/2015	<a href="mailto:joshwitt.board@gmail.com">joshwitt.board@gmail.com</a>	(208) 206-8772

## Tamara Baysinger

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**From:** Tamara Baysinger  
**Sent:** Thursday, June 19, 2014 1:20 PM  
**To:** Carrie Reynolds; astofey.board@live.com; Andrew Whitford; Josh Witt; scottsouthwick.board; Karl Peterson  
**Subject:** Factual Correction

Good afternoon, Odyssey Board and Administration,

I wanted to make you aware of what appears to be a factual error in Karl's June 18 post on Odyssey's Facebook page. The post reads, in part, "Unfortunately, the statement quoted above is incorrect. I have verified with Dale Kleinert at AdvancEd that credits earned before a school achieves candidacy status are not grandfathered unless the school reaches candidacy during the year of application." In other words, if Odyssey had achieved candidacy during the 2013-14 school year, credits earned during the 2013-14 school year would be considered to have been earned at an accredited school. However, if Odyssey were to be open for the 2014-15 school year and achieve candidacy during that year instead, credits earned during the 2013-14 school year would still be considered earned at a non-accredited school. This is one of the main reasons it is so important for schools to achieve candidacy during the first year.

I hope this is helpful in providing clarity.

Kind regards,

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



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Education

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- <http://www.ocsidaho.org/>

Odyssey Charter School Idaho Falls shared a link. June 18

Dear Odyssey Parents,

We made it through our first year and the good news is we are financially sound with money in the bank and ready for year two. ... See More

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Odyssey is a FREE of charge public charter school. Come join us and don't worry, there is no cost to you!

http://www.ocsidaho.org/

Suggest Edits

PHOTOS



We made it through our first year and the good news is we are financially sound with money in the bank and ready for year two.

I am writing to bring you up to date on our application for accreditation, which process is taking longer than we had hoped and only affects grades 9 and above. We had a delay today in our efforts which we hope to have corrected by September. Again, if your students are in grades 8 and below this doesn't affect you.

There are 3 steps in our accreditation process a school goes through to become accredited. These levels are Applicant, Candidate, and Fully Accredited. Odyssey is in the Applicant phase. We worked towards the Candidate stage, but we did not reach it this year. We are working hard this summer to reach Candidacy and we will try again when school starts. We will then work towards getting fully accredited by next spring.

What does this mean to you? Again, if your children are in grades 6-8 this coming year, it does not affect you at all. Middle school credits do not need to come from an accredited school and most elementary and middle schools are not accredited.

High school credits need to come from an accredited school to be accepted by other high schools and colleges. Since Odyssey is not an accredited school yet, these credits will not be accepted by the local high schools until Odyssey is accredited. We are working for full accreditation and we have every

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ABOUT

Odyssey is a FREE of charge public charter school. Come join us and don't worry, there is no cost to you!

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not accredited.

High school credits need to come from an accredited school to be accepted by other high schools and colleges. Since Odyssey is not an accredited school yet, these credits will not be accepted by the local high schools until Odyssey is accredited. We are working for full accreditation and we have every intention to become fully accredited. If we become fully accredited, then all the credits earned at Odyssey since we opened our doors will become credits from an accredited school. They then will be accepted by the local high schools and colleges. Again, we feel very positive about this, but we cannot guarantee this. Many families have had a great experience this year and are returning to Odyssey next year.

Here are the steps we are taking RIGHT NOW to become accredited as soon as reasonably possible:

1. We have some new school board members and the board is committed to volunteering all summer to do whatever it takes to meet the state's goal.
2. We have a new business manager with school budget experience to help meet any financial reporting requirements the state requests.
3. Because we in good shape financially, we have resources that give us the ability to hire trained professionals and consultants as we need to reach accreditation as fast as we can.
4. We will have some summer student and family activities where our board or staff will be there to answer questions.

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ability to hire trained professionals and consultants as we need to reach accreditation as fast as we can.

4. We will have some summer student and family activities where our board or staff will be there to answer questions.

5. You can contact us anytime (see below) with questions.

If any parent or member of the public has any questions or concerns please contact the Administration or Board of Directors. Contact information can be found on our new website: <http://www.ocsidaho.org/>

As always, Odyssey would like to extend its heartfelt gratitude to the parents and students who have traveled the road of this first year with us. It has been eventful and rewarding and we are excited to experience the new school year with you!

Sincerely,  
Karl Peterson  
Administrator  
Odyssey Charter School  
1235 Jones Ave., Idaho Falls, ID  
kpeterson@ocharter.org  
208-557-3627

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Chat (13)

## Tamara Baysinger

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**From:** Alison Henken  
**Sent:** Friday, July 18, 2014 1:14 PM  
**To:** Tamara Baysinger  
**Subject:** FW: Budget request details

**Contacts:** Vern Thurber - Odyssey Charter School (OCS)

**From:** Alison Henken  
**Sent:** Thursday, April 10, 2014 3:42 PM  
**To:** 'Vern Thurber <vthurber@ocharter.org>'  
**Subject:** Budget request details

Vern,

It was nice to speak to you earlier today. I have spoken with the PCSC Director regarding the information we need and the deadline. The financial information was due in March. I realize your new and this will be quite a project, but it is important we have the information soon. **Please submit the budgets and cash flows (as detailed below and using the attached template) no later than 5:00pm on Friday, April 25<sup>th</sup>.**

Here is the information we need from you:

- 1) An updated FY14 budget, including current and accurate year-to-date information and projections through the end of the year.
- 2) A FY14 cash flow, with accurate cash in / out year-to-date and projections through the end of FY14.
- 3) A draft FY15 budget – fill out the “Original Budget” and “Projected Year-End” columns only.

For all of these items, you will use the attached PCSC Budget and Cash Flow Template. You will need one template to create your updated FY14 Budget and Cash Flow and one template to create your FY15 Budget and Cash Flow. **Please read the instructions completely before you begin to use the template, and be careful not to cut and paste in the template as this can cause significant formula errors.**

If you have any questions, please do not hesitate to contact me.

Best,  
Alison

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**Alison Redman Henken, MPP**  
Charter Schools Program Manager  
Idaho Public Charter School Commission

[alison.henken@osbe.idaho.gov](mailto:alison.henken@osbe.idaho.gov)  
208-332-1585

650 W. State St., P.O. Box 83720  
Boise, ID 83720-0037

## Tamara Baysinger

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**From:** Alison Henken  
**Sent:** Friday, July 18, 2014 1:18 PM  
**To:** Tamara Baysinger  
**Subject:** FW: PDF Reports  
**Attachments:** Budget Explanation with staff comments.docx; Odyssey Budget Questions-Changes.docx; Odyssey FY14-FY15 Budget Assumptions Template.docx; Odyssey FY14 Budget and Cash Flow 4-24-14.xlsx; Odyssey FY15 Budget and Cash Flow 4-24-14.xlsx; PCSC Budget and Cash Flow Template Instructions.pdf

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**From:** Alison Henken  
**Sent:** Friday, May 02, 2014 4:44 PM  
**To:** Vern Thurber  
**Cc:** Karl Peterson  
**Subject:** RE: PDF Reports

Vern,

Attached you will find:

- 1) **Odyssey Budget Question-Changes:** This is a document I created to provide you with detailed feedback about your FY14 and FY15 budget and cash flows as presented. As you will see, I have quite a few recommended changes and many questions.
- 2) **Budget Explanations with staff comments:** This is your original Budget Explanations document with comments from me in red. As you will see, I recommend that you replace this document with a Budget Assumptions form. Feel free to move some / all of the narrative over (but make sure to answer the questions I presented and provide a strong level of detail).
- 3) **Odyssey FY14 Budget and Cash Flow 4-24-14:** This is your submitted document with some changes to formatting (I hid unused tabs, etc.). Please use this (rather than your original) to make changes and re-submit.
- 4) **Odyssey FY15 Budget and Cash Flow 4-24-14:** This is your submitted document with some changes to formatting (I hid unused tabs, etc.). Please use this (rather than your original) to make changes and re-submit.
- 5) **Odyssey FY14-FY15 Budget Assumptions:** I would like you to fill out this Budget Assumptions document and submit it with your other financials (in place of the Budget Explanations document).
- 6) **PCSC Budget and Cash Flow Template Instructions:** It is clear from some of the things missing in your submitted documents (projections, original budget balances) that you may not have fully reviewed the instructions before you began working on the template. Please do so before you make any changes / updates.

Based on the number and types of changes that need to happen and questions I have, I recommend that you review these documents and then meet with me via phone / web to discuss them. Please let me know your availability for Thursday or Friday of next week (5/8 or 5/9).

Best,  
Alison

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**Alison Redman Henken, MPP**  
Charter Schools Program Manager  
Idaho Public Charter School Commission

[alison.henken@osbe.idaho.gov](mailto:alison.henken@osbe.idaho.gov)  
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Boise, ID 83720-0037

**From:** Vern Thurber [<mailto:vthurber@ocharter.org>]

**Sent:** Thursday, May 01, 2014 9:55 AM

**To:** Alison Henken

**Subject:** PDF Reports

Here are the pdf reports for Feb and Mar. Please let me know what else you need.

## Tamara Baysinger

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**From:** Alison Henken  
**Sent:** Friday, July 18, 2014 1:19 PM  
**To:** Tamara Baysinger  
**Subject:** FW: Projected Year-End Column on the spreadsheets

**From:** Alison Henken  
**Sent:** Monday, May 05, 2014 3:10 PM  
**To:** Vern Thurber <vthurber@ocharter.org>  
**Subject:** RE: Projected Year-End Column on the spreadsheets

Vern,

I just want to remind you again to please review the template instructions, as you may find many of your answers will be easily addressed there.

Thanks,  
Alison

---

**Alison Redman Henken, MPP**  
Charter Schools Program Manager  
Idaho Public Charter School Commission

[alison.henken@osbe.idaho.gov](mailto:alison.henken@osbe.idaho.gov)  
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650 W. State St., P.O. Box 83720  
Boise, ID 83720-0037

---

**From:** Alison Henken  
**Sent:** Monday, May 05, 2014 3:08 PM  
**To:** 'Vern Thurber'  
**Subject:** RE: Projected Year-End Column on the spreadsheets

That number should be the projected total for that account / line for the full year. So the total amount you expect to receive (revenue) or spend (expenses) for the year. The YTD remaining is another column.

---

**Alison Redman Henken, MPP**  
Charter Schools Program Manager  
Idaho Public Charter School Commission

[alison.henken@osbe.idaho.gov](mailto:alison.henken@osbe.idaho.gov)  
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Boise, ID 83720-0037

**From:** Vern Thurber [<mailto:vthurber@ocharter.org>]  
**Sent:** Monday, May 05, 2014 3:07 PM  
**To:** Alison Henken  
**Subject:** Projected Year-End Column on the spreadsheets

Should that number your expected total for that category or the left over balance unexpended at June 30?

## Tamara Baysinger

---

**From:** Alison Henken  
**Sent:** Friday, July 18, 2014 1:19 PM  
**To:** Tamara Baysinger  
**Subject:** FW: 2015 Budget Spreadsheet

**Importance:** High

**From:** Alison Henken  
**Sent:** Tuesday, May 13, 2014 8:38 AM  
**To:** Vern Thurber <vthurber@ocharter.org>  
**Cc:** 'Karl Peterson'; Carrie Reynolds (carriereynolds.board@gmail.com)  
**Subject:** RE: 2015 Budget Spreadsheet  
**Importance:** High

Vern,

I have attached your FY15 budget with the 100-416900 revenue code added. Per the e-mail sent to you last Thursday, I sent back your FY14 budget template with Fund 257 revealed so you could enter data into it. I am reattaching it to this e-mail as well.

Once they are completed, please send back the FY14 and FY15 budget and cash flow spreadsheets. Also, **per the message below, please respond to my request to set up a meeting time to discuss your budgets and budget assumptions.** My calendar tends to fill quickly, so I have updated my available times in the e-mail below. Please note that I will need to receive your budgets at least 24 hours in advance of our established meeting so I have the opportunity to review them.

Best,  
Alison

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**Alison Redman Henken, MPP**  
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[alison.henken@osbe.idaho.gov](mailto:alison.henken@osbe.idaho.gov)  
208-332-1585

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Boise, ID 83720-0037

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**From:** Alison Henken  
**Sent:** Thursday, May 08, 2014 1:49 PM  
**To:** 'Vern Thurber'  
**Cc:** 'Karl Peterson'; Carrie Reynolds ([carriereynolds.board@gmail.com](mailto:carriereynolds.board@gmail.com)); Tamara Baysinger  
**Subject:** RE: FY14  
**Importance:** High

Vern,

Based on my review of your re-submitted FY14 Budget, Cash Flow, and Budget Assumptions, I feel it is critical that we meet. What you have sent does not adequately address the questions and concerns raised in my previous feedback and is still quite far from providing the PCSC with the information we have requested and need. I would like us to walk through

the documents and ensure that questions are well-answered and information is entered accurately and in the appropriate locations.

Since I am not likely to have all of your updated documents (FY14 and FY15) until Monday and will want to review them, I recommend we meet mid-week next week. I am available on the following days and times:

- Thursday, May 15<sup>th</sup> 9:30am-12:00pm; 1:30pm-4:00pm
- Friday, May 16<sup>th</sup> 10:00am-11:30pm
- Monday, May 19<sup>th</sup> 9:30am-11:00am; 2:00pm-4:00pm

I will facilitate this as a web meeting so we can look at the documents together, and anticipate it will take us approximately 1.5 hours. Please let me know whether you are available during any of the presented times. If none of the times above fit your schedule, please propose some alternatives.

Best,  
Alison

---

**Alison Redman Henken, MPP**  
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Idaho Public Charter School Commission

[alison.henken@osbe.idaho.gov](mailto:alison.henken@osbe.idaho.gov)  
208-332-1585

650 W. State St., P.O. Box 83720  
Boise, ID 83720-0037

**From:** Vern Thurber [<mailto:vthurber@ocharter.org>]

**Sent:** Thursday, May 08, 2014 1:08 PM

**To:** Alison Henken

**Subject:** FY14

Here is what we have done on FY14. Feel free to ask questions as needed.

I will send FY15 on Monday.

## Tamara Baysinger

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**From:** Alison Henken  
**Sent:** Friday, July 18, 2014 1:20 PM  
**To:** Tamara Baysinger  
**Subject:** FW: FY14 Budget w/ 257

**From:** Alison Henken  
**Sent:** Monday, May 19, 2014 11:56 AM  
**To:** Vern Thurber <vthurber@ocharter.org>  
**Subject:** FY14 Budget w/ 257

Vern,

Attached is the FY14 budget with the 257 tab opened up so you can make adjustments. Please let me know if you have any further questions regarding the changes that should be made. Here is a reminder of the items the PCSC needs by 5:00pm on Tuesday, May 27:

- 1) Budget Assumptions (updated; please be thoughtful to only put comments in about each specific line item; use the Narrative section at the bottom for additional comments and information as needed)
- 2) FY14 Budget and Cash Flow (updated; please remember to include your encumbered salaries (July-Aug 2014) in your salary amounts)
- 3) FY15 Budget and Cash Flow
- 4) Monthly financials for the month used for YTD numbers (if you update your YTD through April 30, please send me that month's financials; if not I'm assuming we'll use March, which you already sent- please confirm)

If you have any final questions in the process, please do not hesitate to contact me.

Best,  
Alison

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**Alison Redman Henken, MPP**  
Charter Schools Program Manager  
Idaho Public Charter School Commission

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## Tamara Baysinger

---

**From:** Alison Henken  
**Sent:** Friday, July 18, 2014 1:21 PM  
**To:** Tamara Baysinger  
**Subject:** FW: Time for a call this afternoon?

**From:** Alison Henken  
**Sent:** Friday, May 30, 2014 11:15 AM  
**To:** Vern Thurber <vthurber@ocharter.org>  
**Subject:** Time for a call this afternoon?

Vern,

I'm reviewing your documents in detail today. I think it's likely that you still need to make some additional revisions, but I would like to ask you some questions before I send you feedback so I can narrow down the work that's left to do. We're running out of time to get your budget wrapped up and included in the meeting materials, so I'm hoping you'll be available this afternoon between 2:00pm-4:00pm to chat. Is that a possibility?

Thanks,  
Alison

---

**Alison Redman Henken, MPP**  
Charter Schools Program Manager  
Idaho Public Charter School Commission

[alison.henken@osbe.idaho.gov](mailto:alison.henken@osbe.idaho.gov)  
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Boise, ID 83720-0037

**SUBJECT**

Odyssey Charter School Financial Update

**APPLICABLE STATUTE, RULE, OR POLICY**

I.C. §33-5209(C)(3)

**BACKGROUND**

Odyssey Charter School (Odyssey) is a public charter school authorized by the Public Charter School Commission (PCSC). Odyssey recently completed its first year of operations, offering project-based learning for middle school and high school students in Idaho Falls.

As a result of high board member and business manager turnover, in addition to a budgeting error that resulted in \$250,000 of revenue being entered into Odyssey's FY14 budget twice, Odyssey's financial status has been ambiguous throughout much of the school year. In response to a condition in its performance certificate, Odyssey has provided updated financial information.

**DISCUSSION**

Odyssey has provided FY14 and FY15 budgets, an FY14 cash flow statement/projections, FY15 cash flow projections, and a budget assumptions sheet. PCSC staff has worked extensively with school personnel since April 2014 in an effort to ensure that these documents are accurate and compatible. Unfortunately, although Odyssey appears to have provided adequate information in many areas, staff has been unable to reconcile and verify all line items. The frequent turnover of business managers at Odyssey further adds to the uncertainty regarding the accuracy of the school's financial reports.

Odyssey currently projects ending FY14 nearly balanced or with a small deficit. However, the school's cash flow projection reflects a positive FY14 end balance of over \$158,000. Though budgets and cash flows reflect different timing, it is uncommon for a school to end a fiscal year with little to no carryover and simultaneously reflect very positive cash flow balances in that fiscal year and the next. The school has not adequately explained the reason for this disparity.

Odyssey reports that they believe they have been overpaid by the SDE and anticipate needing to repay the SDE approximately \$40,000. This amount is reflected in the school's June 2014 cash flow. PCSC staff is unclear whether the same information is reflected in the school's FY14 budget.

Odyssey has developed a balanced FY15 budget that includes a contingency reserve of over \$248,000, and FY15 cash flow projections are

positive. The school reports that these documents were developed using an enrollment of 260 students (15.7 support units) and has informed the PCSC that 255 students are enrolled for the 2014-2015 school year.

**IMPACT**

Information item only.

**STAFF COMMENTS AND RECOMMENDATIONS**

In an effort to ensure the PCSC would have accurate budget and cash flow numbers for review, PCSC staff has worked closely with Odyssey's personnel since April 2014. The school has received extensive, one-on-one guidance and numerous opportunities for revision of the financial reports. This support has gone well beyond typical PCSC practice, and included extending deadlines until weeks after the meeting materials deadline.

Though the budgets and cash flows have been improved through this process, staff remains concerned that the documents still include inaccurate information. Numerous staff requests for information needed to reconcile budget assumptions with budgets/cash flows have not been addressed. PCSC staff believes that the presented budgets and cash flows may represent a more positive financial outlook for the school than is realistic. Additionally, some anticipated costs, such as services that must be provided over the summer in order to resolve a special education complaint, do not appear to be reflected in the documents. Finally, staff notes that if Odyssey fails to achieve accreditation candidacy status for the 2013-14 school year, enrollment is likely to drop significantly over the summer months.

PCSC staff does not have adequate information to recommend a letter of concern at this time. However, based on the lack of confidence in the accuracy of the school's financial report and the potential for reduced enrollment, staff recommends that the PCSC require Odyssey to provide a fall enrollment update and quarterly financial reports through FY15.

**COMMISSION ACTION**

A motion to require Odyssey Charter School to provide a 2014-2015 enrollment update by September 1, 2014, and quarterly financial reports through fiscal year 2015.

Moved by \_\_\_\_\_ Seconded by \_\_\_\_\_ Carried Yes \_\_\_\_\_ No \_\_\_\_\_

**Appendix G: Authorizer Policies**

## Section I: (Reserved for General Governing Policies & Procedures)

## Section II: Oversight Policies and Procedures

### A. Submission of Meeting Materials (Adopted June 13, 2013)

1. **Regular Meeting Materials Deadline:** Materials to be considered at a regular meeting of the Public Charter School Commission (PCSC) must be received by the PCSC office no later than thirty (30) days prior to the meeting date. Additional or revised materials will be received after this deadline only upon the specific direction of PCSC staff.
2. **Fiscal Materials Deadline:** Updated materials related to fiscal information specifically requested by PCSC staff must be received by the PCSC office no later than 8:00 a.m. three (3) business days prior to a regular meeting date. This provision notwithstanding, fiscal information must also be provided in accordance with the 30-day deadline.
3. **Special Meeting Materials Deadline:** Materials to be considered at a special meeting of the PCSC must be received by the PCSC office no later than 48 hours prior to the meeting time. Additional or revised materials will be received after this deadline only upon the specific direction of PCSC staff.
4. **Meeting Materials Format:** Meeting materials must be submitted electronically via electronic mail, web-based file-sharing services, or portable data storage device. Documents must be combined into the smallest possible number of files and be submitted in Word or Adobe PDF. Materials submitted in hard copy or as more than ten (10) separate electronic files will not be accepted, except in rare cases as specifically directed, in advance, by PCSC staff.
5. **Additional Materials and Handouts:** No additional materials or handouts will be accepted at PCSC meetings. Rare exceptions will be made only as specifically directed by the Chairman.
6. **Audio/Visual Presentations:** Audio/visual presentation files must be submitted one (1) week prior to a regular meeting or 48 hours prior to a special meeting. Such files must be submitted to the PCSC office via electronic mail, web-based file-sharing services, or portable data storage device, and will be made available to presenters at the meeting site using PCSC computer and projection equipment.

## **B. New Charter Petitions (Adopted February 13, 2014)**

### **1. Petition Consideration Timeline**

- a. The PCSC shall consider new charter school petitions on a timeline in compliance with I.C. § 33-5205.
- b. New charter petitions shall be considered only at regularly scheduled PCSC meetings.
- c. The PCSC shall hold an initial hearing to consider the merits of the petition within 75 days after a petition is “considered received” as defined in IDAPA 08.03.01.300.04.

### **2. Standards for Petition Approval**

- a. Petitions that score at least a 2 on every indicator on the Petition Evaluation Rubric (PER) are most likely to be recommended for approval. The PER shall be available to charter petitioners in advance of petition submission.
- b. Petitions shall be scored against the PER by PCSC staff in advance of the PCSC’s consideration of the petition.
- c. The PCSC may approve a new charter petition contingent upon specific revisions that the petitioners are directed to make to PCSC staff’s satisfaction. The PCSC’s written notice of approval shall not be issued until the revisions are approved by PCSC staff. If not finalized by written notice, the PCSC’s contingent approval shall expire effective at 8:00 a.m. Mountain Time on the date of the PCSC’s next regularly scheduled meeting.

### **3. Petition Evaluation Process**

- a. Petitions shall be submitted electronically via electronic mail, web-based file-sharing services, or portable data storage device. Documents must be combined into no more than two (2) files, one comprising the body of the petition and the other the combined appendices. The body of the petition must be submitted in Microsoft Word format.
- b. Upon initial submission to the PCSC office, petitions shall be evaluated using the PER. Results shall be provided to the petitioning group within 30 days.

### 3. Petition Evaluation Process (continued)

- c. One (1) petition revision shall be accepted by PCSC staff prior to the initial PCSC hearing, provided it is received no later than the meeting materials submission deadline described in Section II.A.1 of this policy.
  - i. Revised petitions shall show all changes in legislative format (see [The Idaho Rule Writer's Manual](#), section II.4, pg. 36), with the exception of changes to budget spreadsheets and PCSC templates. The "show changes" feature in Word shall not be considered an acceptable substitute for legislative format.
  - ii. Revised petitions shall clearly show the submission date of the revision on the title page.
  - iii. Petition revisions shall be submitted in accordance with Section II.B.3.a of this policy. The entire petition, including appendices, must be submitted with each revision.
  - iv. Petition revisions submitted out of compliance with this section shall be returned to the petitioners without further review.
  - v. Petition revisions that fail to substantially address concerns previously cited by the PCSC and PCSC staff shall be returned to the petitioners without further review.
  - vi. Petition revisions that are returned without review in accordance with this policy may be resubmitted, with relevant corrections made, within the initial deadlines imposed by this policy.
- d. The most recent, complete petition revision in the possession of PCSC staff by close of business (5:00 p.m. Mountain Time) on the meeting materials submission deadline will be the version provided to the PCSC.
- e. The petition revision provided to the PCSC shall be accompanied by a PER updated to reflect the merits of that revision. The petitioning group shall also be provided with the updated PER results.
- f. Additional revisions or supplementary documents submitted separately from the petition and/or after the materials submission deadline shall not be considered, except in rare cases by advance permission of PCSC staff. Public comment on the petition is excluded from this provision.
- g. If, at the initial hearing, a decision regarding a petition is delayed, one (1) revision will be accepted by PCSC staff prior to the second PCSC hearing. If, in the opinion of PCSC staff, the revision demonstrates clear effort to resolve all previously identified concerns but still does not score all 2's or better on the PER, primarily for reasons beyond the petitioners' control, PCSC staff may offer the option of one (1) additional revision to the relevant section(s) of the petition, provided it is received no later than the meeting materials submission deadline and in accordance with Section II.B.3.c.i-iii of this policy.

## **C. Proposed Charter or Performance Certificate Amendments (Adopted February 13, 2014)**

### **1. Proposed Charter or Performance Certificate Amendment Consideration Timeline**

- a. The PCSC will consider proposed amendments to a school's charter or performance certificate on a timeline in compliance with IDAPA 08.02.04.302.03.
  - i. Proposed amendments, other than those deemed appropriate for administrative approval per item (c.) of this section, must be submitted according to the meeting materials deadlines outlined II.A.
- b. In accordance with IDAPA 08.02.04.302.03, the PCSC delegates to the Public Charter School Commission Director authority to approve minor revisions to a school's charter or performance certificate.
- c. Pursuant to I.C. §33-5206(8), proposals to increase enrollment by 10% or more of the public charter school's approved enrollment cap shall be considered by the PCSC during a public hearing.

### **2. Standards for Charter Amendment Approval**

- a. When proposed charter amendments are closely aligned to a section of the Petition Evaluation Rubric (PER), PCSC staff will use the PER to evaluate the proposed charter amendment and make recommendations to the PCSC.
  - i. Proposed charter amendments that score at least a 2 on every relevant indicator on the Petition Evaluation Rubric (PER) are most likely to be recommended for approval. The PER will be available to charter holders in advance of amendment submission.
- b. Proposed charter amendments shall be scored against the PER by PCSC staff in advance of consideration of the proposed charter amendments.

### **3. Proposed Charter or Performance Certificate Amendment Process**

- a. Proposed charter or performance certificate amendments shall be submitted electronically via electronic mail, web-based file-sharing services, or portable data storage device.
- b. Proposed charter or performance certificate amendments shall be accompanied by a cover letter explaining the nature of and rationale for the proposed amendment. Supporting documentation, including budgets, shall be provided when relevant.

### **3. Proposed Charter or Performance Certificate Amendment Process (continued)**

- c. Documents associated with a proposed charter or performance certificate amendment must be combined into no more than two (2) files, one comprising the section(s) of the charter or performance certificate to be amended and the other comprising the cover letter and documentation described in Section II.C.3.b of this policy. The charter or excerpt(s) thereof must be submitted in Microsoft Word format.
- d. Proposed charter or performance certificate amendments must show all proposed changes in legislative format. Use of Microsoft Word's "show changes" feature shall not be considered an acceptable substitute for legislative format.
- e. One (1) revision of the proposed charter or performance certificate amendments will be accepted by PCSC staff prior to the PCSC hearing, provided it is received within the deadline established in writing by PCSC staff.
- f. The most recent, complete revision in the possession of PCSC staff by close of business (5:00 p.m. Mountain Time) on the deadline established in writing by PCSC staff shall be the version provided to the PCSC.
- g. The revision provided to the PCSC will be accompanied by a PER or alternate evaluation document updated to reflect the merits of that revision. The charter holder will also be provided with the updated PER or evaluation document results.
- h. Additional revisions or supplementary documents submitted separately from the proposed charter or performance certificate amendment and/or after the deadline established in writing by PCSC staff shall not be considered, except in rare cases by advance permission of PCSC staff. Public comment on the proposed charter amendment is excluded from this provision.

### **4. PCSC Decisions Regarding Proposed Charter or Performance Certificate Amendments**

- a. The PCSC shall approve or deny a proposed charter or performance certificate amendment at the time of consideration.

Odyssey Charter School  
Minutes of Regular Meeting  
Board of Trustees  
July 29, 2014

Board Members in Attendance:	Carrie Reynolds	President
	Andrew Whitford	Vice President
	Josh Witt	Treasurer
	Scott Southwick	Board Member
	Karl Peterson	Administrator
	Amy Whitford	Policy Committee/Hiring Committee
	Roberta Inglet	Hiring Committee

Minute taker: Andrew Whitford  
Confidentiality: Open

Verification of Quorum

Meeting was called to order by Carrie Reynolds at 5:37 p.m.

Carrie Reynolds presents updates on the 8/15/14 hearing before the PCSC. Ms. Reynolds had attended a pre-hearing conference with Mark Fuller, legal counsel for Odyssey. She provides an explanation of what that entails. Witness lists and exhibit lists are due 8/8/14. Ms. Reynolds also inquires how the trip to Boise will be handled, where the Board will be staying and how this is all paid for. Mr. Thurber will be questioned further about some of these details.

Mr. Whitford provides an update on the upcoming school parties. Facilities at the school and equipment are discussed as to what is available. It will be an ice cream and movie party in the cafetorium. Where this will be funded from is discussed. Former board member Chris Peterson has fund raised \$1000 for parties and these are the funds being used. Mrs. Inglet expresses concern over using all of those funds.

Mr. Whitford provides an update on the accreditation plan the Mr. Travis Jensen is currently working on. He has the plan in progress and continues to build up the 9 points that were still an issue.

Mr. Witt wants to clarify what, if any, will his role be in the Boise trip. The Board discusses who the witnesses will be. It is determined that Carrie Reynolds, Andrew Whitford, Scott Southwick, Travis Jensen and Vern Thurber will be available as witnesses. Angela Stofey and Josh Witt will not be attending.

Mr. Peterson provides his interpretation of reduction in forces, if it became necessary. He states that you cannot have a reduction in force if the reason is because you have a reduced student body and that this is not an option for the school. The Board expresses surprise, as this was not their understanding and requests this issue be investigated further.

Mr. Peterson updates the Board that he got in touch with the scholastic trainer and that he asked for a later date for this to occur. She has not gotten back with him since to confirm this can be done.

Mr. Peterson tells the Board that he and others started calling parents today to see if they will be coming back. He has not received a good response yet though about half of the parents were not available and he did not get a reply from them. According to who he was able to get in touch with it looks like we will have 112 students coming back. We need 120 kids so we need to do more advertising. It is thought that enrollment might go up if we push back the start of school to September 2, 2014. This will give the decision on the Hearing to be provided to the public. An emergency meeting is scheduled for July 31, 2014 with this matter on the agenda to be voted on. Carrie Reynolds will put up notice.

The hiring committee gives an update on its progress. A new Administrator will be presented during executive session. Mrs. Inglet feels that the school should not do anymore hiring. The Board responds that there are certain positions which must be filled. There is a candidate for math/science which will be interviewed by the committee.

Discussion is presented on possibly instituting a minimum standards for employment for Odyssey. Minimum standards would having a high school diploma or GED, no felony, citizenship for the USA. On one hand it is felt that setting this standard establishes for the students the value of a high school diploma. On the other, Mr. Southwick is worried it will exclude employment by handicapped individuals or the like.

The lunch program is discussed. The possibility of putting in an actual kitchen is discussed and the Board questions whether we could hire our own contractor to do this at a substantial lesser rate than Mr. Bowcut has offered. Selling of the food truck is required. Discussion on the quality of food is discussed. Ms. Reynolds does not feel fast food every day is appropriate and wants to see that changed.

Registration will commence August 4, 2014.

Staffing/Student overview is presented by Amy Whitford. She presents what positions still need to be filled within the school. We almost have them all covered if the math/science teacher can be brought in. A title one coordinator needs to be hired. It is felt that Mrs. Kinnick does not know how to do this so it cannot be added onto her duties. Mr. Peterson presents what duties this person has to do. We have had interest in this position and this will be referred to the hiring committee. The needs of the various classes are discussed and Mr. Peterson offers suggestions.

Differential pay is brought up as an action item. Mr. Peterson presents a unit breakdown of how this will be distributed. Mr. Southwick moves to accept the differential pay as presented by Mr. Peterson. This is seconded by Mr. Witt. Vote is unanimous.

The dress code is brought up as an action item. Additional changes have to be made before this can be voted on. This item will also be moved to the July 31, 2014 meeting. The Board wants

any type of polo to be acceptable and dangly earrings to be allowed. That all jackets must have a zipper so that the polo is visible at all times.

Ms. Reynolds brings up what needs to be done before school starts and asks for input. She is concerned with everything else the Board has been working on for the hearing that she wants to make sure nothing is overlooked. Each member will look into this and report to her anything they find. Mr. Whitford brings up that the teachers need their schedules. Mr. Peterson has not been able to put this together as of yet but the teachers are requesting it.

Mr. Witt brings up that the cleaning crew hired for the school has presented a bid to repaint certain areas in the school that need it. As this is not on the agenda it will be placed on the agenda for a vote for the next meeting.

Ms. Reynolds moves to move into executive session at 8:24 p.m. This is seconded by Mr. Witt. Vote is unanimous.

Reason according to § 67-2345(1):

(b) To consider hiring a public officer, employee, staff member or individual agent, wherein the respective qualities of individuals are to be evaluated in order to fill a particular vacancy or need, unless a vacancy in an elective office is being filled.

Topic: Administrator Position

Ms. Reynolds moves to go back into regular session at 9:15 p.m.. This is seconded by Mr. Whitford. Vote is unanimous.

There were two qualified candidates for the position of Administrator. The Board called one of the candidates to confirm they would not be available to start until the end of August. Mr. Whitford moves to extend Travis Jensen a one year contract as Administrator for Odyssey, to begin work on July 31, 2014 with an annual salary of \$80,000. This is seconded by Scott Southwick. Vote is unanimous. Ms. Reynolds will contact Mr. Jensen to get the contract officially signed.

Ms. Reynolds calls the meeting to close at 9:22 p.m.

STATE OF IDAHO  
CHARTER ADMINISTRATOR CONTRACT

THIS CONTRACT, made this 30<sup>th</sup> day of July, year of 2014, by and between Odyssey Charter School, Idaho Falls, Idaho ("the School"), and Travis Jensen ("the Administrator").

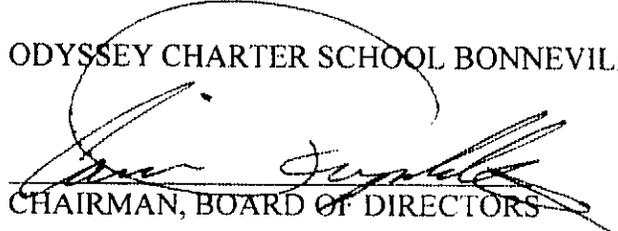
WITNESSETH:

1. That the School hereby employs said Administrator to perform the duties of Administrator so designated by the School and to perform such other duties as specified by the School at any time during the term hereof, provided that the Administrator is properly certified and endorsed to perform said duties for a period of 11 months 1 day, beginning in the month and day of July 31, year of 2014, through the month and day of June 30, year of 2015, at a base salary of Eighty Thousand Dollars and zero cents (\$80,000.00) per year, plus any additional annual increments, and such other monetary benefits accorded by the School to employees under contract for this position which may be described in a separate addendum. Said salary shall be paid in equal monthly installments in the amount of \$6666.66 on the 20<sup>th</sup> day(s) of each month beginning in August, year of 2014, to June, year of 2015, inclusive, expressly conditioned upon the School continuing to possess a valid charter from the State of Idaho, Public Charter School Commission, during the 2014-2015 year of performance.
2. In consideration of the promises and agreement of the School hereinbefore recited, the Administrator agrees to assume the duties above recited at Odyssey Charter School, Idaho on July 31, in the year 2014, and to faithfully perform and discharge the same to the best of his/her ability and as directed by the School and to comply with the applicable laws of the State of Idaho and rules of the State Board of Education, and such regulations, directives and policies as the Board of Directors may legally prescribe which are, by reference, incorporated in and made a part of this agreement the same as if set forth herein.
3. The School shall review this Contract during the 2015 year of performance hereunder to consider employing the Administrator beyond the last year designated in this contract. If the School elects to employ the Administrator beyond the last year designated in this Contract, it shall offer the Administrator a new Contract that reflects the new terms of employment, unless one of the parties notifies the other party by the sooner of the date this Contract expires or the July 1<sup>st</sup> following the last school year of employment under this Contract, of the intent to discontinue employment.
4. It is hereby mutually stipulated and agreed by and between the parties hereto that nothing herein contained shall operate or be construed as a waiver of any of the rights, powers, privileges, or duties

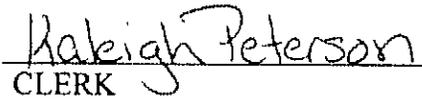
of either party hereto, by and under the laws of the State of Idaho, otherwise than is herein expressly stated, and that no property rights attach to this Contract beyond the term of this Contract.

IN WITNESS WHEREOF the School has caused this Contract to be executed in its name by its proper officials and the Administrator has executed the same all on the date first above written.

ODYSSEY CHARTER SCHOOL BONNEVILLE COUNTY, STATE OF IDAHO

  
CHAIRMAN, BOARD OF DIRECTORS

  
ADMINISTRATOR

Attest:   
CLERK

ACCT #	ACCT NAME	BUDGETED	MTD ACTIVITY	YTD ACTIVITY	BALANCE	MTD%	YTD%
GENERAL FUND							
100-320000-000-000-0	BUDGET BALANCE CARRY FORWARD	0.00	0.00	0.00	0.00	0%	0%
100-415000-000-000-0	EARNINGS ON INVESTMENT	0.00	16.92CR	81.32CR	81.32	0%	0%
100-418900-000-000-0	SCHOOL LUNCH REVENUE	15,000.00CR	1,344.09CR	19,352.16CR	4,352.16	9%	129%
100-417400-000-000-0	STUDENT BODY ACTIVITIES	0.00	0.00	0.00	0.00	0%	0%
100-419200-000-000-0	CONTRIBUTIONS/DONATIONS	5,000.00CR	0.00	5,000.00CR	0.00	0%	100%
100-419900-000-000-0	OTHER LOCAL REVENUE	4,900.00CR	0.00	3,859.81CR	1,040.19CR	0%	79%
100-419900-100-000-0	MEDICAID	0.00	0.00	0.00	0.00	0%	0%
100-431100-000-000-0	STATE SUPPORT	938,451.00CR	0.00	1,168,153.75CR	229,702.75	0%	124%
100-431200-000-000-0	TRANSPORTATION SUPPORT	64,197.00CR	0.00	0.00	64,197.00CR	0%	0%
100-431800-000-000-0	BENEFIT SUPPORT	95,405.00CR	0.00	0.00	95,405.00CR	0%	0%
100-431900-000-000-0	OTHER STATE SUPPORT	25,788.50CR	65,257.47CR	65,257.47CR	39,468.97	253%	253%
100-431900-001-000-0	STATE I R I (READING)	0.00	0.00	0.00	0.00	0%	0%
100-431900-003-000-0	STATE ACHIEVEMENT STANDARS IMP	0.00	0.00	0.00	0.00	0%	0%
100-445900-000-000-0	OTHER FEDERAL REVENUE	0.00	0.00	0.00	0.00	0%	0%
100-451000-000-000-0	LOAN PROCEEDS	0.00	0.00	0.00	0.00	0%	0%
100-460000-000-000-0	TRANSFER FROM OTHER FUNDS	0.00	0.00	0.00	0.00	0%	0%
	<b>**TOTAL REVENUE</b>	<b>1,148,741.50CR</b>	<b>66,618.48CR</b>	<b>1,261,704.51CR</b>	<b>112,963.01</b>	<b>6%</b>	<b>110%</b>
100-512110-000-000-0	ELEMENTARY TEACHER SALARIES	60,000.00	3,333.33	54,032.34	5,967.66	6%	90%
100-512115-000-000-0	CLASSIFIED STAFF SALARIES	0.00	0.00	0.00	0.00	0%	0%
100-512165-000-000-0	ELEMENTARY SUBSTITUTE SALARIES	5,900.00	1,203.00	6,564.50	( 664.50)	20%	111%
100-512270-000-000-0	WORKERS COMP/UNEMPLOYMENT BENEFITS	0.00	0.00	0.00	0.00	0%	0%
100-512200-000-000-0	ELEMENTARY CLASSIFIED BENEFITS	0.00	0.00	0.00	0.00	0%	0%
100-512210-000-000-0	PERSI	7,164.00	456.56	7,413.93	( 249.93)	6%	103%
100-512220-000-000-0	FICA-MEDI BENEFITS ELEM	5,040.00	443.97	5,586.09	( 546.09)	9%	111%
100-512240-000-000-0	HEALTH BENEFITS	8,170.00	453.90	7,716.30	453.70	6%	94%
100-512300-000-000-0	PURCHASED SERVICES/TRAVEL	0.00	0.00	0.00	0.00	0%	0%
100-512400-000-000-0	ELEMENTARY SUPPLIES	500.00	0.00	298.04	201.96	0%	60%
100-512440-000-000-0	ELEMENTARY TEXTBOOKS	8,000.00	0.00	6,523.11	1,476.89	0%	82%
100-512500-000-000-0	ELEMENTARY EQUIPMENT PURCHASES	0.00	0.00	0.00	0.00	0%	0%
	<b>**TOTAL ELEMENTARY PROGRAM</b>	<b>94,774.00</b>	<b>5,890.76</b>	<b>88,134.31</b>	<b>6,639.69</b>	<b>6%</b>	<b>93%</b>
100-515110-000-000-0	SECONDARY TEACHER SALARIES	227,000.00	18,948.16	234,373.40	( 7,373.40)	8%	103%
100-515115-000-000-0	CLASSIFIED STAFF	500.00	0.00	216.00	284.00	0%	43%
100-515165-000-000-0	SECONDARY SUBSTITUTE SALARIES	5,000.00	1,215.00	4,712.00	288.00	24%	94%
100-515200-000-000-0	SECONDARY STAFF BENEFITS	0.00	0.00	2.29	( 2.29)	0%	0%
100-515210-000-000-0	PERSI	25,500.00	2,090.51	26,325.02	( 825.02)	8%	103%
100-515220-000-000-0	FICA-MED BENEFITS SECONDARY TEACHE	17,360.00	1,381.67	16,925.43	434.57	8%	97%
100-515240-000-000-0	HEALTH BENEFITS	27,989.00	2,723.40	29,050.10	( 1,061.10)	10%	104%
100-515300-000-000-0	PURCHASED SERVICES/TRAVEL	0.00	0.00	0.00	0.00	0%	0%
100-515400-000-000-0	SECONDARY SUPPLIES	11,910.00	0.00	4,113.26	7,796.74	0%	35%
100-515440-000-000-0	SECONDARY TEXTBOOKS	40,000.00	0.00	36,424.53	3,575.47	0%	91%
100-515490-000-000-0	ANNUALS - REV LESS EXPENSES	0.00	0.00	0.00	0.00	0%	0%
100-515500-000-000-0	SECONDARY EQUIPMENT PURCHASES	0.00	0.00	0.00	0.00	0%	0%
	<b>**TOTAL SECONDARY PROGRAM</b>	<b>355,259.00</b>	<b>26,358.74</b>	<b>352,142.03</b>	<b>3,116.97</b>	<b>7%</b>	<b>99%</b>
100-521100-000-000-0	SALARIES - EXCEPTIONAL CHIL	21,230.00	3,951.00	17,694.32	3,535.68	19%	83%
100-521115-000-000-0	EXCEPTIONAL CHILD CLASSIFIED STAFF	20,000.00	1,764.00	19,358.30	641.70	9%	97%
100-521165-000-000-0	EXCEPTIONAL CHILD SUBSTITUE TEACH	1,500.00	0.00	1,421.00	79.00	0%	95%
100-521200-000-000-0	BENEFITS - EXCEPTIONAL CHILD	0.00	0.00	0.00	0.00	0%	0%
100-521210-000-000-0	PERSI	2,900.00	493.08	3,088.46	( 188.46)	17%	108%
100-521220-000-000-0	FICA/MEDICARE BENEFITS	3,000.00	437.20	3,221.08	( 221.08)	15%	107%
100-521240-006-000-0	Student Council	0.00	292.10	292.10	( 292.10)	0%	0%
100-521240-000-000-0	INSURANCE BENEFITS	0.00	453.90	453.90	( 453.90)	0%	0%
100-521300-000-000-0	PURCHASE SERVICES EXC CHILD	2,000.00	4,113.76	7,719.24	( 5,719.24)	206%	386%
100-521400-000-000-0	SUPPLIES - EXCEPTIONAL CHILD	2,000.00	27.02	1,425.95	574.05	1%	71%
100-521500-000-000-0	EQUIPMENT - EXCEPTIONAL CHILD	0.00	0.00	0.00	0.00	0%	0%
	<b>**TOTAL EXCEPTIONAL CHILD EXPENSE</b>	<b>52,630.00</b>	<b>11,532.06</b>	<b>54,674.35</b>	<b>2,044.35CR</b>	<b>22%</b>	<b>104%</b>
100-524400-000-000-0	GIFTED/TALENTED EXPENSES	0.00	0.00	0.00	0.00	0%	0%
	<b>**TOTAL GIFTED/TALENTED PROG</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0%</b>	<b>0%</b>
100-532300-000-000-0	TRAVEL - SCHOOL ACTIVITIES	0.00	0.00	0.00	0.00	0%	0%
100-532400-000-000-0	SUPPLIES - SCHOOL ACTIVITIES	300.00	360.00	482.01	( 182.01)	120%	161%
100-532400-001-000-0	YEARBOOK	3,300.00	395.75CR	610.27	2,689.73	11%	18%
100-532400-002-000-0	DRAMA	150.00	0.00	205.52	( 55.52)	0%	137%
100-532400-003-000-0	PE	0.00	92.70CR	171.81CR	171.81	0%	0%
100-532400-004-000-0	ART	0.00	26.00CR	126.00CR	126.00	0%	0%
100-532400-005-000-0	STUDENT COUNCIL	0.00	0.00	202.46CR	202.46	0%	0%
100-532400-007-000-0	MAGAZINE	0.00	0.00	35.00CR	35.00	0%	0%
100-532400-008-000-0	Field Trip / School Activities	100.00	0.00	47.00	53.00	0%	47%
100-532400-009-000-0	LAGOON TRIP	0.00	0.00	1,205.39CR	1,205.39	0%	0%
100-532500-000-000-0	EQUIPMENT - SCHOOL ACTIVITIES	0.00	0.00	0.00	0.00	0%	0%
	<b>**TOTAL SCHOOL ACTIVITIES PROG</b>	<b>3,850.00</b>	<b>154.45CR</b>	<b>395.86CR</b>	<b>4,245.86</b>	<b>3%</b>	<b>9%</b>
100-616300-000-000-0	PURCHASED SERVICES - SPED	500.00	0.00	0.00	500.00	0%	0%
	<b>**TOTAL ANCILLARY PROGRAM</b>	<b>500.00</b>	<b>0.00</b>	<b>0.00</b>	<b>500.00</b>	<b>0%</b>	<b>0%</b>
100-621300-000-000-0	PROF EMPLOYEE TRAINING & DEV	2,000.00	0.00	184.05	1,815.95	0%	9%

(Rpt: 01-MAIN FILEBdgt Prep: 15/Prop Budget; Dates: 00/00/00-06/30/14; PRINT: 08/06/14 2:02:38 PM)

ACCT #	ACCT NAME	BUDGETED	MTD ACTIVITY	YTD ACTIVITY	BALANCE	MTD%	YTD%
100-621320-000-000-0	STAFF DEVELOPMENT	0.00	0.00	0.00	0.00	0%	0%
100-621350-000-000-0	MENTOR/CONTRACT SUPPORT	0.00	0.00	0.00	0.00	0%	0%
	<b>**TOTAL INSTRUCTION IMPROVEMENT</b>	<b>2,000.00</b>	<b>0.00</b>	<b>184.05</b>	<b>1,815.95</b>	<b>0%</b>	<b>9%</b>
100-622300-000-000-0	PURCHASED SERVICES - MEDIA	0.00	0.00	0.00	0.00	0%	0%
100-622400-000-000-0	BOOKS & SUPPLIES - MEDIA	0.00	0.00	0.00	0.00	0%	0%
100-622500-000-000-0	EQUIPMENT - MEDIA	0.00	0.00	0.00	0.00	0%	0%
	<b>**TOTAL MEDIA PROGRAM</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0%</b>	<b>0%</b>
100-623300-000-000-0	INSTRUCTIONAL RELATED TECHNOLOGY	0.00	0.00	0.00	0.00	0%	0%
	<b>**TOTAL INST RELATED TECHNOLOGY</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0%</b>	<b>0%</b>
100-631300-000-000-0	BOARD OF ED	10,350.00	0.00	10,350.24	( 0.24)	0%	100%
100-631390-000-000-0	OTHER EXPENSES - BOARD OF ED	0.00	0.00	0.00	0.00	0%	0%
100-631410-000-000-0	LEGAL PUB/ADVERTISEMENT	0.00	0.00	0.00	0.00	0%	0%
100-631710-000-000-0	INSURANCE / DIRECTORS	4,171.00	0.00	4,171.00	0.00	0%	100%
	<b>**TOTAL BOARD OF EDUCATION</b>	<b>14,521.00</b>	<b>0.00</b>	<b>14,521.24</b>	<b>0.24CR</b>	<b>0%</b>	<b>100%</b>
100-632310-000-000-0	PURCHASED SERVICES - DISTRICT	0.00	0.00	725.00	( 725.00)	0%	0%
100-632320-000-000-0	BANK SERVICE CHARGES	250.00	0.00	120.00	130.00	0%	48%
100-632340-000-000-0	AUDIT FEES	0.00	0.00	0.00	0.00	0%	0%
100-632400-000-000-0	SUPPLIES - ADMINISTRATION	0.00	379.65	429.65	( 429.65)	0%	0%
100-632500-000-000-0	EQUIPMENT - ADMINISTRATION	0.00	0.00	0.00	0.00	0%	0%
100-641100-000-000-0	SALARIES - ADMINISTRATION	50,000.00	3,344.37	47,779.92	2,220.08	7%	96%
100-641110-000-000-0	ADMINISTRATION-SALARIES BENEFITS	0.00	0.00	408.31	( 408.31)	0%	0%
100-641115-000-000-0	SALARIES - ADMIN CLASSIFIED	22,123.00	1,428.00	19,911.13	2,211.87	6%	90%
100-641200-000-000-0	SALARIES ADMIN CLASSIFIED BENEFITS	0.00	0.00	0.00	0.00	0%	0%
100-641220-000-000-0	FICA-MEDICARE BENEFITS	5,520.00	300.76	4,896.95	623.05	5%	89%
100-641240-000-000-0	HEALTH BENEFITS	5,447.00	453.90	4,085.10	1,361.90	8%	75%
100-641210-000-000-0	Persl Administration	10,188.00	417.37	9,108.85	1,077.15	4%	89%
100-641300-000-000-0	PURCHASED SERVICES - ADMINISTRATIO	10,000.00	1,135.76	8,334.48	1,665.52	11%	83%
100-641400-000-000-0	SUPPLIES - ADMINISTRATION	5,000.00	0.00	2,826.11	2,173.89	0%	57%
100-651110-000-000-0	PAYROLL ADJUSTMENTS	0.00	0.00	29.09	( 29.09)	0%	0%
100-651100-000-000-0	BUSINESS OPERATIONS SALARIES	25,000.00	2,000.00	21,854.94	3,145.06	8%	87%
100-651200-000-000-0	BUSINESS OPERATIONS BENEFITS	0.00	0.00	0.00	0.00	0%	0%
100-651210-000-000-0	PERSI	3,100.00	249.60	2,657.75	442.25	8%	86%
100-651220-000-000-0	FICA-MEDICARE BENEFITS	1,950.00	153.00	1,370.09	579.91	8%	70%
100-651240-000-000-0	HEALTH BENEFITS	3,700.00	0.00	2,723.40	976.60	0%	74%
100-651300-000-000-0	BUSINESS OPERATIONS PURCHASE SERV	17,000.00	2,985.71	13,776.80	3,223.20	18%	81%
100-651400-000-000-0	BUSINESS OPERATION SUPPLIES	2,000.00	0.00	1,311.95	688.05	0%	66%
100-651500-000-000-0	BUSINESS OP-EQUIPMENT	0.00	0.00	0.00	0.00	0%	0%
100-656300-000-000-0	TECHNOLOGY - ADMIN	8,500.00	0.00	8,287.50	212.50	0%	98%
100-656400-000-000-0	TECHNOLOGY - SUPPLIES	1,250.00	0.00	1,703.84	( 453.84)	0%	136%
100-656500-000-000-0	TECHNOLOGY - EQUIP	0.00	0.00	0.00	0.00	0%	0%
	<b>**TOTAL ADMINISTRATION</b>	<b>171,026.00</b>	<b>12,848.12</b>	<b>152,340.86</b>	<b>18,685.14</b>	<b>8%</b>	<b>89%</b>
100-661115-000-000-0	BUILDING CARE SALARIES	6,000.00	0.00	6,050.19	( 50.19)	0%	101%
100-661220-000-000-0	FICA-MEDICARE	500.00	0.00	430.86	69.14	0%	86%
100-661300-000-000-0	BUILDING PURCHASED SERVICES	100.00	90.00	141.04	( 41.04)	90%	141%
100-661330-000-000-0	UTILITIES - ELECTRICITY	10,000.00	1,934.57	10,974.00	( 974.00)	19%	110%
100-661334-000-000-0	UTILITIES - WATER/SEWER	0.00	0.00	0.00	0.00	0%	0%
100-661340-000-000-0	UTILITIES - NAT GAS	2,000.00	16.01	1,700.84	299.16	1%	85%
100-661345-000-000-0	Internet/Cable	1,300.00	604.00	1,789.52	( 489.52)	46%	138%
100-661350-000-000-0	TELEPHONE	15,000.00	0.00	14,973.76	26.24	0%	100%
100-661355-000-000-0	Copier Lease	5,500.00	420.00	4,632.00	868.00	8%	84%
100-661360-000-000-0	BUILDING LEASE	115,692.00	5,944.00	95,220.74	20,471.26	5%	82%
100-661370-000-000-0	PROPERTY LEASE	0.00	0.00	0.00	0.00	0%	0%
100-661390-000-000-0	CONTRACTED SERVICES - BUILDINGS	50,000.00	0.00	46,894.15	3,105.85	0%	94%
100-661410-000-000-0	CUSTODIAL SUPPLIES	7,500.00	0.00	6,494.83	1,005.17	0%	87%
100-661710-000-000-0	WORKERS COMPENSATION INSURANCE	0.00	0.00	33,646.00CR	33,646.00	0%	0%
100-661720-000-000-0	PROPERTY/LIABILITY INS	3,800.00	0.00	3,784.76	35.24	0%	99%
	<b>**TOTAL BUILDING CARE PROGRAM</b>	<b>217,392.00</b>	<b>9,008.58</b>	<b>159,420.69</b>	<b>57,971.31</b>	<b>4%</b>	<b>73%</b>
100-664100-000-000-0	MAINTENANCE - SALARIES	0.00	0.00	0.00	0.00	0%	0%
100-664200-000-000-0	MAINTENANCE - BENEFITS	0.00	0.00	0.00	0.00	0%	0%
100-664320-000-000-0	MAINTENANCE-BUILDING REPAIRS	0.00	0.00	0.00	0.00	0%	0%
100-664400-000-000-0	MAINTENANCE - SUPPLIES	0.00	0.00	0.00	0.00	0%	0%
100-665410-000-000-0	MAINTENANCE - GROUNDS	0.00	0.00	0.00	0.00	0%	0%
100-667300-000-000-0	SECURITY PROGRAM	5,000.00	0.00	4,546.00	454.00	0%	91%
	<b>**TOTAL MAINTENANCE PROGRAM</b>	<b>5,000.00</b>	<b>0.00</b>	<b>4,546.00</b>	<b>454.00</b>	<b>0%</b>	<b>91%</b>
100-681300-000-000-0	TRANSPORTATION - CONTRACTED	115,000.00	14,013.70	122,763.01	( 7,763.01)	12%	107%
100-681350-000-000-0	FIELD TRIP TRANSPORTION	0.00	0.00	360.00	( 360.00)	0%	0%
100-681380-000-000-0	ACTIVITIES TRANSPORTATION	1,000.00	0.00	360.00	640.00	0%	36%
	<b>**TOTAL TRANSPORTATION</b>	<b>116,000.00</b>	<b>14,013.70</b>	<b>123,483.01</b>	<b>7,483.01CR</b>	<b>12%</b>	<b>106%</b>
100-710200-000-000-0	BENEFITS - FOOD SERVICE	0.00	0.00	0.00	0.00	0%	0%
100-710400-000-000-0	CHILD NUTRITION PROGRAM	25,000.00	452.77	23,861.27	1,138.73	2%	95%
100-710450-000-000-0	Child Nutrition Program-Equipment	17,500.00	0.00	17,500.00	0.00	0%	100%
100-911600-000-000-0	LOAN PAYMENT - PRINCIPAL	0.00	0.00	0.00	0.00	0%	0%
100-912610-000-000-0	LOAN PAYMENT - INTEREST	0.00	0.00	0.00	0.00	0%	0%

ACCT #	ACCT NAME	BUDGETED	MTD ACTIVITY	YTD ACTIVITY	BALANCE	MTD%	YTD%
100-920810-000-000-0	TRANSFER TO OTHER FUNDS	0.00	0.00	0.00	0.00	0%	0%
100-950850-000-000-0	CONTINGENCY RESERVE	73,289.50	0.00	0.00	73,289.50	0%	0%
	<b>**TOTAL OTHER SERVICES</b>	<b>115,789.50</b>	<b>452.77</b>	<b>41,361.27</b>	<b>74,428.23</b>	<b>0%</b>	<b>36%</b>
	<b>***TOTAL EXPENDITURES</b>	<b>1,148,741.50</b>	<b>79,950.28</b>	<b>990,411.95</b>	<b>158,329.55</b>	<b>7%</b>	<b>86%</b>
<b>ALBERTSONS GRANT</b>							
231-320000-000-000-0	BUDGET BALANCE CARRY FORWARD	175,620.19CR	0.00	0.00	175,620.19CR	0%	0%
231-415000-000-000-0	EARNINGS ON INVESTMENT/ALBERTSONS	0.00	0.00	0.00	0.00	0%	0%
231-419200-000-000-0	REVENUE-ALBERTSONS	0.00	0.00	0.00	0.00	0%	0%
	<b>**TOTAL REVENUE</b>	<b>175,620.19CR</b>	<b>0.00</b>	<b>0.00</b>	<b>175,620.19CR</b>	<b>0%</b>	<b>0%</b>
231-512110-000-000-0	SALARIES - ALBERTSONS	5,963.66	0.00	5,963.66	0.00	0%	100%
231-512200-000-000-0	BENEFITS ALBERTSONS	1,981.13	0.00	1,981.13	0.00	0%	100%
231-621300-000-000-0	PURCHASED SERVICES	32,553.30	0.00	32,553.30	0.00	0%	100%
231-621400-000-000-0	SUPPLIES	18,140.68	0.00	18,140.68	0.00	0%	100%
231-621500-000-000-0	EQUIPMENT	41,716.78	0.00	41,716.78	0.00	0%	100%
231-641300-000-000-0	PURCHASE SERVICES	34,003.59	0.00	34,003.59	0.00	0%	100%
231-641400-000-000-0	SUPPLIES	185.00	0.00	185.00	0.00	0%	100%
231-661300-000-000-0	PURCHASE SERVIES	83.50	0.00	83.50	0.00	0%	100%
231-810500-000-000-0	CAPITAL ASSETS	25,856.00	0.00	26,856.00	( 1,000.00)	0%	104%
231-920800-000-000-0	TRANSFER TO OTHER FUNDS	15,136.55	0.00	0.00	15,136.55	0%	0%
	<b>**TOTAL EXPENDITURES</b>	<b>175,620.19</b>	<b>0.00</b>	<b>161,483.64</b>	<b>14,136.55</b>	<b>0%</b>	<b>92%</b>
<b>TITLE I FUND</b>							
251-320000-000-000-0	BUDGET BALANCE CARRY FORWARD	0.00	0.00	0.00	0.00	0%	0%
251-445100-000-000-0	REVENUE - TITLE I	18,001.00CR	0.00	0.00	18,001.00CR	0%	0%
	<b>**TOTAL REVENUE</b>	<b>18,001.00CR</b>	<b>0.00</b>	<b>0.00</b>	<b>18,001.00CR</b>	<b>0%</b>	<b>0%</b>
251-512100-000-000-0	SALARIES - TITLE I	15,000.00	275.00	6,134.74	8,865.26	2%	41%
251-512200-000-000-0	BENEFITS - TITLE I	3,001.00	17.58	182.87	2,818.13	1%	6%
251-512300-000-000-0	PURCHASED SERVICES - TITLE I	0.00	0.00	0.00	0.00	0%	0%
251-512400-000-000-0	SUPPLIES - TITLE I	0.00	0.00	12,007.92	( 12,007.92)	0%	0%
251-512500-000-000-0	EQUIPMENT - TITLE I	0.00	0.00	0.00	0.00	0%	0%
251-920800-000-000-0	TRANSFER TO OTHER FUNDS	0.00	0.00	0.00	0.00	0%	0%
	<b>***TOTAL EXPENDITURES</b>	<b>18,001.00</b>	<b>292.56</b>	<b>18,325.53</b>	<b>324.53CR</b>	<b>2%</b>	<b>102%</b>
<b>TITLE VI-B FUND</b>							
257-320000-000-000-0	BUDGET BALANCE CARRY FORWARD	0.00	0.00	0.00	0.00	0%	0%
257-445600-000-000-0	REVENUE - TITLE VI-B	0.00	0.00	0.00	0.00	0%	0%
	<b>**TOTAL REVENUE</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0%</b>	<b>0%</b>
257-521100-000-000-0	SALARIES - TITLE VI-B	0.00	480.00	895.90	( 895.90)	0%	0%
257-521200-000-000-0	BENEFITS - TITLE VI-B	0.00	36.72	68.54	( 68.54)	0%	0%
257-521300-000-000-0	PURCHASED SERVICES - TITLE VI-B	0.00	188.32	23,375.28	( 23,375.28)	0%	0%
257-521400-000-000-0	SUPPLIES	0.00	0.00	0.00	0.00	0%	0%
257-521500-000-000-0	EQUIPMENT - TITLE VI-B	0.00	0.00	0.00	0.00	0%	0%
	<b>***TOTAL EXPENDITURES</b>	<b>0.00</b>	<b>705.04</b>	<b>24,339.72</b>	<b>24,339.72CR</b>	<b>0%</b>	<b>0%</b>
<b>TITLE II-A TEACH IMPROVE FUND</b>							
271-320000-000-000-0	TITLE II-A BUDG. BAL CARRY FORW	0.00	0.00	0.00	0.00	0%	0%
271-445900-000-000-0	TITLE II-A REVENUE - TEAC IMPROVE	12,987.00CR	7,142.91CR	12,987.00CR	0.00	55%	100%
	<b>**TOTAL REVENUE</b>	<b>12,987.00CR</b>	<b>7,142.91CR</b>	<b>12,987.00CR</b>	<b>0.00</b>	<b>55%</b>	<b>100%</b>
271-621100-000-000-0	TITLE II-A --SALARIES	0.00	0.00	0.00	0.00	0%	0%
271-621200-000-000-0	TITLE II-A --BENEFITS	0.00	0.00	0.00	0.00	0%	0%
271-621300-000-000-0	TITLE II-A PURCHASED SERVICES	8,385.00	0.00	9,680.00	( 1,295.00)	0%	115%
271-621380-000-000-0	TITLE II-A TRAVEL EXPENDITURES	4,602.00	0.00	4,601.69	0.31	0%	100%
271-621400-000-000-0	TITLE II-A -- SUPPLIES	0.00	0.00	0.00	0.00	0%	0%
271-621500-000-000-0	TITLE II-A -- EQUIPMENT	0.00	0.00	0.00	0.00	0%	0%
	<b>***TOTAL EXPENDITURES</b>	<b>12,987.00</b>	<b>0.00</b>	<b>14,281.69</b>	<b>1,294.69CR</b>	<b>0%</b>	<b>110%</b>

BEFORE THE PUBLIC CHARTER SCHOOL COMMISSION  
STATE OF IDAHO, IN AND FOR THE COUNTY OF ADA

IN RE: ODYSSEY CHARTER SCHOOL, )  
INC. )  
 ) Case No. 2014-01  
A Public Charter School )  
\_\_\_\_\_ )

HEARING BEFORE

JEAN R. URANGA - HEARING OFFICER

PLACE: Idaho State Capitol Building  
East Wing 41  
700 West Jefferson Street  
Boise, Idaho

DATE: August 15, 2014

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A P P E A R A N C E S

For the Petitioner: JENNIFER SWARTZ, Esq.  
OFFICE OF THE ATTORNEY GENERAL  
650 West State Street, 3rd Floor  
Boise, Idaho 83702

For the Respondent: FULLER & BECK LAW OFFICES, PLLC  
by MARK R. FULLER, Esq.  
410 Memorial Drive, Suite 201  
Post Office Box 50935  
Idaho Falls, Idaho 83405

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I N D E X

<u>WITNESS</u>	<u>EXAMINATION BY</u>	<u>PAGE</u>
Tamara Baysinger (Petitioner)	Ms. Swartz (Direct) Mr. Fuller (Cross) Ms. Swartz (Redirect)	11 44 67
Dale Kleinert (Petitioner-via telephone)	Ms. Swartz (Direct) Mr. Fuller (Cross) Hearing Officer Ms. Swartz (Redirect) Mr. Fuller (Recross)	69 91 111 112 113
Michelle Clement Taylor (Petitioner)	Ms. Swartz (Direct) Mr. Fuller (Cross) Ms. Swartz (Redirect)	115 128 137
Amy Whitford (Respondent)	Sworn Mr. Fuller (Direct) Ms. Swartz (Cross)	139 140 150
Andrew Whitford (Respondent)	Mr. Fuller (Direct) Ms. Swartz (Cross) Mr. Fuller (Redirect) Ms. Swartz (Recross) Mr. Fuller (Further Redirect)	158 170 172 175 176
Carrie Reynolds (Respondent)	Mr. Fuller (Direct) Ms. Swartz (Cross) Mr. Fuller (Redirect)	177 190 192
Travis Jensen (Respondent)	Mr. Fuller (Direct)	195
Tamara Baysinger (Petitioner-Rebuttal)	Ms. Swartz (Direct) Mr. Fuller (Cross) Hearing Officer	198 207 213
Alison Henken (Petitioner-Rebuttal)	Ms. Swartz (Direct) Mr. Fuller (Cross)	215 217

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E X H I B I T S

NUMBER PAGE

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For the Petitioner:

A - H Premarked  
Admitted 3

For the Respondent:

8 - 10 Premarked  
Admitted 3

1                   BOISE, IDAHO, FRIDAY, AUGUST 15, 2014, 9:53 A.M.

2  
3  
4                   HEARING OFFICER: I think we can go on the  
5 record. My name is Jean Uranga, the designated Hearing Officer  
6 in the case before the Public Charter School Commission, Case  
7 No. 2014-01, and it's regarding Odyssey Charter School, Inc., a  
8 public charter school, and this is the time and place set for  
9 hearing on the proposed notice of intent to revoke charter  
10 issued by the Idaho Public School Charter Commission.

11                   Before we begin, I'll have all parties identify  
12 themselves for the record, starting with the Commission.

13                   MS. SWARTZ: I'm Jennifer Swartz. I'm the deputy  
14 attorney general representing the Public Charter School  
15 Commission.

16                   MS. BAYSINGER: Good morning. I'm Tamara  
17 Baysinger. I'm the director for the Public Charter School  
18 Commission.

19                   MS. HENKEN: I'm Alison Henken. I'm the charter  
20 school's program manager for the Idaho Public Charter School  
21 Commission.

22                   HEARING OFFICER: Okay, and then for Odyssey  
23 Charter School.

24                   MR. FULLER: I'm Mark Fuller, counsel for  
25 Odyssey's board of directors.

1                   And seated to my left is Carrie Reynolds, who is  
2 currently the president there, chairman of the board.

3                   HEARING OFFICER: And, Carrie, could you please  
4 spell your name?

5                   MS. REYNOLDS: Carrie is C-A-R-R-I-E. Reynolds  
6 is R-E-Y-N-O-L-D-S.

7                   HEARING OFFICER: Okay. All right. And before  
8 we begin, both parties have submitted proposed exhibits to me,  
9 and it's my understanding that the parties are stipulating to  
10 admission of all of these exhibits. And I have Exhibits A  
11 through H for the Commission. Is that correct?

12                   MS. SWARTZ: Yes.

13                   HEARING OFFICER: And, Mr. Fuller, you're  
14 stipulating to admission of those documents?

15                   MR. FULLER: No objection.

16                   HEARING OFFICER: Okay. And then Odyssey Charter  
17 has proposed exhibits -- well, they're withdrawing 1 through 7  
18 because they're duplicative of the Commission's exhibits.  
19 Correct?

20                   MR. FULLER: That is correct.

21                   HEARING OFFICER: Okay. And Exhibit 8 through 9  
22 will be admitted by stipulation.

23                   MR. FULLER: It's eight, nine, and ten.

24                   HEARING OFFICER: Eight, nine and ten. Excuse  
25 me, you're right.

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Any objection to those?

MS. SWARTZ: No.

HEARING OFFICER: Okay. So all exhibits will be admitted, and I appreciate the parties' stipulation on that.

(Petitioner's Exhibits A through H and Respondent's Exhibits 8 through 10, having been premarked for identification, were admitted into evidence.)

HEARING OFFICER: So we had had -- I guess I had e-mail from Ms. Swartz, asking about procedure; and my understanding with all agency proceedings, unless there's something unique to the Public School Charter Commission, is that the State would present first. Do you have any objection to that?

MS. SWARTZ: No.

HEARING OFFICER: Okay. Mr. Fuller?

MR. FULLER: We were anticipating that.

HEARING OFFICER: Okay. All right. So, Jennifer Swartz, would you like to call your first witness?

Or do either party want to make opening statements? I have reviewed most of the documents, so I'm generally familiar with the case.

MR. FULLER: And have you reviewed the prehearing brief that we filed yesterday?

HEARING OFFICER: I did, yes.

MS. SWARTZ: Have we seen a copy of that?

1 MR. FULLER: Yes, we faxed it to you yesterday  
2 morning at 10:30.

3 MS. BAYSINGER: I have not seen that.

4 HEARING OFFICER: I got it, you're right, and I  
5 got it at 10:40 by my fax.

6 MS. SWARTZ: Do you happen to have a copy with  
7 you?

8 HEARING OFFICER: I do. Well, you will obviously  
9 be given a chance to respond to that too. How would we get a  
10 copy made here?

11 MS. HENKEN: We could send -- yeah.

12 MS. BAYSINGER: Probably easiest to go ahead and  
13 run it back to our office and make a few copies.

14 HEARING OFFICER: Okay. Thank you.

15 MS. BAYSINGER: At least three. Do four or five  
16 just in case.

17 HEARING OFFICER: All right. And did either  
18 party wish to make opening statements?

19 MS. SWARTZ: I'm fine either way. I'm happy to  
20 do that or not; wouldn't be very long.

21 MR. FULLER: I think it would be beneficial. Why  
22 don't you go ahead.

23 HEARING OFFICER: Okay.

24 MS. SWARTZ: Good morning. I think that everyone  
25 here likely agrees that charter schools are an important part

1 of the educational landscape in Idaho. Enjoying greater  
2 autonomy than traditional public schools, charter schools are  
3 able to offer choices in education that are both exciting and  
4 valuable; however, with increased autonomy comes increased  
5 accountability. Authorizers of public charter schools are  
6 charged with ensuring excellence in the schools they oversee by  
7 holding those schools to high standards of performance in both  
8 academics and operations.

9           The performance certificate is central to  
10 authorizer oversight of charter schools in Idaho today. The  
11 performance certificate, a document much like a contract,  
12 encompasses the agreement between the authorizer and the  
13 school, and includes clear expectations regarding outcomes for  
14 the school.

15           In this case, the performance certificate agreed  
16 to by Odyssey Charter School and the Public Charter School  
17 Commission for the operation of Odyssey Public Charter School  
18 includes a written condition requiring the school to achieve  
19 candidacy status in the accreditation process no later than  
20 June 30, 2014.

21           Idaho Code Section 33-5209C expressly states that  
22 a charter may be revoked by the authorizing chartering entity  
23 if the public charter school has failed to meet any of the  
24 specific written conditions for necessary improvements by the  
25 date specified. There's omitting some boilerplate in there,

1 but that's a condensed quote of the statute. There is no  
2 dispute that Odyssey failed to meet condition two of its  
3 performance certificate, accreditation candidacy.

4 At its regularly-scheduled meeting on June 17,  
5 2014, the Public Charter School Commission voted unanimously to  
6 direct staff to issue a notice of intent to revoke the charter  
7 for Odyssey. This action was indisputably within the  
8 Commission's authority as described in the provision of law  
9 just referred to. And while the most salient point of the  
10 decision to move toward revocation is certainly the school's  
11 failure to achieve candidacy status and accreditation as  
12 required by the specific written condition of its performance  
13 certificate, such failure is symptomatic of a myriad of  
14 well-documented and ongoing problems at the school.

15 Testimony from Tamara Baysinger, director of the  
16 Public Charter School Commission, and Dale Kleinert, director  
17 of NWAC, slash, AdvancED, the accrediting body for Idaho  
18 schools, will describe the school's knowledge of and consent to  
19 the written condition of the performance certificate at issue  
20 today, the deficiencies identified through the accreditation  
21 process, and basis for the school's failure to achieve  
22 candidacy status, and the evidence supporting the Commission's  
23 decision to proceed with revocation of the school's charter.

24 Revocation of the school's charter is  
25 unquestionably within the discretion of the Commission as an

1 authorizer under Idaho law. More importantly, in light of the  
2 overwhelming evidence of insufficient performance from the  
3 school over the course of the past year of operation,  
4 revocation is necessary to protect the interests of students  
5 and taxpayers.

6 HEARING OFFICER: All right, Mr. Fuller.

7 MR. FULLER: Thank you.

8 We would agree with much of what Ms. Baysinger  
9 (sic) has stated. We believe this proceeding should be viewed  
10 in the nature of a contract. The contract relationship  
11 established between the Commission and Odyssey is set forth in  
12 the performance certificate. The performance certificate was  
13 approved by the Commission on April 17. The statute requires  
14 that it be executed and approved by both parties within 75  
15 days. It was actually approved soon after that: On the 21st  
16 of April is when the signature of Ms. Reynolds was applied to  
17 that what is a contract.

18 Pursuant to that contract, the Commission stated  
19 that: We will allow you to proceed toward candidacy status if  
20 you meet certain conditions.

21 We believe that there was significant mutual  
22 mistake between the parties with regard to significant factors  
23 on Odyssey's ability to comply with the terms of that contract.

24 The contract required that candidacy status be  
25 achieved no later than June 30, 2014, which, when you first

1 look at it, looks like a ten-week time period. In fact,  
2 there's not ten full weeks, because, as Mr. Kleinert will  
3 testify and as his documents that are admitted establish, it  
4 was necessary for a readiness review to be completed by NWAC  
5 which had to be done while the school was still in session.  
6 The school ended and its students were released on June 5th,  
7 and so Mr. Kleinert scheduled to come approximately a week  
8 before that. His visit was May 28. So the time period that  
9 was allowed for the completion of the conditions required of  
10 Odyssey extended only between April 17 and May 28, because it  
11 was not possible for another visit to be scheduled while the  
12 students were still in session and before the June 30 deadline.

13           When you look at that, it still looks like 37  
14 days, but then when you take out the weekends when the classes  
15 are not in session and when you take out the Memorial Day that  
16 intervened, you're actually down to a total of 25 days: 25  
17 work school days extending between April 17 and May 28.

18           We do not believe that the parties contemplated  
19 and recognized that it was not possible to complete the  
20 conditions during that short time period. In fact, the  
21 evidence will establish that Mr. Kleinert, the Commission's  
22 accreditation representative -- he's the director of  
23 accreditation for NWAC -- expressed extreme doubt at the time  
24 of the hearing just as the contract was being approved, and he  
25 said it's going to be really difficult for these conditions to

1 be met.

2 We believe that both parties, both the Commission  
3 and Odyssey, operated under the mistaken belief that  
4 Mr. Peterson, who was then the administrator, had sufficient  
5 capacity, competency, and experience in order to fulfill those  
6 conditions before the June 30 deadline. The evidence will  
7 establish that the board relied upon his representations that  
8 he had that competence. We assume, I believe properly, that  
9 the Commission believed he had that capacity, because if they  
10 did not believe that he had that capacity, then they were  
11 imposing an impossible condition upon Odyssey.

12 If, in fact, the Commission reasonably believed  
13 on April 17th that Mr. Peterson did not have the competency and  
14 capacity to fulfill the conditions, then the contract should be  
15 void and unenforceable. We believe, however, that -- we are  
16 not asking that the contract be voided or canceled. We're  
17 asking that the contract be reformed in such a way to give a  
18 reasonable amount of time to Odyssey in order to complete its  
19 accreditation candidacy status.

20 We are requesting that this Hearing Officer make  
21 a recommendation to the Commission that the time period allowed  
22 for accreditation candidacy be extended until November 1st.  
23 Evidence will be presented that Mr. Peterson no longer is  
24 associated with the school; that a competent, experienced, and  
25 skilled administrator is now at the helm of the school; that

1 significant changes have been made in the board; and we believe  
2 that based upon the mutual mistake of the parties, that the  
3 condition requiring compliance by June 30 should be reformed by  
4 the Commission on the recommendation of this Hearing Officer  
5 and time allotted so that an additional readiness review can be  
6 completed.

7                   The documents that will be reviewed by  
8 Mr. Kleinert indicate he's prepared to come and complete that  
9 additional readiness review in September. We believe his  
10 testimony will establish that Mr. Jensen, who's now the  
11 administrator, has the competency to fulfill that accreditation  
12 procedure, and we request a reformation of the contract based  
13 upon mutual mistake.

14                   HEARING OFFICER: Okay. Thank you very much.  
15                   Ms. Swartz, would you like to call your first  
16 witness.

17                   MS. SWARTZ: Yes. The Commission would call  
18 Tamara Baysinger to the stand.

19                   HEARING OFFICER: And what's the preference on  
20 where the witness is. I guess we'll ask the court reporter:  
21 Would you prefer the witnesses up here at this table?

22                   THE COURT REPORTER: I think they want them up  
23 there. Yes, that works for me.

24                   HEARING OFFICER: Okay. And you can swear in the  
25 witness.

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TAMARA BAYSINGER,

produced as a witness at the instance of the Petitioner, being first duly sworn, was examined and testified as follows:

DIRECT EXAMINATION

BY MS. SWARTZ:

Q. Good morning.

A. Good morning.

Q. Could you please introduce yourself for the record.

A. My name is Tamara Baysinger. I'm the director for the Public Charter School Commission.

Q. I wanted to start with a brief discussion of some basics just for context. If any of this seems unnecessary to the Hearing Officer or to the school, please just let us know, but we'll try and keep it short.

Tamara, could you give us some background information regarding the charter school sector in Idaho generally?

A. Sure. I think it is important to understand that public charter schools are public schools. The central concept of a public charter school is that they exchange increased autonomy for increased accountability as schools of choice, and the State has appointed authorizers as the entities responsible

1 for overseeing charters and making decisions regarding which  
2 schools should be permitted to open and continue operations.

3 Q. Can you tell us a little bit more about how the  
4 charter school authorization process works?

5 A. In Idaho, public school district boards, public  
6 institutions of higher learning, and the Public Charter School  
7 Commission are the entities that may authorize public charter  
8 schools. Petitions must go first to the board of the local  
9 school district in which the school will be operated, and the  
10 local school district may refer a petition to the Public  
11 Charter School Commission. I mention that because that is how  
12 Odyssey's charter petition came before the Commission a couple  
13 of years ago.

14 The Public Charter School Commission is Idaho's  
15 independent statewide authorizer. It was created by the  
16 legislature in 2004 and consists of seven members appointed  
17 some by the governor, some by the speaker, and some by the  
18 pro tem of the senate. And the Commission currently authorizes  
19 35 of Idaho's public charter schools.

20 Q. And what is your role as it relates to the Public  
21 Charter School Commission?

22 A. I'm the director for the Public Charter School  
23 Commission, and I've served as Commission staff since 2005.

24 Q. What is the role of a charter school authorizer  
25 such as the Public Charter School Commission?

1           A.       A charter school authorizer is responsible for  
2 determining which public charter schools should be allowed to  
3 open and continue operations based on their performance  
4 outcomes. Authorizers should respect the autonomy of the  
5 school's board while protecting the interests of students and  
6 taxpayers. We focus on outcomes, not inputs, in the areas of  
7 academics, governance, and operations, and make high-stakes  
8 decisions based on expectations outlined in the performance  
9 certificate.

10           Q.       And what, exactly, is a performance certificate?

11           A.       A performance certificate is a document that's  
12 referred to in most states as a charter contract. It is, as  
13 Mr. Fuller stated earlier, essentially a contract. It was  
14 created in Idaho as part of a statutory amendment effective  
15 July 2013. That statutory amendment was the result of  
16 collaboration among numerous educational entities in the state,  
17 and it is reflective of best authorizing practices nationwide.

18                   The performance certificate is a legal agreement  
19 between the school and the authorizer. It clarifies the roles  
20 and duties of each party. It establishes specific performance  
21 expectations for schools, and it may include conditions to be  
22 met on a specified timeline. If the conditions are not met by  
23 the specified deadlines, the authorizer may proceed with  
24 revocation of the charter.

25           Q.       Are all performance certificates the same?

1           A.       They are not identical, although most of the  
2 language is boilerplate for all Commission-authorized schools.  
3 The unique portions include mission specific goals and, again,  
4 those conditions for necessary improvements in the associated  
5 timelines, which, if not met, may lead to charter revocation.

6           Q.       Tell us a little bit about the background of  
7 Odyssey Charter School in particular.

8           A.       As I mentioned earlier, the petition for Odyssey  
9 Charter School was referred to the Commission by the local  
10 school district board back in 2012, and the petition was  
11 approved by the Commission effective in December 2012 to begin  
12 operations in fall 2013. Now, due to the timing of the  
13 statutory amendment that created the new concept in Idaho of  
14 the performance certificates, Odyssey did not have a  
15 performance certificate when they opened; neither did any other  
16 charter school in Idaho at that time. So that -- that was  
17 created later, just like it was with the other schools.

18          Q.       So what was the process for developing  
19 performance certificates for schools already in operation when  
20 the law changed?

21          A.       Being a new document that was going to be very  
22 important for charter schools in Idaho, the Commission worked  
23 hard to collaborate with its stakeholders throughout the  
24 development process for both the performance framework that is  
25 incorporated into the performance certificate and the language

1 of the certificate itself.

2 I'm going to pull up some exhibits here that  
3 you've all seen because they're included in your exhibits that  
4 were distributed last Friday, but just so you can see here,  
5 this is a frequently asked questions document that was posted  
6 on the Commission's Web site and available to all our schools.  
7 That's Exhibit H-3, for the record.

8 Exhibit H-4 goes on to share an e-mail that was  
9 one of several that went out to all Commission-authorized  
10 schools during this process, including Odyssey.

11 HEARING OFFICER: Ms. Baysinger, can I have you  
12 slow down just a little bit.

13 THE WITNESS: Sure.

14 HEARING OFFICER: So when you're referring to an  
15 exhibit, could you first identify the exhibit by exhibit and  
16 page, please.

17 THE WITNESS: Sure. It's Exhibit H-3 for the  
18 Commission. H-3, page 1, is where that will begin.

19 HEARING OFFICER: Thank you.

20 THE WITNESS: And, again, this is an FAQ document  
21 posted on the Commission's Web site. You'll see several  
22 iterations here because it was revised as the process  
23 proceeded, inviting all schools to participate in the process.

24 If you go I believe five pages down into this  
25 document, you will see here a description of how the

1 performance certificate development process would work with  
2 each individual school. Looking in the left-hand column there,  
3 you can see that there was an initial discussion with each  
4 school.

5 HEARING OFFICER: Okay, I'm going to need to stop  
6 you, just so I make sure I'm on the same exhibit. We're on  
7 Exhibit H-3, page 7, in the lower right-hand corner.

8 THE WITNESS: H-3, page 4.

9 HEARING OFFICER: Four. Thank you.

10 THE WITNESS: You bet.

11 So there was an initial discussion with each  
12 school between the school's staff and ours, followed by another  
13 meeting which was a drafting meeting, followed by this says  
14 "committee meeting." It was actually a subcommittee of  
15 Commissioners that considered the work done by the school staff  
16 and the Commission staff together. And that was finally  
17 followed up by the formal approval by the Commission after all  
18 of the previous parties had agreed to the document.

19 Now, if we go to Exhibit H-4, this is H-4,  
20 page 1 --

21 HEARING OFFICER: Thank you.

22 THE WITNESS: -- you'll see one of many e-mails  
23 that went out. This went out from Alison Henken to all our  
24 charter school stakeholders, including Odyssey, making them  
25 aware of the FAQ document being updated and continuing to

1 remind them that there was opportunity to be involved in the  
2 process of developing the certificate.

3           So to sum up, the Commission staff had a series  
4 of meetings with each school to discuss and customize each  
5 performance certificate as described in Exhibit H-3, and  
6 schools were made aware of this process, as you can see in  
7 Exhibit H-4. Schools moved through this process in five  
8 groups, and Odyssey was right on schedule in the fourth of the  
9 five groups.

10           Q.       BY MS. SWARTZ: Now can you please describe the  
11 performance certificate development process as it proceeded in  
12 Odyssey's specific case?

13           A.       Sure. In February of 2013, our administrative  
14 assistant contacted the schools in group four of five that  
15 would be moving through the performance certificate  
16 collaboration process and scheduled meetings with Odyssey,  
17 among some other schools. The initial meeting between our  
18 staff and Odyssey's staff took place by phone on February 10th.  
19 Karl Peterson, their administrator, participated, as did  
20 Carrie Reynolds, the board chair, and myself.

21                   At that time, we discussed mostly some general  
22 ideas for where the school might want to go with their mission  
23 specific goals. That's not highly pertinent to the issue  
24 before us today, but that's what that meeting was about.

25                   The second meeting is more pertinent. It took

1 place by phone and Web -- that is, we were sharing files via  
2 the Web so everyone could look at the documents despite being  
3 in remote locations -- and it took place on March 4th. Karl  
4 Peterson, the administrator, was there --

5 HEARING OFFICER: 2013?

6 THE WITNESS: 2013, yes.

7 -- Carrie Reynolds; Alison Henken, our charter  
8 schools program manager; and myself.

9 At that meeting, we walked through the specific  
10 provisions of the performance certificate and encouraged the  
11 school to look at them in more detail on their own, and we also  
12 went through one by one the appendices to the performance  
13 certificate, including Appendix A. That's the one that  
14 contains the conditions that were specific to Odyssey Charter  
15 School.

16 MR. FULLER: If I might just inquire, I believe  
17 there's a -- ma'am, are you sure it was the 2013 is your  
18 testimony.

19 THE WITNESS: Oh, I'm sorry, 2014.

20 MR. FULLER: The school was not --

21 THE WITNESS: I apologize, yeah, 2014.

22 HEARING OFFICER: That's why I likes to make sure  
23 when you're talking a date, make sure you add the appropriate  
24 year. That's why. So it was 2014.

25 THE WITNESS: Yes.

1 HEARING OFFICER: And your prior phone  
2 conversation was also 2014.

3 THE WITNESS: Also, 2014, yes, that's correct.

4 HEARING OFFICER: Thanks for the clarification.

5 THE WITNESS: Yeah, thank you.

6 Finally, on that March 4, 2014, meeting, we did  
7 further discuss the mission specific goals.

8 There was a third meeting in this case because  
9 there was additional work to be done; and this happened with a  
10 number of schools, it wasn't extraordinary. It took place  
11 again by phone and Web on March 13, 2014. Again, Karl  
12 Peterson, Carrie Reynolds, Alison Henken, and myself. We  
13 worked further on mission specific goals; reminded the school  
14 of the upcoming subcommittee meeting that would be held on  
15 March 20, 2014, which a representative from the school needed  
16 to attend in order to represent that they were, in fact, aware  
17 of everything in the performance certificate and were  
18 comfortable with it. The school did indicate to us that they  
19 were aware and comfortable, but the Commissioners themselves  
20 needed to know that.

21 Following that third meeting, draft documents  
22 were shared with Odyssey via Dropbox, the online file sharing  
23 service, for their review and response. They did get those  
24 documents. We can show that they read the document with the  
25 conditions and approved it.

1                   Now, the subcommittee meeting did take place on  
2 March 20, 2014. Three Commissioners were present, and  
3 representatives from the schools in that fourth group. Odyssey  
4 did not attend and there seems to be some confusion about the  
5 notification regarding that meeting. I can address that a bit  
6 more later on. But the result of that meeting was simply that  
7 the subcommittee, instead of forming a recommendation to the  
8 Commission to either approve or not approve Odyssey's  
9 performance certificate as would have been the normal course,  
10 instead decided not to form a recommendation. They wanted to  
11 be sure that the whole Commission looked at the performance  
12 certificate, including the conditions, because of the high  
13 consequences that could be tied to those if they weren't met.  
14 They also wanted to be certain that the school was aware of and  
15 comfortable with those. Since there wasn't a school  
16 representative present, they wanted to be sure that the school  
17 looked at that with the Commission at the regular Commission  
18 meeting which took place on April 17, 2014. And that was the  
19 last step.

20                   The full Commission did consider the performance  
21 certificate on April 17, 2014. Odyssey was present and  
22 addressed the matter, and the performance certificate was  
23 adopted and signed by both parties.

24                   Q.       BY MS. SWARTZ: Thank you. You mentioned  
25 discussion of the written conditions in telephone meetings that

1 took place in March 2014 in your testimony just now. So is it  
2 your opinion or to your knowledge, was the school aware of the  
3 written conditions, including the accreditation condition,  
4 earlier than those conditions were formally agreed upon in  
5 April?

6 A. Yes, and I'm prepared to demonstrate that in the  
7 exhibits.

8 Q. Okay. You mentioned -- okay, so let's talk about  
9 those written conditions. You mentioned that the performance  
10 certificate did include conditions. Is that correct?

11 A. Yes, that is correct.

12 Q. And can you tell us about the conditions that  
13 were included in Odyssey's performance certificate?

14 A. I can. If we go to Exhibit B-1, I'm actually  
15 going to go down to the last page of that exhibit, so it's B-1,  
16 page 11 -- I'm sorry, 10 and 11.

17 HEARING OFFICER: Okay.

18 THE WITNESS: This is Appendix A of the adopted  
19 performance certificate for Odyssey Charter School. It  
20 contains seven conditions. I won't read the whole thing to  
21 you, but essentially the first condition stated that the school  
22 needed to bring their board membership numbers up to match what  
23 their bylaws and Idaho Statute requires.

24 The second was that the school would achieve  
25 accreditation candidacy status during the 2013-14 school year.

1                   The third was that they would achieve full  
2 accreditation during the 2014-15 school year.

3                   The fourth was that Odyssey would return to and  
4 remain in special education compliance.

5                   The fifth was that Odyssey would submit certain  
6 financial planning documents to the Public Charter School  
7 Commission.

8                   The sixth was that Odyssey would establish a and  
9 publish a stakeholder complaint process.

10                  And the seventh was that Odyssey would adopt and  
11 publish on its Web site a description of its board ethical  
12 standards.

13                  You can see that most of the deadlines were  
14 June 30, 2014. There were a couple of exceptions to that --  
15 actually, just one: No. 3 regarding full accreditation was  
16 that the condition would be met by June 30, 2015, because that  
17 was the soonest the school could be expected to accomplish  
18 that.

19                  Q.       BY MS. SWARTZ: Can you explain why these  
20 conditions were put -- included in this performance certificate  
21 for Odyssey?

22                  A.       Sure. The conditions were put in place as a  
23 reflection of the Commission's growing concern about a broad  
24 range of issues regarding Odyssey's operations. If we go to  
25 Exhibit F-2, page 1 through 2 of Exhibit F-2 --

1 HEARING OFFICER: Just a second.

2 THE WITNESS: Sure.

3 HEARING OFFICER: Okay, got it.

4 THE WITNESS: -- you'll see here a summary of the  
5 concerns that the Public Charter School Commission had about  
6 Odyssey Charter School at the time the performance certificate  
7 was being developed, including those conditions. Again, I  
8 won't read all of these to you, but there are I believe 22  
9 concerns here. They are significant and they range from  
10 extraordinarily high turnover of board members and employees at  
11 the school; also very high student attrition, 40 percent during  
12 the school year, which is extremely unusual, and even higher  
13 from fall to fall; numerous stakeholder complaints, more than  
14 we've received about any other school in our history of working  
15 with charter schools; various compliance violations regarding  
16 special education, public records law, open meeting law; and  
17 also, significantly, failure to progress through the  
18 accreditation process at a typical pace.

19 Q. BY MS. SWARTZ: Was Odyssey aware of the written  
20 conditions during the performance certificate collaboration  
21 process?

22 A. Yes, they were aware. Let's look at Exhibit D-2,  
23 Roman I.

24 HEARING OFFICER: Okay. D-2, okay, got it.

25 THE WITNESS: Okay. These are e-mails from

1 March 14, 2014. This is the day after that third collaboration  
2 meeting when the school and staff together reviewed the  
3 performance certificate and the appendices, including  
4 Appendix A with the conditions. You can see here that  
5 Alison Henken, our program manager, thanked the school for  
6 their participation in the meeting, and she said "Here is  
7 attached the performance certificate."

8 Karl Peterson, the administrator, wrote back and  
9 said, "Uh-oh, I don't see the appendices here," so above you  
10 can see where Alison asked me to resend the invite and I did  
11 so.

12 If you go to Exhibit D-2, Roman II.

13 HEARING OFFICER: Got it.

14 THE WITNESS: If you look at the e-mail there  
15 from about an hour later on March 14, 2014, you can see that  
16 Karl Peterson did definitely receive those appendices,  
17 including Appendix A, because he's writing me an e-mail here  
18 talking about that and correcting my verbiage. I had written  
19 in there that they needed to gain provisional status. That's  
20 actually outdated language, it's called "candidate status." He  
21 says "Can we make that change?"

22 And I wrote back "Thanks for the reminder," and I  
23 would make that change.

24 So clearly the school was aware of and familiar  
25 with the conditions.

1 Next, if we go to Exhibit D-1, page 1.

2 HEARING OFFICER: Okay.

3 THE WITNESS: We're looking here at Odyssey's  
4 board meeting minutes from April 2, 2014, so you'll notice that  
5 this predates the Commission meeting by 15 days. And if you  
6 look at the highlight --

7 MR. FULLER: I'm sorry, ma'am, what exhibit? I'm  
8 sorry.

9 THE WITNESS: D-1.

10 MR. FULLER: D-1. I'm with you. Thank you.

11 THE WITNESS: You bet.

12 The highlighted section shows here that in the  
13 discussion, Mr. Whitford noted that the condition regarding  
14 accreditation must be met by June 30th. There is discussion  
15 here that goes on. But the point is here that they were aware  
16 of the conditions.

17 You notice here that the June 30th, there's the  
18 accreditation candidacy that's June 30, 2014, and then this  
19 references, apparently, the accreditation, full accreditation,  
20 June 30, 2015.

21 Q. BY MS. SWARTZ: So, in your opinion, was Odyssey  
22 aware of the condition of requiring candidacy status and  
23 accreditation earlier than the April 17th date referenced in  
24 the opening statement made by the school?

25 A. Absolutely. It's clear that they have that

1 information at least by March 4th of 2014.

2 Q. You mentioned in your previous testimony a  
3 subcommittee meeting that took place that Odyssey did not  
4 attend. Can you tell us more about was Odyssey informed that  
5 that meeting would take place?

6 A. They were. In their written response to the  
7 notice of intent to revoke, Odyssey indicates that the  
8 conditions were put in place because Odyssey did not attend the  
9 subcommittee meeting. However, that is incorrect, it is not  
10 the case. As we've already seen, the conditions had been in  
11 the draft performance certificate.

12 HEARING OFFICER: Can I interrupt just briefly.  
13 I'm not sure I saw in my documents their response. Is that in  
14 your exhibits, their written response?

15 THE WITNESS: It was a document that predated  
16 that.

17 HEARING OFFICER: I guess it would be like when a  
18 hearing was requested. Is that the document you're talking  
19 about?

20 THE WITNESS: The processing statute is that we  
21 issue a notice of intent to revoke, and then the school has  
22 30 days in which to provide a written response to that notice  
23 of intent to revoke.

24 HEARING OFFICER: Right. And I don't think I  
25 have that written response, unless it's in one of your

1 exhibits.

2 THE WITNESS: Oh.

3 MR. FULLER: No, and it was not identified.

4 MS. SWARTZ: We can get a copy.

5 THE WITNESS: Okay.

6 HEARING OFFICER: Do you have any problem with  
7 having that added, having a copy of your response?

8 MR. FULLER: I would have to consider it and get  
9 back to you. I haven't looked at it recently.

10 HEARING OFFICER: Okay. I mean, I think it's  
11 appropriate because the statute requires that you do the notice  
12 of intent, and then there's got to be a response requesting a  
13 hearing, and I understood there was such a thing but I haven't  
14 seen it and I think it should be part of the official record.

15 MR. FULLER: I don't think I'd object. We would  
16 view it as similar to an answer to a complaint. It's a  
17 pleading --

18 HEARING OFFICER: Exactly.

19 MR. FULLER: -- rather than -- perhaps rather  
20 than an exhibit.

21 HEARING OFFICER: So see if we can get a copy of  
22 that to submit.

23 Since you're referring to it, it would be helpful  
24 at some point to have it.

25 THE WITNESS: Sure. Absolutely. I'm sorry, I

1 didn't realize you didn't have it.

2 That document states that the conditions were put  
3 in place because Odyssey didn't attend the subcommittee  
4 meeting, but as we've seen, the conditions had already been in  
5 the draft performance certificate document throughout the  
6 collaborative drafting process.

7 If I can direct your attention to Exhibit D,  
8 Roman III --

9 HEARING OFFICER: When you say, "D," I've got  
10 Exhibit D.

11 THE WITNESS: I'm sorry, D-2, Roman III.

12 HEARING OFFICER: Okay. I didn't see any Roman  
13 numbers.

14 Got it. Okay.

15 THE WITNESS: Okay, what you're looking at here  
16 is an e-mail from Alison Henken to Odyssey Charter School, a  
17 number of representatives there, that was sent to them after  
18 the collab- -- or, after the subcommittee meeting that they  
19 didn't attend. It's just telling them that the subcommittee  
20 had considered the performance certificate but did not form a  
21 recommendation because they wanted to make sure that everybody  
22 was comfortable with the document prior to its approval.

23 If we go down one exhibit to D-2, Roman IV --

24 HEARING OFFICER: Okay.

25 THE WITNESS: -- I noticed the next day that one

1 of the e-mail addresses in the previous exhibit was incorrect  
2 although all the others were correct, so I also sent a similar  
3 e-mail and made sure that Carrie Reynolds' address, which had  
4 recently changed, was correct.

5           And in the highlighted portion you'll see here  
6 that I also reiterated the subcommittee was comfortable with  
7 the mission specific goals and respected that Odyssey was aware  
8 of and already working to meet the conditions in Appendix A;  
9 however, they wanted to be sure that the whole Commission, as  
10 well as your board -- meaning Odyssey's board -- was familiar  
11 with the conditions prior to their approval.

12           So once again, we're just talking here about  
13 Odyssey's awareness of the conditions and the reason that their  
14 lack of attendance at the subcommittee meeting really didn't  
15 impact anything negatively.

16           Q.       BY MS. SWARTZ: Okay, so the condition that's  
17 most relevant to today's proceedings is Condition No. 2  
18 regarding accreditation. Could you describe this condition to  
19 us in more detail?

20           A.       Yes. Let's go back to Exhibit B-1, the last page  
21 of that exhibit again -- it's two pages. It will be in the  
22 conditions. It's B-1, page 10.

23           HEARING OFFICER: I've got it. I'm sorry if  
24 you're waiting for me. Thank you.

25           THE WITNESS: You can see here the highlighted

1 lines are the ones containing Condition No. 2, accreditation  
2 candidacy, and it says: Odyssey will achieve accreditation  
3 candidacy status during the 2013-14 school year, and this  
4 condition must be met by June 30, 2014.

5 Q. BY MS. SWARTZ: Can you tell us a little bit more  
6 about accreditation? What is it and why is it important?

7 A. So, accreditation is a formal stamp of approval  
8 by an outside body indicating that a school has demonstrated  
9 that it achieves and maintains a certain quality standard.  
10 Idaho Statute requires that all public high schools be  
11 accredited. You can see the relevant statute in Exhibit A; I  
12 don't think we need to look at it now, but that's where it can  
13 be found, Exhibit A.

14 The accrediting body for Idaho schools is  
15 Northwest Accreditation Commission, or NWAC, which is a  
16 division of AdvancED. NWAC sets the standard for accreditation  
17 and evaluates schools for the purpose of determining whether or  
18 not they meet the standard.

19 And accreditation is important because it  
20 guarantees that a student's credits will be recognized by other  
21 high schools and universities. Credits earned at nonaccredited  
22 schools may need to be retaken because they aren't received --  
23 or, aren't recognized, rather, by receiving schools.

24 Q. Help us understand what the accreditation process  
25 looks like.

1           A.       Sure. The accreditation process takes place in  
2 three phases. There's the application phase, the candidacy  
3 phase, and then full accreditation.

4                   The application phase begins when the school  
5 submits an application for accreditation to NWAC, and it's  
6 followed by a readiness visit during which a school should  
7 demonstrate its eligibility to receive candidacy status.  
8 Typically after that readiness visit the school does receive  
9 candidacy status, which indicates that a school is on a strong  
10 path to meeting the standard for full accreditation. For  
11 purposes of credit recognition, a school in candidacy status is  
12 considered accredited, but a school in the applications phase  
13 is not.

14                   While a school is in candidacy, they have another  
15 more extensive site visit during which the school demonstrates  
16 its eligibility to receive full accreditation status. Full  
17 accreditation is then periodically renewed.

18           Q.       In your experience and to your knowledge, how  
19 long does it typically take for a new school to be granted  
20 candidacy status?

21           A.       Typically and desirably, a new public charter  
22 school or any school applying for candidacy will achieve that  
23 status within its first year of operations. They typically  
24 apply prior to the beginning of the school year and achieve  
25 candidacy within the first school year. Again, this is a

1 desirable indicator of school quality and ensures that the  
2 students receive recognized credits.

3 Now, we know that Odyssey was aware of the  
4 accreditation process and its importance. If we look at  
5 Exhibit C -- you should have a cover sheet for that, looks like  
6 what's up on the screen here --

7 HEARING OFFICER: Uh-huh, got it.

8 THE WITNESS: -- list of the other exhibits. I  
9 won't take the time to go through these one by one, but all of  
10 Exhibit C, all of these documents, demonstrate that Odyssey was  
11 made aware again and again by multiple entities and had  
12 extensive training opportunity regarding the accreditation  
13 process.

14 I would like to specifically point out  
15 Exhibit C-5.

16 HEARING OFFICER: Okay.

17 THE WITNESS: These are minutes from Odyssey  
18 Charter School, and I'm going to scroll down and get you a page  
19 number for a specific set of minutes here.

20 Okay, so this is -- I apologize, there's no page  
21 number on there, but these are the minutes dated February 27,  
22 2013. If I remember correctly, that meeting date is actually  
23 in error. I think it was a March 2013 -- and I do mean "2013"  
24 this time -- meeting.

25 And if you look at the highlighted section here,

1 you can see that board member Vikki Reynolds recommended that  
2 the school wait until July 1, 2013, to apply for accreditation:  
3 Odyssey must follow all of the requirements exactly because  
4 AdvancED will need to complete a year and a half's work in  
5 about six months. They are prepared to do this. And we must  
6 have our accreditation completed within the first year so that  
7 the credits for ninth and tenth graders can be counted.

8 This illustrates that the board was aware of the  
9 requirement and its importance.

10 MR. FULLER: If I might just inquire for  
11 correction, you had indicated Vikki Reynolds was a board  
12 member. I don't see her listed at the top of that document as  
13 a board member.

14 THE WITNESS: You're correct, I don't either.  
15 She's listed in the minutes as someone speaking to that. I  
16 suppose it could have been a committee member or something.  
17 Perhaps Odyssey could clarify.

18 Q. BY MS. SWARTZ: Tell us about your understanding  
19 of Odyssey's experience in particular with the accreditation  
20 process.

21 A. Okay. So we know that Odyssey representatives  
22 attended NWAC training, that is the accrediting body's own  
23 training, in June of 2013. I don't think we need to look at  
24 it, but if you want documentation it's in Exhibit E-1, Roman I,  
25 and E-1, Roman II.

1                   They then applied for accreditation candidacy  
2 status, the first phase of application, in September of 2013.  
3 That was shortly after they started their initial school year.

4                   They had their initial readiness visit, which is  
5 the next part of the process, in November of 2013.  
6 Unfortunately, the school was unprepared for that visit. They  
7 hadn't properly completed the preparatory work. The document  
8 regarding that can be found in Exhibit E-1, six, Roman VI.

9                   And then let's do go look at Exhibit E-1,  
10 Roman VIII.

11                   HEARING OFFICER: Okay.

12                   THE WITNESS: What you see here in this exhibit  
13 is a letter that followed Odyssey's second readiness visit  
14 which took place on December 16, 2014 (sic). If you were to  
15 scroll through this document and the related follow-up  
16 information, you would find that the school was marked as  
17 "needs improvement" on nearly 30 percent of the indicators used  
18 to determine whether or not a school is ready to be granted  
19 candidacy status.

20                   If we move on to Exhibit E-1, Roman XI --

21                   HEARING OFFICER: Okay.

22                   THE WITNESS: -- there you will find results of  
23 the third readiness visit conducted by NWAC on May 28, 2014.  
24 Eight of the nine previously identified indicators in need of  
25 improvement were identified as still in need of improvement.

1 Unfortunately, that was despite extensive additional assistance  
2 from NWAC to the school. And because that's very close to the  
3 end of the school year, as I'm sure you know, the school year  
4 did end with the school still unable to achieve candidacy  
5 status.

6 Q. BY MS. SWARTZ: The deadline that Odyssey Charter  
7 School and the Public Charter School Commission agreed to with  
8 respect to the written condition for achieving candidacy status  
9 was June 30, 2014. In your opinion, was this deadline  
10 reasonable?

11 A. Yes, in my opinion, the deadline was reasonable,  
12 and I'll explain why.

13 First of all, as I've said before, it is common  
14 and desirable for schools to achieve candidacy during year one  
15 of their operations. Schools do this regularly. If we go to  
16 Exhibit C --

17 HEARING OFFICER: Okay.

18 THE WITNESS: -- again, just that header, it  
19 lists a whole bunch of different documents indicating that  
20 Odyssey was aware of the accreditation process and the  
21 requirements. These documents date back as far as June of 2011  
22 when they were very, very early in the petitioning process.  
23 The documents show that they were aware of the process.

24 Also in Exhibit C, if you were to scroll through  
25 this list, you would find Odyssey's own charter, their own

1 board meeting minutes, communications with the State Department  
2 of Education and the Public Charter School Commission staff, a  
3 preopening update provided to the Commission by Odyssey in  
4 June 2013, again, that accreditation training attended by  
5 Odyssey in June 2013.

6 If we go to Exhibit E-1, Roman IX --

7 HEARING OFFICER: Okay.

8 THE WITNESS: -- and also E-1, Roman X, these  
9 documents together represent communications between  
10 Dale Kleinert with NWAC and Odyssey personnel. They're just  
11 illustrations of the extensive additional support that Odyssey  
12 received. Of course, not all of it was in writing. There were  
13 conversations too where NWAC made every effort to assist the  
14 school in reaching the standard.

15 If we go to Exhibit E-3, Roman I --

16 HEARING OFFICER: Okay.

17 THE WITNESS: -- and also E-3, Roman II, and read  
18 the highlighted sections, what you'll find here is dialogue  
19 between myself as Commission staff and Odyssey personnel in  
20 which Odyssey repeatedly assures our staff that it's confident  
21 about meeting the accreditation requirement. We're asking for  
22 updates. They're giving us updates, saying "Accreditation is  
23 coming, Dale Kleinert is helping us get our candidate status,"  
24 et cetera.

25 Exhibit G-2 --

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HEARING OFFICER: Okay.

THE WITNESS: -- this is a transcript of the April 17, 2014, Commission meeting. This is the meeting at which the performance certificates, including Odyssey's and that encompassed the conditions in Appendix A, was approved.

If we go down to -- I'll get you a page number -- page 3 --

HEARING OFFICER: Okay.

THE WITNESS: -- we'll see that Karl Peterson, Odyssey's administrator, is responding to Chairman Reed's query about whether if they would like to share any thoughts with us on the subject. Dale Kleinert has just finished saying that he believes that it will be difficult at this point in the year. Although Odyssey has already had substantial opportunity to achieve candidacy status, that at this point it will be difficult for them to achieve it by the end of the year.

What we see here is Karl Peterson responding to that, saying: I think we'll have the information. We should have the budgetary information within a week. The special ed documents, I think we can get that together.

Essentially, he's saying, We think we can meet the condition by the specified time frame.

He does note that with the policies, they may take longer; however, I noted before that one of the conditions previously identified as in need of improvement was met and

1 that was the one dealing with the policies, so apparently they  
2 did not take longer.

3 Q. BY MS. SWARTZ: Did Odyssey ultimately meet  
4 Condition No. 2 by the specified deadline?

5 A. No. If we go to Exhibit E-1, Roman XIII --  
6 HEARING OFFICER: Okay.

7 THE WITNESS: -- we are going to see the  
8 accreditation delay letter dated June 11th. It's written to  
9 Odyssey from Dale Kleinert with NWAC, and it states clearly  
10 that Odyssey is not in candidacy status.

11 HEARING OFFICER: Did you say "13"?

12 THE WITNESS: I did, and I believe my notes are  
13 incorrect. I think it's actually 12.

14 HEARING OFFICER: Okay, good, because I couldn't  
15 find it. I guess that's the one I've got. So it's E-1 --

16 THE WITNESS: E-1, Roman XII. An associated  
17 document specifying more about the readiness visit and the  
18 elements remaining in need of improvement can be found in E-1,  
19 Roman XI. This letter and readiness review reflect that there  
20 are eight outstanding indicators. These outstanding indicators  
21 still in need of improvement dovetail with the Commission's  
22 broader concerns about the status of the school's operations.

23 Q. BY MS. SWARTZ: What action did the Public  
24 Charter School Commission take as a result of Odyssey's failure  
25 to meet Condition No. 2 by the specified deadline?

1           A.       At the June 17, 2014, regular Commission meeting,  
2 the Public Charter School Commission moved to begin the  
3 revocation process by issuing a notice of intent to revoke the  
4 charter for Odyssey Charter School.

5           Q.       That decision was made on June 17, 2014. Why did  
6 it occur prior to the condition deadline of June 30th?

7           A.       That's an excellent question. The reason had to  
8 do with timing. Most pertinent is the fact that in order for  
9 the school to achieve candidacy status, another readiness visit  
10 would need to take place while school was in session. As of  
11 June 17th, school was out of session for the summer and would  
12 not be back in session until fall, so you can see that there  
13 was no way that the school could receive candidacy status by  
14 June 30th. So as the Commission already had a regularly-  
15 scheduled meeting on June 17th and Odyssey was on the agenda to  
16 provide an update on the school's fiscal status and progress  
17 toward meeting the performance certificate conditions, it made  
18 sense to address this matter at that time. Additionally, the  
19 Commission felt it was important for the process to be  
20 conducted as efficiently as possible in the best interest of  
21 families and taxpayers.

22           Q.       In your opinion, why did the Public Charter  
23 School Commission move to issue the notice of intent to revoke  
24 the charter for Odyssey Charter School?

25           A.       It's clear that Odyssey failed to meet a specific

1 and important condition in its performance certificate; that  
2 is, the condition that they achieve candidacy status within the  
3 first year of operations. I'll remind you of Appendix F,  
4 specifically, F-2.

5 HEARING OFFICER: Exhibit F?

6 THE WITNESS: I'm sorry, Exhibit F.

7 HEARING OFFICER: Sorry.

8 THE WITNESS: Exhibit F-2.

9 HEARING OFFICER: Okay.

10 THE WITNESS: This document illustrates that  
11 Odyssey's failure to achieve accreditation is symptomatic of  
12 overall ill health of the school, which is further evidenced by  
13 poor understanding of governance and an unusually unstable  
14 board that turned over 11 members in 18 months; a high student  
15 attrition rate, almost 50 percent fall to fall, and that was  
16 before the notice of intent was issued. It's probably  
17 considerably higher now; noncompliance issues including failure  
18 to provide special education services and meet public records  
19 requests; failure to properly complete teacher and  
20 administrator evaluations; lack of cohesive professional  
21 development despite having no-school Fridays and a mission  
22 focused on the implementation of project-based learning, which  
23 teachers certainly need education inward to implement well;  
24 unprecedented number of stakeholder complaints; a consistent  
25 inability to meet State requirements despite extensive

1 assistance from the petitioning phase through the present; and  
2 Odyssey's ongoing dissemination of inaccurate and misleading  
3 information leading up to this hearing.

4 I'd like to refer quickly to Exhibit G and  
5 Exhibit H. I don't think we need to go through them in any  
6 detail now, but that is where you can find information  
7 addressing and refuting the few relevant and many irrelevant  
8 and misleading and inaccurate claims made by Odyssey in their  
9 written response to the notice of intent to revoke.

10 So, in conclusion, these and many shortcomings  
11 ultimately contributed to Odyssey's failure to achieve  
12 accreditation candidacy and therefore meet the most important  
13 of the seven conditions contained in the signed performance  
14 certificate.

15 Q. BY MS. SWARTZ: In its opening statement, Odyssey  
16 claimed that the school only had 25 days to achieve candidacy  
17 status. Would you agree with that representation?

18 A. I would not. I think it's clear from the  
19 evidence that the school was well aware of how the process  
20 worked and they applied in September, so they had the vast  
21 majority of the school year in which to achieve candidacy  
22 status. The fact that the condition was put in place in April  
23 simply reflects the Commission's concern that typical progress  
24 had not yet been made and needed to be made.

25 Q. Thank you. Also in its opening, Odyssey

1 suggested that the Public Charter School Commission was  
2 mistaken on relying on Karl Peterson, the school's  
3 administrator, and his ability to accomplish what he stated he  
4 would. Would you like to respond to that statement?

5 A. Sure. I'd first like to point out that the vast  
6 majority of communications between the Commission and its staff  
7 and Odyssey included in e-mail addresses and so forth not only  
8 Mr. Peterson but also members of the Board; but regardless, the  
9 administrator of a public charter school is appointed by the  
10 board to put into operation the will of the board, it's their  
11 employee. And if there are communication breakdowns between  
12 the administration and the board, that is not the Commission's  
13 problem, it's a problem within the school that needs to be  
14 fixed.

15 My primary point here is that the school failed  
16 to meet the condition. Why that happened internally doesn't  
17 really matter. The school failed to meet the condition.

18 Q. You spoke earlier regarding the change in  
19 legislation, the move to performance certificates, and so  
20 forth. Can you describe how that shifted the focus of  
21 authorizers from inputs to outcomes?

22 A. Sure. Without belaboring the point, the  
23 preexisting structure for oversight of charter schools in Idaho  
24 required the Commission to issue notices of defect every time  
25 something went wrong with the school. Therefore, they were

1 mostly trying to influence performance outcomes by dealing with  
2 inputs, and that was inappropriate. It was a poorly-written  
3 statute, I'm afraid, and it interfered with the autonomy of the  
4 charter school's board to do whatever it needed to do in order  
5 to establish preset performance conditions.

6 Now that we have performance certificates, we  
7 have preestablished standards that schools need to meet and the  
8 authorizer can stay out of the board's hair, let them be  
9 responsible for the inputs and do whatever they can within the  
10 bounds of the law to meet the standards in the performance  
11 certificate. The Commission and other authorizers focus then  
12 only on outcomes; that is, were the conditions met or not.

13 Q. So in your opinion, would or should an authorizer  
14 such as the Commission's decision or opinion about a school's  
15 performance be influenced at all by input decisions such as  
16 hiring, the placement of certain positions, and so forth?

17 A. No. If we look at best practices documents from  
18 entities such as the National Association of Charter School  
19 Authorizers, it's quite clear that best practice is for  
20 authorizers to focus on outcomes and not make high-stakes  
21 decisions based on inputs or promises of future performance.

22 Q. Thank you.

23 MS. SWARTZ: That's all I have for this witness  
24 at this time.

25 HEARING OFFICER: All right. And I've been

1 handed now a copy of the notice of response, which is a very  
2 lengthy document, with some exhibits attached. So I'm going to  
3 admit this as part of the -- I'll put this in as part of the  
4 pleadings, if there's no objection.

5 MS. SWARTZ: No objection.

6 HEARING OFFICER: Any problem, Mr. Fuller?

7 MR. FULLER: None.

8 HEARING OFFICER: Okay, cross-exam.

9 MR. FULLER: Thank you.

10

11

CROSS-EXAMINATION

12

13 BY MR. FULLER:

14 Q. Ms. Baysinger, what was your -- I'm sorry. What  
15 was your role in drafting the performance certificate with  
16 Appendix A conditions, your personal role?

17 A. Okay, so I assume you're talking about before the  
18 collaborative meetings. Is that correct?

19 Q. Yes.

20 A. Okay.

21 Q. And during.

22 A. Right. So, I examined what was coming in from  
23 the State Department of Education, other entities such as  
24 Northwest Accreditation, the Public Charter School Commission,  
25 our other staff members, and the Idaho Charter School Network

1 regarding the concerns of various stakeholders at the school,  
2 and codified that into a list of conditions that seemed to be  
3 most necessary for resolution posthaste. So I drafted those  
4 conditions and then shared them with Odyssey, with an  
5 opportunity to comment on what they thought of those and  
6 whether they felt like they could meet them.

7 Q. The document you referred to I believe is F-2.  
8 Can you turn to that document for me. You referred to this a  
9 couple of times; it's the list of concerns. Is this the  
10 document you're referring to?

11 A. I believe so.

12 Q. Okay. Was this document conveyed to us?

13 A. It was. This document was available in the  
14 meeting materials for the April 17th Commission meeting. Those  
15 are always published a week in advance and Odyssey was made  
16 aware of that, as are all our schools.

17 Q. Is there any documentation in any of these  
18 exhibits that indicate that document was actually received by  
19 Odyssey? Is there any evidence it was mailed to them, e-mailed  
20 to them?

21 A. No, I don't believe so.

22 Q. Okay. So it wasn't produced to them until just  
23 before that hearing. This was not something that was used as a  
24 discussion item in the process of negotiating the performance  
25 certificate?

1           A.       This was published a week in advance of the  
2 Commission meeting.

3                    I should also say that I had a phone  
4 conversation -- a rather lengthy phone conversation -- with  
5 board members Carrie Reynolds, who did have to step out of that  
6 conversation early; Chris Peterson, also a board member at the  
7 time; and Karl Peterson, the administrator, about these  
8 concerns. I said, Look, we have all of these concerns coming  
9 in from stakeholders, I'd really love to hear your perspective  
10 on it. And we talked for some time about that. I believe that  
11 took place right after the phone meeting regarding the mission  
12 specific goals on February 10, 2014.

13           Q.       But this document hadn't even been drafted then,  
14 had it?

15           A.       That's correct.

16           Q.       This document wasn't actually posted until the  
17 10th of April at the earliest?

18           A.       I believe so.

19           Q.       So it would have been impossible for Odyssey to  
20 have viewed this document before April 10th?

21           A.       That's true, but they read the conditions  
22 themselves that were precipitated by these concerns at least by  
23 March 4th.

24           Q.       Okay. Did you draft this document, F-2?

25           A.       I did.

1 Q. Okay. Did you actually draft the performance  
2 certificate?

3 A. The performance certificate was drafted as a  
4 collaborative process. I think I did most of the typing, but  
5 there were a series of meetings and considerable stakeholder  
6 input, so I wouldn't say that I drafted all of the ideas  
7 therein.

8 Q. Okay. Can -- if you would go with me to  
9 Exhibit G-1, this is a copy of Idaho Code 33-5205, capital B.  
10 I want to refer you to subpart four. Let me read this to you:

11 All public charter schools approved prior to  
12 July 1, 2013 --

13 And that would include Odyssey. Correct?

14 A. It would.

15 Q. -- shall execute performance certificates with  
16 their authorizers no later than July 1, 2014.

17 Okay, so there was a statutory requirement that  
18 prior to July 1, 2014, this performance certificate be issued  
19 by Odyssey. Interestingly, that's the day following the  
20 determination that Odyssey -- following the June 30 deadline.  
21 Correct?

22 A. I'm not sure I followed you.

23 Q. Let me restate.

24 A. Okay, I see what you mean, the July 1st deadline  
25 in statute.

1 Q. The deadline for which they were required to  
2 enter a performance certificate actually did not occur until  
3 after they had already been determined to be in violation of  
4 the performance certificate and the notice of intent had been  
5 issued. Isn't that correct?

6 A. I suppose you could look at it that way, but  
7 I will point out that this says that "Such certificates shall  
8 ensure that each public charter school approved prior to  
9 July 1, 2014, is evaluated for" -- oops, I'm sorry, I'm reading  
10 the wrong line here.

11 -- "shall execute a performance certificate with  
12 their authorizer no later than July 1, 2014."

13 Now we had 35 schools to work through this  
14 process. None of them came through at the last minute. That  
15 was simply impossible. You've seen the extent of the process.  
16 So Odyssey followed the standard process. There were groups  
17 that went before that signed their certificates much earlier.

18 Q. I want to stick with Odyssey.

19 A. When it was Odyssey's turn, they came through the  
20 process in a timely fashion.

21 Q. Is the performance certificate, do I understand  
22 correctly from your testimony, was a new requirement in 2014?

23 A. It was effective -- the statute was effective  
24 July 2013.

25 Q. Okay. But it was not a requirement of Odyssey to

1 have a performance certificate at the time they were originally  
2 authorized?

3 A. That's correct. The statute hadn't been drafted  
4 yet.

5 Q. And it was not -- would you agree that it was not  
6 statutorily required that they complete the candidacy status  
7 within the first year?

8 A. The statute doesn't speak to that directly.

9 Q. That's correct. You've used the words I wrote  
10 down at one point you said it would be "desirable" to do it in  
11 the first year. Another time you said it would be "common" in  
12 the first year, or "regularly done" in the first year. But, in  
13 fact, there's no statutory requirement that they achieve  
14 candidacy -- achieve candidacy status within the first year.  
15 Isn't that correct?

16 A. That is correct, but I think it's worth pointing  
17 out that, statutorily, conditions may be placed in the  
18 performance certificate for necessary improvement, and those  
19 are to be attached to specific timelines. That did occur in  
20 Odyssey's case. The timeline to which they agreed and signed  
21 was June 30, 2014. So any statutory details are irrelevant  
22 because the performance certificate is in accordance with the  
23 law.

24 Q. So you would agree that once they signed the  
25 performance certificate, then that became a contractually-

1 binding condition, which they accepted?

2 A. That's correct.

3 Q. When did that occur?

4 A. They signed it effective April 17, 2014.

5 Q. So until April 17, 2014, they were not mandated  
6 by any statute or contract to achieve candidacy status within  
7 the first year?

8 A. That's correct, although it would be very unwise  
9 to fail to do so.

10 Q. Well, it would be unwise once they contracted to  
11 do so. Prior to that, it wasn't statutorily or contractually  
12 required, was it?

13 A. No, but it's still unwise, and the reason for  
14 that is that students receiving credits from a nonaccredited  
15 school do not have to have those credits accepted by receiving  
16 schools, and accreditation cannot be retroactive. So it needed  
17 to be achieved during that first year if high school credits  
18 were to be guaranteed to count at other schools.

19 Q. So the students would be at risk but Odyssey's  
20 status as a school would not be at risk if they did not  
21 complete within the first year. Isn't that correct?

22 A. That's correct.

23 Q. And isn't it, in fact, correct that other schools  
24 have not completed their accreditation status within the first  
25 year?

1           A.       Are you talking about public schools generally,  
2 because I'm afraid my knowledge isn't broad enough to specify.

3           Q.       Which schools are you aware of that have not  
4 achieved accreditation status in their first year of operation?

5           A.       I'm aware of only one, it was authorized by the  
6 Public Charter School Commission, and that was Heritage  
7 Community Charter School.

8           Q.       And how long did Heritage take to acquire its  
9 candidacy status?

10          A.       Well, because they applied late and didn't  
11 achieve candidacy status, they made major changes to the school  
12 including elimination of the high school because they realized  
13 they were not ready to operate that high school, as illustrated  
14 by their failure to achieve accreditation. They still have not  
15 added back high school grades.

16          Q.       So have they achieved candidacy?

17          A.       They don't need to because they don't have high  
18 school.

19          Q.       I see. Because they eliminated some of their  
20 credits?

21          A.       That's correct. And I should point out that that  
22 all took place under the notice of defect system which is now  
23 invalid. This is happening under a different statute.

24          Q.       So that opportunity does not exist for Odyssey  
25 that was given the school that you mentioned, Heritage Academy?

1           A.       I think I would phrase it the other way around.  
2 Heritage Community Charter School did not have signed  
3 conditions in place that they failed to meet.

4           Q.       So they were not required to have a performance  
5 certificate?

6           A.       That's right. That provision of statute did not  
7 yet exist.

8           Q.       And, therefore, their candidacy -- their charter  
9 was not revoked, because they didn't agree to do it by a  
10 specific time?

11          A.       The revocation process at the time worked  
12 differently, so I can't attach cause and effect to it in the  
13 same way that I would now.

14          Q.       At the time you assisted in drafting the  
15 performance certificate and the Appendix A conditions, was  
16 consideration given to the competency of Odyssey's  
17 administrator?

18          A.       It's not the role of the Public Charter School  
19 Commission or any authorizer to determine the competency of any  
20 employee of a public charter school board. Hiring and firing,  
21 employment decisions, are made solely and strictly by the  
22 board.

23          Q.       My question was was it considered by you?

24          A.       It would not be appropriate for it to be  
25 considered.

1 Q. Not my question. Did you consider it?

2 A. I suppose not. It shouldn't be a factor, I hope  
3 it wasn't a factor.

4 Q. Okay, so you've gone through a long litany of  
5 explanation of all of the problems that you had with  
6 Mr. Peterson over a period of more than a year and those were  
7 significant to you, and you've shown us all of the documents  
8 and all of the mistakes he made. Is it your testimony here  
9 today that you did not consider any of those circumstances at  
10 the time you drafted the performance certificate and the  
11 attached Exhibit A?

12 MS. SWARTZ: I'd like to object to that briefly.  
13 I feel that Counsel is misrepresenting Ms. Baysinger's  
14 testimony. I don't recall her ever referring to specific  
15 problems with Mr. Peterson.

16 HEARING OFFICER: I don't either. Can you  
17 explain which specific part of her testimony? I'll sustain the  
18 objection.

19 MR. FULLER: Okay. Give me just a minute.

20 Q. BY MR. FULLER: Can you look with me at  
21 Exhibit F-2? Can you identify for me -- you've set forth here  
22 22 different "concerns" I think was the word you used. Would  
23 you be comfortable with that word, concerns with the school?

24 A. Yeah, I think so.

25 Q. Read through these with me, just read them to

1 yourself because you pretty much read them into the record.  
2 Which one of these addressed Mr. Peterson or his -- reference  
3 administrator?

4 A. Well, several of them reference the  
5 administrator. For example, No. 4 refers to a spousal  
6 relationship between a board member and the administrator.

7 No. 7 talks about lack of documentation that the  
8 administrator and other relatives of a board member and the  
9 administrator were hired, supervised, and evaluated in  
10 accordance with statute.

11 No. 8 refers to the board's failure to evaluate  
12 the administrator or develop a process for doing so.

13 Let me know if I'm skipping any. I'm just  
14 skimming here. I think that's it.

15 Q. Okay. So I come back to my question: Of those  
16 ones that you've identified here as concerns relative to the  
17 administrator, were those factors considered by you at the time  
18 you drafted the conditions set forth in Appendix A, including  
19 the June 30, 2014, deadline?

20 A. Certainly they were, because the actions of the  
21 board, the administrator, the school's operations as a whole,  
22 are factors here. But I understood your earlier question to  
23 have to do with my personal opinion of Mr. Peterson's  
24 competence, and that is not addressed here.

25 Q. Did you believe Mr. Peterson had the capacity to

1 achieve accreditation on April 17th?

2 A. He said he did.

3 Q. Did you believe him?

4 A. He said so several times. I don't think that my  
5 opinion matters.

6 Q. It does to me.

7 A. I don't think that my opinion matters.

8 Q. All right. Did you -- okay, there's been no  
9 objection. It's a fair question. Do you -- did you believe he  
10 was competent?

11 MS. SWARTZ: I'll object to that on the grounds  
12 of relevance. I don't know that it makes any difference what  
13 Ms. Baysinger believed. It didn't affect any of the  
14 Commission's actions and it wouldn't affect any of the outcomes  
15 for the school with respect to whether or not they were, in  
16 fact, able to achieve accreditation.

17 HEARING OFFICER: How is her personal -- yeah,  
18 I'll let you respond to that.

19 MR. FULLER: The opinion of the Commissioners is  
20 not being considered under this witness. We don't have a  
21 Commissioner on the stand; we have their administrative  
22 director. And I think her belief as to whether or not Odyssey  
23 and its administrators could comply with the conditions is  
24 directly relevant as the contract is being formed. It's  
25 clearly relevant if she does not believe that Odyssey can

1 fulfill the conditions if she is recommending and preparing a  
2 document which imposes impossible conditions which she believed  
3 they would not comply with, that's directly relevant.

4 MS. SWARTZ: She would have no way of knowing  
5 whether or not they would be able to comply with them, and her  
6 opinion of that should certainly not play into -- Odyssey is an  
7 independent entity and it entered into this agreement of its  
8 own free will.

9 HEARING OFFICER: I still don't understand how  
10 her opinion is relevant. She doesn't make the decisions. The  
11 notice of intent is issued by the Commission, not by her. I  
12 don't understand how her personal opinion is relevant.

13 MR. FULLER: Okay. Let me restate the question.

14 Q. BY MR. FULLER: What evidence did you have to  
15 indicate that Mr. Peterson was competent to complete the  
16 accreditation process within the time period extending from  
17 April 17 to June 30?

18 MS. SWARTZ: I'm going to object to all of this  
19 line of questioning regarding Ms. Baysinger's opinion of  
20 Mr. Peterson. As she's testified --

21 HEARING OFFICER: He didn't ask for her opinion.  
22 He just asked for what evidence you had --

23 MR. FULLER: I asked what evidence.

24 HEARING OFFICER: -- to establish that they could  
25 comply.

1 MS. SWARTZ: Well, he asked specifically for her  
2 opinion of --

3 MR. FULLER: Not this question, Counsel.

4 MS. SWARTZ: Okay, for evidence supporting  
5 whether or not Mr. Peterson specifically, not the school, not  
6 the school as an entity, but Mr. Peterson as an individual.  
7 The school, as Ms. Baysinger testified earlier, the Commission  
8 and its staff are looking at the school as a whole, they're not  
9 looking at individual employees. It would not be appropriate  
10 for the Commission to take action based on its opinion of  
11 individual employment decisions made by the school and its  
12 board. The board is ultimately responsible for the school. If  
13 it chooses to employ someone, whether that person is competent  
14 or not is not something that the Commission has any control  
15 over, and it's not something that the Commission can or should  
16 influence.

17 HEARING OFFICER: And I'm going to overrule the  
18 objection. I understand your position and I think generally  
19 that's correct, but he asked what evidence that the school  
20 could comply. Did you say Mr. Peterson could comply?

21 MR. FULLER: No, my question was relative to the  
22 school.

23 HEARING OFFICER: So I think that's relevant.

24 MS. SWARTZ: And I'm sorry, could we actually ask  
25 the court reporter to read that back? I believe he

1 specifically asked about Mr. Peterson.

2 MR. FULLER: Then I'll revise the question and  
3 remove reference to Mr. Peterson and ask the question only as  
4 to the school.

5 HEARING OFFICER: Okay, thank you.

6 THE WITNESS: Okay, excuse me. This is a  
7 standard requirement that schools achieve accreditation. It's  
8 very typical and again desirable for schools to move through  
9 the process of achieving candidacy during their first year. If  
10 you look at Exhibit C, there are a number of C exhibits, but  
11 you can see everything there -- just a moment -- you can see  
12 everything there from the April 5, 2012, charter petition for  
13 Odyssey Charter School; to the December 31, 2012, approved  
14 charter petition for Odyssey Charter School; to the charter  
15 start workshop that was attended by some Odyssey board members  
16 in 2011, others in 2012 that addressed the accreditation  
17 requirements; the charter school boot camp in April of 2013  
18 that addressed accreditation; you can see the -- or, I'm sorry,  
19 the Odyssey Charter School board meeting minutes from multiple  
20 occasions where they discussed the accreditation process; you  
21 can see various communications between the Commission staff and  
22 Odyssey Charter School, including petition review memos, a site  
23 visit report where Ms. Henken talked about accreditation and  
24 the upcoming process with the administrator, e-mail exchanges  
25 between myself and the Odyssey board and administration.

1 I'm now down to C-7. You can see communication  
2 between Odyssey Charter School and other third parties such as  
3 the State Department of Education regarding documents that  
4 include the accreditation requirement; you can see the  
5 Commission meeting materials, which again are always published  
6 and available to the public one week in advance of the meeting  
7 and they're still online today; you can see that in Odyssey's  
8 preopening update they talked about the accreditation  
9 requirement. That was back in June of 2013. They also  
10 attended training from NWAC in June 2013.

11 You can see Commission meeting minutes where they  
12 talked about the -- their knowledge of the condition  
13 requirements in April of 2014; you can see Odyssey Charter  
14 School's own performance certificate that they did sign  
15 effective April 17, 2014.

16 Also, I showed you earlier exhibits demonstrating  
17 the extensive communications that Odyssey had to gain  
18 assistance from Dale Kleinert with NWAC.

19 So I think there was extensive opportunity for  
20 the board to achieve accreditation status -- candidacy status,  
21 rather -- within their first year.

22 Q. BY MR. FULLER: You would agree that most of what  
23 you explained there establishes their notice of the  
24 requirements, most of the documents you have reviewed there are  
25 for the purpose of establishing that they knew there was an

1 approaching deadline?

2 A. And the process that needed to be accomplished,  
3 and that they had training in how to meet that process and  
4 assistance in doing so.

5 Q. Can I ask you to refer back to a document you  
6 referred to earlier, E-3, Roman I. I'm trying to remember  
7 exactly which -- at one point you stated that --

8 My question is where is the language that you  
9 refer to assuring the Commission that Odyssey can accept the  
10 conditions? Was there any evidence of acceptance of the  
11 conditions in writing before April 17? I remember in reference  
12 to that document --

13 A. Yeah, I believe you're thinking of a different  
14 e-mail exchange though. Let me take a second to find that.

15 Most of this was done in several in-person  
16 meetings between our staff and the school's board and staff,  
17 but I do have an e-mail that gets at the point.

18 Q. Your statement was specifically made with regard  
19 to the April 10 e-mail on the bottom of Exhibit E-3, Roman I,  
20 has a number "1" next to it, and as you reviewed this response  
21 of Mr. Peterson, you indicated that there was language here  
22 that indicated Odyssey could accept the conditions and I can't  
23 find that anywhere in that e-mail.

24 A. I believe you may have misunderstood my  
25 statement. What I believe I said was that these e-mails

1 contain the school's assurance that they feel like they're  
2 making adequate progress toward accreditation.

3 Q. They didn't actually accept those conditions  
4 until April 17. Would you agree?

5 A. No, I wouldn't agree. I don't have it in a  
6 written document, but I do have here another individual who was  
7 present at the meetings -- in fact, there are several  
8 individuals who were present at the meeting or several meetings  
9 during which these were discussed and agreed upon.

10 Q. Would you agree that the statute requires that it  
11 be put in writing and be signed by the board before it becomes  
12 a binding agreement?

13 A. No, it becomes a binding agreement when it's  
14 signed.

15 Q. Right, at the time of signature?

16 A. Yes.

17 Q. When was this document actually signed by  
18 Odyssey?

19 A. Good question. It was shortly following the  
20 Commission meeting on April 17, 2014, but because we're doing  
21 this remotely it involved e-mailing the document with our  
22 chairman's signature to them with the effective date of April  
23 17th that we talked about many times with the school, and I  
24 don't know that I could speak to when exactly they signed it.  
25 I could find but I don't have with me when they e-mailed it

1 back to me.

2 Q. I believe the e-mail exchange was April 21st. I  
3 don't have the document directly in front of me either, but it  
4 took a couple -- but you would agree it's a couple of days  
5 after April 17th?

6 A. Probably, yeah.

7 Q. You indicate that you don't --

8 You were asked by your counsel why the notice of  
9 intent to revoke was actually issued on June 17 before the  
10 deadline had even arrived, and you indicated that was because  
11 there were no kids so their readiness review could not be  
12 conducted. Is that correct?

13 A. That's correct. It was not possible for another  
14 readiness review which would be necessary to be conducted at  
15 that time.

16 Q. Do you know, Ms. Baysinger, when school -- when  
17 the students were released from Odyssey?

18 A. I don't know exactly, no.

19 Q. If I were to tell you June 5, do you have any  
20 reason -- does that sound reasonable?

21 A. It could be. It could be a different date around  
22 that time.

23 Q. Okay. Would you turn with me to Exhibit G-2, is  
24 the testimony of Mr. Kleinert. I'm on page 3. This is where  
25 he states his concerns:

1                   So, man, I just, after seeing this, I think it's  
2 going to be really difficult to have this addressed by --  
3 May 28 is the first I can get out there and the school has  
4 children in place until June 5.

5                   So would you accept now that June 5 is the end  
6 date when students left?

7           A.       It's unlikely that they changed it, yeah.

8           Q.       Okay. So have we established to your agreement  
9 that the term by which Odyssey could fulfill these conditions  
10 extended between June 21 (sic), when the document was signed, a  
11 few days after the 17th, and when the students left on June  
12 5th?

13          A.       Could you repeat the question? I'm not sure I  
14 followed.

15          Q.       Uh-huh. Have we established that the time period  
16 during which they could achieve accreditation candidacy --  
17 let's back up a minute.

18                   Am I correct that in order to achieve  
19 candidation -- accreditation candidacy, they had to have  
20 another readiness review by Mr. Kleinert, by NWAC?

21          A.       Yes. Given that the readiness visit on May 28th  
22 did not result in accreditation candidacy status, another visit  
23 would have been necessary in order for candidacy status to be  
24 gained.

25          Q.       Am I correct that as of the 17th when the

1 agreement was signed, or effective, that thereafter there was  
2 required to have a readiness review before candidates --  
3 accreditation candidacy could be achieved?

4 A. That's true, but I would point out that the  
5 reason another readiness visit needed to be conducted was the  
6 fact that the school had been insufficiently prepared for the  
7 first two visits that had already occurred. It's very unusual  
8 for a third visit to be necessary.

9 Q. My question is very clear: Is it correct that  
10 there had to be another readiness review after the conditions  
11 were signed?

12 A. Yes, I said that's correct.

13 Q. Okay. And that that had to occur before the  
14 students left?

15 A. Yes. That's Northwest's requirement.

16 Q. Okay. So the time period that was allowed to  
17 complete accreditation candidacy extended, at most, between  
18 April 17 and June 5?

19 A. I would argue that it extended from the beginning  
20 of the school year toward -- through June 5th.

21 Q. Ma'am, haven't we already established that that  
22 condition was not binding upon Odyssey until April 17?

23 A. Yes, the condition was put in place on April  
24 17th, but the opportunity to achieve candidacy began at the  
25 beginning of the school year.

1 Q. But there was no requirement that they achieve  
2 candidacy by any deadline?

3 A. Yes, but I believe you inquired about the  
4 opportunity.

5 Q. Let me restate the question then:

6 Isn't it correct that there was no obligation for  
7 them to incur candidacy until April 17 by contract?

8 A. There was not -- yeah, the written condition was  
9 not put in place until April 17.

10 Q. And there's no statute that required it?

11 A. Not directly.

12 Q. Okay. You understand there are weekend days  
13 between April 17 and June 5 during which school is not in  
14 session.

15 A. Is that a question?

16 Q. Do you understand students are not in Odyssey on  
17 Saturday and Sunday?

18 A. I understand.

19 Q. Do you understand that students are not at  
20 Odyssey on Memorial Day?

21 A. Yes.

22 Q. You would agree that those days were not  
23 available to conduct a readiness review?

24 A. Agreed.

25 Q. Okay. So are we now to a point where you would

1 agree that there were 25 days between April 21 when the  
2 document was signed and June 5 when the students left on which  
3 a readiness review could be completed?

4 A. Yes, and it was completed on May 28th.

5 Q. Okay, but we're down to 25 days. Can you  
6 identify any other schools upon which a 25-day time period was  
7 imposed?

8 A. No, and I don't really believe that one was  
9 imposed on this school either. You can paint it that way, but  
10 I don't think that's actually the case.

11 Q. Okay. Was there -- we'll go over the questions  
12 again. You've already agreed that there was no requirement  
13 until April 17th. Correct?

14 A. That's correct. I am referring to the  
15 opportunity that the school had prior to April 17th to be  
16 working on candidacy, which would be the normal practice. They  
17 had clearly made attempts to do so because they had already had  
18 two readiness visits. They were well into the process and they  
19 had extensive opportunity to fulfill the requirements. The  
20 fact that there was a shorter period of time remaining in which  
21 to do so after April 17th, so it's not shortening the overall  
22 period of time that was available to them.

23 Q. What time period was allotted for other schools  
24 in a similar circumstance to Odyssey?

25 A. We haven't had a school in a similar circumstance

1 because the performance certificate process is so new.

2 Q. So Odyssey is the only one upon which this  
3 deadline has been imposed?

4 A. That's correct, because it's the only case in  
5 which it could have applied.

6 Q. So are there any other notices of revocation that  
7 have been issued to any other schools, currently?

8 A. Not currently.

9 Q. So to be really specific, there's no other  
10 schools that are at risk of losing their charter because of  
11 failure to comply with the performance certificate, just  
12 Odyssey?

13 A. That's correct. Bear in mind that all the  
14 performance certificates were only just put in place during --  
15 well, since fall of 2013. So somebody has to go first;  
16 unfortunately, it's Odyssey.

17 MR. FULLER: I have no further questions for this  
18 witness.

19 HEARING OFFICER: Okay, redirect.

20

21 REDIRECT EXAMINATION

22

23 BY MS. SWARTZ:

24 Q. Ms. Baysinger, can you describe, have you had  
25 experience with any other charter schools who have failed to

1 achieve candidacy status within the first year of operation and  
2 been allowed to continue operating under the Commission's  
3 authorization high school grade classes without any  
4 accreditation or in the applicant status?

5 A. No, I have not. The only Commission-authorized  
6 public charter high school that failed to achieve accreditation  
7 candidacy status within the first year voluntarily closed their  
8 high school grades and therefore it rendered the point moot.  
9 But, no, there are no other Commission-authorized schools that  
10 I have seen continue past the first year in gaining  
11 accreditation candidacy.

12 Q. Is there anything else that you would like to add  
13 in response to -- or, to your testimony at this time?

14 A. I don't believe so.

15 Q. Okay. Thank you, that's all I have.

16 HEARING OFFICER: Okay. Any further recross?

17 MR. FULLER: None.

18 HEARING OFFICER: Okay, thank you very much. You  
19 may step down.

20 (The witness left the stand.)

21 HEARING OFFICER: You may call your next witness.

22 MS. SWARTZ: Dale, are you on the phone?

23 MR. KLEINERT: I am on the phone. Before  
24 beginning, I've been able to hear most of the testimony.

25 I want to make sure that the Hearing Officer and other

1 stakeholders in the hearing can clearly understand me. I can't  
2 see any thumbs up, so if the Hearing Officer could give me a  
3 verbal indication that we're good to go, I'm ready.

4 HEARING OFFICER: Yeah, I think we're good to go.  
5 We do need to have you sworn in to tell the truth. The court  
6 reporter will do that.

7 MR. KLEINERT: Thank you.

8  
9 DALE KLEINERT,  
10 produced as a telephonic witness at the instance of the  
11 Petitioner, being first duly sworn, was examined and testified  
12 as follows:

13

14 HEARING OFFICER: Okay, go ahead.

15 MS. SWARTZ: Thank you.

16

17 DIRECT EXAMINATION

18

19 BY MS. SWARTZ:

20 Q. Hi, Dale. Thanks for being here with us today.

21 We appreciate you participating by phone.

22 Could you please introduce yourself and tell us a  
23 little bit about the accrediting body that you work for and  
24 your position there.

25 A. Thank you very much. My official title is Idaho

1 director of school accreditation. I've served for 33 years as  
2 an educator, administrator, school superintendent, and now the  
3 accreditation director in Idaho. I've been involved in  
4 accreditation through the Northwest Accreditation Commission  
5 for several years.

6 I joined AdvancED in Idaho last year after  
7 leaving the Moscow School District as superintendent of  
8 schools.

9 While working in the Moscow district for 31  
10 years, I served and led multiple strategic planning efforts  
11 that involved successful school and district-wide continuous  
12 improvement models.

13 AdvancED provides me with the opportunity and a  
14 privilege to assist our 258 Idaho accredited schools and  
15 districts as the director of school accreditation for the  
16 entire state.

17 Q. Thank you. Could you help -- Tamara did a little  
18 bit of this earlier, but if you could please briefly explain  
19 the accreditation process from your perspective, we'd  
20 appreciate that.

21 A. I would be happy to. Idaho Code and State Board  
22 of Ed rules require that all nine through 12 public schools be  
23 accredited by the Northwest Accreditation Commission, which is  
24 now a division of AdvancED. Accreditation has been a very  
25 important accountability measure in Idaho since 1917 through

1 the Northwest Accreditation Commission.

2 In 2012, the Northwest Commission became a  
3 division of AdvancED. AdvancED operates three regional  
4 accrediting agencies, accrediting 32,000 institutions and  
5 schools and systems in over 70 countries, serving over 20  
6 million students.

7 AdvancED offers our schools and districts a  
8 strong alignment between internal and external diagnostic  
9 assessments, stakeholder perception, and student achievement  
10 data. The result of the AdvancED model is a performance-based  
11 accreditation process that provides each institution with a  
12 more comprehensive analysis and drive, and that drives  
13 continuous improvement.

14 Schools wishing to be accredited apply to  
15 AdvancED, and then those applications and subsequent candidates  
16 and full accredited schools are managed through our State  
17 accreditation office in Boise.

18 The institution goes through an application  
19 process which includes a collaborative self-assessment based on  
20 five research-based standards in 33 performance-based  
21 indicators. When the school completes a self-assessment, a  
22 readiness review is scheduled. The review process is managed  
23 by the State office, and educational representatives from  
24 around our state are assigned to conduct the review.

25 Following the review, a report is written, and

1 the State director follows up with the State Department of  
2 Education and the local educational agency or the authorizer  
3 for additional information that can help determine if the  
4 institution has the capacity to meet the research-based  
5 standards.

6           Following a successful readiness review, the  
7 institution then prepares for their in-depth external review to  
8 become fully accredited.

9           Q.       Thank you. Can you tell us, how long does it  
10 typically take schools to achieve candidacy status through your  
11 organization?

12           A.       Sure. Public schools in Idaho that enroll  
13 students in grades 9-12 who earn credits reach candidacy in one  
14 school year and then they follow the guidelines set forth by  
15 AdvancED to have a successful readiness review on the first  
16 visit. Those same schools then schedule an external review to  
17 become fully accredited during the following year. The purpose  
18 of moving quickly to candidacy in 9-12 schools and then to full  
19 accreditation is to ensure that credits earned by students come  
20 from a school that has reached candidacy and full accreditation  
21 as soon as possible to benefit the students who are earning  
22 credits.

23           Different states, local education agencies, and  
24 authorizers have different rules which supercede AdvancED  
25 policies. AdvancED provides a deadline of two years in which

1 to reach candidacy before the school must begin the process all  
2 over again if they still wish to continue to seek  
3 accreditation. Some schools, such as elementary schools and  
4 some privates who are not offering credits, do take more time  
5 than schools with 9-12 student enrollments, and international  
6 schools have different rules, but really the State department,  
7 the State board, or the authorizer rules supercede any  
8 guidelines that AdvancED might have.

9 Q. Is it unusual for nine to 12 schools to take  
10 longer than one year in which to achieve candidacy status?

11 A. I know of no 9-12 schools that have taken more  
12 than one year.

13 Q. How many readiness visits are typical for a  
14 school before achieving candidacy status?

15 A. One. I am not aware of any schools in Idaho in  
16 my tenure with accreditation, and we've researched back a  
17 little ways. We've had some elementary schools and some  
18 schools who have chosen not to add grades 9-12 until they have  
19 reached candidacy.

20 The credit issue is very paramount and it's all  
21 about kids. If they don't have credits that transfer, we're  
22 going to be doing a disservice to those kids.

23 Q. So in your opinion, is it reasonable to expect a  
24 nine to 12 school or a school serving any of those grades to  
25 achieve candidacy status within one year?

1           A.       Oh, it's very reasonable. The tools -- and I'm  
2 going to talk a little bit about the tools a little bit later  
3 in my testimony that are available to schools: access to the  
4 State office, access to AdvancED Web tools, trainings,  
5 Webinars. It's -- if you follow the rules, you will gain  
6 candidacy on the first visit. It's very rare for that not to  
7 happen.

8           Q.       Can you please describe your experience with  
9 Odyssey Charter School specifically in the accreditation  
10 process?

11          A.       Sure. I think that you all have some exhibits.  
12 Since I am not there -- and I feel bad that I am not there --  
13 I'm going to go pretty much into depth into some of the  
14 documentation that was sent to Odyssey and the conversations  
15 that happened. So this will be somewhat extensive and  
16 detailed.

17                   So, Odyssey School applied for accreditation on  
18 September 17, 2014 (sic). The Idaho office received notice  
19 from AdvancED of that application on September 26.

20                   HEARING OFFICER: Did he -- excuse me,  
21 Mr. Kleinert. This is the Hearing Officer. Did you say "2014"  
22 is what I heard.

23                   THE WITNESS: I am -- I apologize. 2013.

24                   HEARING OFFICER: Okay, thank you.

25                   THE WITNESS: 2013. I'm way ahead of myself.

1                   And then we received notice of application from  
2                   AdvancED on September 26, 2013. We previously knew that the  
3                   application was on its way because of previous trainings with  
4                   Odyssey, and we sent our initial application response to the  
5                   school on the 25th of September, 2013, to give them as much  
6                   time as possible to prepare appropriately to host their  
7                   successful -- a successful -- readiness review.

8                   Odyssey school representatives, including board  
9                   members, attended the Idaho State Department of Education boot  
10                  camp, charter boot camp, or the school learned of the  
11                  accreditation readiness requirements, and that was back in  
12                  April 3rd and 4th of 2013 -- and I think you've gotten that  
13                  date before -- before the school was even open.

14                  The school then attended the AdvancED state  
15                  review training in June of 2013 that was held in Boise where  
16                  they received additional information, more specific  
17                  information, from our trainers. I was there at that training;  
18                  Leonard Paul, our northwest regional trainer and vice president  
19                  at AdvancED was at that training; as was Vikki Reynolds; and  
20                  representatives from the school.

21                  The initial letter that we sent on September 25,  
22                  2013, reads as follows:

23                  "Thank you for your application to pursue  
24                  accreditation from Northwest Accreditation, AdvancED, Idaho.  
25                  AdvancED accreditation provides a national protocol for schools

1 committed to systemic, systematic, and sustainable continuous  
2 improvement. The accreditation process invites school staff to  
3 collaborate in reviewing the quality of the school systems and  
4 their contributions to teaching and learning. The process  
5 supports, enhances, and stimulates growth and improvement  
6 throughout the school.

7 "The first step in the accreditation process is  
8 hosting a successful readiness visit to be conducted by  
9 representatives from the Idaho NWAC -- and that's Northwest  
10 Accreditation; you'll hear that from time to time from me now  
11 that we've got the full verbiage out -- AdvancED office.

12 "Please review the documents and information  
13 sources below and submit the attached form, readiness visit  
14 date within 30 days, taking into account the length of time you  
15 will need to complete your self-assessment. Our State office  
16 will then be in contact with you to schedule a readiness visit  
17 to your school for you and other key personal that you may want  
18 included in the meeting. This visit should be scheduled  
19 between October 1, 2013, and December 15, 2013.

20 "The purpose of the readiness visit is to  
21 determine -- and these three points are important -- one, the  
22 school's capacity to meet the standards; two, the degree to  
23 which continuous improvement and quality assurance processes  
24 are in place in the school; and, three, the commitment of the  
25 school to meet the standards and adhere to all policies within

1 the two-year candidacy timeline that AdvancED provides.

2 "To prepare for the visit, the school must  
3 complete a self-assessment of readiness for accreditation,  
4 which will be e-mailed to you. The assessment instrument helps  
5 the school assess its capacity to engage in the accreditation  
6 process. The school also must meet the Idaho assurances  
7 enclosed.

8 "The readiness visit review team will use the  
9 school's self-assessment of readiness for accreditation  
10 assessment as a tool to guide discussion during the visit.  
11 Upon conclusion of the readiness visit, the team will determine  
12 if the school is ready to enter candidacy for accreditation.

13 "To earn accreditation, the school must host a  
14 readiness visit, meet the AdvancED accreditation standards,  
15 comply with Idaho and AdvancED assurances, define and  
16 demonstrate the use of a continuous process of improvement,  
17 identify and implement a quality assurance process throughout  
18 the school focused on improvement efforts and meeting  
19 accreditation standards, and then host a quality assurance  
20 review team as an external review once every five years, and  
21 complete annual updates and submit annual fees.

22 "In addition, a number of resources are available  
23 on our Web site at AdvancED. On the home page, it gives  
24 instructions where to find these documents. They will find  
25 AdvancED accreditation standards for schools, step-by-step

1 overview of the process, AdvancED policies and procedures, a  
2 readiness assessment, and the application for accreditation.

3 "Finally, there is also an accreditation for  
4 quality schools, a practitioner's guide. The publication  
5 provides the resources that help the school through the  
6 process."

7 And then we also gave our phone numbers, e-mails;  
8 my administrative assistant, Vikki Reynolds, who's been working  
9 in accreditation for longer than most of us can remember, was  
10 available to help; and we enclosed a readiness visit date  
11 request form, steps to school accreditation, self-assessment of  
12 readiness for accreditation, and a copy of the Idaho and  
13 AdvancED assurances.

14 The school returned the date request form --

15 HEARING OFFICER: Excuse me. I would like to  
16 request when you're testifying, you identify -- this is the  
17 Hearing Officer -- identify the exhibit. And it is not  
18 necessary to read the entire exhibit; we all have those in our  
19 books. So if you just identify them, you can summarize the  
20 exhibit.

21 THE WITNESS: Okay, I will do that in the future.  
22 Thank you.

23 The school returned a date request form and a  
24 first visit was scheduled in early November of 2013.

25 The evaluator, Steve Young, who is a career

1 educator and administrator in Eastern Idaho and also serves on  
2 the Idaho Accreditation Council, went to the school to meet  
3 with the principal. Mr. Young had reviewed the self-assessment  
4 earlier and found that the school marked all indicators as met.  
5 Very uncommon for schools, especially in their first year, to  
6 honestly assess themselves as meeting all 33 indicators.

7           Upon arriving at the school, Mr. Young asked the  
8 principal if the self-assessment had been completed in a  
9 collaborative manner, as directed in the instructions.

10           The principal reported to Mr. Young that no  
11 stakeholders were involved in the school self-assessment.

12           Mr. Young reviewed the self-assessment protocol  
13 with the principal and reported to him that the self-assessment  
14 is to be a collaborative task, and then asked that the  
15 principal redo the self-assessment with staff included in the  
16 process so that a reflective and collaborative self-assessment  
17 could occur. Mr. Young worked with the principal to schedule a  
18 second visit, which was then held on December 16, 2013, so the  
19 school would have an opportunity to involve stakeholders.

20           Based on the second readiness review results,  
21 Odyssey's charter school was not approved for candidacy at the  
22 State office of accreditation because at that point there were  
23 a significant number of standard indicators that were  
24 designated as "needs improvement."

25           In addition, after contacting the authorizer in

1 the State Department of Education, I found that concerns about  
2 staff turnover, board turnover, multiple business manager  
3 turnover, and other concerns regarding services to students  
4 enrolled in the school caused concern that the school would be  
5 unable to meet the requirements of candidacy.

6 And so on February 13, we sent a response to the  
7 school that told them that they did not reach candidacy. And  
8 so they have had, if you look at that exhibit that's dated  
9 February 13, 2014, from Advanced --

10 Q. BY MS. SWARTZ: Okay, Dale, can you hold on just  
11 a second. We're going to locate that in our documents. Okay?

12 A. Thank you.

13 Q. Just one moment.

14 HEARING OFFICER: It looks like it's E-1-VIII.

15 Q. BY MS. SWARTZ: It's going to be Exhibit E-1-VII  
16 is the readiness report, and --

17 A. Okay.

18 Q. -- E-1-VIII is the associated letter that goes  
19 with it.

20 A. Okay. Thank you.

21 Q. Thanks, Dale.

22 A. Thank you. That letter spells out the indicators  
23 that still needed improvement. In the letter, it goes through  
24 each of those indicators and asks the question -- as an  
25 example, I'm going to read 1.1: What mechanism will, or

1 mechanisms will, the school use to engage in a systematic,  
2 inclusive, and comprehensive process to review, revise, and  
3 communicate a school purpose for student success?

4           And the letter goes through each one of the  
5 indicators, and that was sent out on February 17th. And in  
6 earlier testimony there's been some question about the school  
7 having access to this information before a regularly-scheduled  
8 meeting of the Charter School Commission, and I think the date  
9 was April 17. So the school did not receive this information  
10 at the Charter Commission meeting; they received this  
11 information on February 17th. And so there really was time.  
12 In that letter we provided the resources again, provided the  
13 opportunity for support. So, with the letter that was sent on  
14 February 13, 2014, the school did receive notice of the  
15 indicators that were not ready.

16           Before another readiness visit was scheduled,  
17 Odyssey Charter School provided a written document to the Idaho  
18 Charter Commission that began to address the indicators that  
19 still needed improvement. I did not get a copy of that  
20 document until I requested it from the school. And once I  
21 requested it, I found that most of the indicators were  
22 addressed in a general manner.

23           I was asked to testify before the Charter  
24 Commission on April 17, this last spring, 2014, to specifically  
25 address the indicators in need of improvement, and I think

1 in -- also in your exhibit, you've got a detailed response for  
2 each of the indicators that was presented to the Commission.

3 I also provided a response to Odyssey Charter  
4 School and to one of the Odyssey school board members. That  
5 response provided information that could have helped the school  
6 develop specific evidence, protocol, and practice, in addition  
7 to the information that was sent on February 13th.

8 Do you need a chance to look at that exhibit?

9 HEARING OFFICER: Which one is it?

10 Q. BY MS. SWARTZ: Give us just a second to try and  
11 find that, Dale.

12 A. Sure.

13 MR. FULLER: I believe it's E-1, Roman IX.

14 HEARING OFFICER: Nine. Okay.

15 I've got it. If you want to refer to it, you  
16 can.

17 Q. BY MS. SWARTZ: Okay, we've got that pulled up.  
18 You can go ahead. Thanks.

19 A. Okay, you're welcome.

20 The most recent visit then to the school was  
21 scheduled to take place on May 28th, and part of the reason it  
22 was on May 28th, I was out in the area; we were able to get a  
23 full team out there; we wanted to give the school as much time  
24 as possible, even though they had had the information since  
25 February 13; but we also wanted to observe classrooms to show

1 that the school was doing what it said it was doing. The  
2 intent of the meeting was to give the school enough time to  
3 address the nine indicators and still have students in school.

4           The primary purpose of the third follow-up visit  
5 on May 28th was for the school to have the opportunity to  
6 sufficiently address the areas that were still designated as  
7 needs improvement. The third visit was designed to observe  
8 evidence that the school had addressed the indicators in need  
9 of improvement. In short, the team was to find out if the  
10 school was doing what it said it was doing.

11           The review team consists of four educational  
12 professionals, including John Cockett, Idaho Accreditation  
13 commissioner and principal in Southern Idaho; Steve Young,  
14 Idaho Accreditation Council representative, principal in  
15 Eastern Idaho; and Michelle Clement Taylor, school choice  
16 coordinator from the Idaho State Department of Education. I  
17 represented the Northwest Accreditation Commission, AdvancED,  
18 as the Idaho director of accreditation.

19           We arrived at Odyssey School on May 28 at 9 a.m.  
20 The Odyssey Charter School leadership team provided an  
21 orientation and presented a large binder of documents and a  
22 newly-adopted board policy manual.

23           Following the orientation and presentation, the  
24 team interviewed 12 teachers, three board members, nine  
25 students, and observed 11 classrooms.

1                   At the end of the day, we met with the school  
2 principal to ask clarifying questions and inform him about  
3 information learned during the day from school stakeholders.  
4 Even though the Odyssey Charter School leadership team reported  
5 that the school addressed all of the indicators in need of  
6 improvement, the results of stakeholder interviews and  
7 observation proved otherwise. Based on the results --

8   (Whereupon, no sound was heard from the  
9 telephone.)

10           Q.       BY MS. SWARTZ: Dale? We just lost you, so hang  
11 on just a minute if you can still hear us. We'll try and --  
12 oh.

13                   MS. HENKEN: Oh, goodness.

14                   MS. SWARTZ: Oh, what?

15                   MS. HENKEN: The whole phone is off.

16                   HEARING OFFICER: Did somebody --

17                   MS. HENKEN: Reset it?

18                   HEARING OFFICER: -- trip an electrical cord?

19 Nobody was walking around.

20                   MS. HENKEN: Yeah, nobody was anywhere near here.

21                   HEARING OFFICER: Off the record.

22   (Discussion off the record.)

23                   BY MS. SWARTZ: Could we have the court reporter  
24 read back the last that we did catch of Mr. Kleinert's  
25 testimony so we can give him an idea of where we left off.

1                   THE WITNESS: I had a lot of trouble hearing that  
2 last statement, but I think that I was beginning to talk about  
3 the most recent visit to the school that was scheduled to take  
4 place on May 28, 2014.

5                   The intent of the May 28th visit was to give the  
6 school enough time to address the nine indicators and still  
7 have students in school so observations could occur. The  
8 primary purpose of the third follow-up readiness visit on  
9 May 28th was for the school to have an opportunity to  
10 sufficiently address the areas that were still designated as  
11 needs improvement. The third visit was designed to observe  
12 evidence that the school had addressed. In short, the team was  
13 to find out if the school was doing what it said it was doing.

14                   The review team consisted of four educational  
15 professionals, includes John Cockett, Idaho Accreditation  
16 commissioner and principal in Malad; Steve Young, a principal  
17 in Eastern Idaho and Idaho Accreditation Council  
18 representative; and Michelle Clement Taylor, school choice  
19 coordinator from the Idaho State Department of Education. I  
20 represented Northwest Accreditation, AdvancED, as the Idaho  
21 director.

22                   We arrived at Odyssey on May 28th at 9:00 a.m.  
23 The Odyssey Charter School leadership team provided an  
24 orientation and presented a large binder of documents and a  
25 newly-adopted board policy manual.

1                   Following the orientation and presentation, the  
2 team interviewed 12 teachers, three board members, nine  
3 students, and observed 11 classrooms.

4                   At the end of the day, we met with the school  
5 principal to ask clarifying questions and inform him about  
6 information learned during the day from school stakeholders.  
7 Even though the Odyssey Charter School leadership team reported  
8 that the school addressed all of the indicators in need of  
9 improvement, the results of the stakeholder interviews and  
10 observations proved otherwise. Based on the results of the  
11 readiness review, Odyssey Charter was not approved to move to  
12 the candidacy step to procure accreditation. You should have  
13 an additional exhibit that provides a summary of each  
14 indicator, whether it was met or not met.

15               Q.           BY MS. SWARTZ: Okay, can you hang on just a  
16 second, Dale, while we get that number.

17                   MS. BAYSINGER: I believe that's Exhibit E-1,  
18 Roman XI.

19                   MS. SWARTZ: Okay, thanks, Tamara.

20               Q.           BY MS. SWARTZ: Go ahead.

21               A.           Okay. Many of the indicators were not met. I am  
22 going to go to one specific indicator that really held some  
23 weight for us, and that is Indicator 3.4: What mechanism will  
24 school leaders use to monitor and support the improvement of  
25 instructional practices of teachers to ensure student success?

1                   The readiness review team, as in many of the  
2 other indicators, indicated that it was in significant need of  
3 improvement because no progress had been made in the area, and,  
4 in fact, the school was out of compliance with State code.  
5 Evaluations were to have been completed by May 1st. This was  
6 May 28. There was no evaluation process for the principal and  
7 that had also not been completed.

8                   And so as you look through those indicators, you  
9 will see that they did still have areas that needed  
10 improvement. So -- so no staffing, no financial plan.

11                   And then so since it was May 28th, no additional  
12 reviews were scheduled following that because school was out.  
13 We did report to the principal that we would not be able to  
14 review the school in the summer after students were released.

15                   Q.       Thanks, Dale. In your opinion, did Odyssey have  
16 an adequate opportunity to achieve candidacy status?

17                   A.       The short answer is "yes." All schools who apply  
18 for accreditation receive direction in writing from AdvancED  
19 and as much assistance as they ask for to host a successful  
20 readiness review. Now, that letter was sent to the school on  
21 September 25, 2013.

22                   The school also attended the charter boot camp  
23 back in May 3, 4 of 2013. The school also attended statewide  
24 training in Boise in June.

25                   AdvancED provides a systematic process that

1 includes a self-assessment, multiple Web-based resources, and  
2 State office assistance upon request.

3 The Odyssey Charter School principal also  
4 attended the spring training this spring that was held at Snake  
5 River High School, along with 12 other administrators.

6 In addition, the school received a copy of the  
7 recommendations made to the Charter Commission on April 17th.  
8 The school also received a copy of the recommendations and  
9 indicators that was sent on February 13th of 2014. All of  
10 those recommendations specifically addressed how the school  
11 could improve each of the indicators still in need of  
12 improvement by their May 28 review.

13 Following the response to the May 28 review, the  
14 principal of the school contacted our office and asked for  
15 additional consulting assistance. I visited by phone multiple  
16 times with the principal and responded in several e-mails with  
17 specific recommendations. I visited with him on the phone, I  
18 sent an e-mail on June 17th.

19 I gave him ideas of which indicators that it  
20 would be most appropriate for the accreditation office for me  
21 to help through AdvancED. I told him that I would be able to  
22 address 1.1, 1.3, to some extent 3.7.

23 Noted that it would be best for the school to  
24 provide a formalized RTI, tiered instructional training plan  
25 for the staff to best meet 3.8. I told him that the State

1 Department of Education and others have trainings for that.

2 The staff, financial, and staffing indicators  
3 4.1, 4.2, 4.7 could be met through State Department and State  
4 Board channels.

5 And 3.7, the evaluation indicator, could be best  
6 met with the State Department training plan for teachers and  
7 administration, and I gave an example that Teachscape is an  
8 option that could be used as a training plan, and then gave  
9 more information.

10 I -- I told him that I would be able to help in  
11 any way, that e-mails include multiple follow-ups, but then no  
12 response or work to meet the suggestions was received after  
13 another e-mail that I sent on the 19th of June that really  
14 defined every step that they needed to do and it used indicator  
15 1.1 as an example to define and put in place a mechanism to  
16 review, revise, and communicate the school purpose. We spent a  
17 lot of time adjusting that, and again, there was no response or  
18 progress to draft any plan that I could review and offer  
19 additional directed experience.

20 So, in short, Odyssey Charter School was offered  
21 a substantial amount of assistance over time as early as  
22 May 2013 and ending in mid-June of 2014.

23 Q. Thanks, Dale. Can you tell us, in your  
24 experience and in your opinion, did Odyssey require more  
25 assistance through the accreditation process than is typical

1 for most schools?

2 A. Oh, definitely more. What was curious about  
3 Odyssey was that in some of the e-mails -- and I have an e-mail  
4 log if the Hearing Officer would like to have a copy of that, I  
5 can e-mail that over -- but in many of the e-mails, "Just tell  
6 us what to do and we'll do it." And, to me and to my  
7 experience with accreditation, I should not be telling the  
8 school what to do. I can -- I can give you advice to the  
9 school on how to do it, but what to do is the school's job, and  
10 that needs to be a collaborative process, not one person in a  
11 vacuum.

12 Q. Thank you, Dale.

13 MS. SWARTZ: That's all I have for this witness  
14 at this time.

15 HEARING OFFICER: Okay. And, Mr. Kleinert, the  
16 attorney for the school now has an opportunity to cross-examine  
17 you.

18 THE WITNESS: I'm sorry, I could not hear you.

19 HEARING OFFICER: Okay. The attorney for the  
20 school now has an opportunity to cross-examine you, so he'll be  
21 allowed to ask questions.

22 And, Mr. Fuller, maybe it would be helpful if you  
23 did go up to the other chair.

24

25

CROSS-EXAMINATION

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BY MR. FULLER:

Q. Can you hear me, Mister --

A. I am having trouble hearing you unless you're right at a microphone.

Q. Can you hear me now, Mr. Kleinert?

A. That's much better, thank you.

Q. Okay. You've testified that soon after the application for candidacy was submitted on September 13 of 2013, that there was a visit by Steve Young. He went, the records indicate, and I'm referring to --

Do you have a copy of the exhibits, sir?

A. There was no exhibit. That was a visit, he went into the office in November to visit with the principal, and that readiness review did not get any further than the first question.

Q. I'm actually referring to what's been marked as Exhibit C, as in "cat," 6, and then Roman numeral II.

MS. SWARTZ: Mr. Fuller, Mr. Kleinert has not been provided a copy of the full exhibit package.

MR. FULLER: Okay.

MS. SWARTZ: He may have those documents, but not necessarily labeled as such.

Q. BY MR. FULLER: Okay, I'm referring to a site

1 visit report date September 26 of 2013. So this was within two  
2 weeks after the initial application was submitted. Do you have  
3 that document?

4 A. I don't have that document with me.

5 Q. Okay. This was prepared by Steve Young. He made  
6 an initial visit right at the beginning. In fact, that's the  
7 same day you testified you got notice from AdvancED that the  
8 application had been submitted. And on this day, as -- he went  
9 through and met with Mr. Peterson, and then he states -- I'm  
10 sorry you don't have this document -- "After going through an  
11 explanation of what the school can improve," then on page 4 of  
12 that exhibit, he states "it seems like Mr. Peterson is  
13 overwhelmed."

14 Would that describe how you felt in your dealings  
15 with Mr. Peterson, that he was overwhelmed with his  
16 responsibilities?

17 A. I can't give you an opinion on that. I think  
18 that after visiting the school, after visiting with the  
19 principal, after visiting with various board members, it was  
20 the first year the school was open, all first-year schools have  
21 lots to do, but I -- I -- I don't really have an opinion  
22 whether he was overwhelmed.

23 Q. Okay. You would agree that Mr. Young was working  
24 for you at the time that review occurred, on September 26 of  
25 2013?

1           A.       Mr. Young would have gone out to schedule a  
2 review, and he would have been a representative of the Idaho  
3 Accreditation Council at that point.

4           Q.       Okay. So that's you: Northwest Accreditation  
5 Council?

6           A.       I am the director of accreditation, employed by  
7 AdvancED, and Steve would have been assigned by my office to do  
8 the readiness review at that school.

9           Q.       So he was there as your representative. Is that  
10 fair?

11          A.       That's correct.

12          Q.       Okay. And you would stand by his -- the  
13 statements in his report?

14          A.       I can't -- oh, the decision of his report, the  
15 one on September 25?

16          Q.       It's dated the 26th of September of 2013.

17          A.       Yeah, that report was -- would not have been an  
18 official readiness review. I think that that review happened  
19 later on, in November.

20          Q.       Okay.

21          A.       And that review only got past the first question.

22          Q.       And that first question was: Did you fill out  
23 this review yourself?

24                    Right?

25          A.       That was the question.

1 Q. Okay. Okay. I'm -- I want to refer next to a  
2 letter that is Exhibit E-1 and then Roman numeral VIII. This  
3 is your letter of February 13 of 2014 that you've already  
4 referred to. Can you -- you've read to us at length from that  
5 letter. Can you pull that one out for us?

6 A. I certainly can. Give me about 30 seconds.

7 I have that letter up.

8 Q. Do I understand this letter is a follow-up to the  
9 report dated January 6 of 2014, this would be the second  
10 readiness review?

11 A. The second readiness review, as I recall,  
12 happened on December 16 of 2013.

13 Q. Okay. Well I'm looking at the top of this  
14 letter. It begins: Recently, Northwest Accreditation  
15 Commission conducted a readiness review to your school.

16 A. That's the one.

17 Q. So that's the visit, the December visit?

18 A. Uh-huh, correct.

19 Q. Okay. It indicates that at that point, Odyssey  
20 Charter is not approved to move to the candidacy step to  
21 procure accreditation.

22 I'm reading from the first paragraph. Then it  
23 says:

24 The school may remain in applicant status for up  
25 to two years from the initial application date in order to work

1 on the requirements listed below and prepare to meet  
2 accreditation standards.

3 Have I read that correctly?

4 A. You did read that correctly. I need to refer you  
5 back to earlier testimony that I gave that said authorizer,  
6 State requirements, or local school board requirements  
7 supercede any guidelines that AdvancED sets forth.

8 Q. Okay, but AdvancED standard is two years, but  
9 what you're saying is the Commission and the school can agree  
10 to a shorter time period. Is that correct?

11 A. The Commission and the school agreed to a shorter  
12 time period.

13 Q. Okay.

14 A. In addition, AdvancED is a deadline. It is not  
15 time to complete. That deadline, once they hit that two-year  
16 deadline, they have got to start all over again. It is a very  
17 rare occasion where a school will take two years. It is not in  
18 the best interest of students, and schools understand that.

19 Q. Okay. So that doesn't happen often, but it has  
20 happened before, where the full two years is necessary?

21 A. That has not happened in secondary schools as far  
22 as we've gone back in history.

23 You talked a little bit earlier about a charter  
24 school called Heritage Charter School. That charter school did  
25 take more than one year. They did not have students in

1 grades 9-12 and chose to gain accreditation without having  
2 students in grades 9-12. They have achieved candidacy as of  
3 last year and held a successful external review, and they are  
4 now fully accredited. And so that did take two years; however,  
5 they do not have students who are earning credits.

6 Q. Okay. I'm looking at the same exhibit that we  
7 were just looking at. Can I ask you to look on the second page  
8 of that document, it's the last full paragraph. After your  
9 explanation of the nine conditions that they were need  
10 improvement, you next state: Following a successful readiness  
11 review, the school will be designated as a candidate.

12 What, exactly, did Odyssey fail to accomplish in  
13 order to acquire candidacy status other than not having a  
14 successful readiness review?

15 A. Okay, I can answer that question. The  
16 explanation were the indicators in need of improvement was that  
17 isn't -- that's a very important factor. The school had the  
18 tools, they had the access to the State accreditation process  
19 and online tools from AdvancED that were sent to the school  
20 back in September of 2013 to gain candidacy. The State office  
21 also sent the indicators in need of improvement to the school,  
22 as you have noted in the February 13, 2014, letter, and the  
23 school failed to address most of the indicators by May 28.

24 In determining whether or not to grant candidacy  
25 status, AdvancED refers to the purpose of a readiness review

1 phase's questions. And earlier on, I read a letter and I said  
2 this is important.

3 And so at No. 1: Does the institution have the  
4 capacity to meet the standard indicators that were not met?

5 In this case, the school could not produce a plan  
6 to meet the standards even after multiple verbal and written  
7 consults. In addition, the turnover of staff, the inability of  
8 the school leadership to provide direction, showed in our  
9 review team that the capacity to meet the indicators was not  
10 exhibited.

11 And, two: Are continuous improvement in quality  
12 assurance processes in place in the institution?

13 Again, school leadership could show us no plan  
14 for continuous improvement or quality assurance that the school  
15 could move forward effectively. This was especially apparent  
16 when the team observed that staff evaluations were not complete  
17 even after almost one month after required by Idaho Code.

18 And, No. 3: Is the institution committed to meet  
19 the standards and adhere to all policies within a two-year  
20 candidacy timeline?

21 There was a recent commitment by the board of  
22 trustees, that portion of leadership, to adhere to policies  
23 that had been placed in their policy manual, but that did not  
24 transfer to the school.

25 So, if the answer is no to any of those three

1 questions, the institution should likely remain in applicant  
2 status. In the case of Odyssey School, none of the questions  
3 really could be answered in the affirmative, and so that was  
4 the decision to really put on paper the reasons why the school  
5 was not granted candidacy.

6 Q. If I understand correctly, the school had to  
7 pass -- had to complete a successful readiness review in order  
8 to move to candidacy status?

9 A. That's correct.

10 Q. And that review had to occur while the students  
11 were present?

12 A. That's correct.

13 Q. Okay. Could such a readiness review still be  
14 conducted as soon as the students return to Odyssey in  
15 September of this year?

16 A. In the letters that we send out and in the letter  
17 that we sent out on May 28th, there would be a statement that  
18 says we would want to see how the school has addressed those  
19 readiness indicators. And maybe I can go to the exact  
20 verbiage. I'm not sure which exhibit you're going to -- you're  
21 going to be able to find that statement, but I can read it.

22 Q. Is this your June 11 letter?

23 A. This would have been the letter that we sent out  
24 on February 13th and on February 28th. The verbiage would be  
25 very similar that -- oh, here it is. It's in the -- maybe the

1 one, two, three -- third step on the May 28th letter:

2 Next steps are for the school to sufficiently  
3 address the areas that are designated "needs improvement" and  
4 notify the State accreditation office when they are prepared  
5 for a follow-up visit.

6 Q. Mr. Kleinert, I would just note for the record  
7 you're reading from Exhibit E-1, Roman numeral XII, on the  
8 second page.

9 A. Okay. Actually, I think I'm reading from the  
10 first page of that letter. It's just before the indicators  
11 that were still in need of improvement, maybe one paragraph  
12 before that. And I'm reading -- you asked could the school  
13 have a readiness visit as soon as school starts, and in the  
14 letter, we state that documentation with specific comments and  
15 evidence on what the school has done to address the issues will  
16 be required upon requesting the follow-up visit. Then another  
17 readiness visit will be scheduled to review progress and make  
18 recommendations for moving to the candidacy step and eventually  
19 full accreditation.

20 Q. So back to my question: Is that readiness review  
21 still possible in September of this year?

22 A. I would think the school does still have some  
23 work to do. I don't know how many in-service dates the school  
24 has. I don't have a crystal ball to tell you if the school  
25 would be ready. I guess it's possible, but that would be up to

1 the school.

2 And I guess it would be up to the decision on  
3 what happens from the Hearing Officer as well.

4 Q. Okay. I'm looking at -- let me see if I can find  
5 the right language. I'm on our Exhibit E-1-X. This is your  
6 e-mail to Andrew Whitford on April 30, 2014.

7 A. Okay.

8 Q. Let me find the exact language in here. You  
9 state that it is your goal -- "our goal is to help you get to  
10 candidacy." I'm trying to find the exact language.

11 Would you agree that that's your goal as far as  
12 Odyssey is concerned?

13 A. That would be my goal for every school.

14 Q. Am I correct that Odyssey is the only charter  
15 school that AdvancED has worked with that has not achieved  
16 candidacy status?

17 A. Oh, I can't tell you that. Odyssey -- excuse me.  
18 AdvancED accredits 32,000 schools.

19 In Idaho at this point, it would be the only  
20 school that has not reached candidacy in one year that includes  
21 grades nine through 12 in a public school setting.

22 Q. Okay. Are you aware that Mr. Peterson no longer  
23 is employed at the school as the administrator?

24 A. I have not heard that officially, but I am aware.

25 Q. Are you aware of the new administrator that's

1     been hired by Odyssey, Travis Jensen?

2             A.        I have -- I know of that name.

3                     MS. SWARTZ:  Madam Hearing Officer, can I just --  
4     I'd like to object for the record to questioning and testimony  
5     regarding previous employees, future employees, current  
6     employees.  Individual employees are not relevant to the  
7     school's obligations and failure to meet those obligations.

8                     HEARING OFFICER:  Yeah, with that, can you  
9     respond to the question on relevancy, please?

10                    MR. FULLER:  I'll withdraw the question.

11                    HEARING OFFICER:  Okay, thank you.

12                    Q.        BY MR. FULLER:  Do you, Mr. Kleinert, do you have  
13     a copy of the transcript of your testimony on April 17?

14                    A.        I don't have that with me.  I think that I have  
15     reviewed in the past the minutes of the charter meetings,  
16     Charter Commission.

17                    Q.        Okay, I've read it in once before but I just want  
18     to read it to you, and I'll quote it from -- so I'm on  
19     Exhibit G-2, page 3.  This is the very last portion of your  
20     testimony as you were being asked whether it was feasible --  
21     the Board is asking if it's feasible for this to go forward,  
22     and here's what you say:

23                                So, man, I just, after seeing this, I think it's  
24     going to be really difficult to have this addressed by --  
25     May 28 is the first I can get out there and the school has

1 children in place until June 5. As a school administrator,  
2 superintendent, principal, and teacher, I know what goes on in  
3 a school in the last month, and it's -- it's not this kind of  
4 stuff.

5 Did you believe that Odyssey Charter School, on  
6 the 17th, had the capacity to fulfill the condition requiring  
7 it to obtain candidacy status in 25 school days?

8 MS. SWARTZ: I'm going to object to that question  
9 also on the grounds of relevance. Mr. Kleinert's opinion as to  
10 whether or not the school had the capacity to achieve candidacy  
11 status at that stage is really not relevant.

12 HEARING OFFICER: Well, I'm going to overrule the  
13 objection because it is an exhibit you've put in and I think  
14 it's fair questioning of his testimony at that hearing. So go  
15 ahead.

16 Q. BY MR. FULLER: Did you understand the question,  
17 Mr. Kleinert?

18 A. I was having a little bit of trouble hearing the  
19 other comments in the background.

20 That comment was made as a general comment. I  
21 was not aware of the capacity of the school at that time, for  
22 any school to have that kind of work to do in the last month of  
23 school. I think it's important to note, however, that that  
24 school had the information since February 13th.

25 Q. Okay. And I know you haven't heard all of the

1 testimony, but we'll leave that to the testimony that's already  
2 been addressed with regard to the contractual obligation or  
3 when that condition began, but I appreciate that the conditions  
4 were discussed by you with them as early as February. Okay?

5 A. Uh-huh.

6 MS. SWARTZ: I'm going to just for the record  
7 like to clarify that the conditions themselves of the  
8 performance certificate were not actually discussed with  
9 Mr. Kleinert at any time that I'm aware of. The specific items  
10 of concern to the accrediting body are referred to as something  
11 different other than conditions.

12 Dale, maybe you can clarify that for us.

13 THE WITNESS: That is correct. The charter  
14 school -- the Charter Commission conditions are not something  
15 that I would generally be familiar with. I've been involved  
16 with several charters over the years; however, the conditions  
17 of this particular school were not of concern. We deal with  
18 accreditation, continuous improvement, and helping schools to  
19 get accredited as they request.

20 MS. SWARTZ: So your documentation refers to  
21 certain indicators, and I just wanted to distinguish  
22 "indicators" from the written "conditions" in the performance  
23 certificate. They don't parallel one another.

24 THE WITNESS: No, no, they don't. AdvancED uses  
25 the five research-based standards, and those standards are a

1 holistic approach to school accreditation and school -- and I  
2 hate to use those words -- conditions, but it covers all of  
3 what goes on in a school. And then within each of those  
4 standards, standard one being purpose and direction, standard  
5 two being governance and leadership, standard three being  
6 teaching and assessing for learning, standard four being the  
7 physical components and infrastructure necessary for school,  
8 and then standard five putting everything all together and  
9 using the results of the first four standards for continuous  
10 improvement, it's really a strategic planning document and  
11 assessment, internal and external, that results in  
12 accreditation. Within each of those standards are indicators,  
13 a total of 33, nine of which were identified as not being met  
14 by the school.

15 Q. BY MR. FULLER: Okay. Do I understand correct  
16 that one of the indicators or the concerns was appropriate  
17 policies being developed to ensure that the governing board  
18 operates and functions reasonably, specifically the board of  
19 directors?

20 A. That's correct. That would be two point --

21 Q. That's Condition 2.2?

22 A. I don't have it in front of me now.

23 Q. Condition 2.2?

24 A. Correct. There you go.

25 Q. Okay. Am I correct -- can you tell us what

1 progress was made by the school with regard to that condition?

2 A. When we got out there, a board policy manual had  
3 been formed. And before that, there was worry that there was  
4 not policy in place. The board did put policy into place.  
5 There was some concern that the policy was put into place a  
6 week before our visit even though the school had been opened  
7 for almost a full school year, but at least a policy had been  
8 in place by resolution even though it did not have what we felt  
9 appropriate public input that a normal board policy would have  
10 before being placed in a manual.

11 I think that the board members that we  
12 interviewed on the 28th of May, they felt like they were on a  
13 good track. They knew that they had to do some training. I do  
14 not know if that training has occurred. But we felt like that  
15 particular indicator had been met.

16 Q. Did you determine that that condition had been  
17 fulfilled?

18 A. It was a good start and so we felt -- and it gets  
19 really important in a readiness review, the team looks at each  
20 indicator to see if the school has capacity to move forward,  
21 and that board stabilization and manual gave us the indication  
22 that they had the capacity to move ahead. And that was not  
23 exhibited in some of the other indicators.

24 It's also important to note that -- and I talked  
25 a little bit about it earlier in my testimony -- that it's rare

1 for all schools to have addressed each and every indicator.  
2 Every school has room to improve. And so you're going to see  
3 that maybe a school doesn't score a perfect but the school has  
4 a plan, and we failed to see that plan in the indicators that  
5 were not met.

6 Q. Okay. Do you continue to believe that the board  
7 has the capacity and the leadership ability to achieve  
8 accreditation candidacy after an additional readiness visit?

9 A. The board showed promise on May 28th. I have not  
10 had any contact to any extent with the school since then. I've  
11 talked to one of the board members a little bit about also a  
12 consult and so on. I really can't give you a picture right now  
13 and, again, I don't have a crystal ball, but on May 28th, we  
14 felt like they had the capacity to move ahead.

15 Q. Do you have any evidence as you testify today  
16 that the board is not motivated to achieve candidacy?

17 A. I do not have any evidence that they are not  
18 motivated.

19 Q. Did you have any evidence from your visit on  
20 May 28th that continued operation of Odyssey presents an  
21 imminent public safety issue requiring revocation by the  
22 Commission?

23 A. I feel -- well, our team felt on May 28th that  
24 there were several significant issues. I think "safety" is a  
25 word that I wouldn't use, but I think compliance with State

1 code, teacher evaluations being one example. I think that  
2 issues of continuous improvement, plan for professional  
3 development, and in other issues that we've addressed as a team  
4 were of significant concern and that is the reason that the  
5 team together collaboratively determined that the school is not  
6 ready to move to candidacy. I think the word "safety" is a  
7 word that should not be used in this conversation.

8 Q. Okay, that review of public safety issues was not  
9 part of your responsibility?

10 A. That's correct. That would be Department of  
11 Building, Health, and Safety from the State Health Department,  
12 or another entity that inspects buildings.

13 MR. FULLER: If I might have just a moment,  
14 Madam.

15 HEARING OFFICER: Sure.

16 THE WITNESS: Am I still online?

17 HEARING OFFICER: Yes, you are. He's consulting  
18 with his client.

19 THE WITNESS: Oh, okay. I just had to check.

20 HEARING OFFICER: Yeah, thanks.

21 Q. BY MR. FULLER: Okay, I'd like to refer you to an  
22 exhibit. It is a report of readiness for school accreditation  
23 dated December 16, 2013. It's our Exhibit E-1, Roman numeral  
24 VII. Do you have that document?

25 A. Yeah, I do have access and I know which document

1 you're talking about.

2 Q. Tell me when you get there, sir.

3 A. Oh, when I get there.

4 I am there.

5 Q. Okay. Can you -- this is the document resulting  
6 from the second assessment. Is that correct?

7 A. This would be the -- actually, the first complete  
8 assessment. There's -- the first assessment back in the fall  
9 of the year didn't get this far.

10 Q. Okay. Can you turn to page 5 of that document  
11 for me, and down at the bottom it asks for a recommendation of  
12 visiting State office representative. Would that be you?

13 A. No, that would not be me at that point. That  
14 would have been Mr. Young.

15 Q. Okay. And Mr. Young, how did -- he, if I read  
16 this correctly, he recommended Odyssey as a candidate for  
17 accreditation. Correct?

18 A. He did.

19 Q. Okay. And as I turn over to the next page, is  
20 that your signature as State director?

21 A. Yes, it is.

22 Q. Okay. So do I understand correctly that  
23 Mr. Young recommended and you did not?

24 A. That's correct.

25 Q. Can you explain to me why your recommendation

1 differs from Mr. Young's?

2 A. Yes. I consulted with Mr. Young, I reviewed  
3 carefully the report of readiness, I also communicated with  
4 Idaho State Department of Education and I communicated with the  
5 authorizer, the State Charter Commission, and with all of the  
6 information -- and my job is to provide all of the information,  
7 Mr. Young has one piece of information -- and with all of the  
8 pieces of information, I felt like that we felt at the State  
9 level that it was best to not to move to candidacy at that  
10 point.

11 Q. What recommendation did you receive from the  
12 Commission with regard to candidacy accreditation?

13 A. I didn't ask for recommendations from the State  
14 Department or from -- or from the Commission. I asked about  
15 the school. There had been turnover of board members, there  
16 had been turnover of business managers, there had been turnover  
17 of teachers, and there was enough concern that it raised some  
18 red flags, and then I'm the one that makes the call. I did not  
19 ask for recommendations from any of the folks that I consulted  
20 with.

21 Q. So if I understand correctly, your  
22 representative, based upon the readiness review, approved for  
23 candidacy, but based upon factors outside the readiness review,  
24 you declined to recommend for candidacy?

25 A. I also consulted with Mr. Young. Mr. Young had

1 the opportunity to visit with only the principal. I felt like  
2 after visiting with Mr. Young, that a more complete visit  
3 needed to take place that included meeting with the school  
4 leadership team, board members, teachers, and students. And  
5 Mr. Young concurred with my recommendation. He does not deal  
6 with accreditation every day and I felt like I had to get the  
7 whole picture before we moved on to candidacy, and that's what  
8 we did.

9 Q. So do I -- maybe I misunderstood: Did you not  
10 attend the readiness review in December?

11 A. That's correct, I did not.

12 Q. So your recommendation was not based upon the  
13 readiness review; it was based upon other factors?

14 A. It was based on a consult with Mr. Young.

15 It was based on types of indicators that still  
16 needed improvement. There are some that are more concerning  
17 than others, and the nine indicators that we looked at were of  
18 pretty significant concern.

19 And then I also consulted and got the information  
20 from State Department and the authorizer.

21 I did not use just other information. I used the  
22 specific nine indicators and I used the consult of Mr. Young.

23 Q. And the information you gained from the  
24 Commission?

25 A. And the State Department of Education.

1 Q. I have no further questions. Thank you, sir,  
2 very much.

3 HEARING OFFICER: This is the Hearing --

4 THE WITNESS: You're very welcome.

5

6

EXAMINATION

7

8 BY THE HEARING OFFICER:

9 Q. This is the Hearing Officer. I do have a  
10 question:

11 Why was no visit scheduled between December 16,  
12 2013, and May 28, 2014?

13 A. Could you ask your question one more time?

14 Q. Yes. Why was -- the third visit occurred May 28  
15 of 2014. Why was no readiness review visit scheduled between  
16 December 16, 2013, and May 28, 2014?

17 A. That's really a good question. We had the visit  
18 in December 16th. Mr. Young was there. I sent the letter back  
19 to the school on February 13th. I did not receive a response  
20 from the school until well into, oh, gosh, I'm trying to think  
21 when Mister -- when Mr. Peterson called me. I don't have a  
22 record of that with me, but he didn't contact me until, gosh,  
23 it must have been late March, and at that point he couldn't  
24 find the information that I had sent him on February 13th. I  
25 had sent the -- I had sent an e-mail to him on February 13th

1 and I had sent a letter in hard copy on February 13th, and then  
2 resent it to him.

3 And we don't go out and actively say, "Hey, let's  
4 get your readiness review visit done." That is up to the  
5 school. And so when he called, then the wheels started turning  
6 fairly quickly. And I think that there had been some  
7 communication to the school from the Commission and maybe even  
8 the State Department on their charter conditions.

9 HEARING OFFICER: Okay. Any other redirect?  
10

11 REDIRECT EXAMINATION  
12

13 BY MS. SWARTZ:

14 Q. Yeah, I have just one question, one additional  
15 question for you, Dale:

16 I'd like to know, in your opinion, was Odyssey's  
17 failure to achieve candidacy status symptomatic of deeper  
18 operational issues within the school?

19 A. Boy, I'm really sorry, I'm having trouble hearing  
20 you. Could you ask the question one more time? I hope that my  
21 voice quality isn't as bad as you're coming through on this  
22 end.

23 Q. No, you're sounding good. Sorry about that.

24 I just would like for you to explain to us, in  
25 your opinion, was Odyssey's failure to achieve candidacy status

1 symptomatic of deeper operational issues within the school?

2 A. Yeah, that's a good question. I visited, you  
3 know, in my testimony just a few minutes ago with the school's  
4 attorney that there were other symptoms, and those symptoms  
5 being high turnover amongst board, high turnover amongst the  
6 business manager, high turnover -- there was some turnover in  
7 teachers, and then there were also some student services issues  
8 that were going on at the time also, so it did seem to be  
9 symptomatic of a larger problem, to me, yes.

10 MS. SWARTZ: Thank you. That's all I have for  
11 this witness.

12 HEARING OFFICER: Okay. Any recross?  
13

14 RE-CROSS-EXAMINATION  
15

16 BY MR. FULLER:

17 Q. I just have one follow-up question to be sure I  
18 understand:

19 The visit occurred on December 16. According to  
20 this document, Mr. Young approved them for certification on  
21 January 6. You sent a letter on February 13 giving an  
22 explanation of why you did not certify for accreditation, but  
23 in March, Mr. Peterson called you and had not received any  
24 contact from you since December. Is that correct? He said he  
25 didn't get that letter?

1           A.       I told you that Mr. Peterson could not find his  
2 information. He -- the conversation was a phone conversation.  
3 There was no documentation of this and I don't have the date;  
4 I'd have to dig back into my log and I don't have it with me.  
5 But he called and asked me to resend information that he  
6 claimed not to have. That information had been e-mailed to  
7 him, I do have record of the e-mail to him back in February,  
8 and then we also hard copy sent that e-mail to him on  
9 February 13. And so I did copy that e-mail to the  
10 representative at the State Department of Education and to  
11 Mr. Young. They had received the information at that time.  
12 And so that was part of the reason that the school finally  
13 started moving.

14           Q.       After he called you?

15           A.       Yeah, that's correct.

16           MR. FULLER: I have no further questions.

17           HEARING OFFICER: Okay. Then can this witness be  
18 excused?

19           MS. SWARTZ: Yes.

20           HEARING OFFICER: Okay, thank you for your  
21 testimony.

22                               (The witness was excused.)

23           HEARING OFFICER: So I suppose now we'll take a  
24 short lunch break.

25                               (Discussion off the record.)

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(Noon recess.)

MS. SWARTZ: We'd like to call Michelle Clement Taylor from the State Department of Education, please.

HEARING OFFICER: Okay. Have you sworn in, please.

MICHELLE CLEMENT TAYLOR,  
produced as a witness at the instance of the Petitioner, being first duly sworn, was examined and testified as follows:

DIRECT EXAMINATION

BY MS. SWARTZ:

Q. Good afternoon.

A. Good afternoon.

Q. Could you please introduce yourself and explain your position within the State Department of Education to us?

A. Sure. I'm Michelle Clement Taylor and my official title is school choice coordinator, and what that means is that I work with all of the schools that are outside the traditional public schools: The charter schools, alternative schools, magnet schools, all of those. In the Department --

HEARING OFFICER: Is your microphone on?

THE WITNESS: It's on. Sorry, I'll move closer.

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HEARING OFFICER: Move closer. Thank you.

THE WITNESS: I have a bit of a sore throat so I have a lozenge in; I'll take it out.

So, my role, as with much of the Department, is to provide technical assistance to all of the schools that I work with.

In addition to providing assistance to the schools, I provide assistance to parents or board -- boards when they call and ask for help. I, in particular with the charter schools or the alternative schools, I am kind of, for lack of better words, the go-to expert if there are problems within the Department, documents that aren't being completed, or concerns about special education or anything like that.

Additionally, I help participate in monitoring of the schools for federal programs or the school improvement grants, and have participated in some of the accreditation visits for some of the schools.

Q. BY MS. SWARTZ: Thank you. Were you a member of the team that performed the May readiness visit for Odyssey?

A. I was.

Q. And have you served on a team like that before?

A. So not for a readiness visit, no. Normally, the readiness visit is done by someone from the Northwest Accreditation Commission and it's one of their representatives goes to the school, they meet with the individuals at the

1 school just to see do they have everything in place, have they  
2 compiled the documentation, do they have the evidence.  
3 Normally after that visit, then they will, if the school is  
4 determined -- it's determined that the school is ready to go on  
5 to what's called a full accreditation -- and they have got an  
6 official name, but the on-site visit where there's a full team  
7 that goes -- I have participated in those.

8 Q. And do you know why you were asked to join the  
9 team for this particular readiness visit?

10 A. I was. There are a couple different reasons and  
11 I think one of them was because of my expertise and knowledge  
12 with the charter schools, because I had worked with Odyssey.  
13 There -- we received some complaints and some concerns from  
14 some of the parents and from teachers, knew that there were  
15 some special ed issues, so Dale had asked me to participate.

16 Also realizing that to not get accreditation for  
17 a school is, as we can see today, a huge issue, and wanting to  
18 make sure that we did everything that we could to give the  
19 benefit of the doubt to the school. And I don't mean that in a  
20 negative way, but to look at every possible option. I think  
21 when you have one person that goes and tries to do everything  
22 that we did that day, it's easy to miss things, so to have  
23 multiple pairs of eyes on it was the intent of having the  
24 additional team members there.

25 Q. And can you remind us how many people all

1 together participated on that team?

2 A. There were four of us.

3 Q. And can you identify the other individuals?

4 A. Oh, yeah. It was Dale Kleinert with Northwest  
5 Accreditation, who you have interviewed; John Cockett, who is  
6 the head of the or is the chairman of the Commission. He is  
7 also a superintendent of Malad School District; and then  
8 Steve Young, who had done the initial readiness reviews. He is  
9 an administrator in one of the alternative schools. I just  
10 drew a blank on the name.

11 Q. That's fine. Can you describe for us your  
12 experience that day with the readiness visit at Odyssey?

13 A. Sure. We started the day -- we had a little  
14 get-together meeting ahead of time looking at the schedule.  
15 That schedule had been shared with the school ahead of time.  
16 We started the day with a team meeting with several of the  
17 board members and Mr. Peterson and then several members of the  
18 teaching staff. We gave them approximately 45 minutes to tell  
19 us about the school, where they were at, all of the things that  
20 they had done especially in relation to the indicators that  
21 they had not met yet.

22 After that, as the team, we kind of broke up into  
23 smaller groups and had different responsibilities. I --  
24 Steve Young and I met with the business manager to talk about  
25 the budget. So we had a pretty extensive discussion about the

1 budget and where they were at. At that time, we had asked him,  
2 you know, show us the budget, show us documentation for that,  
3 and he didn't, which was something we were expecting.

4 Let me back up. One of the things with this  
5 visit that the reason for the team and to even go was we want  
6 to look and see documentation of the practices, but then we  
7 also want to verify and see evidence in the classrooms or in  
8 the school that what you have put on paper and what you're  
9 providing to us is actually what's occurring so that we can see  
10 that. So we're trying to, for lack of better words, trying to  
11 triangulate all of the information. So there's what you've  
12 told us, what you've got on paper, and what really the impact  
13 is.

14 So then after meeting with the business manager,  
15 I spent some time looking through the board policies and had  
16 noted that most of them, as we have already discussed or what's  
17 already been brought up, most of them had just recently been  
18 put in place -- my microphone just went up -- had recently been  
19 put in place but they had made great leaps and bounds to  
20 actually put policy in place, and that's part of what the  
21 committee's or our team's acknowledgment of the strides that  
22 the board had made, that's part of where that came from because  
23 that's a big effort.

24 After that, I spent most of the rest of the day  
25 in classrooms observing both students and teachers, and then

1 talking with the teachers. At the same time, the other team  
2 members were in classrooms, they did the same thing: Interview  
3 teachers. They had some set time where they interviewed the  
4 ninth- and tenth-grade students and then the sixth- through  
5 eighth-grade students to get their opinion, their feedback,  
6 what do they like about the school, what they don't like, what  
7 are their experiences. We did the same thing with the  
8 teachers. We had very set questions that we asked of all of  
9 the groups. We also had some very specific things that we were  
10 looking for when we were in the classrooms related to student  
11 engagement, learning objectives, things of that nature.

12           At the end of the day, we ended up meeting with  
13 Mr. Peterson and talking about what we saw in terms of the  
14 indicators and what we felt that was good about the school, and  
15 then also what were the challenges with the school.

16           Q.       You mentioned that you and other team members  
17 spent time talking with the students and with the teachers that  
18 day during the readiness visit. Can you tell us a little bit  
19 more about the feedback that the team received from students  
20 and teachers?

21           A.       Sure. Overall, I think with both groups there  
22 was a lot of frustration with -- just with the operation of the  
23 school.

24                    I think the students in a number of cases had  
25 felt that they were told that the school was going to be a

1 project-based school, and that in their minds that that meant  
2 that they were going to be doing projects all the time, all  
3 day, every day, and not some of the things that you felt like  
4 occurred in the traditional classroom; and what they were  
5 seeing was not necessarily as accurate as the way it had been  
6 portrayed. There were a number of the students that were  
7 really happy with it because what projects they were doing were  
8 very meaningful for them, they got to participate in ways that  
9 they hadn't in the past.

10           With the teachers, I would say that I haven't --  
11 from my perception with the schools that I've been in, I don't  
12 think I have ever been with a group of more discouraged  
13 teachers, everything from not receiving information about their  
14 students that they're working with that have IEPs, to being  
15 told one thing in a meeting and then the next week when they  
16 went to implement it, things would be changed; not having  
17 materials and supplies that they felt that they needed and  
18 being asked for them and then being told, "No, we don't have  
19 the money to do that," but yet then seeing other things being  
20 purchased. And there was just a lot of discouragement among  
21 the teachers.

22           There was also a lot of discouragement because of  
23 the teachers that had been let go or replaced, which gets into  
24 personnel and I tried to stay out of that as much as I can, but  
25 it was just a number of them were like, you know, "I come to

1 work and I don't know if I'm going to have a job tomorrow."  
2 And it's really hard to function and provide what's best for  
3 kids if that's what you're feeling.

4                   So that was part of the feedback that we got from  
5 both groups.

6           Q.       At the conclusion of the readiness visit, did the  
7 team form any conclusions?

8           A.       Yeah. We met after we had been at the school,  
9 had a little bit of downtime and went through all of the  
10 different indicators, and determined which ones had been met,  
11 which hadn't. As I mentioned, the ones related to the board  
12 felt like they had and we can sign off on those. It was pretty  
13 much unanimous on -- or, it was unanimous on all of the other  
14 visits -- or, all of the other indicators that the readiness  
15 indicators had not been met and so they weren't ready to  
16 progress to the next stage.

17           Q.       So the determination that the school was not  
18 ready to move on to candidacy status was unanimous among all  
19 four team members?

20           A.       Yes.

21           Q.       Following your participating on the readiness  
22 visit team, did you have an opinion regarding the quality of  
23 Odyssey as a charter school in the context of your position and  
24 your experience with charter schools in Idaho?

25           A.       Yeah. This is hard for me because I really --

1 I'm very passionate about the schools. I work with them from  
2 the very start. I'm one of the first people that meets with  
3 them and says, Hey, what do you want to do? How do we make  
4 this possible?

5 But I also am a very strong advocate for high  
6 quality schools, not just high quality charter schools but high  
7 quality schools, and when I went, I -- certainly I had heard a  
8 whole lot of concerns and there's always in the back of my  
9 mind, there's always that, Oh, it can't be as bad and I'm just  
10 hearing one side of the story. And then I would talk with the  
11 administrator or another parent and hear a completely different  
12 side and I just thought, There's no way, it can't be what it  
13 is.

14 And when I went to the school, a lot of the  
15 things that I had heard, I saw evidence of, in terms of, well,  
16 this is occurring or this is not, both positive and negative.  
17 You know, I saw some really great, impassioned educators, which  
18 I love seeing, I saw kids that were engaged, but I saw equal as  
19 many students that were disengaged and teachers that were --  
20 they were just kind of filling the space. Had some real  
21 concerns in terms of just what was being done, and it's hard to  
22 see after working with someone that's or a group that's been  
23 trying to establish this school and know that we want it to be  
24 a high quality school.

25 And it's easy to say, Well, you know, it's their

1 first year or it's really tough or whatever. One of the things  
2 and I think the example with special ed is probably the best  
3 that I can give. We expect that services for special education  
4 are provided from the very first day, and that's why the  
5 approval process occurs the way that it is and that there is  
6 time for the school, the board, that founding group, to get  
7 everything in place so on that very first day, while it may not  
8 be perfect, that very first day services are provided to all of  
9 the students. And it was concerning to see that in May, almost  
10 at the end of the school year, that services were not being  
11 provided to all of the students. There were things that were  
12 missing or maybe not in place, and that -- so that's hard to  
13 see and to know that, you know, there's always that question,  
14 Well, is there something that I could do better or do to help  
15 out with that?

16 Q. You mentioned that you had received a number of  
17 complaints in your position within the Department of Education  
18 and apart from the readiness visit regarding Odyssey. Would  
19 you say that you received more complaints about Odyssey than is  
20 typical for most charter schools?

21 A. Yeah, definitely more than is typical and  
22 probably more than I have gotten from any other school, and it  
23 was not from a particular group. You know, a lot of times I'll  
24 get calls from parents or I'll get calls from teachers or I'll  
25 get calls from board members: Hey, this is not going on and

1 we want it to.

2 And it was not a single category.

3 About the only people that I didn't hear from was  
4 students, but I heard from parents of students, so --

5 Q. You've heard testimony today regarding the  
6 written condition regarding accreditation in Odyssey's  
7 performance certificate. In your opinion and experience, was  
8 Odyssey afforded adequate time to achieve candidacy status?

9 A. I would say yes, or I -- yes. With -- when we  
10 start at the very beginning with high schools, we ask one of  
11 the requirements that they have to put in their petition which  
12 then becomes the charter once it's approve is how they are  
13 going to achieve accreditation status, what they are going to  
14 do to meet those requirements. And so we make sure that that's  
15 addressed from the very beginning. And then when we work  
16 through and have the new charter school boot camp, we have a  
17 representative from Northwest Accreditation, AdvancED, come in  
18 and talk about it.

19 And I know that's one of the things that is  
20 really easy to say, Oh, yeah, yeah, we can get it done, or  
21 whatever, but they really emphasize just what a lengthy process  
22 it is and the importance of getting started on it at the very  
23 beginning. And that occurred in April of 2013 that we had that  
24 meeting, and there were visits in June of 2013, there was a  
25 meeting that they could attend. I know that there were calls

1 in September and -- calls and letters in September about that.

2 And I think throughout the process, it's made  
3 clear that this is not an easy process, that it does take time,  
4 and so there weren't any surprises. I think with and I know a  
5 lot has been said about the time when the conditions were added  
6 to the -- to the charter or to the performance certificate. I  
7 believe had it been a priority for the board and the school's  
8 team to meet those accreditation requirements similar to the  
9 way that the policies were updated or written and updated, that  
10 when the readiness team -- or, when the team showed up on  
11 May 28th, they could have, they could have met those  
12 requirements. It would have been very difficult to do it,  
13 certainly, but it was not impossible. It was a high bar. But  
14 given what was at stake, that probably would have, if I were  
15 the administrator, that would have been -- and the board --  
16 that would have been one of my top priorities: Okay, what is  
17 this indicator saying? What evidence do we have? and work  
18 through it.

19 Q. As someone who works with charter schools within  
20 state government, can you tell us, in your opinion, who is  
21 responsible for a charter school? Is that the board or is it  
22 the administrator? Who do you typically have contact with and,  
23 ultimately, whose responsibility is it to make sure that the  
24 school meets its obligations?

25 A. So, ultimately, and this is something that from

1 the very start when we talk about it, ultimately the board is  
2 responsible for the charter school. That's who the charter is  
3 granted to. That's who is in charge of the -- in charge of the  
4 corporation part of it. They are in charge of overseeing, and  
5 if you look at the law regarding charter schools, they are the  
6 ones that are responsible for the approval of the budgets, the  
7 spending, the overall operations, kind of the governance side,  
8 just like a school board would be in a traditional district.

9 Now in terms of the day-to-day operations, that's  
10 the administrator or the leadership team that's hired, whether  
11 that be the administrator, the office manager, business  
12 manager, whoever they hire, but ultimately it rests with the  
13 board.

14 In terms of my contact, most of my contact is  
15 with the school leadership team as opposed to the board. But  
16 certainly if a board member were to call me and say, "Hey,  
17 Michelle, we need help with training on this," or, "We need  
18 help with the accreditation," I provide help for anybody who  
19 asks.

20 Q. Are you aware of any other public schools,  
21 whether traditional or charter schools, who serve ninth through  
22 twelfth grade students who are not in either candidacy status  
23 in their first year of operation, in candidacy status or fully  
24 accredited in Idaho?

25 A. No.

1 Q. Thank you.

2 MS. SWARTZ: That's all I have for this witness  
3 at this time.

4 HEARING OFFICER: Okay. Cross-exam.

5 MR. FULLER: Thank you.

6

7

CROSS-EXAMINATION

8

9 BY MR. FULLER:

10 Q. In review of the May 28th readiness visit, if I  
11 understand correctly, this was the very first time you'd ever  
12 participated in a readiness visit?

13 A. It was the first time I've participated in a  
14 readiness visit because normally with a readiness visit it's  
15 not a whole team that goes, it's just a member from the  
16 Northwest Commission.

17 Q. So you had no prior readiness visits to compare  
18 to this?

19 A. There have been no prior readiness visits like  
20 this to compare, whether it be me or anybody else.

21 Q. You indicate that -- the words you used were  
22 "they had made great leaps and bounds" to complete the board  
23 policy requirements?

24 A. Yeah.

25 Q. In fact, that was the one condition that was

1 fulfilled. Is that correct?

2 A. Yes.

3 Q. And that's the one responsibility assigned to the  
4 board; the other conditions were all administrative?

5 A. Oh, I would disagree with that, because the board  
6 is ultimately responsible for the education and what's  
7 happening in the school. And so in my opinion, and I think  
8 probably in looking at the whole governance, they should have  
9 been overseeing what was going on and helping out with any of  
10 those things as much as possible. Knowing that the bar was  
11 very high, they should have been participating or assigning  
12 specific tasks to make sure that it was done.

13 Q. So knowing that they understood the bar was so  
14 high was very important?

15 A. Uh-huh.

16 Q. Okay. You had indicated that -- or, did you ever  
17 participate in the boot camp?

18 A. I am the one who organizes the boot camps, so,  
19 yes.

20 Q. You organize the camp, okay. Do you have access  
21 to the exhibits that we're using?

22 A. No, other than what was up on the screen.

23 Q. Okay. Can you pull up a specific document on the  
24 screen?

25 MS. BAYSINGER: It will take me just a second,

1     yeah.

2                     MR. FULLER:    Okay.

3                     HEARING OFFICER:  Or you could give her a book of  
4     exhibits.

5                     MS. BAYSINGER:  I could do it either way.

6                     HEARING OFFICER:  Yeah, just hand her a book.

7     That might be as quick.

8                     MS. BAYSINGER:  Which one are you thinking of?

9                     MR. FULLER:  The first exhibit I'd like her to  
10    look at is C-4, Roman numeral I.

11                    MS. BAYSINGER:  You have a tab here for each  
12    exhibit, and at the bottom of the pages around here you can  
13    flip through.

14                    THE WITNESS:  Yes.

15                    Q.     BY MS. FULLER:  Okay.  This is the, if I  
16    understand right, this is schedule for the boot camp?

17                    A.     Yes, it is.

18                    Q.     Okay.  Can you tell me what -- this is a two-day  
19    boot camp.  Right?

20                    A.     It is.

21                    Q.     And you cover lots of materials, and you had  
22    indicated that accreditation is perhaps the most important of  
23    the training materials?

24                    A.     It is.  Well --

25                    Q.     What was the very last item taught on the very

1 last day?

2 A. Last item taught on the last day was  
3 accreditation, and part of the reason that it's put at the end  
4 of the day is because Vikki Reynolds is not part of the State  
5 Department of Education so we make it at a time when it's  
6 convenient for her.

7 We also put it at the end of the day so that  
8 those schools who are not -- or, nine through 12, if they are  
9 not going through accreditation, that they don't have to stay  
10 and participate in that.

11 Q. Okay. So if I understand correctly, out of two  
12 full days of instruction, 30 minutes is spent on accreditation?

13 A. Forty-five minute -- well, actually, yeah, 30  
14 minutes on there is spent, but it's overview in terms of, Here  
15 is what you need to do for the next steps.

16 Q. So from 4:15 until 4:45?

17 A. Correct.

18 Q. Tell me what's taught during that time period by  
19 Vikki Reynolds. First of all, is she under your direction?

20 A. No, she is part of -- sorry, I have to take my  
21 glasses -- she is part of Northwest Accreditation, AdvancED.

22 And she goes through the expectations and the  
23 timeline in terms of when they have their trainings during the  
24 summer, here's what you need to do to get set up for it, here  
25 are the specific dates for it. I believe she spends some time

1 talking about the length of time that's involved, who is  
2 involved with it, the efforts that will be needed to become  
3 accredited.

4 Q. Were you actually in attendance at this meeting?

5 A. Yes.

6 Q. Did you stay during the presentation by Vikki  
7 Reynolds?

8 A. I believe so, but I'm not 100 percent certain.

9 Q. You're certain that it took 30 minutes, that she  
10 covered all those items that you just discussed?

11 A. Oh, I'm thinking it probably took a little bit  
12 longer because of questions.

13 Q. Why are you thinking that?

14 A. Just because past situations it has taken longer.  
15 In some cases it's taken as long as an hour.

16 Q. Then there's some materials that's passed out, I  
17 presume the next few pages, if you look. There's some screen  
18 prints from AdvancED that talks about accreditation?

19 A. Yes.

20 Q. Is this the material that's actually passed out  
21 to the participants?

22 A. If I remember correctly, it was.

23 Q. Can you turn with me to page 5 of that material.  
24 So this is what was passed out in April of 2013. Do you see  
25 page 5 for me there?

1           A.       Is that the steps for attaining full  
2 accreditation?

3           Q.       That's correct.  And is that intended to be  
4 guidance for -- and this is boot camp.  This is like, Here's  
5 what you need to do to get accredited.  Right?  Okay, can you  
6 read for me No. 5?

7           A.       "The state office sends readiness visit findings  
8 to schools and Northwest Accreditation, AdvancED, within 30  
9 days of a visit.

10          Q.       So now you've heard testimony today that the  
11 readiness visit occurred -- the second readiness visit occurred  
12 December 16 of 2013.  Do you recall that testimony?

13          A.       I do.

14          Q.       And do you recall when the findings for that  
15 readiness visit were actually issued by the State?

16          A.       So, I need to make a clarification here.  When it  
17 says "the state office" in this, this is not the State office  
18 of Education, the Department of Education.  It's the AdvancED  
19 state office.

20          Q.       Okay.

21          A.       So I believe -- I don't know in terms of when  
22 documentations were submitted.  I think I heard the February  
23 13th date, but I don't know.

24          Q.       February 13th, that's right, it was February 13th  
25 was his repeated testimony.  Is February 13th within 30 days of

1 December 16?

2 A. Well, I would say "no," but I don't know what the  
3 details were with that. I don't know if they mean 30 business  
4 days, 30 calendar days. You know, I can't address that. That  
5 would have been good questions for Mr. Kleinert.

6 Q. Okay. Could you explain why it took 60 days for  
7 those findings to be issued?

8 A. No, I can't, because they came from him, not from  
9 me.

10 Q. You indicated there were a number of -- you went  
11 through the concerns that you -- maybe that wasn't the word  
12 that you used.

13 You talked about items that showed -- that were  
14 important to you at the May 28th meeting. You said teachers  
15 were discouraged, I think you said most discouraged you'd ever  
16 seen?

17 A. Yeah.

18 Q. You talked about their concerns about schedule  
19 changes by the administration?

20 A. Uh-huh.

21 Q. You talked about the four -- the poor funding  
22 allocation by the administration. They were told, "We don't  
23 have enough for your projects," but then they would see the  
24 money used for other purposes?

25 A. Yeah.

1 Q. You also talked about their concerns with  
2 staffing issues?

3 A. Uh-huh.

4 Q. That the administration was laying people off?

5 A. I didn't say "administration." That there were  
6 teachers that were let go or were no longer there.

7 Q. Weren't each of these things that you just  
8 referred to examples of administration activity?

9 A. I would argue that because ultimately the board  
10 is responsible for the budgets and the decisions that are made  
11 for both budgets and for staffing, they have the ultimate  
12 authority on those. So the administrator can make  
13 recommendations to a board about staff, but the board is the  
14 one that's going to make those decisions.

15 Q. My question goes to the comments that you are  
16 receiving from the teachers.

17 A. Uh-huh.

18 Q. Isn't it correct that their concerns were with  
19 the way the school was being administered by Mr. Peterson?

20 A. I don't agree with that, no. I think it was a  
21 combination of all of the above, Mr. Peterson and the board,  
22 because they had -- they specifically told me that they had  
23 gone and tried to address the board and weren't able to address  
24 the board and there were concerns with that, so I think it was  
25 a group effort.

1 Q. I don't understand: A group effort.

2 A. Meaning that it was partly the board's  
3 responsibility, partly Mr. Peterson's responsibility. It  
4 wasn't just one person.

5 Q. As you left that meeting, did you -- we heard  
6 testimony from -- regarding an earlier readiness review where  
7 Mr. Young stated that he felt Mr. Peterson was overwhelmed?

8 A. Uh-huh.

9 Q. Did you see evidence of that during your May 28th  
10 visit?

11 A. No. And what I would say in terms of Mr. Young's  
12 observation of Mr. Peterson, it's not unusual for an  
13 administrator when they are first opening a charter school. I  
14 think if you were to survey all of the brand-new schools and  
15 their administrators that first month when you go and visit  
16 them, they're all overwhelmed. It's not unique to  
17 Mr. Peterson.

18 I have talked with a couple of administrators  
19 that are opening schools in the next two weeks and they are all  
20 asking, "What did I get myself into?" And I think if you would  
21 have asked Mr. Peterson that in September, he would have said  
22 exactly the same thing.

23 Q. I appreciate that explanation, but it wasn't my  
24 question. My question concerned the May 28 visit. Did you  
25 believe that -- did you leave with the impression that

1 Mr. Peterson was overwhelmed with his responsibility?

2 A. And I said "no" to that.

3 Q. Okay.

4 MR. FULLER: I don't believe I have any further  
5 questions of this witness.

6 HEARING OFFICER: Okay, thank you.

7 Redirect.

8 MS. SWARTZ: Yes, I just have a couple of  
9 questions.

10

11

REDIRECT EXAMINATION

12

13 BY MS. SWARTZ:

14 Q. Approximately how many schools have attended the  
15 charter school boot camp training regarding -- the section  
16 regarding accreditation or the whole boot camp training, just  
17 ballpark figure?

18 A. Doing a little math in my head. I think there  
19 are about 20 schools that have attended the boot camp training  
20 in terms of new schools that have attended the boot camp  
21 training, and I would say of those, probably 90 percent of them  
22 have stayed for the accreditation portion of it.

23 Q. And of those schools, how many, other than  
24 Odyssey, failed to achieve candidacy status in their first year  
25 of operation?

1           A.       One, and that's Heritage Community, which we've  
2 already talked about.

3           Q.       Okay. Thank you.

4           MS. SWARTZ: I don't have any further questions.

5           HEARING OFFICER: Okay, any recross in light of  
6 those?

7           MR. FULLER: Nothing further.

8           HEARING OFFICER: All right. May this witness  
9 step down?

10          MR. FULLER: No objection.

11          HEARING OFFICER: Okay.

12          MS. SWARTZ: That's fine.

13                               (The witness left the stand.)

14          HEARING OFFICER: Okay, do you have any further  
15 witnesses?

16          MS. SWARTZ: Well, I'd like to ask the  
17 Hearing Officer if it might be possible for me to re-call  
18 Ms. Baysinger on account of the fact that we did not receive  
19 the Petitioner's prehearing brief until this morning, so we  
20 weren't able to look at that until lunchtime today. There are  
21 just a few items in there that we would like to address through  
22 her testimony that we would have done initially had we had that  
23 brief sooner.

24          HEARING OFFICER: Any objection?

25          MR. FULLER: No. They can call her in recross,

1 so might as well do it now.

2 HEARING OFFICER: Right. Do you want to do it  
3 now, or do you want to wait and possibly respond in rebuttal?

4 MS. SWARTZ: Well, we can go ahead and do that:  
5 We'll wait and re-call her after.

6 HEARING OFFICER: Yeah, you might have rebuttal  
7 which she's going to present, so we'll reserve that.

8 MS. SWARTZ: It's likely. Okay, thank you.

9 HEARING OFFICER: All right. Are you ready to  
10 proceed?

11 MR. FULLER: Yes, ma'am.

12 HEARING OFFICER: Call your first witness.

13 MR. FULLER: We'll call Amy Whitford.

14 If you would stand and raise your right hand so  
15 an oath can be administered --

16

17 AMY WHITFORD,

18 produced as a witness at the instance of the Respondent, being  
19 first duly sworn, was examined and testified as follows:

20

21 HEARING OFFICER: And then you can have a seat  
22 there so we can hear your testimony. Can you turn the  
23 microphone on, get that red light.

24

25

DIRECT EXAMINATION

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BY MR. FULLER:

Q. Can you state your name for the record, please?

A. Amy Whitford.

Q. Amy, were you on the founders committee for  
Odyssey?

A. Yes.

Q. Tell me what your responsibilities were in  
getting the original charter approved.

A. The petition?

Q. The original, yeah, the original petition for  
charter.

A. Okay. Well, I went to all the meetings and  
helped out with anything that needed to be done. When we were  
working on the petition, I was the one that proofread it, and I  
wasn't actually on the board until after the petition was  
approved.

Q. What time period did you actually serve on the  
board?

A. Oh, my goodness. I honestly don't remember.

Q. Was it soon after the petition was approved?

A. Couple months afterwards.

Q. Okay. And then for how long a time period did  
you serve, how many months?

1 A. Probably about four months.

2 Q. Okay. During that time period, did you attend  
3 the boot camp that's been discussed here for charter schools?

4 A. Yes, I did.

5 Q. The one back in April of 2013?

6 A. Yes.

7 Q. And you heard the testimony with regard to the  
8 schedule. During the two-day time period, there was 30 minutes  
9 set aside as the last item on the second day for accreditation?

10 A. Yes.

11 Q. Did you stay through the end of the day?

12 A. We did.

13 Q. Could you describe for me what happened during  
14 that portion of the presentation?

15 A. At the end of the day everybody was anxious to  
16 leave, so they were like, Okay, let's get through this really  
17 fast so we can let you go early.

18 And so it was very quick, just run through the  
19 slides really fast, and then we were allowed to leave early.

20 Q. How long did it last?

21 A. I honestly don't remember, but I know it wasn't  
22 the full 30 minutes.

23 Q. What material was presented?

24 A. The slides, so the slides that are in the  
25 exhibits are what was presented.

1 Q. Those same four pages. Do you still have -- is  
2 there an exhibit book there in front of you?

3 A. No, there is not.

4 MS. CLEMENT TAYLOR: Sorry, I took it.

5 MR. FULLER: I'll hand her mine.

6 THE WITNESS: Thank you. So where is it?

7 There were actually like PDF slides that we were  
8 given, a -- like it was what they put up on the screen, they  
9 gave us actual slides of that.

10 Q. BY MR. FULLER: Do you see the schedule there?

11 A. Uh-huh.

12 Q. The last day of the schedule. Now turn  
13 forward -- no, no. Okay, keep going forward a couple more  
14 pages.

15 A. This way?

16 Q. Uh-huh.

17 A. Okay.

18 Q. Are those the slides that you were shown?

19 A. I don't remember seeing these slides, but I don't  
20 know. I could have been shown these ones. I remember seeing  
21 ones that were a PDF that had been created.

22 Q. Did they give you a copy of that as you completed  
23 the program?

24 A. I don't remember.

25 Q. Okay. What do you remember learning about

1 accreditation during that slide presentation?

2 A. The main thing that was brought across to us was  
3 the fact that you need to make sure that you apply for  
4 candidacy right away, as soon as the school opens, and start  
5 working on your accreditation.

6 Q. Was there any deadline imposed?

7 A. No, they never told us anything about a  
8 deadline.

9 Q. When did you first learn that there would be a  
10 June 30 deadline?

11 A. Well, it was after the April 17th, I'm not sure  
12 exactly when, but it was after that.

13 Q. Not during the boot camp?

14 A. No. No.

15 Q. It was never discussed there?

16 A. No.

17 Q. It was never discussed during the four months you  
18 served on the board?

19 A. No.

20 Q. Were you involved in the process when the board  
21 hired Mr. Peterson as administrator?

22 A. I was.

23 Q. Had Mr. Peterson been involved previously in  
24 writing the charter?

25 A. Writing the charter, yes.

1 Q. Okay. What was his involvement?

2 A. He wrote it, but the actual charter, he's the one  
3 that wrote the charter.

4 Q. Okay. Did -- were there other candidates that  
5 were interviewed in addition to Mr. Peterson?

6 A. There was.

7 Q. Tell me of your level of confidence in Mister --  
8 the board's confidence in Mr. Peterson's ability to act as  
9 administrator when he was hired.

10 A. We had full faith in him. There was no reason  
11 for us to doubt that he could administer the school and  
12 everything that was put in place on that charter.

13 Q. When Mr. Peterson was hired, were you aware of  
14 any experience he possessed in leading schools through the  
15 accreditation process?

16 A. Through accreditation, no.

17 Q. Did you have confidence in his ability to  
18 complete the accreditation process?

19 A. Yes.

20 Q. Did he indicate to you --

21 A. Yes, he was very --

22 Q. -- or represent his ability in that area?

23 A. Yes, he was very confident that he could do this  
24 and it was going to happen.

25 Q. Okay. Was that a significant factor considered

1 by the board at the time Mr. Peterson was hired?

2 A. The accreditation?

3 Q. Yes.

4 A. Probably not accreditation.

5 Q. Why not?

6 A. What we were looking at was the whole in  
7 everything, if he could do everything, so I guess accreditation  
8 would have been in that if it was the whole. We had complete  
9 faith that he could get the school up and running and do what  
10 it took to do it.

11 Q. Okay. As a board member at that time, did you --  
12 so at the time he was hired -- did you know how long a time  
13 period was allowed to complete the accreditation process?

14 A. We had been told that it took two to four years.  
15 That's all that the board knew.

16 Q. Do you recall the source of that information?

17 A. Monica Couch was the one that was working on the  
18 accreditation at that point, and so it was what she had told  
19 us.

20 Q. She was a member of the board?

21 A. Yes, she was.

22 Q. And she was specifically assigned to  
23 accreditation?

24 A. She was.

25 Q. Did you have such assignments? Were you on a

1 subcommittee?

2 A. Yes, I was on subcommittees, but not with  
3 accreditation.

4 Q. Not with accreditation, okay. What did  
5 Mr. Peterson tell the board about his confidence in obtaining  
6 accreditation?

7 A. When I was on the board or --

8 Q. Yes, as a member of the board.

9 A. That it wouldn't be a problem, it's just  
10 something you had to do.

11 Q. Why did you resign from the board?

12 A. I resigned because it was taking much more time  
13 than I had with my small children, and so I needed to be with  
14 my kids more.

15 Q. How soon after your resignation was your husband,  
16 Andrew, appointed to the board?

17 A. I resigned in July and he was appointed in  
18 February or something. Was it February?

19 Q. So --

20 A. Oh, March.

21 Q. So there was a break of some months during which  
22 neither you nor he were on the board?

23 A. Yes.

24 Q. Did you continue to have involvement with Odyssey  
25 after you were no longer a board member?

1           A.       Not until maybe February.

2           Q.       Okay.  About the same time your husband went back  
3 on the board?

4           A.       Yes.

5           Q.       Or, went on the board for the first time?

6           A.       Yes.

7           Q.       What were your responsibilities or your  
8 involvement with Odyssey at that time?

9           A.       At that time, in February, so I was -- I was --  
10 started helping -- Karl called me and was wanting my help with  
11 Title I and also -- oh, for heaven's sakes -- testing because I  
12 had experience with testing in the past, I had been testing  
13 coordinator, and so he asked if I could be the testing  
14 coordinator and also help out with Title I.  And so he hired me  
15 to do that.  Well, he hired me to do Title I and I volunteered  
16 as the testing coordinator.

17          Q.       And how long did you serve in those  
18 responsibilities?

19          A.       Until the end of the year.

20          Q.       Were you present during the or involved in the  
21 May 28th readiness review visit?

22          A.       Yes.

23          Q.       Tell me what happened that day, as best you can  
24 recall.

25          A.       Well, we -- I remember everybody showing up and

1 we went into a classroom and reviewed the binder that they  
2 created, and explained a few things, answered any questions  
3 they had. And then all of the members of the team --

4 Q. Uh-huh.

5 A. -- went off with different assignments to talk to  
6 different people and do different things.

7 Q. Other than that first meeting, you were not  
8 involved further?

9 A. No.

10 Q. Okay. Was the document, the binder, the  
11 documentation, important to Mr. Peterson?

12 A. Oh, very much so.

13 Q. Explain that for me.

14 A. He believed that that was all he needed to have  
15 in order to get us through with the accreditation. "I have got  
16 this binder. It's full of all this information. That's all we  
17 need. We're good to go."

18 He was very confident that with that binder, we  
19 were going to make it.

20 Q. Do you know the source of the materials in that  
21 binder?

22 A. I never saw the -- well, I saw the binder, but I  
23 never read anything in the binder.

24 Q. Did you assist him in gathering that information?

25 A. Me, no.

1 Q. No. You don't know who did?

2 A. I do.

3 Q. Who did help him?

4 A. Roberta Inglet did.

5 Q. Roberta was an employee of the school?

6 A. Yes.

7 Q. Is she a board member?

8 A. No.

9 Q. Did Karl indicate to you why he thought that  
10 documentation was so critical?

11 A. He thought that that was what would cover what  
12 was being asked. He went through all the indicators and was  
13 determined that if he showed proof of all of these things, that  
14 it would fulfill what was being asked.

15 Q. What was the team's response to the binder, if  
16 you recall?

17 A. They didn't seem too interested in it. Michelle  
18 Clement Taylor did insist on taking it, I'm not sure why,  
19 because she didn't seem too interested in it at the time until  
20 afterwards, she wanted to take it; but besides that, they  
21 didn't look at it in front of us.

22 Q. Didn't review any of the materials?

23 A. No.

24 Q. What was Mr. Peterson's response to that  
25 basically ignoring what he thought was critical documentation?

1           A.       He was very frustrated and upset because he was  
2 like -- he was determined that he created this binder that was  
3 not required of us and it's more than any other school has ever  
4 done, but they are demanding to keep it and they don't seem to  
5 be taking into account.

6           Q.       Had he bothered to make a copy of it before he  
7 gave it to them?

8           A.       After Michelle asked for it, he frantically went  
9 to make copies of it, but besides that, no.

10          Q.       It wasn't his intention that they take it?

11          A.       No. He was very upset that they were taking  
12 it.

13          Q.       If they just saw it, that would take care of  
14 everything required for accreditation?

15          A.       Exactly.

16          Q.       Okay.

17                   MR. FULLER: I have no further questions.

18                   HEARING OFFICER: Okay, thank you.

19                   Any cross-exam?

20                   MS. SWARTZ: Yes.

21

22                                   CROSS-EXAMINATION

23

24 BY MS. SWARTZ:

25           Q.       Hi, Ms. Whitford. Thanks for being here today.

1                   The first thing I wanted to ask you about was, in  
2 your opinion, was Odyssey provided accurate -- or, adequate,  
3 I'm sorry, information and training regarding the importance,  
4 the significance of accreditation, and the process for  
5 obtaining candidacy status?

6           A.       Quite honestly, I don't think that it was relayed  
7 as -- like, okay -- the importance was, but how to was not  
8 relayed quite well enough.

9           Q.       Okay. And when you say that, are you referring  
10 to the charter school boot camp that you testified about  
11 earlier?

12          A.       That's included, yes.

13          Q.       Okay. Were you aware of an NWAC, the Northwest  
14 Association -- or, Accreditation Commission training, two-day  
15 training that an Odyssey representative attended regarding  
16 accreditation?

17          A.       No.

18          Q.       Okay. I think we can pull that up. That's  
19 Exhibit E-1, Roman I, and E-1, Roman II. Both of those  
20 exhibits confirm that there was an Odyssey representative  
21 present for two days' worth of training provided by NWAC  
22 regarding the process, the requirements, what to expect, and so  
23 on.

24                   In your opinion, is two days' worth of training  
25 sufficient to prepare a school for achieving candidacy status?

1 MR. FULLER: I'd object as going beyond the scope  
2 of direct and that she lacks the competency to answer that  
3 question.

4 HEARING OFFICER: Well, I think it is a little  
5 beyond, but I think it's relevant and appropriate cross because  
6 she testified she didn't receive adequate training or as a  
7 school representative she didn't, so I think that's an  
8 appropriate response.

9 MR. FULLER: Before you proceed, could you --  
10 E-1 --

11 MS. SWARTZ: -- Roman I, and E-1, Roman II.

12 THE WITNESS: Do you need this back?

13 Q. BY MS. SWARTZ: Okay. And I'm sorry, correction:  
14 That was one day of training provided by NWAC.

15 A. Did you want me to answer that, or --

16 Q. No. Actually, I guess I'd like you to answer my  
17 original question, which is is it your position that a full  
18 day's worth of training provided by the Accreditation  
19 Commission insufficient for preparing the school to achieve  
20 candidacy status?

21 A. For something that you're claiming to be so  
22 important that it would shut down our school, I don't think  
23 it's sufficient.

24 Q. Can you give me, in your opinion, is there a  
25 reason why Odyssey would require more training, more

1 assistance, than other schools? It seems, based upon the  
2 testimony of Mr. Kleinert and Ms. Clement Taylor, all of the  
3 other schools that received the same training as Odyssey and  
4 Odyssey representatives were able to achieve candidacy status  
5 within their first year, other than the one school who withdrew  
6 its secondary grades. So it seems that the school is arguing  
7 that they didn't receive adequate training, and yet such  
8 training appeared to be sufficient for everyone else. Is there  
9 a reason why Odyssey would have required more?

10 A. Most schools tend to have a little bit more  
11 support behind them than what Odyssey was obtaining.

12 Q. Mr. Kleinert testified earlier that he provided  
13 more assistance to Odyssey than he typically does --  
14 significantly more than he typically does to other schools;  
15 that he was available throughout the process to answer e-mails,  
16 to talk on the phone, to refer the school to the Web and  
17 different resources there. I mean, can you identify what sort  
18 of support other schools might have received that Odyssey was  
19 lacking?

20 A. Support from the State and from our  
21 administrator.

22 Q. Is there anything specific that you can identify  
23 that -- in terms of support that the State did not provide to  
24 the school that it does provide to other schools?

25 A. Not at this time. I can't think of specifics.

1 Q. You testified earlier that you -- and I believe  
2 that you represented the board -- was not aware of the deadline  
3 for accreditation, you were not aware that there was a deadline  
4 for accreditation. Is that accurate?

5 A. Not before April 17th, no.

6 Q. Okay. If we can take a look at Exhibit C-5,  
7 these are meeting minutes from an Odyssey board meeting. Okay,  
8 this is -- we'll have to scroll down, we don't have a page  
9 number, unfortunately, but it's the February 27th meeting, the  
10 minutes for that meeting.

11 A. Of which year?

12 Q. 2014.

13 MS. HENKEN: Thirteen.

14 Q. BY MS. SWARTZ: 2013.

15 A. February 27th. Is that what you said?

16 Q. Yes.

17 A. Okay.

18 Q. So at the bottom of the first page of those  
19 minutes, there is a paragraph that begins with "accreditation"?

20 A. I'm sorry, I'm almost there. Oh, the one that  
21 starts with "Vikki Reynolds"?

22 Q. Yes.

23 A. Okay.

24 Q. Would you mind reading that paragraph into the  
25 record, please?

1           A.       Sure: Vikki Reynolds rec- --

2                    Did it stop working?

3                    MS. HENKEN: If you move it a little bit, it will  
4 come back on.

5                    THE WITNESS: "Vikki Reynolds recommended that we  
6 wait until July 1, 2013, to apply for accreditation. They will  
7 make their first visit after the first round of student testing  
8 in the fall. They will make their full visit in the spring as  
9 late as possible. Odyssey must follow all of the requirements  
10 exactly because AdvancED will need to complete a year a half's  
11 work in about six months. They are prepared to do this, and we  
12 must have our accreditation completed within the first year so  
13 the credits for the ninth and tenth graders can be counted."

14                  Q.       BY MS. SWARTZ: Is it still your testimony that  
15 the Odyssey board did not have notice prior to April 17th that  
16 the candidacy status needed to be achieved within the first  
17 year of operation?

18                   MR. FULLER: Object to the form of the question.  
19 She was no longer on the board at that time, as reflected by  
20 the minutes themselves. She only served for four months.

21                   MS. SWARTZ: I understand that. She is listed as  
22 being present at that meeting and also testified previously  
23 about the board's -- the board, in general, the board's  
24 knowledge of a deadline.

25                   MR. FULLER: My question to her very specifically

1 was, "During the time that you served on the board, did you  
2 have such knowledge?"

3 She responded, "I did not until April 17." "I  
4 did not."

5 She didn't serve on the board longer than four  
6 months, so I'd still object to the form of the question.

7 HEARING OFFICER: But this minutes she just  
8 reviewed, she was on the board and she's listed as being on the  
9 board.

10 THE WITNESS: I actually wasn't. I was just in  
11 presence.

12 MR. FULLER: She was present, but you'll see  
13 there -- do you have the minutes? You'll see it notes the  
14 office up above. She was not a board member; she was just  
15 attending.

16 MS. SWARTZ: Regardless of whether she was a  
17 board member or not, if her testimony was that she and the  
18 board had no knowledge of the deadline until April 17th, that's  
19 directly relevant to these meeting minutes dated in February.

20 MR. FULLER: I would still object to the form of  
21 the question. It misstates her testimony, which was that  
22 during the time she served on the board for four months, she  
23 did not know. This is now long after that four-month time  
24 period.

25 MS. SWARTZ: This is actually February 2013.

1 HEARING OFFICER: You've never established when  
2 she was on the board. Can you get me the dates she was  
3 actually on the board? I've never -- she's never clearly  
4 established when she was on the board.

5 MS. SWARTZ: And for the record, these meeting  
6 minutes are dated February of 2013, which is over a year before  
7 the April 17, 2014, date that the school is acknowledging it  
8 first learned of the deadline.

9 HEARING OFFICER: So can we clarify what dates  
10 she actually was on the board, because that may be relevant  
11 to --

12 THE WITNESS: I'm sure if we looked at minutes,  
13 we'll be able to know. I'm sorry, I really don't know.

14 HEARING OFFICER: Okay. Any further questions?

15 MS. SWARTZ: No, not at this time.

16 HEARING OFFICER: Okay. Redirect?

17 MR. FULLER: I have nothing further for this  
18 witness.

19 HEARING OFFICER: All right. Thank you very  
20 much.

21 (The witness left the stand.)

22 HEARING OFFICER: Next witness, please.

23 MR. FULLER: I would call Andrew Whitford.

24 HEARING OFFICER: Okay, we will have you sworn  
25 in, Mr. Whitford.

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ANDREW WHITFORD,

produced as a witness at the instance of the Respondent, being first duly sworn, was examined and testified as follows:

DIRECT EXAMINATION

BY MR. FULLER:

Q. Can you state your full name for the record, please?

A. Andrew Scott Whitford.

Q. As you sit here today, Mr. Whitford, do you serve in any office at Odyssey?

A. I am currently vice president, on the board of directors.

Q. Okay. So you serve in both of those responsibilities today?

A. As the board of director and vice president, yes.

Q. Okay. When did you first begin service on the board?

A. I want to say it was the March 6th meeting of 2014, or somewhere right in the very beginning of March.

Q. Okay. You've heard your wife's testimony that she had previously served, and then there was a time period where neither of you served?

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A. Correct.

Q. Were you involved on the founders committee?

A. Yes, I was.

Q. What were your responsibilities with the original petition and charter drafting?

A. More or less at that point I went to every meeting, I helped where I could. I was not nearly as involved as my wife was, you know, I was not. I was involved, but not as involved as my wife was.

Q. Did you have any involvement in the determinations to hire Mr. Peterson?

A. No, I did not.

Q. He was already hired and serving as administrator when you began to serve on the board?

A. Correct.

Q. What did Mr. Peterson tell the board during your service about his confidence in obtaining accreditation candidacy?

A. He was fully confident that he could do it or felt confident that he was able to direct the school along that line.

Q. I neglected to ask the foundation questions:  
Do you have a college degree?

A. I do.

Q. Do you have a teaching certificate?

1           A.       No, I do not.

2           Q.       Have you ever been involved in the teaching  
3 profession?

4           A.       No.

5           Q.       Do you have any experience in school  
6 accreditation process --

7           A.       No.

8           Q.       -- before your involvement with Odyssey?

9           A.       No.

10          Q.       Did you, as a board member, rely upon  
11 Mr. Peterson regarding his representations on achieving  
12 accreditation candidacy?

13          A.       Yes, we fully relied on him for information and  
14 for -- because he was point of contact for much of what was  
15 going on.

16          Q.       You were having contact directly with  
17 Mr. Kleinert, if I recall?

18          A.       Yes, a few times.

19          Q.       There was an exchange of e-mails back and forth  
20 between you?

21          A.       Yes.

22          Q.       Okay. Why were you seeking that information  
23 personally?

24          A.       Because Karl was -- had noted or stated that he  
25 had tried to contact Mr. Kleinert and was unable to get ahold

1 of him for some questions, and so as a board member I said that  
2 I would do that, and so I did. And Mr. Kleinert responded back  
3 as quickly as he could to me.

4 Q. Did you participate in the April 17 hearing when  
5 the Public Charter School Commission approved the performance  
6 certificate?

7 A. Yes, I was present at that meeting.

8 Q. Okay. When did you -- so you first came on the  
9 board March 6. When did you come to know of the conditions  
10 being imposed by the Commission, the deadline of June 30?

11 A. You know, it would have been right around  
12 April 17th, maybe slightly before. I know there was  
13 documentation that was being given. At that point in time,  
14 there were plenty of times that things just were not being  
15 shared with the board.

16 Q. Was the board inquiring of Mr. Peterson as to its  
17 status, its progress?

18 A. Yes, constantly.

19 Q. What were you being told?

20 A. That everything was okay.

21 Q. There are multiple minutes that have been  
22 introduced here that showed that accreditation was discussed at  
23 virtually every meeting, but there was little progress being  
24 made.

25 A. Right.

1 Q. How did the board respond to that?

2 A. Well, in that, we -- there were many times that  
3 the board was doing everything we can to push that along. I  
4 mean, much of the accreditation process relies upon direct  
5 contact with students, direct contact with teachers, with the  
6 school itself, and as a board member and as a board, those are  
7 things that we do our best to stay out of. You know, we're not  
8 supposed to be involved in any of the day-to-day operations;  
9 however, we oversee them.

10 Q. Okay, were you aware of Mr. Peterson's  
11 preparation for the April 17th meeting?

12 A. Yes. He spent a lot of time preparing that  
13 binder.

14 Q. Okay. What did you do, as a board member, in  
15 preparation for that meeting?

16 A. I did the best I could to try and guide them  
17 along those nine indicators. And really, again, the only  
18 indicator that we, as a board, had full control over was  
19 Indicator 2.2, which was board policies and putting the board  
20 in place as a substantial body, governing body. And that, as  
21 you noted, or as is noted, is the only indicator that was met  
22 on May 28th.

23 Q. What was your personal involvement in the  
24 drafting and passage of those policies?

25 A. Input. You know, we worked very hard to get

1 those policies. I guess you could say, you know, I was a  
2 sounding board in many opportunities for my wife because my  
3 wife was the -- she wrote most of the policies for Odyssey  
4 Charter School and put them together and added new policies,  
5 and so we relied heavily upon her. However, my involvement  
6 would have been, you know, as she was coming up with different  
7 policies that needed to be added, you know, I was one of the  
8 first people she would go to.

9 Q. The minutes indicate that those policies weren't  
10 actually approved by the board until May 27, just the evening  
11 before the readiness visit. Is that what you recall?

12 A. That is correct as far as -- now, we're not  
13 talking about all of the policies. We are talking about  
14 policies in the 2000 series, which that is board policies.

15 One of the things that we went through as we  
16 started realizing that some of these things were taking place  
17 was we went back through our policy binder and found out that  
18 there was, in fact, maybe one policy that actually had anything  
19 to do with directly with board governance. And so we created  
20 policies for board governance, you know, that would separate  
21 the board from being too involved in the school. And so that's  
22 what the 2000 series, and those are the ones that were voted in  
23 on May 27th because of public meeting laws and being able to  
24 have adequate time to make sure that they were available to  
25 people, to the stakeholders, before they were voted in.

1 Q. You had that May 28th deadline coming up; you  
2 knew there was a readiness visit the next day?

3 A. Right.

4 Q. What was occurring overnight with regard to those  
5 policies? Were they ready when the team came?

6 A. The policies? Yes, they were.

7 Q. What was Mr. Peterson's perspective on the  
8 binder, on the documentation?

9 A. That had more precedence to him. You know, that  
10 was the most important thing. Because he believed -- fully  
11 believed that that held all of the key -- or, held the key to  
12 Odyssey's success.

13 Q. Thank you. Did you agree with that?

14 A. Not entirely, no. I mean, I figured, you know,  
15 he's the administrator, you know, we put our faith in him to be  
16 able to make the right choices and to be able to -- because  
17 that is what the administrator is. You know, we put our faith  
18 so that he can administrate. And that is what he believed was  
19 those documentations, and so we supported him in that.

20 Q. You were in attendance at the hearing held the  
21 17th of April?

22 A. Correct.

23 Q. Do you recall if there were discussions there  
24 regarding the documentation being prepared by Mr. Peterson?

25 A. At that point, I don't know if Mr. Peterson had

1 even started putting any documentation together or not.

2 Q. Can you turn in your binder there to G-2. It's  
3 near the back end, it's the next to the last tab, Exhibit G-2,  
4 page 3.

5 A. Okay. Yes, I'm there.

6 Q. Page 3. Okay, you can see in the middle of that  
7 page, this is right after the part that I've read twice of  
8 Mr. Kleinert's statement that it's going to be really difficult  
9 to get it done by May 28?

10 A. Yes.

11 Q. And then Mr. Reed turns to Odyssey, and says,  
12 Odyssey, what would you like to share with us?

13 And the response is by Mr. Peterson. Let me just  
14 read this one paragraph to you. I think this explains  
15 Mr. Peterson's perspective:

16 Well, with the budget issues I think is a big  
17 part of this, is that our business manager is working very hard  
18 on this, and I think he should have it. He told us that he  
19 should have it within a week. So these issues will be taken  
20 care of. You know, the special ed documents and all of that I  
21 think we can get together. With the policies, they may take  
22 longer. You know, the first part that he was talking about,  
23 that may take longer, that he's asking for. I think some of  
24 this is just documentation that needs to be provided, just more  
25 detail within the documents that he's asking for.

1                   Have I ready that correctly?

2           A.       Yes.

3           Q.       And, again, this confirms that Mr. Peterson was  
4 very concerned with the documents. Do you recall what  
5 instruction was given by the hearing officers, by the other --  
6 by Mr. Kleinert in response to that?

7           A.       Yes. If I remember right, he said something  
8 along the lines that this is more than documentation.

9           Q.       Why don't you just turn over to the next page and  
10 let's read. There was actually instruction given to  
11 Mr. Peterson -- and I understand you were present -- by  
12 Commissioner Donahue (sic). Do you see her testimony there at  
13 the bottom? I just want to read one line. She -- I think  
14 she's speaking to Mr. Peterson:

15                   Do have an appreciation this is not merely a  
16 matter of providing documentation.

17                   Are you with me? See where I'm reading?

18           A.       Is this the bottom paragraph on page 4?

19           Q.       Bottom paragraph on page 4.

20           A.       Yes, I'm there.

21           Q.       Four lines up: This is not merely a matter of  
22 providing documentation to AdvancED. It's a large, cooperative  
23 process within the school, within the community.

24                   Okay, and then you look at the next page, G-5.  
25 This is a follow-up by Mr. Kleinert, right at the end: And,

1    yeah, the documentation isn't what it's about.  We do not  
2    accredit on the weight.  It's on what is used and what is done  
3    in the school.

4                    Okay, in spite of that instruction, do I  
5    understand correctly that Mr. Peterson's efforts were devoted  
6    solely to paperwork?

7            A.        Yes.

8            Q.        Did that concern you?

9            A.        Not at the time, because again, we had still had  
10   full faith in Mr. Peterson because he told us every meeting  
11   that, yes, he could do this.

12           Q.        But you were there and heard both Mr. Kleinert  
13   and Commissioner O'Donahue say it isn't about the documents.

14                    What did the board do or what could you do to try  
15   to get Mr. Peterson off his document fetish?

16           A.        Well, as a board, you know, the things that we  
17   did do was we started meeting on a regular basis.  We met  
18   weekly.  We've been meeting weekly since March or since April,  
19   actually, to try and prepare for everything that's happening:  
20   prepare for accreditation, prepare for the different things  
21   that needed to take place.

22                    There were many things going on within the school  
23   at the time.  And we tried very hard to persuade Mr. Peterson  
24   that there were other things that are more important than the  
25   documents.

1 Q. And you've heard testimony here today that it's  
2 the board's responsibility to be certain that its employee acts  
3 correctly?

4 A. Correct.

5 Q. Do you believe the board did all it could in an  
6 effort to get Mr. Peterson to complete the accreditation  
7 process in a timely fashion?

8 A. Yes. Yes, we did. Yes.

9 Q. Why did you not terminate him?

10 A. Again, at the time, we still had full faith in  
11 him, and it wasn't until later that we realized that  
12 Mr. Peterson, as our administrator, was not competent enough  
13 and was incapable of being able to see everything that needed  
14 to be done. It wasn't that he was a bad person, but he had no  
15 experience in this regard. And as soon as the board realized  
16 this, you know, we made appropriate choices and appropriate  
17 actions in order to fix this, and we did so in the hiring of  
18 our new administrator, Mr. Jensen.

19 Q. So Mr. Peterson no longer is serving as an  
20 administrator at the school?

21 A. That is correct.

22 Q. And you've hired Mr. Travis Jensen as his  
23 successor?

24 A. Yes.

25 Q. Short of terminating Mr. Peterson on April 17,

1 what more do you believe the board could have done to comply  
2 with the State's deadline of June 30?

3 A. Not a whole lot. There wasn't a whole lot, that  
4 at that point that we realized we were in the wrong or that  
5 things just were not being done. You know, because we would  
6 persuade or talk and then find out that things just were not  
7 being done. You know, I think there was drops in communication  
8 error -- or, whether it was error or not I have no idea, but  
9 drops in communication from Mr. Peterson to the board. And  
10 certain -- a lot of these things that we're hearing about today  
11 makes me wonder how much of that information that Mr. Peterson  
12 was aware of that never made it to the board, because I am  
13 learning about a lot of things today that I had no idea about.

14 Q. Do I understand correctly that as a member of the  
15 board, as you assisted and attended the readiness review on  
16 May 28, you were confident that you would acquire accreditation  
17 candidacy on that date?

18 A. Yes, I felt pretty confident about it, from all  
19 of our planning and all of our preparation.

20 Q. And the representations of Mr. Peterson?

21 A. Yes.

22 Q. It was only after that that these concerns that  
23 resulted in his termination came to light?

24 A. That's correct.

25 MR. FULLER: I have no further questions.

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HEARING OFFICER: Okay, thank you.

Cross-exam.

MS. SWARTZ: Yes.

CROSS-EXAMINATION

BY MS. SWARTZ:

Q. You testified that the only indicator in the accreditation visit that the board was responsible for was the board policies. Is that correct?

A. That the board had full control over. You know, the other stuff was mostly day-to-day operations within the school that had a large, heavy weight on how it was administered.

Q. Okay. You also testified that the board did all it could to ensure that Mr. Peterson was essentially doing his job. Is that correct?

A. That is correct.

Q. And then you also testified that, in your opinion, the board couldn't have done more to comply with the State's deadline of achieving candidacy status by June 30th. Is that correct?

A. That's correct. As far as a board, what we did to persuade Mr. Peterson and to follow again that June 30th deadline we only became aware of around April 17th or shortly

1 before that.

2 Q. If we could take a look at Exhibit E-1, Roman XI,  
3 that's the readiness report following the May visit.

4 A. At the top, May 28, 2014?

5 Q. Yes. And I'd like to turn your attention  
6 specifically to Indicator 3.4 --

7 A. Okay.

8 Q. -- which is on the second page.

9 A. Okay.

10 Q. If you'll take a look at the readiness review  
11 team summary there, it indicates, I'd say three quarters of the  
12 way down, "The evaluation for the school principal has also not  
13 been completed. The principal reported that a process is not  
14 in place for his evaluation. Board members reported that they  
15 do not yet have a process in place to evaluate the principal."

16 Would you agree with that?

17 A. At that time, yes. That evaluation had not been  
18 done, and we were still in the process of creating that  
19 evaluation.

20 Q. But would you agree that this is one indicator  
21 that was fully within the control of the board and not the  
22 administration?

23 A. If we are looking solely on that process of the  
24 administrator, then yes. But if you're looking at any of the  
25 other as far as where it talks about instructional practices of

1 teachers to ensure student success, then that would solely be  
2 along the administrator.

3 Q. I understand. But it was your testimony that the  
4 board could not have done any more to help advance the school  
5 toward achieving candidacy status, and I'm suggesting that this  
6 is at least one very clear portion in which the board did not  
7 succeed in fulfilling its responsibilities of creating an  
8 evaluation process for the administrator or completing that  
9 evaluation as required by statute.

10 A. That -- that would be correct.

11 MS. SWARTZ: I don't have anything further.

12 HEARING OFFICER: Okay, any redirect?  
13

14 REDIRECT EXAMINATION  
15

16 BY MR. FULLER:

17 Q. Can I get you to turn to -- turn back just a few  
18 pages. It's the February 13 letter from Mr. Kleinert,  
19 Exhibit E-1, and then Roman numeral VIII.

20 A. Okay.

21 Q. These are the -- these are the conditions that  
22 haven't been met yet. Do you see these?

23 A. We're talking about the February 13th letter?

24 Q. That's right.

25 A. Okay.

1 Q. Do you see the Condition 3.4?

2 A. Yes.

3 Q. Can you read that for me?

4 A. "What mechanisms will school leaders use to  
5 monitor and support the improvement of instructional practices  
6 of teachers to ensure student success?"

7 Q. Okay. Does that give any indication that that  
8 statement refers to principal or administrator evaluation?

9 A. No, it does not.

10 Q. Okay. Can you turn back a couple of pages to the  
11 actual report of readiness for accreditation. It's Exhibit E-I  
12 and then Roman numeral VII. It's back two pages from where you  
13 were.

14 A. Okay. So are we going back to the very  
15 beginning? What page?

16 Q. Nope, just page 3.

17 A. Page 3 of that E-1-VII?

18 Q. Yeah.

19 A. Okay.

20 Q. And you see Section 3.4 there?

21 A. Yes.

22 Q. And you see that's one of the conditions that  
23 shows needs improvement?

24 A. Correct.

25 Q. Can you read that again for me?

1           A.       "School leaders monitor and support the  
2 improvement of instructional practices of teachers to ensure  
3 student success."

4           Q.       Did you -- before you received the report from  
5 May 28th, did you understand that one of the conditions that  
6 they determined needed improvement was board evaluation of the  
7 administrator?

8           A.       No, I was not.

9           Q.       It's not stated in the readiness report, is it?

10          A.       No, it is not.

11          Q.       And it's not stated in Mr. Kleinert's letter of  
12 February 18 -- February 13, is it?

13          A.       That's correct.

14          Q.       The first time that's mentioned as a deficiency  
15 is when the report after May 28 is issued. Isn't that correct?

16          A.       That is correct.

17          Q.       Do you recall receiving any instruction from  
18 Mr. Kleinert or from the State or from anyone else with regard  
19 to the board's obligation to evaluate Mr. Peterson?

20          A.       No, I do not.

21                   MR. FULLER: I have no further questions.

22                   HEARING OFFICER: Okay. Any recross?

23                   MS. SWARTZ: Just briefly.

24

25



1 FURTHER REDIRECT EXAMINATION

2  
3 BY MR. FULLER:

4 Q. Was it done before June 30?

5 A. The evaluation of the administrator?

6 Q. Yes.

7 A. Yes, it was.

8 Q. So it was done before the deadline that was  
9 imposed by the State?

10 A. Correct.

11 MR. FULLER: No further questions.

12 HEARING OFFICER: Okay. May this witness step  
13 down?

14 MR. FULLER: Yes.

15 (The witness left the stand.)

16 HEARING OFFICER: Do you want to call your next  
17 witness.

18 MR. FULLER: I'd ask for a brief break at this  
19 point, if we could have a ten-minute break.

20 HEARING OFFICER: Sure, sounds good.

21 (Recess.)

22 HEARING OFFICER: Call your next witness.

23 MR. FULLER: We would call Carrie Reynolds.

24 HEARING OFFICER: Okay. We'll have you sworn in.  
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CARRIE REYNOLDS,

produced as a witness at the instance of the Respondent, being first duly sworn, was examined and testified as follows:

DIRECT EXAMINATION

BY MR. FULLER:

Q. Can you state your -- excuse me. Can you state your name?

A. Carrie Lynn Reynolds.

MR. FULLER: Is that better?

HEARING OFFICER: Yeah.

MR. FULLER: Okay.

Q. BY MR. FULLER: How are you employed?

A. I am a paralegal for a law firm called McBride and Roberts.

Q. Okay. Do the attorneys you work for practice in school administration in any degree?

A. No, we work in personal injury and workers' compensation.

Q. Do you have any teaching -- personal teaching experience?

A. Not at all.

Q. Do you have a teaching certificate?

A. No.

1 Q. Have you ever participated in an accreditation  
2 process other than Odyssey's?

3 A. No.

4 Q. Okay. Were you involved as a founder of Odyssey?

5 A. No.

6 Q. When were you first -- how did you first get  
7 involved?

8 A. I met Chris Peterson, who was a board member and  
9 wife to the administrator, at a farmers' market in July, and  
10 she told me about the school. I enrolled my daughter.

11 In the beginning of October she sent out messages  
12 on Facebook that they were looking for board members who were  
13 practical, intelligent people who could donate some time. I  
14 gave some interest.

15 I went to my first meeting in the beginning of  
16 October and was signed in as a board member.

17 Q. Okay. So you were not involved at all in the  
18 drafting of the charter?

19 A. No.

20 Q. Were you involved in the process of hiring  
21 Mr. Peterson as administrator?

22 A. No.

23 Q. Can you explain for me the board's level of  
24 confidence in Mr. Peterson at the time you came on-board in  
25 October?

1           A.       It was well known that the board was -- consisted  
2 with many people who did not have experience in the education  
3 field, and he was looked to as our mentor to the board in  
4 everything related to the education aspect.

5           Q.       Okay. How was the -- during -- as you came on  
6 the board in October, explain for me what steps the board was  
7 taking to acquire accreditation candidacy.

8           A.       It came up at one of the October board meetings I  
9 was a part of. I had to have it explained to me what being  
10 accredited meant. And I was told by Mr. Peterson that we had  
11 two years, that this was not something we needed to work  
12 heavily on now, but to continue to progress towards over the  
13 next two years.

14          Q.       Did the board create -- was there any kind of a  
15 subcommittee or assignment to specific board members concerning  
16 accreditation?

17          A.       Not at that time.

18          Q.       Did the board receive regular reports from  
19 Mr. Peterson regarding his progress in attaining accreditation  
20 candidacy?

21          A.       He reported that there had been another readiness  
22 visit and that we had not gotten our candidacy status -- this  
23 was in February -- but that we had two years, and that we could  
24 continue to work on this and work on the points we had not  
25 met.

1 Q. Did you participate at all in the December 16  
2 readiness visit?

3 A. No, I didn't know it even occurred.

4 Q. When did you first become aware of the findings  
5 of that readiness review?

6 A. In February.

7 Q. So -- and you have seen that that was over 60  
8 days after the review actually occurred?

9 A. Yes.

10 Q. How did you become aware of the findings?

11 A. It was mentioned in a casual conversation with  
12 Chris Peterson initially, who would often report things for her  
13 husband.

14 Q. She was then serving as a board member as well?

15 A. Yes.

16 Q. Was it ever considered in a formal board meeting  
17 in February that you recall?

18 A. It was brought up in our board meetings that we  
19 needed to continue to work on it and that we had the two years  
20 though, so it was not something pressing. The school had been  
21 going through other things, that it was decided that  
22 accreditation, since it had two years, didn't need our full  
23 attention.

24 Q. As a board member, did you ever attend the new  
25 charter school boot camp put on by Northwest Accreditation?

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A. No.

Q. Were you aware if Mr. Peterson had any experience in attaining accreditation?

A. No.

Q. Do you know if he had any?

A. I did not know because I didn't know what credentials he came in with. I assumed that because he was the administrator, he would have the knowledge.

Q. Okay. What was your involvement in the process of preparing and drafting the performance certificate and the conditions to it?

A. I helped Mr. Peterson going through the points that needed to be addressed, trying to find a way that we could demonstrate the ways that we were working through things, coming up the rubrics and whatnot that he wanted to use.

I had questioned, because he's always been very document focused and in our meetings with Tamara she wanted to see more outside of the documents and encouraged him on multiple times, but he kept insisting that he wanted to keep it to the rubrics even though that would be more labor intensive for the school.

Q. You said "meetings with Tamara." Did Tamara actually come over and have physical meetings with Odyssey?

A. No, these were by telephone and by Web.

Q. Okay. There's been some discussion of a meeting

1 that you did not -- that you were not aware of that occurred in  
2 March?

3 A. Yes.

4 Q. Tell me about that.

5 A. We had been meeting with Tamara. The last  
6 meeting that I had been a part of, my understanding was that  
7 there was just going to be a recommendation given one way or  
8 another if they should pass it, but apparently there was one  
9 more meeting. After the meeting had happened and we had found  
10 out that we had missed it, we asked for clarification because I  
11 had not had any record of it.

12 It came to pass that a former e-mail system that  
13 had been set up for the board by a former board president that  
14 was no longer working was the e-mail address she was still  
15 using for board members, and so I had never received notice of  
16 it.

17 Whether Mr. Peterson received notice of it, he  
18 told me he had not. I can't confirm whether that is true or  
19 not.

20 Q. Do you recall -- I don't have it right in front  
21 of me. Do you recall getting an e-mail response back from  
22 Tamara with regard to the effect of your failure to participate  
23 in the March meeting?

24 A. I do. She said that because of Odyssey's failure  
25 to participate, they were not giving a recommendation one way

1 or another and attaching Appendix A to the performance  
2 certificate, and that it would go before the full Commission on  
3 April 17th.

4 Q. Did she indicate to you if it was going to hurt  
5 that you missed that meeting?

6 A. When we -- we, as a board, were very concerned as  
7 soon as we found out because we know that our participation was  
8 very important. We had been trying to do everything that we  
9 could to work through this process with them and with Tamara,  
10 and she had tried to assure us that it wasn't the end of the  
11 world. But, for the attachment of the Appendix A, it felt  
12 awfully serious.

13 Q. Okay. So the first time you became aware of the  
14 conditions in Appendix A was after you missed the meeting?

15 A. It was mid-March. I don't know the exact date.

16 Q. Okay. Tell me what your response was when you  
17 first saw those conditions.

18 A. I was -- some of them I didn't understand because  
19 it wasn't stuff directly related to being on the board, and I  
20 had to go to Mr. Peterson to get some clarification.

21 It seemed like a very daunting list with a lot of  
22 things due very quickly. Even in mid-March to have it due at  
23 the end of June, that's not a lot of time.

24 Q. Did you question Mr. Peterson as to why his  
25 representations that you had two years were no longer

1 applicable?

2 A. He said that he had had a conversation with  
3 someone from the NWAC and that they had told him that it was  
4 two years and that that was the assumption he was operating  
5 under.

6 Q. And that was the assumption you were operating  
7 under also?

8 A. Because of his advisement, yes.

9 Q. Did you attend the April 17 hearing?

10 A. Yes, by telephone.

11 Q. Okay. And you've heard me read into the record  
12 the statements made by Mr. Kleinert that it was going to be  
13 real difficult to get it done?

14 A. Yes.

15 Q. And the responses of Mr. Peterson: Well, it's  
16 all about the documents?

17 A. Yes.

18 Q. And the response of the Commissioners: No, it's  
19 not about the documents?

20 A. Yes.

21 Q. Okay. How did you respond to Mr. Peterson's  
22 insistence that it's all about the paperwork?

23 A. I specifically questioned him and asked him and  
24 pointed out that it had been said that it wasn't just the  
25 documents, and he felt that that was referring to the things

1 the board needed to do such as the board policies and to create  
2 those, which was not just documentation, it was a process; but  
3 that he felt that he could compile the evidence that would show  
4 that we had met all of these points and he was confident that  
5 we would be able to achieve this.

6 Q. What was your involvement as a board member in  
7 the drafting of the policy requirements as set forth in the  
8 once -- 2.2?

9 A. The board worked together on those. Because  
10 Mrs. Whitford had had previous experience in drafting policy  
11 for the school, we brought her in as a committee member. We  
12 created a policy committee. She helped us and we did a lot of  
13 research. We looked at other schools and what they had. We  
14 talked to a lot of different schools as well to see what they  
15 had. And we worked really hard and thought really hard about  
16 how to make it applicable to our school specifically.

17 Q. Okay. At the time you -- you signed the  
18 performance certificate, April 21 -- a couple of days after the  
19 17th?

20 A. Yes.

21 Q. At that -- on that date, did you have confidence  
22 that Mr. Peterson could fulfill his administrative  
23 responsibilities and attain candidacy?

24 A. Absolute confidence.

25 Q. Was that shared by the other board members?

1           A.       Yes.

2           Q.       Mr. Whitford's testified so. Did any of the  
3 board members express concern that maybe Karl doesn't know what  
4 he's doing?

5           A.       Not at that time.

6           Q.       Would you have signed that document on the 17th,  
7 effective on the 17th, if you thought you couldn't acquire  
8 candidacy?

9           A.       Absolutely not.

10          Q.       What did the board do in addition to the  
11 development of policies regarding board governance to meet the  
12 other eight conditions?

13          A.       We also needed a full board. The board had been  
14 operating under its minimum level. We did a lot of recruiting  
15 to find some very stable, good-hearted people that would really  
16 benefit the school.

17                   Mr. Peterson had failed to get Mr. Thurber to  
18 really understand the gravity of the situation. Mr. Thurber is  
19 our financial -- our business manager. The board directed some  
20 communication to him, encouraging him to get it done and to  
21 take this more seriously.

22                   We tried to offer as much support to Mr. Peterson  
23 as we could. He continued to put together his binder.

24                   We met every week, sometimes we met twice a week,  
25 we met on Saturdays, trying to get everything together that we

1 could.

2 We continued to question Mr. Peterson on the  
3 different aspects because we, as the board, cannot be involved  
4 in teacher evaluations or direct contact with the students. It  
5 would be inappropriate for the board to mix into the  
6 administration that way.

7 Q. Okay. At any point during this process between  
8 April 17 and May 30, did you understand that it was the board's  
9 responsibility to evaluate the administrator in preparation for  
10 that readiness review?

11 A. We knew it was our responsibility. We did not  
12 know it needed to be done for the readiness review. We had  
13 been instructed by Mr. Peterson that it was due to be done by  
14 June 30, which it was.

15 At the time the readiness review was in place, we  
16 were working on creating the evaluation process for the board.  
17 As this was a first-year school, there was not one in place and  
18 we had to create it from scratch.

19 Q. There were also some budget concerns. Can I ask  
20 you to turn to Exhibit 10, which is in the front of the binder.  
21 First of all, can you identify that document?

22 A. It's the budget report for Odyssey.

23 Q. Okay. And when is it dated?

24 A. The first one is -- it was printed on August 6,  
25 2014. It is for the months of June 2014.

1 Q. Okay. So this is through June 30?

2 A. Yes.

3 Q. This is your budget effective the end of June?

4 A. Yes.

5 Q. Okay. Can you indicate for the Hearing Officer  
6 what the financial status was of Odyssey at the end of June  
7 when the deadline for compliance with candidacy was reached?

8 A. At the end of June, Odyssey was very financially  
9 stable. We ended up with over \$150,000 still in the bank,  
10 which is well above what most charter schools end with,  
11 especially in the beginning when they start.

12 Q. Was that information conveyed to the State?

13 A. Yes.

14 Q. Okay, I've asked you what actions the board took  
15 after April 17th to prepare for the readiness review. What  
16 action did Mr. Peterson take, as administrator, to prepare for  
17 the readiness review?

18 A. He began preparing his binder.

19 Q. Can you explain that for me?

20 A. He was convinced that it was documentation that  
21 needed to be provided to show what the school was doing or  
22 what the school planned to do, and he brought in teacher  
23 Roberta Inglet to assist him on this; started compiling  
24 documents on either things that they felt they had been doing  
25 or things that they were going to be doing in the future to

1 show how they were going to be meeting each point.

2 Q. Okay. Did you -- you had attended the meeting of  
3 April 17 when concerns were expressed by both Mr. Kleinert and  
4 Commissioner Donahue (sic), basically saying, "Don't  
5 misunderstand this. It's not just about documentation."

6 Do you remember that testimony?

7 A. Yes.

8 Q. Did you address -- did the board address any  
9 concerns to Mr. Peterson?

10 A. The board did address that. That's the reason  
11 that student evaluations and parent evaluations were sent out  
12 is because it could not be just documentation, there needed to  
13 be feedback, as we were instructed in the April meeting.

14 Q. Okay. What else could the board have done short  
15 of firing Mr. Peterson after April 17 to prepare for the  
16 readiness review?

17 A. In retrospect, the only thing we could have done  
18 would have been to fire him then and bring someone else on, and  
19 even then they wouldn't have had time to meet this. That's my  
20 personal view.

21 MR. FULLER: I don't believe I have any further  
22 questions.

23 HEARING OFFICER: Okay. Cross-exam.

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CROSS-EXAMINATION

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BY MS. SWARTZ:

Q. Now, you testified that Appendix A with the written conditions was added to the performance certificate as a result of Odyssey's failure to attend the meeting on March 20th. Is that correct?

A. That is my understanding.

Q. So then would it be your testimony that you and Odyssey's board were not aware of the written conditions prior to March 20th?

A. I believe that they had been sent over for review prior to that, and that it was the meeting that we missed was where they were supposed to be discussed if they were going to be officially in place.

Q. But so if they had been sent over prior to that, can you explain to me how you would conclude that they were added as a result of the school missing that meeting, if they were already submitted as part of a draft document for review?

A. It was my understanding that that meeting that was missed that I did not receive notice on was where we were to discuss these with them, and because we were not able to be present at that, they were attached to the performance certificate.

Q. So is it your testimony then that they were not

1 previously attached to that document? I'm sorry, I don't  
2 understand. It sounds like you're saying that they were sent  
3 over as part of the draft, which leads me to believe they were  
4 part of the whole draft document.

5 A. The original draft documents which started in  
6 February did not have Appendix A; they came about in March.  
7 And it's my understanding that it wasn't finalized to add it to  
8 the performance certificate until the missed meeting.

9 HEARING OFFICER: Can I have you clarify. So  
10 it's your testimony that you saw the draft Appendix A in March  
11 of 2014?

12 THE WITNESS: In mid-March.

13 HEARING OFFICER: Mid-March. Thank you.

14 Q. BY MS. SWARTZ: And that that draft did include  
15 the written conditions in Appendix A?

16 A. That draft in mid-March did have it on there.

17 Q. In your opinion, is accreditation important to a  
18 school serving secondary students?

19 A. Now that I fully understand what the  
20 accreditation process is, I think it is very important.

21 Q. And were you aware that the law requires that the  
22 administrator be evaluated prior to May 1?

23 A. No, he told us that it was June 30th, and we  
24 thought that was our deadline to have his evaluation done by  
25 the end of the fiscal year.

1 Q. Whose responsibility is it ultimately to perform  
2 the evaluation of the administrator?

3 A. It is the board's responsibility.

4 MS. SWARTZ: That's all.

5 HEARING OFFICER: Okay. Any redirect?  
6

6

7

REDIRECT EXAMINATION

8

9 BY MR. FULLER:

10 Q. Do I understand correctly that -- excuse me. Do  
11 I understand correctly that your understanding was that at the  
12 telephone conference meeting in March which you did not  
13 participate in, no one from Odyssey participated in that phone  
14 call. Right?

15 A. No.

16 Q. That was supposed to be an opportunity to review  
17 the proposed conditions, negotiate, for lack of a better term,  
18 and come to an agreement as to whether those conditions should  
19 or should not be included as part of the performance  
20 certificate?

21 A. Yes.

22 Q. And that because for whatever reason -- poor  
23 communication or whatever -- Odyssey did not attend, that they  
24 forfeited their opportunity to negotiate?

25 A. That was my belief.

1 Q. Okay. Was there any opportunity given to you at  
2 the April 17th hearing to question regarding the application of  
3 that time frame?

4 A. I did not feel that we had any opportunity to  
5 alter anything at that point, as it was before the Commission.

6 Q. That at that point, it was being imposed upon  
7 you?

8 A. Yes.

9 Q. Okay. Do you have anything else you want to add  
10 before you complete your testimony? Is there anything I've  
11 left out that you think the Hearing Officer should know?

12 A. Odyssey's had a lot of problems in the past. We  
13 realized that with the first year there was a lot of things  
14 that came up. There is a very dedicated board to this school  
15 and now an experienced and dedicated administrator, and we  
16 really feel that the school has everything that it needs now to  
17 succeed; it just needs to be given a little extra time to be  
18 able to do it.

19 The purpose of revoking a charter is so that a  
20 school will not harm the public or the students. If we are  
21 allowed to continue, we are only going to be benefiting the  
22 community and the students and giving Southeast Idaho something  
23 that they do not have, which is our method of teaching, which  
24 has really benefited a lot of kids.

25 We have recognized our mistakes that we have made

1 and we have worked and remedied them, and are anxious to  
2 continue working with the Public Charter School Commission and  
3 the State and with Mr. Kleinert to get to the goal that we all  
4 have, which is to be accredited and provide a service to the  
5 community.

6 MR. FULLER: I have no further questions.

7 HEARING OFFICER: Okay, thank you.

8 Any additional cross?

9 MS. SWARTZ: No.

10 HEARING OFFICER: Okay, thank you very much. You  
11 may step down.

12 THE WITNESS: Thank you.

13 (The witness left the stand.)

14 HEARING OFFICER: Would you like to call your  
15 next witness.

16 MR. FULLER: Yes. We call Travis Jensen.

17 HEARING OFFICER: Okay, we'll have you sworn in.

18 MS. SWARTZ: Madam Hearing Officer.

19 HEARING OFFICER: Yes.

20 MS. SWARTZ: May I inquire as to the relevance of  
21 this witness's testimony. He was not involved with the school  
22 during the time period of any of the events at issue.

23 MR. FULLER: Be solely to provide foundation for  
24 Exhibit's 8 and 9.

25 HEARING OFFICER: Okay, we'll address those. Go

1 ahead. I'll have you sworn in first if I haven't had that done  
2 yet.

3

4

TRAVIS JENSEN,

5

produced as a witness at the instance of the Respondent, being

6

first duly sworn, was examined and testified as follows:

7

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DIRECT EXAMINATION

9

10 BY MR. FULLER:

11

Q. Can you state your name, please?

12

A. Travis Terry Jensen.

13

Q. Okay. Mr. Jensen, how are you currently

14

employed?

15

A. With Odyssey Charter School.

16

Q. In what position?

17

A. The administrator.

18

Q. Can you turn in the binder near the front, you'll

19

see some numbered tabs. Can you turn to Exhibit 8 for me. Can

20

you identify that document for me?

21

A. It's the minutes for the meeting of July 29th.

22

Q. Do those minutes address you?

23

A. Yes.

24

Q. Can you read the portion that addresses you? I'm

25

sorry, I don't have them in front of me because you're

1 referring to my binder. I think there's just one paragraph.

2 A. I see my name in two:

3 "Mr. Whitford provided update on the  
4 accreditation plan that Mr. Jensen is currently working on. He  
5 has the plan in progress and continues to build up the nine  
6 points that were still an issue.

7 "Mr. Whitt wants to clarify that, if any, will  
8 his role be in the Boise trip (sic).

9 "The board discussed what witnesses will be. It  
10 is determined that Carrie Reynolds, Andrew Whitford, Scott  
11 Southwick, Travis Jensen, and Vern Thurber will be available as  
12 witnesses."

13 Q. Okay. Does that document also include the  
14 approval of your contract, maybe on the next page?

15 A. I'm scanning as quickly --

16 Q. Okay. I apologize, I didn't keep a copy.

17 HEARING OFFICER: It's on the very last page, it  
18 appears. Actually, this document is already in so it does  
19 speak for itself.

20 Q. BY MR. FULLER: Does that last page talk about  
21 your hiring?

22 A. It's on the very -- yeah, I think on the very  
23 last page:

24 There were two qualified candidates for the  
25 position of administrator. The board called one of the

1 candidates to confirm that he would not be available to start  
2 until the end of August. Mr. Whitford provides -- Mr. Whitford  
3 moves to extend Travis Jensen a one-year contract as the  
4 administrator for Odyssey.

5 Q. Okay. And can I ask you to turn to the next  
6 page, the next document, Document 9. Can you identify that  
7 document?

8 A. This is my contract.

9 Q. Okay. And that is your signature on the bottom  
10 of that, the second page of that document?

11 A. Yes, it is.

12 Q. And you're currently serving as administrator,  
13 conditioned upon the charter not being revoked?

14 A. Yes.

15 MR. FULLER: I have no further questions for this  
16 witness.

17 HEARING OFFICER: Okay. Any cross?

18 MS. SWARTZ: No.

19 HEARING OFFICER: Okay. Thank you very much.

20 (The witness left the stand.)

21 HEARING OFFICER: Any further witnesses?

22 MR. FULLER: We have no further witnesses.

23 HEARING OFFICER: Any rebuttal witnesses?

24 MS. SWARTZ: Yes. I'd like to re-call

25 Tamara Baysinger.

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HEARING OFFICER: Okay.

TAMARA BAYSINGER,  
produced as a rebuttal witness at the instance of the  
Petitioner, having been previously duly sworn, was further  
examined and testified as follows:

HEARING OFFICER: And, Ms. Baysinger, I'll remind  
you you're still under oath.

THE WITNESS: Thank you. There we go. Thank  
you.

DIRECT EXAMINATION

BY MS. SWARTZ:

Q. Okay, I'd like to ask you a couple of questions  
about in response to the Petitioner's prehearing brief. On  
page 2 of that document, there is an allegation made that the  
performance certificate considered at the PCSC meeting on  
April 17, 2014, included several significant modifications --

A. Excuse me. Can I interrupt you for just one  
second and ask Alison if she can help me get through the  
technical part here so I can access exhibits for you. Sorry.

Q. Sure.

A. I didn't realize the computer had turned off.

1 HEARING OFFICER: Do you have an exhibit book?

2 THE WITNESS: I do.

3 HEARING OFFICER: Because we all have a book.

4 THE WITNESS: Oh, there we go.

5 HEARING OFFICER: She probably knows how to get  
6 that right up.

7 THE WITNESS: It's a little faster for me with  
8 the bookmarks.

9 HEARING OFFICER: What exhibit was it?

10 THE WITNESS: I don't have one yet.

11 MS. SWARTZ: This is actually the prehearing  
12 brief that I guess you received yesterday and we received  
13 today.

14 HEARING OFFICER: Yeah.

15 THE WITNESS: Okay, I'm sorry, go ahead.

16 Q. BY MS. SWARTZ: Oh, that's fine. The statement a  
17 couple of sentences on page 2 state that the performance  
18 certificate considered at the PCSC meeting on April 17, 2014,  
19 included several significant modifications from earlier  
20 representations made by the PCSC to Odyssey. The most critical  
21 modification was the requirement in Appendix A-2 that Odyssey  
22 must achieve accreditation candidacy status during the  
23 2013-2014 school year, and that this condition must be met by  
24 June 30, 2014.

25 Is this an accurate statement?

1           A.       No, that is not an accurate statement. The  
2 conditions were exactly the same as they had been during the  
3 drafting period. The only thing that changed in the  
4 conditions, to my recollection, was in response to  
5 Mr. Peterson's reminder to me that it was no longer called  
6 "provisional" status but is now called "candidacy" status.  
7 Other than that, the requirements and the associated deadlines  
8 of all of those conditions in Appendix A did not change since  
9 they were first shared with the collaborative drafting group,  
10 including Karl Peterson and Carrie Reynolds, on March 4, 2014.

11           Q.       To that end, Ms. Reynolds testified that she was  
12 unaware of the -- she was not advised of the March 20, 2014,  
13 subcommittee meeting. Is that the case?

14           A.       No, that is not the case. Several parties at the  
15 school were advised of that meeting, and I can show that to you  
16 in I believe it is the G exhibit. Let me find that for you  
17 just one moment.

18                    I'm sorry, it is the H exhibits, I believe  
19 looking around, H-6. Sorry, having a little trouble finding  
20 exactly what I want here in all these documents.

21                    Okay, so I'm looking at the right one here, it is  
22 H-5, and this is an e-mail of March 5, 2014, from me to three  
23 Odyssey representatives: Karl Peterson, Carrie Reynolds, and  
24 Chris Peterson. Now, the Carrie Reynolds e-mail address here  
25 is incorrect, as she pointed out, but there was a board member,

1 Chris Peterson, and also the administrator, Karl Peterson, who  
2 received this e-mail. And it says -- you can see it in a  
3 highlight there -- PCSC performance certificate notification --  
4 negotiation subcommittee meeting, it will be held at 9 a.m. on  
5 March 20th.

6 So I don't think that we could say that the board  
7 or the administration was unaware of that meeting.

8 Now, it did go to the incorrect e-mail address  
9 for Carrie, but I had had trouble just the week before with  
10 Chris Peterson's e-mail address and you can see that I have  
11 asked here on March 3rd in an e-mail to Karl, I say: Could you  
12 please provide me with updated or correct contact information  
13 for Ms. Peterson and all other Odyssey board members.

14 Karl sent me Chris's corrected e-mail address  
15 later that day.

16 And then I responded again later that day,  
17 saying: I seem to recall that e-mail back from the petitioning  
18 days. Are you having trouble with your ocs.board addresses?

19 So I'm specifically asking are they having  
20 trouble with those addresses, including Carrie's. I did not  
21 receive a response to that.

22 It wasn't until March 7, 2014, that I received  
23 this e-mail from Carrie Peterson -- or, I'm sorry, Carrie  
24 Reynolds. This is Exhibit H-7. And it says: Please note that  
25 the e-mail address you have on file for me is not functioning.

1 I apologize for not providing this to you sooner.

2 So you can see that in the notice of the  
3 March 20th subcommittee meeting that went to two board members,  
4 including one with a correct e-mail address, and the  
5 administrator with a correct e-mail address, we couldn't have  
6 sent that notice to Carrie's correct e-mail address because the  
7 school had not yet provided it to us.

8 Q. There's been an allegation made that Appendix A  
9 was attached to the performance certificate due to the school's  
10 failure to attend the meeting on March 20th. Can you speak to  
11 that?

12 A. Yes. That is absolutely inaccurate. I testified  
13 this morning that the conditions were attached due to a long  
14 list of concerns that we had about the operations at the  
15 school, and accreditation was one of the most significant of  
16 those.

17 I showed you this morning also e-mails from  
18 Ms. Henken and myself regarding the subcommittee meeting in  
19 follow-up to the subcommittee meeting letting the Odyssey  
20 representatives know that the subcommittee had not formed a  
21 recommendation because they wanted to be sure that all of the  
22 Commissioners and all of the Odyssey board members were aware  
23 of, familiar with, and comfortable with the conditions  
24 contained in the performance certificate.

25 Q. Did the school express approval of those

1 conditions at any time prior to the subcommittee meeting or  
2 prior to the April 17th Commission meeting?

3 MR. FULLER: I'd object to the form of the  
4 question. The school is a building, it can't express.

5 MS. SWARTZ: Representatives of the school.

6 THE WITNESS: Yes, let me refer you to  
7 Exhibit D-2, Roman II.

8 MS. SWARTZ: And for the record, I would argue  
9 that the school is not a building but a corporation, which can,  
10 in fact, make representations.

11 THE WITNESS: Yeah, we're referring to the entity  
12 not the building when we say "the school."

13 Exhibit D-2, Roman II, is an e-mail exchange  
14 between myself and Karl Peterson that took place on March 14,  
15 2014. This is the one where Karl reminds me about the language  
16 of provisional status being outdated and now it's candidate  
17 status. He says at the bottom of his e-mail the other  
18 appendices look correct. And he's implying here that he's  
19 looked at the conditions. He doesn't have anything else to say  
20 about the conditions or any issues with them other than that  
21 verbiage.

22 I should also add that there was extensive  
23 conversation between our Commission staff and the school at  
24 those collaboration meetings, particularly on March 4th and  
25 March 13th, both 2014. Carrie Reynolds was there, as was

1 Karl Peterson. Regarding the conditions, an extensive  
2 opportunity for Q and A was offered. They were intended to be  
3 collaborative negotiation meetings. So if the school had  
4 concerns about the conditions or the timelines, there was  
5 certainly time to share that and negotiate it with us. I don't  
6 recall any concerns being expressed, and the school did express  
7 verbal agreement with the entirety of the performance  
8 certificate, including the conditions.

9 Q. BY MS. SWARTZ: So just to confirm, at no time  
10 between the time that those written conditions were initially  
11 shared with the school in mid-March of 2014 and the time that  
12 the performance certificate was executed on April 17th did any  
13 representative of the school convey any concerns or  
14 reservations regarding the conditions to you or any other staff  
15 member or Commission member, to your knowledge?

16 A. Not to my knowledge.

17 Q. Referring back to the prehearing brief provided  
18 by the petitioners, on page 3, there's an argument made that  
19 the performance certificate is governed by standard contract  
20 enforcement principles. In your opinion, is this an accurate  
21 statement?

22 A. No, this is not an accurate statement. The  
23 performance certificate is like a contract, but it is actually  
24 a unique legal document defined in the charter school statute.  
25 In fact, I was involved in the legislative process when this

1 statute was drafted and eventually adopted by the Legislature,  
2 and one of the changes that the legislators made was from the  
3 verbiage "charter contract" to "performance certificate." That  
4 change was made specifically because they needed to clarify  
5 that this was not, in fact, a contract governed by standard  
6 contract enforcement principles, but rather it's a unique  
7 document that is governed by charter school statute.

8 Q. And then turning a little further in that  
9 document to page 6 of the prehearing brief, the allegation is  
10 made that the Public Charter School Commission made the mistake  
11 of placing confidence in Karl Peterson's ability to meet the  
12 accreditation candidacy status by the June 30th deadline.  
13 Would you agree with that allegation?

14 A. I would not. And the reason I would disagree  
15 with it is that the Public Charter School Commission's  
16 agreement with the school in the form of the performance  
17 certificate is with the school itself as an entity, not with  
18 any particular individual. The school's operations are the  
19 responsibility of the board, and the Public Charter School  
20 Commission focuses on outcomes only, not the inputs by which  
21 they are accomplished. Those are purely the prerogative of the  
22 board. So any delegation of responsibility to Mr. Karl  
23 Peterson was the prerogative of the board, the board had the  
24 ultimate responsibility for ensuring that the condition was  
25 met, and the board's failure to ensure that Mr. Peterson did

1 his assigned duty in meeting that condition is actually the  
2 failure of the board.

3 I guess I could draw an analogy here: If a  
4 passenger in a car tells the driver to exceed the speed limit  
5 and the driver does so, it's not the passenger that gets the  
6 ticket, it's the driver. They are the responsible party.

7 Q. Since the Commission voted unanimously to  
8 initiate the revocation process with respect to Odyssey's  
9 charter, have you had any additional reason or cause for  
10 concern about this particular school?

11 MR. FULLER: I'm sorry, since when?

12 MS. SWARTZ: Since the notice of intent to revoke  
13 was issued.

14 MR. FULLER: I guess I'd object to relevance.

15 HEARING OFFICER: Response. They have a question  
16 about why that would be relevant.

17 MS. SWARTZ: Well, specifically there are  
18 concerns about misrepresentations being made to students and  
19 families regarding accreditation status and credits that are  
20 available.

21 MR. FULLER: I'd object to testimony. The issue  
22 is -- I made an objection as to relevance. You're now  
23 testifying.

24 HEARING OFFICER: Yeah, his objection is to the  
25 relevance as to what is relevant about anything that's been

1 done since the notice of intent has been issued.

2 MS. SWARTZ: I'm willing to withdraw the  
3 question.

4 HEARING OFFICER: Okay. Thank you.

5 Q. BY MS. SWARTZ: Is there anything else that you  
6 would like to add at this point, Ms. Baysinger?

7 A. I would just say that the concerns about the  
8 board's capacity to ensure that standards are met, regardless  
9 of how, are continuing. Over half of the board --

10 MR. FULLER: I'd object as to relevance, your  
11 Honor. She's now providing testimony in narrative form that's  
12 been excluded.

13 HEARING OFFICER: You're going to have to  
14 restrict your testimony to anything occurring before the notice  
15 of intent was issued, please.

16 THE WITNESS: Okay. Well, in that case, I will  
17 simply conclude that it's very clear that this board was aware  
18 of the condition and had the authority and the responsibility  
19 for ensuring that it was met, and they failed to meet the  
20 condition.

21 MS. SWARTZ: Thank you.

22 HEARING OFFICER: Okay. Cross-exam on this  
23 additional testimony.

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CROSS-EXAMINATION

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BY MR. FULLER:

Q. Yeah, if you'd turn back to the document, you were asked regarding Exhibit D-2-II. This is the e-mail exchange between yourself and Mr. Peterson. Do you recall that?

A. Yes, it's -- I still have it up.

Q. Okay. You were asked the question with regard to whether or not board members approved of the conditions, and you responded with reference to this e-mail. Can you indicate for me anywhere on here where Mr. Peterson or some other representative of the board indicates approval?

A. Actually, I want to clarify. I believe the question was about any representative of Odyssey as opposed to a board member in particular, and Mr. Peterson would fall into that category, a different nonboard representative. But that aside, no, it is implied. It is implied.

Q. There's nothing in here that says anything about approval?

A. That's correct. The other agreements that were explicit were done verbally on March 4th and March 13th.

Q. So there's no physical evidence other than your testimony as to those conversations?

A. At this point, mine has been the only testimony

1 to that effect.

2 Q. Either way by anybody. There's no documentation?

3 A. That's correct, I don't have a written document  
4 specifying that.

5 Q. There was some testimony provided with regard to  
6 the faulty e-mail and whether or not Ms. Reynolds was --  
7 Carrie Reynolds was aware of the meeting on March 20th. Can I  
8 get you to turn to Exhibit H-7.

9 Do you recall a couple of days before that, on  
10 the 3rd of March, there were exchanges and then you were  
11 provided with the correct e-mail address for Ms. Reynolds in  
12 her e-mail to you of March 7? Do you see that? My question to  
13 you is after you got that direct e-mail on March 7, did you  
14 resend the notice that had previously been sent to the wrong  
15 e-mail to Ms. Reynolds?

16 A. I believe that a notice was sent, not this same  
17 e-mail but a different one, from Alison Henken later on.  
18 Unfortunately, we did not retain a copy of that so I don't have  
19 that document for you. However, the desirable -- the  
20 desirability of attending the March 20th meeting was emphasized  
21 repeatedly during the meetings with the school.

22 Q. Okay. What was the purpose of that March 20  
23 meeting? Was a negotiation session. Right?

24 A. No, actually all the negotiation was to take  
25 place between the school and Commission staff prior to the

1 subcommittee meeting, at which point in -- ideally and in all  
2 cases this did happen -- a finished, already agreed upon  
3 document was brought before the subcommittee. The subcommittee  
4 of Commissioners job was to look at that and make sure that  
5 they felt like they could recommend the full document to the  
6 Commission, because the document was to be agreed upon legally  
7 by the school's board and the Public Charter School Commission  
8 itself. So after the negotiations between our staff and the  
9 school and their staff took place, the agreed upon document was  
10 brought before the subcommittee of Commissioners so that they  
11 could form a recommendation to the Commission, the whole  
12 Commission, about whether or not that previously agreed upon  
13 document would -- should be approved.

14 Q. Okay. But that document was not agreed upon  
15 because no representative from Odyssey Charter School  
16 participated in that meeting?

17 A. That's right, and that's why the subcommittee did  
18 not form a recommendation to the Commission at that time;  
19 rather, they wanted to be sure that there were school  
20 representatives present and when the whole Commission looked at  
21 it to make sure that no objections were raised by the school.

22 Q. Were you surprised that no one from Odyssey was  
23 there after you say you sent multiple messages?

24 A. A little bit, but it happened in a few other  
25 cases too. So schools are busy. We weren't altogether

1 surprised.

2 Q. So what was the impact of Odyssey's failure to  
3 participate, other than they didn't have a voice in that  
4 meeting?

5 A. Honestly, I don't think there was any real  
6 impact. I suspect that because of the weight of the  
7 Commission's -- or, the weight of the potential consequences  
8 for not meeting the conditions, the Commission would or the  
9 subcommittee would have waited on a recommendation anyway, not  
10 formed a recommendation but rather said, Here, whole  
11 Commission, we as a subcommittee are not wanting to make up  
12 your mind for you and even form a recommendation. We want to  
13 be sure everybody has seen this out in the open before  
14 approving it.

15 Q. When you actually present the document to the  
16 Board at the meeting on April 17, it was a "yes" or "no" vote.  
17 There wasn't any negotiation with Odyssey during that meeting,  
18 was there?

19 A. That's true; however, the transcript and minutes  
20 reflect that the school was invited to make comment and, in  
21 fact, they did so.

22 Q. But it didn't make any difference, did it,  
23 because the decision had already been made that those  
24 conditions were going to be part of the recommendation to the  
25 board?

1           A.       The staff recommendation as opposed to a  
2 subcommittee recommendation, because there was no subcommittee  
3 recommendation remember but there certainly was room for  
4 negotiation. If the school had raised concerns when given the  
5 opportunity, I think the Commission would have listened to  
6 that. That, after all, was why the subcommittee did not make a  
7 recommendation but instead created the opportunity for the  
8 whole group to look at it.

9           Q.       Okay. Would you agree it would have been unfair  
10 for the Commission to impose conditions that were impossible to  
11 meet?

12          A.       Well, certainly I think it would be unfair to  
13 impose conditions that were impossible to meet.

14          Q.       Okay. On April 17, did you have questions as to  
15 whether or not Odyssey could comply with the conditions  
16 imposed?

17          A.       No.

18          Q.       None?

19          A.       None. I had questions about whether they would,  
20 but not whether they could.

21                   MR. FULLER: I have no further questions.

22

23

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EXAMINATION

BY THE HEARING OFFICER:

Q. I have a couple, just trying to clarify now.

So did you -- I know there was an e-mail problem on the March 20, 2014, meeting notice. Did you testify that you had verbally told Carrie Reynolds about the meeting?

A. That's correct, because it was discussed at the -- the whole process was introduced during the phone meeting on February 10th, and at that time I would have cited the upcoming subcommittee meeting.

And then we met again on March 4th and again on March 13th, and at both of those meetings Ms. Henken and I discussed with all of the schools as they went through the same process, and Odyssey included, that the performance certificate subcommittee meeting was upcoming and the school should attend in order to answer any questions.

Q. So there were three different meetings verbally that they were notified -- Odyssey was notified -- of the subcommittee meeting date?

A. Yes, that's correct.

Q. And tell me again how many -- the dates and how many negotiating verbal meetings you had had with Odyssey.

A. There were three verbal negotiating meetings:

The first was on February 10, 2014. That was by

1 phone only. And that was participated in by me, Karl Peterson,  
2 and Carrie Reynolds.

3 Q. Okay.

4 A. The second was on March 4, 2014. That was by  
5 phone and Web, so we were looking at documents together  
6 on-line. And I was there, Alison Henken was there. Karl  
7 Peterson and Carrie Reynolds also participated on behalf of the  
8 school.

9 And on March 13th we had another phone and Web  
10 meeting with those same participants.

11 HEARING OFFICER: Okay. Anything further in  
12 light of my questions?

13 THE WITNESS: I don't think so.

14 HEARING OFFICER: Ms. Swartz, do you have any  
15 further questions?

16 MS. SWARTZ: Not for this witness, no.

17 HEARING OFFICER: Okay.

18 MR. FULLER: If I might have just a moment?

19 HEARING OFFICER: Okay.

20 MR. FULLER: I have no further questions.

21 HEARING OFFICER: Okay. May this witness step  
22 down?

23 MS. SWARTZ: Yes.

24 (The witness left the stand.)

25 HEARING OFFICER: Do you have any further

1 witnesses?

2 MS. SWARTZ: I'd like to call Alison Henken.

3 HEARING OFFICER: Okay, we'll have you sworn in.

4

5 ALISON HENKEN,

6 produced as a rebuttal witness at the instance of the

7 Petitioner, being first duly sworn, was examined and testified

8 as follows:

9

10 DIRECT EXAMINATION

11

12 BY MS. SWARTZ:

13 Q. Good afternoon. Could you introduce yourself  
14 and give us your -- explain your position with the Commission?

15 A. Sure. My name is Alison Henken, and I am the  
16 charter schools program manager for the Idaho Public Charter  
17 School Commission. I essentially act as the primary liaison  
18 between the schools and the Charter Commission; and in the case  
19 of the performance certificate development process, also acted  
20 as, in many ways, sort of the evaluation expert in helping to  
21 guide schools through that process and work on their mission  
22 specific goals.

23 Q. And did you participate in the negotiation  
24 collaboration sessions that Ms. Baysinger referred to with  
25 Odyssey Charter School regarding their performance

1 certificates?

2 A. I did. I was unavailable for the February  
3 meeting, but I did participate in both the March 4 and  
4 March 13, 2014, meetings.

5 Q. And during those meetings, do you recall whether  
6 or not the written conditions to the performance certificate  
7 were discussed with the school?

8 A. They were. In fact, not only were they  
9 discussed, but as a part of the Web session they were put onto  
10 the screen and there was express opportunity where staff asked  
11 the Odyssey representatives whether or not they had any  
12 questions about the conditions, whether or not they had any  
13 concerns, and the school raised none per my memory.

14 Q. Also at those meetings, was there mention of the  
15 upcoming March 20th subcommittee meeting with the subcommittee  
16 of the Public Charter School Commission?

17 A. It was communicated to the school in both of the  
18 March meetings the date and time of the subcommittee meeting  
19 and that the staff recommended that schools participate in that  
20 meeting to answer questions of the subcommittee.

21 Q. And can you remind us who was in attendance at  
22 those meetings on behalf of Odyssey?

23 A. Yes. For both March 13th and March 4th,  
24 Karl Peterson and Carrie Reynolds were both in attendance.

25 MS. SWARTZ: I think that's all I have.

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HEARING OFFICER: Okay. Cross.

CROSS-EXAMINATION

BY MR. FULLER:

Q. I would just ask with regard to the March 13th meeting, do you recall that Ms. Reynolds needed to return to work and left before the conversation was completed?

A. I do not recall.

Q. Do you -- are you saying it didn't happen or you just don't remember?

A. I'm saying I don't remember.

MR. FULLER: No further questions.

HEARING OFFICER: Okay. May this witness step down?

MS. SWARTZ: Yes.

HEARING OFFICER: Okay, thank you.

(The witness left the stand.)

HEARING OFFICER: Any further witnesses?

MS. SWARTZ: No, not from our side.

HEARING OFFICER: Okay, anything further?

MR. FULLER: No.

HEARING OFFICER: Okay, maybe we'll go off the record briefly.

(Discussion off the record.)

1 HEARING OFFICER: So I think we've agreed to  
2 establish a written schedule for closing arguments -- written  
3 closing arguments and briefing, and it's my understanding the  
4 Commission will have one week from today to file the brief and  
5 have it served on myself and Mr. Fuller, Mr. Fuller will have  
6 one week to respond, and then the Commission will have one week  
7 after that to reply. Correct? Is everybody -- is that  
8 agreeable?

9 MS. SWARTZ: Yes.

10 HEARING OFFICER: Mr. Fuller, agreeable?

11 MR. FULLER: That's fine.

12 HEARING OFFICER: Okay, thank you.

13 And I wanted to tell you how much I appreciate  
14 your presentations. You both did a great job with all this  
15 volume of exhibits and everything, and I appreciate your work  
16 today on the case. So I'll wait to get your briefs.

17 MR. FULLER: Okay.

18 HEARING OFFICER: Thank you.

19 MR. FULLER: Thank you very much, and to  
20 Madam Reporter who's done most of the work today.

21 (Discussion off the record.)

22 MS. SWARTZ: Madam Hearing Officer, as far as a  
23 timeline, I think it's to stick to the schedule that we just  
24 discussed, but I wonder if we might discuss whether that's  
25 really in the best interest of the students. We've got

1 students getting ready to start school that this will obviously  
2 impact, so looking at a three-week-long briefing schedule and  
3 then however long it takes after that to get a decision is  
4 certainly something to consider whether or not we want to try  
5 and expedite that.

6 HEARING OFFICER: Well, and you're more familiar  
7 with the procedure than I am, but I'm assuming my decision is  
8 not final and it has to go to the Board anyway. Correct?

9 MR. FULLER: That's correct.

10 MS. SWARTZ: That's correct.

11 HEARING OFFICER: Even if I issued a decision  
12 next week, would the Board have it decided before school  
13 starts?

14 MR. FULLER: No. Their next regularly-scheduled  
15 meeting is October 9th.

16 MS. BAYSINGER: We'll hold a special meeting  
17 because it's important for the families to know ASAP where  
18 their children are going to school this year, so that's the  
19 concern is the kids. I don't know -- first day of school is  
20 September 2nd. Is that right? So that's a really tight  
21 turnaround. I don't know if we can ask the Hearing Officer to  
22 get a recommendation to us that fast and then we need three  
23 days in which to hold a special meeting.

24 HEARING OFFICER: We can cut down the briefing  
25 time.

1 MS. SWARTZ: Well, and I'd be willing to make a  
2 verbal closing statement in response to the prehearing brief  
3 and waive any posthearing briefing.

4 HEARING OFFICER: Okay. Mr. Fuller, how do you  
5 feel about that?

6 MR. FULLER: She can do that and then we can  
7 respond in writing within a week.

8 HEARING OFFICER: He still wants to do a written  
9 response, so you don't want to do a written closing? It's up  
10 to you.

11 MS. SWARTZ: Well, if -- I mean if they're going  
12 to insist on another week, then we're going to need to respond  
13 to that, so --

14 HEARING OFFICER: Your briefing, if you want to  
15 get your briefing done Monday or Tuesday, and then he has a  
16 week from that, and then cut down your reply time to a couple  
17 of days, we could probably get the briefing down within two  
18 weeks and I will certainly do everything I can to get a  
19 decision quickly. Will that work? Is that okay?

20 MS. SWARTZ: Yeah. I mean, it's not ideal.

21 MS. BAYSINGER: It's not ideal but it's not an  
22 ideal timeline to begin with. It's just we've got real kids  
23 here who are caught in limbo.

24 HEARING OFFICER: Okay. So I'm going to clarify  
25 then the briefing schedule is if Ms. Swartz is real organized

1 and gets her brief filed Monday, you've got one week from  
2 receipt of brief. And then if you don't want to respond, you  
3 can let me know -- to that reply -- and that will cut down time  
4 frames, and I'll do what I can to get a decision out quickly  
5 after I get your final briefing.

6 MS. SWARTZ: Okay.

7 HEARING OFFICER: So if you're not going to file  
8 a reply to his brief, you should let me know right away.

9 MS. SWARTZ: I will.

10 HEARING OFFICER: All right. Thank you very  
11 much.

12 MS. SWARTZ: Thank you.

13 (The hearing adjourned at 3:54 p.m.)

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AUTHENTICATION

This is to certify that the foregoing is a true and correct transcript to the best of my ability of the proceedings held in the matter of Odyssey Charter School, Inc., A Public Charter School, Case No. 2014-01, commencing on Friday, August 15, 2014, at the Idaho State Capitol Building, East Wing 41, 700 West Jefferson Street, Boise, Idaho, and the original thereof for the file of the Commission.

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WENDY J. MURRAY, Notary Public  
in and for the State of Idaho,  
residing at Meridian, Idaho.  
My Commission expires 2-8-2020.  
Idaho CSR No. 475

**Jennifer Swartz, ISB #6397**  
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**Counsel for the Public Charter School Commission**

BEFORE THE PUBLIC CHARTER SCHOOL COMMISSION  
STATE OF IDAHO, IN AND FOR THE COUNTY OF ADA

IN RE: ODYSSEY CHARTER SCHOOL,  
INC.

A Public Charter School

Case No. 2014-01

**POST-HEARING BRIEF**

COMES NOW the Public Charter School Commission (PCSC), by and through its counsel of record, Jennifer Swartz, and submits this brief following the public hearing which took place on August 15, 2014.

**INTRODUCTION**

Although the volume of evidence and testimony might suggest otherwise, this is quite an uncomplicated matter. Charter schools and their authorizers are required by statute in the state of Idaho to enter into a Performance Certificate which sets forth the terms of the school's operation. In this instance, Odyssey Charter School's Performance Certificate included a number of written conditions, also in accordance with applicable

charter school statute. Odyssey's Performance Certificate was developed through a collaborative process that provided ample opportunity for consideration and discussion of its terms, including the written conditions. Odyssey Charter School (Odyssey) failed to satisfy condition 2, "Accreditation Candidacy," by the date specified in the Performance Certificate. Pursuant to Idaho Code § 33-5209C(7), the authorizer may revoke the school's charter if the school fails to meet written conditions to the performance certificate by the date specified.

There is no dispute that Odyssey failed to meet condition 2 by the date specified. Accordingly, it is within the authority of the PCSC to revoke the school's charter, and in a unanimous vote on June 17, 2014, the PCSC expressed its clear desire to do so.

In its Response to the Notice of Intent to Revoke Charter, the Petitioner's Pre-Hearing Brief, as well as during the hearing itself, Odyssey continues to misunderstand, or misrepresent, important facts as well as applicable law. Its arguments amount to nothing more than an attempt to change the rules after they have been broken, with little or no regard for the implications of the school's failures on its students. Odyssey's own defense throughout the revocation process continues to demonstrate that its governing board is not capable of operating a high quality charter school. Based upon the evidence and testimony in the record, revocation of Odyssey's charter is not only within the authority of the PCSC as its authorizer, but necessary to protect the interests of students, families, and taxpayers.

#### **ODYSSEY WAS AWARE OF THE REQUIREMENT OF ACCREDITATION.**

Idaho law requires that all public high schools be accredited. I.C. § 33-119; 33-5205(3)(e); IDAPA 08.02.02.140. As explained at the hearing, accreditation is especially

important for schools offering secondary grades (9-12) because credits earned at a non-accredited school may not be accepted by other schools or institutions. Schools in Idaho are accredited by the Northwest Accreditation Commission (NWAC); NWAC's accreditation process consists of three stages: applicant status, candidacy status, and full accreditation. Dale Kleinert, Director of NWAC, testified at the hearing that while NWAC does allow for schools to remain in candidacy status for up to two (2) years, it is not common or desirable for schools, particularly secondary schools, to do so because a secondary school's failure to achieve candidacy status in its first year of operation can have a devastating impact on students, as credits earned by those students may not be recognized or accepted at other schools or institutions.

In its Pre-Hearing Brief, Odyssey represents that it anticipated remaining in "Applicant" status for up to two years. (Petitioner's Pre-Hearing Brief, p. 1.)<sup>1</sup> However, this assertion is directly refuted by Odyssey's own charter and board meeting minutes. Odyssey's approved charter petition provides in pertinent part as follows:

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 outlines 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 after the readiness visit.

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<sup>1</sup> Odyssey's Pre-Hearing Brief also alleges that "multiple documents would be submitted at the hearing to establish that both the PCSC and Odyssey anticipated accreditation taking up to two years," suggesting that the condition requiring candidacy status by the end of the first year of operation was in contradiction to original expectations. Here, Odyssey fails to distinguish between full accreditation and accreditation candidacy status. The PCSC did anticipate the full accreditation process taking up to two years. However, no evidence has been entered into the record that the PCSC anticipated or supported failure to achieve candidacy status within the first year of operation.

- 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.

Exhibit C2. The language in the petition clearly demonstrates Odyssey's intent from the outset to achieve candidacy status after only one readiness visit, within its first year of operation, moving forward with an attempt of achieving full accreditation the following school year. Meeting minutes from Odyssey's board meeting on March 6, 2013, also confirm Odyssey's intent to achieve candidacy within its first year: "*we must have our accreditation completed within the first year so that credits for the 9<sup>th</sup> and 10<sup>th</sup> graders can be counted.*" Exhibit C5 (minutes incorrectly dated February 27, 2013 on document), emphasis added.

The remainder of Exhibit C provides further evidence establishing that Odyssey was made aware of the requirement of accreditation from multiple sources on multiple occasions. See Summary of Evidence, attached.

**ODYSSEY WAS AWARE OF THE PERFORMANCE CERTIFICATE CONDITION AND DEADLINE REGARDING ACCREDITATION CANDIDACY.**

In its Pre-Hearing Brief, Odyssey alleges that "[t]he Performance Certificate considered at the PCSC meeting on April 17, 2014 included several modifications from earlier representations made by PCSC to Odyssey. The most critical modification was the requirement in Appendix A(2) that Odyssey must achieve accreditation candidacy status during the 2013-2014 school year, and that this condition must be met by June 30, 2014." As testified by both Ms. Baysinger and Ms. Henken at the hearing, this statement is patently false. The only modification made to the conditions in Appendix A from the original draft through approval was to the verbiage in Condition 2, updating "provisional"

to “conditional,” as recommended by Odyssey’s administrator. See Exhibit D2ii. This email, which acknowledges review of the conditions included in Appendix A, also implies the absence of any objection to Condition 2, as Odyssey’s only comment in connection with that condition is a correction of term. At a minimum, this email confirms that Condition 2 requiring the school to achieve candidacy status was included in the draft Performance Certificate as early as March 14, 2014, thereby disproving Odyssey’s representation that a critical modification was made prior to the April 17, 2014 PCSC meeting.

Communications between PCSC staff and Odyssey representatives reflect discussion of Condition 2 of its Performance Certificate and the associated deadline of June 30, 2014, ongoing through March and April, 2014. There is no evidence to corroborate Odyssey’s assertion that the condition or deadline was the result of a modification Odyssey was not made aware of until the April 17, 2014 PCSC meeting. To the contrary, Odyssey’s knowledge of the condition and the deadline is well documented through Exhibit C9 and Exhibit D. See Summary of Evidence, attached.

**ODYSSEY HAD SUFFICIENT OPPORTUNITY TO MEET THE ACCREDITATION REQUIREMENT AND PERFORMANCE CERTIFICATE CONDITION.**

In its Pre-Hearing Brief, and throughout the hearing, Odyssey complained that it wasn’t allowed sufficient time to achieve accreditation candidacy status. Odyssey claims that “[n]otwithstanding the concerns expressed by both Odyssey and NWAC that the accreditation condition deadline of June 30, 2014 would be very difficult, if not impossible, to meet, the PCSC Board went forward and approved the Performance Certificate with the June 30, 2014 deadline.” While Odyssey implies that the PCSC imposed this deadline, as reflected in the evidence and testimony at the hearing, the deadline was in

fact a term of the Performance Certificate negotiated and agreed to by both parties. See Summary of Evidence, p. 2-3.

Odyssey's attempt to characterize the amount of time available to it to achieve accreditation candidacy status as 25 days is ridiculous. This contention is premised upon a series of misrepresentations and manipulations of fact. While it is true that the Performance Certificate requiring candidacy status by June 30, 2014 was not executed until April 17, 2014, that Odyssey was aware of the importance of achieving candidacy status, and aware of the condition requiring candidacy status by the end of its first year of operations, is well documented and has been thoroughly addressed. See Summary of Evidence, p. 1-3.

Odyssey's arguments in support of its 25 day theory are disingenuous and representative of its board's consistent refusal to take responsibility for the school they were given the opportunity to lead. For example, Odyssey suggests that because the Performance Certificate was not signed until April 21, 2014, the time available to Odyssey to satisfy the condition was reduced by several days. In fact, the Performance Certificate, which Odyssey signed, expressly states that it was effective as of April 17, 2014. More importantly, Odyssey cannot possibly suggest it did not know it should be working toward accreditation candidacy status between April 17 and April 21. See Exhibit D1.

If we are to accept Odyssey's argument that it was only afforded 25 days to fulfill the condition of achieving accreditation candidacy status, we would necessarily have to conclude that Odyssey did not intend to do so until it was required by the PCSC. To take the position that Odyssey did not intend to attempt to achieve candidacy status within its first year demonstrates an utter disregard for the school's secondary students. As

discussed at the hearing and in this brief, failure to achieve candidacy status within the first year has a profound and irreversible impact on students.

In truth, Odyssey had more than an adequate opportunity to achieve accreditation candidacy status in its first year of operation. There is no dispute that Odyssey began its accreditation process in September, 2013. Three readiness visits were conducted over the course of the 2013-2014 school year. Substantial evidence and testimony have been introduced to demonstrate the training and support available to Odyssey from the State Department of Education and NWAC in connection with accreditation. See Summary of Evidence, p. 3-4. Odyssey's failure to achieve candidacy status was not due to lack of notice, or lack of information, and cannot be attributed to any entity other than Odyssey's own board.

The accreditation process is indisputably a significant undertaking. However, achieving candidacy status within the first year of operation is not an unrealistic expectation or an unattainable goal. To the contrary, both Mr. Kleinert, Director of NWAC, and Michelle Clement-Taylor, School Choice Coordinator for the Idaho Department of Education, testified that according to their records and recollection, only one other secondary school in Idaho has ever failed to achieve candidacy status within its first year of operation, and that school voluntarily eliminated its secondary grades. While Odyssey has sought to blame its previous administrator for the school's failure to achieve candidacy status within the first year of operation, the administrator is merely an agent and delegate of the school's board. Moreover, evidence as well as testimony from Odyssey board members shows that the board failed to fulfill its own obligations which

were factors in the failure to achieve candidacy, such as the legal requirement of evaluating its administrator no later than May 1. IDAPA 08.02.02.121.05.

**THE PERFORMANCE CERTIFICATE AND RELATED ACTION ARE CONTROLLED BY CHARTER SCHOOL STATUTES AND ADMINISTRATIVE RULE. COMMON LAW CONTRACT PRINCIPLES DO NOT APPLY.**

In its Pre-Hearing Brief, Odyssey raises the novel argument that the Performance Certificate should be unenforceable on the grounds of mutual mistake. However, what Odyssey fails to understand is that common law contract principles are not applicable to charter school performance certificates. The Performance Certificate is a unique legal document, created and controlled by the Public Charter Schools Act of 1998. Idaho Code Section 33-5201 et. seq. As Ms. Baysinger, Director of the PCSC, testified at the hearing on August 15, in considering the legislation which created performance certificates, I.C. § 33-5205B, the Idaho legislature specifically opposed the use of the term “contract,” opting instead to define the agreement between schools and authorizers as a “performance certificate” in order to distinguish it from a typical contract. This section of code and corresponding administrative rules provide terms for execution and revision of performance certificates. To apply traditional common law contract principles to performance certificates would undermine the system of charter school oversight intended by the legislature.

**ODYSSEY FAILED TO MEET CONDITION 2 OF ITS PERFORMANCE CERTIFICATE REQUIRING ACCREDITATION CANDIDACY STATUS BY THE DATE SPECIFIED.**

It is undisputed that Odyssey failed to satisfy Condition 2 requiring achievement of accreditation candidacy status by the deadline of June 30, 2014. The reasons cited by NWAC for its decision not to grant candidacy status to Odyssey following the May readiness visit are significant, numerous, and described in the Readiness Visit Follow-Up

Report from NWAC. Exhibit E1xii. These issues align with and are extended by concerns identified by PCSC staff, summarized in Exhibit F2. The existence of such concerns is consistent with PCSC staff experience with this school throughout its operation, as documented in Exhibits F1, F2, and F3. See Summary of Evidence, p. 6.

### **CONCLUSION**

Both the facts and the law are clear in this matter. Odyssey and its authorizer, the PCSC, entered into a Performance Certificate containing a written condition requiring Odyssey to achieve candidacy status in accreditation no later than June 30, 2014. Odyssey failed to meet that condition. Idaho Code Section 33-5209C expressly provides that “[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 . . . by the date specified.”

Odyssey has repeatedly attempted to shift blame and responsibility for its failure to achieve candidacy status by pointing fingers at its previous administrator and offering excuses for why this task was so onerous for Odyssey. In doing so, Odyssey has entered a number of misstatements and misrepresentations into the record.<sup>2</sup> What Odyssey has not done is give any indication that it appreciates the severity of the consequences of its failure on its secondary students. Because Odyssey failed to achieve accreditation candidacy status in the 2013-2014 school year, its secondary students may not receive credits for courses completed that year. Achievement of candidacy status in a subsequent year will not apply retroactively.

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<sup>2</sup> These are not relevant to the issue at hand, and are accordingly not discussed here. However, the attached summary of evidence describes these inaccuracies and provides citations to the record in support of the descriptions. See Summary of Evidence, p. 9-14.

Throughout its argument, Odyssey suggests that it was never the school's intention to achieve candidacy in its first year of operation, and that the expectation that it do so was unreasonable. This attitude is not merely irresponsible, but reckless in its disregard for its effect on students. PCSC staff has been advised that local districts 91 and 93 do not intend to accept Odyssey credits for core coursework for transferring students.<sup>3</sup> The cavalier attitude of Odyssey's board with respect to the urgency of advancing in the accreditation process is indicative of its overall unprofessionalism and further supports the PCSC decision to revoke the school's charter.

There is no question that in light of the undisputed facts in this case, the PCSC has the legal authority to revoke Odyssey's charter. In light of the damage already done to Odyssey students, the risk to students and taxpayers of allowing the school to continue to operate is far too great. Accordingly, the PCSC seeks a recommendation of revocation of Odyssey's charter.

DATED this 19<sup>th</sup> day of AUGUST, 2014.

STATE OF IDAHO  
OFFICE OF THE ATTORNEY GENERAL

  
Jennifer A. Swartz, Deputy Attorney General  
Public Charter School Commission  
Phone: (208) 334-2270  
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<sup>3</sup> Documentation of these districts policies either did not exist or was not discovered prior to the hearing; accordingly, such documentation was not included among PCSC exhibits. Such documentation is now available upon request of the hearing officer or Odyssey.

**CERTIFICATE OF SERVICE**

I HEREBY CERTIFY that on this 19<sup>th</sup> day of August, 2014, I caused to be served a true and correct copy of the foregoing Notice of Hearing by electronic mail addressed to:

Mark R. Fuller  
Fuller & Beck Law Offices  
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Tamara Baysinger, Director  
Public Charter School Commission

Cc: Carrie Reynolds, Chairman, Odyssey Charter School

THE FOLLOWING TELECOPY IS FROM:  
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THIS TELECOPY IS BEING SENT TO:

Name: JEAN URANGA JENNIFER SWARTZ

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Regarding: Odyssey Charter School

~~Case~~ File No.: 2014-01

Odyssey's Post-Hearing Brief

CONFIDENTIALITY NOTE:

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**BEFORE THE PUBLIC CHARTER SCHOOL COMMISSION  
 STATE OF IDAHO, IN AND FOR THE COUNTY OF ADA**

RE: ODYSSEY CHARTER SCHOOL, INC.,	)	Case No. 2014-01
	)	
A Public Charter School,	)	ODYSSEY'S POST-HEARING
	)	BRIEF
Petitioner.	)	
_____	)	

COMES NOW the Petitioner, Odyssey Charter School, Inc., (hereafter "Odyssey") by and through its counsel of record, Mark R. Fuller, and submits this Post-Hearing Brief in support of the evidence submitted at the public hearing held August 15, 2014. Odyssey requests that the hearing officer recommend that the PCSC withdraw its Notice of Intention to Revoke Charter and allow Odyssey until November 1, 2014 to achieve accreditation candidacy status.

**STATUS OF THE PROCEEDING**

Odyssey objects to the assertion by PCSC that acquiring accreditation candidacy status is "quite an uncomplicated matter." The hundreds of pages of exhibits and hours of testimony clearly argue otherwise. The interrelationship of the Public Charter Schools Act of 1998, Idaho Code Section 33-5201 through 33-5216, with the hearing procedures set forth in Idaho Code Section 67-5242, the IDAPA rules governing public charter schools set forth in IDAPA 08.02.04 and PCSC's own procedures is very complex. The process has been made even more difficult by statutory changes by the state legislature and imposition of new requirements by PCSC during Odyssey's

accreditation process. Nowhere is this morass of shifting statutes, regulations, IDAPA rules and PCSC edicts more apparent than the accreditation candidacy deadline of June 30, 2014 imposed upon Odyssey by PCSC, which was not mandated by the applicable statutes, regulations or rules.

Odyssey does not dispute its awareness of its statutory obligation to complete the accreditation process. *See* I.C. 33-5205(3)(e). Minutes of Board meetings held in March, 2013, establish Odyssey's understanding from AdvancEd that multiple readiness visits would be required to complete the difficult accreditation process: "Vicky Reynolds recommended that we wait until July 1, 2013 to apply for accreditation. They will make their first visit after the first round of student testing in the fall. They will make their full visit in the spring as late as possible." *See* Exhibit C5, p. 1. Any representation that Odyssey believed only a single readiness visit was required is not supported by the record. Multiple visits were anticipated from the outset and PCSC's assertion that Odyssey's intent was to achieve candidacy status after only one readiness visit (PCSC Post-Hearing Brief, p. 4) is false.

Idaho Code Section 33-5209C(7) grants to PCSC the discretion to revoke a school's charter if the school fails to meet written conditions of the performance certificate by the date specified. Odyssey does not dispute that it failed to satisfy Condition 2, "Accreditation Candidacy", by the June 30, 2014 date specified in the performance certificate. The issue in this matter is not whether the PCSC has the authority to revoke Odyssey's charter, but whether this hearing officer should recommend that PCSC revoke Odyssey's charter, in light of all of the facts and circumstances contained in the record. Odyssey agrees with PCSC that the hearing officer should consider the interests of students, families and taxpayers, who have invested significant public funds, countless hours of volunteer service and extensive professional effort in bringing Odyssey to a point where accreditation candidacy is within reach. To recommend a revocation of Odyssey's charter at this time, in light of the extremely short period imposed upon Odyssey by PCSC to achieve

accreditation candidacy, would have devastating effects upon the staff, administration and most importantly the students of Odyssey Charter School. The issue for the hearing officer is not whether PCSC **can** revoke Odyssey's charter, but whether PCSC **should** revoke the charter.

**JUNE 30, 2014 DEADLINE IN PERFORMANCE CERTIFICATE  
SHOULD NOT BE ENFORCED**

PCSC goes to great lengths to argue that Odyssey was aware of the performance certificate condition regarding accreditation candidacy before April 17, 2014. Testimony by Tamara Baysinger at the hearing in this matter established that the June 30, 2014 deadline was not based on statute, regulation or rule. The June 30, 2014 deadline only became binding upon Odyssey after signature of the April 17, 2014 Performance Certificate. It is not disputed the Performance Certificate was signed by Odyssey on April 21, 2014. *See* Exhibit D2v, p.2. Testimony at the hearing also established that a performance certificate accreditation deadline was not part of the original Petition for Charter submitted by Odyssey or the 2013 Charter issued by PCSC. The accreditation portion of Odyssey's 2013 Charter contained no June 30, 2014 deadline. *See* Exhibit C2, p.1. The only deadline in the Charter required that Odyssey apply for its readiness visit before May 1, 2014, which Odyssey timely fulfilled.

Idaho Code Section 33-5205B, which requires public charter schools to execute performance certificates, was adopted by the Idaho legislature in 2013, and became effective July 1, 2013. Idaho Code Section 33-5205B(4) states as follows:

(4) All public charter schools approved prior to July 1, 2013, shall execute performance certificates with their authorizers no later than July 1, 2014. Such certificates shall ensure that each public charter school approved prior to July 1, 2014, is evaluated for renewal or nonrenewal between March 1, 2016, and March 1, 2019.

Again, this statute contains no June 30, 2014 deadline for obtaining accreditation candidacy status, only requiring execution of the performance certificate.

PCSC relies upon Exhibit D2ii, an email exchange occurring between Tamara Baysinger and Karl Peterson, to overreach in alleging that Odyssey “negotiated and agreed to” the June 30, 2014 accreditation deadline. *See* PCSC Post-Hearing Brief, p.6. A review of the March 14, 2014 email of Karl Peterson contains no evidence of consent to the deadlines imposed in Appendix A. In its Brief, PCSC recognizes the absence of Odyssey’s consent and instead asserts that this email “implies the absence of any objection to Condition 2....” *See* Post-Hearing Brief, p.5. Failure to object does not establish, or even imply, consent. In fact, Mr. Peterson **does** object to the language of Condition 2 in Appendix A and only acknowledges that the “other appendices look correct.” *See* Exhibit D2ii. What is absolutely clear from this email exchange is that no **negotiation** regarding the deadlines imposed in Appendix A occurred prior to the April 17, 2014 PCSC meeting.

Odyssey does not argue that the June 30, 2014 deadline was not included in earlier edicts from PCSC. Odyssey does assert that the June 30, 2014 deadline was not the subject of **any** negotiation. The mandatory imposition of the June 30, 2014 deadline is clear evidence that the Performance Certificate was in the nature of a contract of adhesion, imposed upon Odyssey by PCSC. “Most of contract law is premised upon a model consisting of two alert individuals, mindful of their self-interest, hammering out an agreement by a process of hard bargaining. The process of entering into a contract of adhesion, however ‘...is not one of haggle or cooperative process but rather of a fly and flypaper.’” *Calamari and Parillo, Contracts*, March, 1978, p.6, quoting *Leff, Contracts as a Thing*, 19 Am.U.L. Rev. 131, 143 (1970). Applying this analogy to the present circumstance, Odyssey is the fly being attracted to the PCSC drafted performance certificate, laid as a trap for the unwary administrator and volunteer Board.

One case applying these adhesion principles is *Weaver v. American Oil Co.*, 257 Ind. 458, 276 N.E.2d 144 (1971). *Weaver* considered a lease by an oil company to an individual property owner. The lessee signed without reading the lease under which he agreed to indemnify the lessor

for damages caused by the lessor's own negligence. In refusing to enforce this unconscionable contract clause imposed upon the land owner by the oil company, the court stated:

When a party can show that the contract, which is sought to be enforced, was in fact an unconscionable one, due to a prodigious amount of bargaining power on behalf of the stronger party, which is used to the stronger party's advantage and is unknown to the lesser party, causing a great hardship and risk on the lesser party, the contract provision, or the contract as a whole, if the provision is not separable, should not be enforceable on the grounds that the provision is contrary to public policy. The party seeking to enforce such a contract has the burden of showing that the provisions were explained to the other party and came to his knowledge and there was in fact a real and voluntary meeting of the minds and not merely an objective meeting.

257 Ind. at 464, 276 N.E.2d at 148. The basis for the *Weaver* holding is that since such clauses of adhesion impose a great hardship or risk on the weaker party, who is otherwise unable to protect himself, an informed and voluntary consent must be established. The weaker party might otherwise be able to protect himself if he has a bargaining position relatively equal to that of the other party, but that was clearly not the case here. Idaho Code Section 33-5205B(4), enacted **after** Odyssey obtained its Charter, mandated that all public schools execute performance certificates no later than July 1, 2014. It was reasonable for Odyssey's Board to presume that if Odyssey refused to execute the PCSC drafted performance certificate, Odyssey's Charter would be revoked on July 2, 2014. The current record contains absolutely no evidence of any negotiations between the parties regarding any of the Conditions in Appendix A. Exhibit D2ii shows only that Mr. Peterson corrected errors in the language use by the PCSC director. Nowhere is voluntary consent given and none should be implied.

Testimony of Odyssey Board Members at the hearing established a lack of understanding by the Board of the actions required of Odyssey to achieve accreditation candidacy by the deadline imposed in Appendix A. Mr. Peterson's comments at the April 17, 2014 PCSC meeting establish his lack of understanding of the requirements to achieve accreditation candidacy. *See* Exhibit G2, p. 3. Mr. Peterson expressed repeated concern regarding the documents and he stresses over the

documentation required to comply with the Conditions, in spite of multiple statements made by Commissioner O'Donahue and Dale Kleinert that "documentation isn't what it's about." *See* Exhibit G2, p.5. Testimony of Board Members regarding Mr. Peterson's actions leading up to the May 28, 2014 readiness review, together with Mr. Peterson's own statements made during the readiness review, establish Mr. Peterson's understanding that the Conditions set forth in Appendix A were primarily paperwork requirements, dependent almost solely upon documentation. Board Members testified about the considerable effort devoted by Mr. Peterson in preparation of a large binder of materials and of his disappointment when those materials were virtually ignored by the readiness review team. The record before the hearing officer does not establish an informed and voluntary consent by the Board or Administrator of Odyssey, which is required for enforcement of the unconscionable June 30, 2014 deadline set forth in Appendix A to the Performance Certificate. While the evidence shows an objective **meeting** did occur on April 17, 2014 which resulted in issuance of the Performance Certificate with the deadlines set forth in Appendix A, the record does not establish a real and voluntary **meeting of the minds** and acceptance of the deadlines by Odyssey's Board, now being held responsible for noncompliance.

Significant testimony was provided at hearing regarding the failure of PCSC to notify Odyssey Board Members of the March 20, 2014 telephone negotiation conference. At the hearing Tamara Baysinger acknowledged that the March 5, 2014 email notice of the meeting, marked as Exhibit H5, was not properly transmitted to Board Members. Within minutes after sending the Notice, Ms. Baysinger was aware the email address for Chris Peterson was in error. *See* Exhibit H6. On March 7, 2014, Ms. Baysinger was informed by Carrie Reynolds that she also had not received the previous email notice, as PCSC had used the wrong email address. *See* Exhibit H7, p.1. During hearing testimony Ms. Baysinger acknowledged that after receiving the correct email address for Carrie Reynolds on March 7, 2014, Ms. Baysinger did not retransmit the March 5, 2014 Notice

regarding the March 20 PCSC Performance Certificate Negotiating Subcommittee Meeting to Ms. Reynolds' correct email address. The record contains no evidence that the March 5 notice of meeting was retransmitted to Chris Peterson after Ms. Baysinger obtained a corrected email address. During the hearing Ms. Baysinger relied upon her attempted transmission of the Notice to Chris Peterson and Karl Peterson to support the assertion that Odyssey received actual notice and chose not to participate in the March 20 meeting. A review of the April 1, 2014 email of Tamara Baysinger, marked as Exhibit D2iv, establishes that in fact Ms. Baysinger was fully aware that none of the Board Members of Odyssey received appropriate notice:

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 Kris [Peterson] 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 Kris (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 the Performance Certificate together.

Exhibit D2iv, p.1. A review of these emails makes it apparent that no member of the Board of Odyssey received notice of the single PCSC Performance Certificate Negotiating Subcommittee Meeting, held March 20, 2014. It is not disputed that no representative of Odyssey participated in the negotiation meeting held March 20, 2014. *See* Exhibit D2iv, p.1. There was in fact no negotiation of the Appendix A terms, including the June 30, 2014 deadline by which accreditation candidacy was required. PCSC's allegation that "the deadline was in fact a term of the performance certificate negotiated and agreed to by both parties" (Post-Hearing Brief, p. 5-6) is **not** supported by the record.

This lack of negotiation of the Performance Certificate terms conflicts with assurances made by PCSC as early as June, 2013, when September 2013 negotiations meetings were promised:

What will be the process through which existing PCSC-authorized public charter schools negotiate their own Performance Certificates?

Idaho statute requires that all existing public charter schools sign performance certificates with their authorizers no later than July 1, 2014. Although much of the performance certificate language will be "boilerplate," there are several sections designed to be drafted during individualized negotiations with each school. These negotiations will include opportunity for schools and authorizers to mutually draft measures within the performance framework that are unique to each school's mission.

Due to the large number of schools authorized by the PCSC, performance certificate negotiation meetings will begin in early September, as soon as the PCSC has formally adopted its certificate and framework. We anticipate that the process will involve several meetings with each school....

Exhibit H3, p.3. Odyssey's first negotiation opportunity did not occur until March 20, 2014, the subcommittee meeting for which no notice was supplied to Odyssey. [See Exhibit D1, p.1, Minutes of Odyssey's Board Meeting held April 2, 2014: Mr. Whitford: "Performance Certificate. We missed the last meeting as the board members did not receive any emails informing us of the meeting."] Less than 30 days later, the PCSC drafted Performance Certificate, with the June 30, 2014 deadline, was imposed on Odyssey without negotiation.

**NORTHWEST ACCREDITATION COMMISSION DID NOT  
COMPLY WITH ITS OWN TIME CONSTRAINTS.**

PCSC asserts that it is ridiculous to characterize the amount of time available for Odyssey to comply with the April 17, 2014 Performance Certificate as only 25 days. See PCSC Post-Hearing Brief, p.6. The record shows otherwise. PCSC does not dispute that the June 30, 2014 deadline was not binding upon Odyssey until after execution of the Performance Certificate. PCSC does not dispute that the Performance Certificate was signed by Odyssey on April 21, 2014. See Exhibit D2v, p.2. PCSC does not dispute that the first date after April 21, 2014, when NWAC was available to complete its readiness review was May 28, 2014. See Exhibit G2, p.3. PCSC does not dispute that the time period between April 21 and May 28 included 10 weekend days, and one holiday, on which days Odyssey was not in session. The end result is 25 days.

Rather than acknowledge that 25 days was an unconscionably short time period to allow Odyssey to complete its accreditation candidacy requirements, PCSC instead asserts that PCSC and NWAC fully cooperated in the time leading up to the April 17, 2014 Performance Certificate effective date: "Substantial evidence and testimony has been introduced to demonstrate the training and support available to Odyssey from the State Department of Education and NWAC in connection with accreditation.... Odyssey's failure to achieve candidacy status was not due to lack of notice, or lack of information, and cannot be attributed to any entity other than Odyssey's own Board." See PCSC Post-Hearing Brief, p.7. The admitted record again establishes otherwise.

It is not disputed that NWAC conducted a second readiness visit on December 16, 2013. See Exhibit E1vii. In the materials provided by NWAC at its April 4 and 5, 2013 New Charter School Boot Camp and accompanying it September 25, 2013 readiness visit instruction letter to Odyssey, NWAC promises that its "state office sends readiness visit findings to school and NWAC/AdvancEd within 30 days of visit." See Exhibit C4ii, p.5 and Exhibit E1iv, p.2. Amy Whitford testified that the accreditation portion of the Boot Camp training, scheduled for no more than 30 minutes, in fact took only 10-15 minutes and provided little support for Odyssey. The Board relied upon NWAC's assurance that the findings from the readiness visit would be submitted promptly to allow corrective action to be taken by the Board in preparation for achieving accreditation candidacy. However, after completing the December 16, 2013 second readiness visit, during which AdvancEd's representative Steve Young **recommended approval** of Odyssey as a candidate for accreditation (See Exhibit E1vii, p.5), the report promised within 30 days in fact took a full 60 days to be issued on February 13, 2014. See Exhibit E1viii. Between December 16, 2013 and February 13, 2014, Odyssey reasonably believed it would be recommended for accreditation candidacy.

The hearing officer will recall her own question as to why there appeared to be little progress between December 16, 2013 and March, 2014. In addition to NWAC's delay in issuing its readiness visit findings, the record establishes that the findings were not properly communicated to Odyssey and its Board. The record indicates no communication between AdvancEd and Odyssey, after the February 13, 2014 readiness visit report, until April 29, 2014. On that date Mr. Peterson contacted AdvancEd seeking assistance in preparation for the next readiness review visit. See Exhibit E1x, p.1-2. On April 30, 2014, Mr. Kleinert responded to Mr. Peterson, but there appears to have been no communication whatsoever from AdvancEd to Odyssey between the dates of February 13 and April 29, 2014, over 75 days. While AdvancEd expressed that it was their goal to help Odyssey get to candidacy, between December 16, 2013 and April 30, 2014, AdvancEd's sole communication to Odyssey was the delayed readiness visit report dated February 13, 2014. The responsibility for Odyssey's failure to achieve candidacy status must be shared by Odyssey's Board, its administrator, NWAC, and PCSC itself.

**UNDISCLOSED AND UNEXPLAINED EXHIBITS F1 AND F2 CARRY NO WEIGHT**

PCSC seeks to rely upon Exhibits F1 and F2 to establish a basis for recommending revocation of Odyssey's Charter. These documents appear to have been created for the internal use of PCSC and were not communicated to Odyssey. No testimony in any form was provided at the hearing regarding Exhibit F1. This document contains notations extending from November, 2011 through November, 2012, before Odyssey's Charter was even issued. Without testimony in support of this document, it is impossible to discern its purpose or the foundation or source of the information contained therein. No testimony was provided to indicate that Exhibit F1 was ever communicated to Odyssey, nor was any testimony provided indicating the weight to be given to Exhibit F1, which should be disallowed by the hearing officer.

Limited testimony was provided with regard to Exhibit F2. Ms. Baysinger testified that Exhibit F2 was never communicated to Odyssey or relied upon by Odyssey in its candidacy accreditation process. No testimony was provided identifying the author of Exhibit F2 or the weight to be placed upon this clearly hearsay information. Odyssey did not oppose the admission of Exhibit F2, which was agreed to by stipulation, but requests the hearing officer give no weight to the information contained therein. It is extremely concerning to Odyssey that PCSC could actually create a document indicating all of PCSC's concerns about Odyssey's governance and operations and then fail to communicate that information to Odyssey.

**PUBLIC POLICY ENCOURAGES RECOMMENDATION FAVORABLE TO ODYSSEY**

PCSC asserts throughout its Post-Hearing Brief, and particularly in its conclusion, the significant effect that Odyssey's failure to achieve accreditation candidacy prior to June 30, 2014 will have upon the general public, and particularly Odyssey's students. PCSC seeks to rely upon information not contained in the record concerning the credit transfer policies of Bonneville School Districts 91 and 93. This evidence was not presented at the hearing nor included in the documentary evidence submitted. The hearing officer should not consider this unexamined factor. PCSC further asserts that achievement of accreditation candidacy status in a subsequent year will not apply retroactively to allow Odyssey's secondary students to receive credit for courses completed during the 2013-14 school year. No citation to the record supports this claim, and no testimony was presented at the hearing to support this assertion.

It is apparent that it is PCSC, not Odyssey, which has failed to consider the effect of its threatened revocation upon Odyssey's students. Odyssey's Board, staff and new administrator stand ready to offer their services to Odyssey's students during the 2014-15 year, and to continue to work to achieve accreditation candidacy early in the fall of 2014. A recommendation that Odyssey's Charter be revoked will inflict significant damage upon Odyssey's students, the teachers and

administration who have devoted so much to Odyssey's success, and will inflict financial damage upon the taxpayers of the State of Idaho. The fact that the PCSC has discretion to revoke Odyssey's charter because of the missed deadline does not mean that revocation should happen. The interests of the general public, Idaho taxpayers, Odyssey's students, staff and administration will all be best served by recommendation that Odyssey's Charter not be revoked and that Odyssey be allowed to achieve the accreditation candidacy which yet remains within it reach. Evidence at the hearing establishes that a new Board and new Administrator are now in place with the competency to rapidly achieve accreditation candidacy. Odyssey should be allowed the opportunity to complete this process prior to November 1, 2014 and still well within the original two year timeframe.

### CONCLUSION

The record indicates that as Odyssey began the process of petitioning for charter, all involved parties understood that accreditation candidacy could extend for a period of two year. The charter process and applicable Idaho statutes contained no reference to a performance certificate or the imposition of short deadlines for achieving accreditation candidacy. After Odyssey acquired its Charter, the Idaho legislature changed the rules, mandating that Odyssey acquire a performance certificate no later than July 1, 2014. PCSC established the performance certificate negotiation process, promising that negotiations would occur during September, 2013. For reasons unexplained in the record, such negotiations were not even attempted as to Odyssey's performance certificate until March, 2014, at the earliest. The primary opportunity for Odyssey to negotiate the terms of its performance certificate was the Subcommittee Meeting scheduled for March 20, 2014. Because of the action or inaction of PCSC staff, no Board Members or administrator of Odyssey received timely notice of that single meeting, and Odyssey was unrepresented at this critical negotiation session.

After a delay of 60 days in issuing findings from the second readiness visit, NWAC had no further contact with Odyssey until after the performance certificate was already in place. It is not disputed that the June 30, 2014 deadline was not binding upon Odyssey until April 21, 2014. It is not disputed that NWAC was not available to conduct the final readiness visit until May 28, 2014. Only 25 school days were allotted to Odyssey to complete the accreditation process after the June 30, 2014 deadline became binding. In spite of all of its efforts, Odyssey was not able to obtain accreditation candidacy by May 28, 2014. PCSC having pulled the noose around Odyssey by the imposition of the deadline set forth in the Performance Certificate, did not even wait until the June 30, 2014 deadline had passed before issuing the Notice of Intent to Revoke. On June 17, 2014, in spite of expressed concerns by commissioners as to whether Odyssey had adequate time to meet the requirements, PCSC determined to issue a Notice of Intent to Revoke the Charter because the June 30 deadline, a date not yet even passed, had been missed by Odyssey.

While the PCSC has discretion to revoke Odyssey's Charter, it should not do so in this case. The unconscionable adhesion clause imposed upon Odyssey by the PCSC, as a result of the legislature's mandate of a July 1, 2014 performance certificate execution deadline, should be unenforceable on these facts. It is requested that the hearing officer issue a recommendation that Odyssey's Charter not be revoked, that the Notice of Intention to Revoke be withdrawn, and that the deadline for achieving accreditation candidacy be extended until November 1, 2014.

Respectfully submitted this 25 day of August, 2014.



Mark R. Fuller  
Attorney for Odyssey Charter School  
Board of Directors  
Phone: (208) 524-5400  
Fax: (208) 524-7167

**CERTIFICATE OF SERVICE**

I HEREBY CERTIFY that I served a true and correct copy of the following described pleading or document on the attorney and hearing officer listed below on this 25 day of August, 2014:

Document Served:

ODYSSEY'S POST-HEARING BRIEF

Attorney Served:

Jennifer Swartz  
Deputy Attorney General  
Office of the Attorney General  
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Boise, ID 83720-0036  
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Hearing Officer  
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U.S. Mail  
 Facsimile  
 Hand Delivery



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Mark R. Fuller  
FULLER & BECK LAW OFFICES, PLLC

## Tamara Baysinger

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**From:** Johnson, Melissa - Reg7 <Johnson3@dhw.idaho.gov>  
**Sent:** Wednesday, August 6, 2014 3:49 PM  
**To:** Tamara Baysinger  
**Subject:** Odyssey

To whom it may Concern,

I am so excited for the chance for my sixth grader to attend Odyssey Charter School. The School he is zoned for has a rating of 1 out of 10. He has attended AH Bush Elementary and has struggled there. I am tired of the shoulder shrugs, A child that age should never fail! I spend 5 hours almost every night with him doing homework, I feel like he learns nothing at school and there is very poor communication, I am never aware, he is behind until there is no way out. When I learned of Odyssey, I practically shouted for Joy. Project based learning is something I think my son would do very well with. He is ADD diagnosed and has troubles concentrating. He would do much better with hands on learning. There are no other schools in this area like this and I may very well cry if he is denied this opportunity. He desperately needs this chance. He is so excited about Odyssey and would be severely disappointed if he could not go. I fear that if he continues at Bush another year it would ingrain in him further that he is a failure in School. His lust for learning further dimmed and further trial and struggles on my end. His future depends on the next few years and I truly believe with all my heart that Odyssey is his best chance. Please do all in your power to let him have that chance.

A Concerned Mother.

**Melissa Johnson**

Self Reliance Specialist

Idaho Falls Processing Center

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*"Don't let what you can't do stop you from what you can do."*

*John Wooden*

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## Tamara Baysinger

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**From:** ~Coty~ <hushix1@aol.com>  
**Sent:** Wednesday, August 6, 2014 7:41 PM  
**To:** Tamara Baysinger; Alison Henken; mtaylor@sde.idaho.gov;  
carriereynolds.board@gmail.com  
**Subject:** Odyssey Charter School!

I do not really know who to address this to, so I will just get into writing this email! I am hoping there is a lot of positive responses to this wonderful school!

I have a son who started school at age 3 at a Montessori school! He flourished there and their teachings were wonderful! But, as we all know, that kind of schooling costs a lot of money! So after his 1st grade year, we chose to move him to a public school.

He did great there also! A grade ahead and also in his local school district's overachiever program called P.A.C.E. He is both mentally and physically a truly remarkable child but seems to be missing something!

The Odyssey school had been the answer! It gives students an incredible opportunity to learn in a manner that I can only explain as a mix of public with the montessori techniques! Not only do they believe in a "no homework" policy, but they also are teaching kids to learn in incredible ways! They allow time for both hard work and for family!

I was skeptical about how things are done when I first heard about it! But I think the way they teach is incredible!!! The way they take projects, research, go through all the steps to perfect what you are learning is remarkable!!!

I would have LOVE to have had even half of the skills being taught to these kids when I went to collage! AND they encourage these kids to be CREATIVE!!! Something or school systems have lacked in for way too long! That is a fact!!!

I hope that this school is allowed to continue! To grow! To get even better!!! I feel like there has been a target placed on their backs! Too much judgement without total facts! Even the media has been extremely one sided! It is so sad indeed!

Please find a way to work together to make this work! This means much more for so many lives then is being taken into consideration! The children, the families, or community...WE NEED THIS CHANGE!!!

**PLEASE HELP US ACHIEVE OUR GOAL!!!**

Coty :-)

Sent from my Verizon Wireless 4G LTE smartphone

## Tamara Baysinger

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**From:** Brian Stutzman <stutzmanbrian@gmail.com>  
**Sent:** Thursday, August 7, 2014 7:27 PM  
**To:** Tamara Baysinger  
**Subject:** Odyssey Charter School is needed

I have been told you will be reviewing the status of the charter for Odyssey Charter School in Idaho Falls.

This school has been a blessing for my two sons and for my family.

I realize there has been much turmoil over the last year but I think the school has a committed board and an experienced new administrator.

Please let the school continue.

Brian Stutzman  
2086817640

## Tamara Baysinger

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**From:** Gmail Brian <stutzmanbrian@gmail.com>  
**Sent:** Thursday, September 4, 2014 2:20 PM  
**To:** Tamara Baysinger  
**Subject:** written comment submission for next public meeting on Odyssey

**Follow Up Flag:** Follow up  
**Flag Status:** Flagged

Dear Charter School Commission,

I wanted to submit written comments as I am unsure if I am available to give oral comments at your next meeting on Odyssey. If I do give oral comments I will cover different topics than this.

I have been asked to help District 93 in Idaho Falls come up with a plan to solve their exploding population problem. They attempted to run a huge \$92 million bond to build some schools and it failed terribly as it was more than 3 times larger than anything in the past. The voters wanted a cheaper solution.

Of course one great solution I will be proposing to D 93 is to help Odyssey stay open and also help other future charter schools open in the area. Why? because Odyssey and other charter schools can help relieve the population growth without burdening tax payers with new bonds. How does D93 help? They can offer much assistance in advising. They can sub contract their food services to Odyssey (they were going to then didn't). They can coordinate bussing and after school programs better. Many things they can do to help. And Odyssey helps them by taking students.

Keeping Odyssey open helps our community. Helps current school districts. And most of all helps the children in the area.

Thank you. Please vote to keep Odyssey open and allow them to work toward candidacy. Thank you!

Brian Stutzman

## Tamara Baysinger

---

**From:** Ben Stutzman <awarmspud@cableone.net>  
**Sent:** Thursday, September 4, 2014 4:06 PM  
**To:** Tamara Baysinger  
**Subject:** Input from a member of the public re: Odyssey

**Follow Up Flag:** Follow up  
**Flag Status:** Flagged

Dear Tamara,

I'm writing to you in your role as a member of the Idaho State Public Charter School Commission.

I suspect that you have an interest in maintaining consumer choice in education, else you would not have invested yourself to serve in your current role.

I have family members who are supporting administrative people at the school scrambling to get done what others should have but did not.

There is new blood there, who have been involved in the accreditation process before. These family members' children attend the school.

They find the project-based educational approach to be valuable - preferred.

This note is to ask you to gauge the evident activity toward curing the former deficiencies at the school and to determine that the school should be maintained open and active while the remaining gaps are closed so far as progress is being realized.

This is not a blank check, as the commission can determine at any time that insufficient progress is being realized. But for now I believe that this is not the case.

Thank you for receiving this as public input.

Respectfully,

-Ben Stutzman

## Tamara Baysinger

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**From:** The Stutzmans <thestutzmans@cableone.net>  
**Sent:** Sunday, September 7, 2014 11:21 AM  
**To:** Tamara Baysinger  
**Subject:** Please let Odyssey Charter School remain open

**Follow Up Flag:** Follow up  
**Flag Status:** Flagged

Dear Idaho State Public Charter School Commission,

We are writing concerning the accreditation of Odyssey Charter School in Idaho Falls. We have nephews who attend this school and hope that the board will allow the school to remain open while accreditation issues are resolved.

We have heard many wonderful things from our family members about the curriculum and activities that take place at Odyssey. Our nephews enjoy attending there, and our understanding is that there is now new staff on hand to address the accreditation issues quickly. Please give the school a second chance to work out its issues so that the school can stay open and remain a viable option for education in our community.

Thank you for your time in this matter.

Sincerely,  
Dean and Cathy Stutzman

## Tamara Baysinger

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**From:** CenturyLink Customer <scooter1@q.com>  
**Sent:** Sunday, August 10, 2014 8:30 PM  
**To:** Tamara Baysinger  
**Subject:** Please don't pull Odyssey's Charter

To whom it may concern:

We are the parents of a 7<sup>th</sup> grade student currently enrolled for the 2014-2015, school year at Odyssey Charter School, in Idaho Falls, Idaho. Odyssey has been a life saver for our family and we are asking you from the bottoms of our hearts to not pull their charter.

Let me walk you through what a typical day was for our family when my son started 5<sup>th</sup> grade in a public school.

For the first week and a half everything seemed normal, classes and homework were going well and then, the Friday of Memorial Day weekend our lives changed forever. When it came time for school to resume after the holiday my husband gave my son a ride to school because my son refused to get on the bus (which became a normal behavior for the rest of the year). The only problem was once they got to the school my son would not get out of the car. He begged and pleaded with his dad to not make him go. He would say he didn't feel good the first couple of days and got to stay home. After about 2 days of this we sat him down and asked him why he didn't want to go to school. His reply was that people would make fun of him and no one liked him. We knew he had friends that liked him and I'm sure there were some who were not so nice. We told him that going to school was not really a choice but that it was where he belonged. For the next month and a half the fighting to get him out of the car was an everyday battle which we lost on a daily basis. My son made it to maybe 3 days of school during this period of time, only after my husband and I successfully pulling him out of the car while he was sobbing and begging us not to make him go.

My husband and I were at odds as to what we were going to do to solve this problem. We tried to speak to the principle but got the assistant. They tried to offer suggestions (like threatening him with the school officer) to help but nothing worked.

About the middle of October we got some help from individuals through the district that were supposed to help kids with mental health issues. If I couldn't get my son out of the car at the school then he could go sit in a room at the district office for the day doing little odds and ends and homework. This went on for a couple of weeks. In November they had made a place for him in the office at the school where he could sit each day with the adults and if he felt he could try and go to class then he would.

Through all this time we tried relentlessly to keep in contact with his teachers. On a rare occasion we would get some response but most days nothing at all. He was too much of a bother to them. Our family was in crisis mode. How was our son going to get the fundamentals he needed for school if he could not attend class because of his fear of being bullied along with his diagnosis of social anxiety? Was this how the rest of his school years were going to play out?

By mid February our son was back in his classes fulltime with the help of outside counseling and medication. Unfortunately, the damage with his learning was something he would struggle with for a long time to come. We tried and tried (begged actually) for him to get help to catch up on what he had missed. No one seemed to think that it was important enough stuff or that he was not important enough to help. I'm not sure which.

By the end of the year his grades suffered horrifically, but as we were told not to worry by the administration that 5<sup>th</sup> grade is more of a social building grade and, that he would get the basics again later on. We chose to believe in the ones that were supposed to be educators. And our son moved onto 6<sup>th</sup> grade the following year.

When 6<sup>th</sup> grade began without a hitch my husband and I heaved a huge sigh of relief. This did not last for long. By the middle of September our son began to get into trouble while in class or at lunch. He became what you would call a class clown. We were called by the Assistant Principal maybe once a week.

Over the next couple of months we could see our son slipping away from us. His grades were bad, his attitude was bad, and the look of panic from him was almost a daily sight. Again we tried to turn to the teachers and administration. We got NO help. We as well as our son were told on a weekly basis he was a bad kid. As we would speak with our son we came to the conclusion he was acting out so that people would notice him for his bad behavior instead of being the dumb kid in class that was lost all the time. The days of him begging us not to send him back to school were back, as well as the heart ache. What can a parent do? How do we save our child from going down the wrong path? We again tried to ask the teaches what to do to catch him up on the things he missed out on last year. And again no one wanted to offer any help.

The week before Christmas break we got our answer. A friend told us about Odyssey Charter School. I made several calls, spoke with very caring teachers and my son was accepted.

From the 2<sup>nd</sup> day there my son has jumped out of the car when I drop him off eager to be in class. There have been a few hiccups with his behavior but, the teachers have always been in constant contact with me through everything and have offered numerous suggestions of ways to help our son.

The teachers at Odyssey have made my son realize he is not a bad kid and, he is extremely smart. He feels as if he is worthwhile and the best part of it all, our son is happy once again! His final report card had 5 A's on it!

We as family are begging you to please consider the lives of these kids who have come to Odyssey looking for a miracle to save them from public schools and finding it in the wonderful people at Odyssey Charter School. Please don't pull the schools Charter. Give them a chance to redeem themselves. Odyssey's current Board has given so much of their time over this past summer to make it possible for things to be successful for Odyssey. They as a board have the backing of the parents which was not there before. We all want to see not only our children, but this school succeed and are asking you find it in your hearts and your rules to help them achieve this success.

Thank you for your time! If you have any questions or concerns please feel free to contact us at (208) 360-8869

Sincerely,  
Mike and Sharon Weekes

## Tamara Baysinger

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**From:** idahohome@juno.com  
**Sent:** Tuesday, August 12, 2014 8:41 PM  
**To:** Tamara Baysinger  
**Subject:** we love odyssey charter school....please don't close it

Our son went to Odyssey last year. He was in the 7th grade. We plan to send him back this fall. There are great teachers, they really cared about the kids. The atmosphere at the school really made the kids want to learn. Scott said it was fun to learn in the project based classes. He made great friends. The school was better for the kids because there was little bullying and the language was much cleaner. They were teaching the kids to respect each other and you don't get that in the other schools. I know the school had some problems last year. The new administrator and the current board are determined to fix those problems. They have a plan to make it better so the students and staff can learn and grow. We love Odyssey Charter School and it is our hope that you will see the value to our area and the children here to keep it open.

Thank You

Carl & Sandra Porter.....Happy charter school parents

## Tamara Baysinger

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**From:** idahohome@juno.com  
**Sent:** Wednesday, September 3, 2014 7:25 PM  
**To:** wquinn@uidaho.edu  
**Cc:** Tamara Baysinger  
**Subject:** Fw: Please don't close Odyssey Charter School

----- Forwarded Message -----

**From:** "idahohome@juno.com" <idahohome@juno.com>  
**To:** milkmanreed@gmail.com  
**Cc:** godonahue@libertycharterschool.com  
**Subject:** Please don't close Odyssey Charter School  
**Date:** Thu, 4 Sep 2014 01:23:19 GMT

My great grand son is attending Odyssey Charter School for the second year. He is in the 8th grade. He was happy attending school last year. He told me how much fun he had learning. I was thrilled to watch him learn and grow. Now I hear this great school might be closed. It would be a shame to take from this community and the students who attend there the choice to go there. New schools, like new businesses, have learning lessons when they first start up. If every business that had difficulties the first year closed, there would not be many businesses still open. This school deserves the chance to build on the good they have started. My grandson deserves a chance to be in an environment that encourages and challenges him to learn and grow. Odyssey is that place for him. Please think of all the people who are depending on Odyssey to be there. Please don't close Odyssey Charter School. Great things are ahead for them if you will give them the chance.

Thank you  
Elaine Storer

## Tamara Baysinger

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**From:** idahohome@juno.com  
**Sent:** Sunday, September 7, 2014 7:22 PM  
**To:** Tamara Baysinger  
**Cc:** Alison Henken  
**Subject:** Odyssey Charter School Idaho Falls

**Follow Up Flag:** Follow up  
**Flag Status:** Flagged

As the time approaches for the important vote for Odyssey Charter School, I would like to make one final petition. I have read your web page on revoking charters. I understand that you can revoke a charter, I also understand that you do not have to, nor should you always revoke. When children are not being educated, or being mistreated, or in an unsafe environment then I think it is right to revoke. Odyssey Charter School does not have any of these situations. We have had some problems and obstacles this last year. We did not get candidacy by the June deadline. However, all of these problems can be, and most have already been fixed. The new administrator, Mr. Travis Jensen, has been working hard to be ready for candidacy this fall, with full accreditation this spring. The Board has worked hard to rectify the recognized problems. The parents of the students and the students themselves have chosen to attend Odyssey this year with the hope that all the hard work will be recognized and our school will remain open. It has been challenging to start the school with the letter to revoke in place. Parents and students are nervous. Some have decided to wait and see if the school survives before coming back or enrolling new. I believe the school will grow rapidly when the positive vote is received and people are confident that the school will be here for years to come. This is a wonderful school with great vision and teaching style that is perfect for so many students. As you consider your vote, please think of the students and parents of this area who need a choice that is so limited. I appreciate all you do. Please vote to take away the letter to revoke and vote yes to allow Odyssey to keep it's charter. Great things will happen when that happens.

Thank you,

Betty Cook...grandmother of an Odyssey Charter School 8th grader

## Tamara Baysinger

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**From:** Jennifer Jeppson <jljeppson@gmail.com>  
**Sent:** Tuesday, August 26, 2014 2:39 AM  
**To:** Tamara Baysinger  
**Subject:** Odyssey Charter School

August 26, 2014

Ms. Baysinger

[tamara.baysinger@osbe.idaho.gov](mailto:tamara.baysinger@osbe.idaho.gov)

Dear Ms. Baysinger,

I want to express my support for Odyssey Charter School, in Idaho Falls. We began homeschooling many years ago due to dissatisfaction with the public school system in the area we previously lived in but with the agreement that, if they desired it, we would allow our children in the older grades to return to a school outside of our home, provided we found one that we felt would offer them a rich learning environment without the pressures of bullying and cliques.

When we learned of Odyssey, we discussed the possibility of attending with our teenagers and agreed that we would have our 6<sup>th</sup>, 8<sup>th</sup>, and 10<sup>th</sup> graders attend for a school year and then reassess once the school year had ended. Now that the year is over, we have unequivocally decided to continue forward with Odyssey attendance for our children as they hit 6<sup>th</sup> grade and beyond.

We have been happy with our decision to enroll our kids in Odyssey, so much so that we have been active as parents and students in their after school programs, PTO, and more and plan to continue to be active in these programs.

Of our 8 children, 3 are currently enrolled with Odyssey and we plan on continuing this with the rest of our kids as they come of age. We are grateful for the opportunities it has presented to our oldest children and look forward to the years when our youngest attend as well.

Sincerely,

Jennifer Jeppson

## Tamara Baysinger

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**From:** pia@rydalch.com on behalf of Pia Rydalch <pia@wmgsales.com>  
**Sent:** Saturday, August 30, 2014 12:39 PM  
**To:** Tamara Baysinger; Alison Henken; mtaylor@sde.idaho.gov  
**Subject:** Odyssey Charter School

To whom it may concern,

My name is Pia Rydalch and I am writing to you in regards to the Odyssey Charter School in Idaho Falls.

My son Tristan attended the school as a 7th grader during the school year of 2013-2014. Odyssey has provided a great learning and social environment for my son. He struggled with public school in both aspects from grade 1 through 5. My son is very intelligent but has difficulty when he doesn't get to physically engage in projects. By fifth grade, Tristan would frequently come home in tears because he had been yelled at by teachers and picked on by other students. We felt he was being wasted in public school, just sitting through the days, not learning to his potential and getting a very low self-esteem.

We tried online schooling during sixth grade, and my son was successful academically but extremely lonely and depressed as we live in a remote area. Odyssey was a success for him and many other children like him. This school provided him with academic stimulation in a very hands-on environment along with the social life he so desperately needed. He went from being a depressed child to a happy and enthusiastic boy. There were so many projects for him to be excited about; in multimedia, they created their own commercials against bullying and the students went to a radio station to record their own "commercials" which were also aired on the radio. They made games about poetry and published their own books in English class. They collected bugs in Science class, which was fun for our entire family, and engaged in many other fun projects throughout the year. My son also made some great friends, both with teachers and other students.

To my knowledge, there were more students wanting to attend the Odyssey project-based school last year than the school could accommodate, and they had to turn students away. The interest in this type of school is obviously there. I believe, if given the chance, this school will be one of the most attractive schools in the area in the future. Odyssey and its staff might have made some mistakes throughout their first year in business, but there is an obvious need and want for this kind of alternative to public school. I hope you base your decision on what is best for our children, and their need, rather than administrative errors. By allowing this school to remain open you will show the children who love this school that everyone deserves a second chance.

Sincerely,

Pia Rydatch

## Tamara Baysinger

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**From:** Chris Peterson <cpeterson@theaterfactory.org>  
**Sent:** Wednesday, September 3, 2014 4:54 PM  
**To:** Tamara Baysinger

**Follow Up Flag:** Flag for follow up  
**Flag Status:** Flagged

Dear Ms. Baysinger, and Commission,

My name is Chris Peterson. I am one of the founders of Odyssey Charter School. I have loved this school very deeply and been intricately involved in it from the beginning until this past spring. The decision to keep it open or to close it rests in yours hands. I do have some opinions on the matter. While I helped to create it, in all truth, Odyssey is not now what my husband Karl and I ever had in mind. There have been some serious disruptions to the school and the mission of the school is no longer what we had worked so hard for. Do I hope the school closes? If it were to stay on the course it is on now, yes, I do. If the Commission could apply pressure to get the school back on track, to get a new administrator who understood the original mission of the school, and to have the majority of the board removed and get folks who understand education from a foundational standpoint, then, I would BEG to keep it open! Our former president, a Mrs. Laura Davies had a great deal to do with harming our school, as did some of the teachers. I saw them systematically run things down. I saw board members who absolutely did NOT know what they were doing and piled things higher and higher upon our former Administrator and then turn on him and be angry that he did not do their job and his as well, or to their liking. The Administrator job is hard enough as it is let alone doing the board's job too. It is no secret that Mr. Peterson often covered for the board.

Odyssey had great vision and good ideas in the beginning. I have learned first hand what gossip, disruptions, lack of focus, lack of hard work, and being uneducated can do to a new school! It can ruin it! Mrs. Davies told me on more than one time that her goal was to remove Karl Peterson or the school. While it would be very immature to blame only one person, I do see her as a huge cause of where we are today. Mr. Peterson was not perfect, but as Michelle Taylor said to me recently "Karl did the job as well as most new Admins do. The first years are very hard." Ms. Taylor was right. Had Mr. Peterson been allowed to keep going things would have smoothed out. This "new" board, which is not new at all, is very cocky, and hard headed. They know more than the Commission and they are not about to listen to anyone but those that tell them they will keep this school open no matter what!

SO sadly, I wish the school would have gotten a large base of supporters behind it. The dream was amazing. The first year was filled with both hardships and amazing successes. I wish you Commissioners could have seen the good stuff! It was really really amazing. The building was incredibly low in cost and pretty, most of the teachers were great, Mr. Peterson worked like a slave, and the board at that time (there were other members then) were involved and happy. I would hope that the Commission would see that if the school is allowed to continue on the road it is now, that not only will we be out of compliance we are far far from what the original intent and mission of the school was all about. If the Commission could not give lots of direction to this already out of control board, my hope is that we would shut Odyssey's doors and allow the students to move forward.

For whatever it is worth, I wish to state that working with Odyssey has been a breathtaking experience and my children were very happy there. We have this year however chosen to attend

elsewhere. Thank you for the opportunity to serve this community. I am a Christian woman and I know God wanted us to do this wonderful project and there will be other places for us to make a difference in the lives of great children if this school is closed. I just feel it is so so sad, and if things could not be greatly changed, I feel it is best to close it down.

Yours,  
Chris Peterson

## Tamara Baysinger

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**From:** Robin Ament <robinament@cableone.net>  
**Sent:** Thursday, September 4, 2014 10:18 PM  
**To:** Tamara Baysinger  
**Subject:** Odyssey Charter School

**Follow Up Flag:** Follow up  
**Flag Status:** Flagged

Dear Idaho State Public Charter School Commission,

I am writing you about Odyssey Charter School in Idaho Falls. I urge you to vote to keep it open. My two nephews attend the school, and they have benefited greatly from it. The school has taken huge steps to meet accreditation requirements and it would benefit no one to close the school without giving the new staff a chance to correct things.

Thank you very much for your consideration in this matter.

Sincerely,

Robin Pierce Ament

Sent from my iPad

## Tamara Baysinger

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**From:** Kathy Goodson <kattgoodson@gmail.com>  
**Sent:** Thursday, September 4, 2014 9:40 PM  
**To:** Tamara Baysinger  
**Subject:** Odyssey Charter School

**Follow Up Flag:** Follow up  
**Flag Status:** Flagged

Dear Idaho State public Charter school Commission,

I have been involved with odyssey since my son got the acceptance letter last year to go to the charter school, we were so excited to join the school and see what it was all about. we had only done private school and nothing else so we were extremely happy for odyssey to open its doors. Over my sons 7th grade year last year we watched a child bloom from an average student , to an A -B student because he was at a school that got him involved in learning and at the end of the school year he had 5 A's and 2 B's these were the best grades he has ever had, he will soon ( thanks to Odyssey Charter school not be in need of an IEP or 504 because they took the time to care enough about his grades that he has become smart enough that he does qualify for one anymore. Also at the midterm we brought our daughter over to Odyssey from Hope Lutheran school and they told us she would never succeed. She did amazing as a 6th grader and they even made her love to read. at the end of the school year she came home with 6 A's and one C ( that was because she was sick of orchestra) so it had nothing to do about the school because it was her lack of practice that made that happen. If Odyssey Charter school was to get closed down because of things that the old administrator did that is unfair when there is a new board, an new administrator and excellent teachers and staff that are very hard to find. everyone one and everything deserves a second change. if the school was to close and the kids were to get send back to their local districts that will cause more over crowding and kids getting bullied that are coming from a bully free environment. Could you look your own child and tell them that their school is closing its doors?

The Goodson Family

PS we ask that you take these letters into deep consideration when making your final decision on Odyssey Charter Schools future. from one parent to another if your child is happy then you as a parent are happy please don't close there school ( almost 100 students) would be in tears.

## Tamara Baysinger

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**From:** Brooke Anderson <brookep.anderson@gmail.com>  
**Sent:** Friday, September 5, 2014 4:11 PM  
**To:** Tamara Baysinger  
**Subject:** Odyssey Charter School

**Follow Up Flag:** Flag for follow up  
**Flag Status:** Flagged

Dear Idaho State Public Charter School Commission,

I am writing concerning Odyssey Charter School in Idaho Falls, Idaho. I urge you to vote to keep it open because my nephews attend school there and it is a blessing to their family. The school has taken steps to meet accreditation requirements and it would benefit no one to close the school without giving the new staff a chance to correct things.

Please, vote to keep it open

Thank You,

*Brooke Anderson*



*From the Office of the Superintendent*

August 15, 2014

To: High School Principals and Counselors

Re: Odyssey Charter School Credit Transfer Stipulations

Odyssey Charter School (OCS) failed to meet the accreditation requirements for the 2013-14 school year. Idaho Falls School District #91 Board Policy 603.1.3 states, "All credits applied toward graduation must have been earned from accredited institutions."

During the August 13, 2014 Idaho Falls School District #91 Board of Trustees meeting a motion was made, and passed 4-0, to suspend Board Policy 603.1.3 (as per Board Policy 108.11) with the following stipulations:

- The policy suspension only applies to students who attended OCS during the 2013-14 school year and are transferring to an IFSD #91 high school first trimester of the 2014-15 school year.
- Credits earned while attending OCS, with a course grade of B or better, will be accepted as elective credits only.
- OCS transfer students will be required to meet all IFSD #91 core course requirements, but where a core course requirement was completed at OCS with a grade of B or better, the student will not be required to repeat that course.
- In lieu of the required course, a student may substitute a higher level course to satisfy the requirement.
  - Example 1: A student completed Algebra at OCS with a grade of B or better as a 9<sup>th</sup> grader. The student would be eligible to enroll in Geometry as a 10<sup>th</sup> grader, Algebra II as an 11<sup>th</sup> grader, and Trig/Pre-Calculus as a senior to meet the mathematics core course requirements for graduation. The Algebra I course credits completed as a 9<sup>th</sup> grade student would count toward the 17 elective credit requirement.
  - Example 2: A student completed Freshman English at OCS with a grade of B or better. That student will still be required to earn 12 credits of English from an accredited institution. That requirement could be satisfied with completion of Sophomore English during the 2014-15 school year, Junior English during the 2015-16 school year, Senior English during the summer of 2016 or via an accredited on-line provider (ie. IDLA), and College English during the 2016-17 school year.

Please contact me if you need additional information or have questions.



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3497 North Ammon Road, Idaho Falls, Idaho, 83401 ♦ (208) 525-4400 ♦ Fax (208) 529-0104 ♦ [www.d93schools.org](http://www.d93schools.org)

Dr. Charles J. Shackett, Superintendent

Marjean McConnell, Deputy Superintendent

State Board of Education / Charter School Commission:

This letter is to explain how we will take care of students transferring from the Odyssey Charter School. Our Board Policy 3025, Transfer of Credit affords principals the latitude to accept transfer credit from non-accredited institutions and calls for a review committee to be established to consider the coursework completed for the credits. Here is the plan we will follow for students transferring from the Odyssey Charter School:

1. Students will be given an opportunity to demonstrate their proficiency in each course on their transcript by completing an assessment. Students may either complete our District End of Course Assessment for that class or an SAT subject area test. When students pass the exam, the grade from Odyssey will be transcribed in their historical grades.
2. Students will be given the opportunity to complete the course through GradPoint as a credit recovery course. Students who choose this option may be enrolled in a class during the day during which they can complete multiple credit recovery courses.
3. Students will also be given the opportunity to petition to have a committee review their work. Students would need to submit a complete portfolio of the work that they completed to their counselor. Per Board Policy, a committee of teachers will review the work and decide whether the work sufficiently demonstrates course completion.

We will strongly encourage students to do either Option 1 or 2, but the other option is available to students.

Sincerely,

Marjean McConnell  
Deputy Superintendent  
Bonneville School District 93