

SUBJECT

Odyssey Public Charter School New Charter Petition

APPLICABLE STATUTE, RULE, OR POLICY

I.C. § 33-5205

BACKGROUND

Odyssey Charter School (Odyssey) is a proposed new public charter school to be located in Idaho Falls, Idaho. The petition was referred to the Public Charter School Commission (PCSC) by Idaho Falls School District 91.

DISCUSSION

Odyssey's petition is for the establishment of a new public charter school serving Bonneville County, Jefferson County, and Shelley School District students in grades 6-12. The proposed school will focus on project-based instruction in the arts, technology, and STEM. In addition, emphasis will be placed on personal management and social skills to help students succeed in the workforce and their family lives.

Staff has reviewed Odyssey's petition and notes the following, primary concerns:

1. Odyssey may struggle to enroll a sufficient number of students. According to budget assumptions, Odyssey plans to enroll 140 students the first year of operation. Current documentation includes a list of 49 families who are interested in enrollment at Odyssey. No grade breakdowns are provided.

Existing charter schools in the area have not reached capacity, particularly in the upper grades. Additionally, the Idaho Falls School District is opening a technology-focused, project-based magnet school in fall 2012. Odyssey and the magnet school may be in direct competition for students.

Odyssey's growth expectations may be unrealistic, as enrollment is planned to increase by 75 - 100 students per year. Documentation of sufficient market interest has not been provided.

2. The facility options included in the petition are vague. Although Odyssey's petition includes three facility options, all require additional documentation with regard to suitability and cost. It appears that the facilities will be financially out of reach once necessary renovations, security deposits, and substantial rent increases are considered; these expenses are not adequately reflected in the budget. Additionally, the facilities appear to offer inadequate space to accommodate Odyssey's planned enrollment.

3. Budget estimates indicate that Odyssey will complete each of the first three years with reserves. However, the reserves are minimal, especially in Year One. Considering the apparently inadequate allotments for many line items, together with the likelihood of unexpected first year expenses, the school could easily finish the year in deficit.

Staff has requested the submission of best-case, worst-case, and most-likely budget scenarios, in addition to a separate Albertson's Foundation grant budget.

4. Odyssey's petition requires additional development with regard to the educational program, as the school's focus and method are presently unclear.

Additional concerns are cited in the petition review memo and embedded in the petition text.

Odyssey is one of two petitions currently under consideration for schools that would open within the Idaho Falls School District in fall 2013. The other, American Heritage Charter School, has been submitted to the school district's board. Due to the passage of House Bill 481, which removes the restriction on the number of public charter schools that may open in a single district in any given year, the PCSC should strongly consider any comment provided by the district regarding the potential impact of these proposed schools.

IMPACT

If the PCSC approves the petition, Odyssey will be responsible for notifying the State Board of Education of such approval, seeking authorization to begin operations for the 2013-2014 school year, and seeking authorization for LEA status. The PCSC will be responsible for the general oversight of the school.

If the PCSC denies the petition, the petitioners could appeal to the State Superintendent of Public Instruction, or they could decide to not proceed further.

The PCSC may elect to delay a decision on the petition for up to 60 days.

STAFF COMMENTS AND RECOMMENDATIONS

Staff recommends that the PCSC delay a decision on the Odyssey petition to allow time for further revisions in accordance with PCSC and staff guidance.

COMMISSION ACTION

A motion to hold the decision on the Odyssey Public Charter School petition until the next meeting of the PCSC and to direct staff to work with the petitioners to address concerns in item(s) _____.

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OR

A motion to approve the petition for Odyssey Public Charter School.

OR

A motion to deny the petition for Odyssey Public Charter School based on item(s) _____.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

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**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

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

Comments:

TAB 1

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

Comments:

TAB 2

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

Comments:

See Appendix comments regarding facility concerns.

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

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

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

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

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

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

TAB 3

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

Comments:

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

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

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

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

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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

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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)

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- 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 10.255 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.*

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- *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?*

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- *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*

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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.

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To: PCSC Commissioners

From: PCSC Staff

Regarding: Odyssey Public Charter School Founding Board Member Interviews

PCSC staff completed interviews with the five founding board members for Idaho STEM Academy. These interviews focused on the members' interest in founding the school, their understanding of board member and authorizer roles, the experience and expertise they bring to the board, their level of understanding regarding school finance and business accounting, and the challenges they anticipate as the school opens.

Our interviews revealed that one board member is an attorney, one is a CPA, and three are professional educators. All five board members are parents. The board brings expertise in corporate structures, parochial school attendance, sales, real estate, finance, and teaching. The members are personally invested in the school, as they plan to have their own children attend Odyssey.

The consensus of the members is that Charter schools provide choice, innovation, and responsiveness in education. They see the mission of Odyssey as being a secondary education alternative that is project based. The Board perceives their role to include providing expertise in their particular fields, advertising, community education, and setting up the infrastructure. The level of understanding regarding school finance appears to be at an introductory level; although some members have general business finance knowledge.

The board members seem to have a fairly solid understanding of the role of the board, seeing it as being one of governing the school, setting policies, and overseeing the finances and general operation of the school. Each member understands the value of formal board training and has verbally committed to participate in such training. The potential challenges they anticipate are adequate enrollment, marketing, creating the culture of the school, the facility, and staying financially sound. Board members perceive the role of the authorizer as being one of oversight and know that the school is accountable to the authorizer.

Strengths of the board:

- Personal investment
- Role definition
- Legal and finance expertise
- Commitment to training

Areas of concern:

- Low level of school finance knowledge
- No board member representation from non-parents

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Odyssey

Charter School

for Grades ~~76~~–12

Petition to Establish a Public Charter School Beginning in the
~~2012~~–2013–2014 school year.

Available to all Idaho students, with a primary attendance area consisting of ~~Shelley Joint School District #60~~, Bonneville County, and Jefferson ~~Joint~~County, and ~~Shelley~~ School District #~~251,60~~ with the facility located in Idaho Falls Joint School District #91.

Submitted to
The Idaho Public Charter School Commission
~~October 26, 2011~~January 6, 2012

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

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Appendix A Articles of Incorporation

Appendix B Signed Bylaws

Appendix C ~~Petition~~ Signatures of Qualified Electors

Appendix D ~~Application of Nonprofit Status~~ Attendance Area Map

Appendix E Attendance at the Charter Start Workshop

Appendix F Facilities

Appendix G Resumes of Directors

Appendix H Start-up Budget with Assumptions Form

Appendix I Three Year Operating Budget Form

Appendix J First Year Month-by-Month Cash Flow

Appendix K Student Handbook

Appendix L ~~Career Exploration Work-Site Agreement~~ List of Potential Students and Interested People

Appendix M ~~Charter Commission~~ Letter of Referral ~~and Rubrieto~~ the Public Charter School Commission

Appendix N Plan for Inexpensive Technology

Appendix O State Department of Education's Review and Odyssey's Response

Appendix P Subcontractor Bids and Memoranda of Intent

Appendix Q Board Training Program

Appendix R IRS Approval Letter

Tab 1: Articles of Incorporation, Bylaws, Signatures, and Mission Statement

Articles of Incorporation

Idaho Code 33-5204(1)

See Appendix A.

Certificate of Adoption of Bylaws

Idaho Codes 33-5204(1) and 30-3-21(1)

See Appendix B.

~~*Signatures of Qualified Electors*~~

~~*Idaho Codes 33-5205(1)(a) and 33-5205(3)*~~

~~See Appendix C.~~

~~*Application of Nonprofit Status*~~

~~*Idaho Code 33-5204(1)*~~

~~See Appendix D.~~

~~*Proof of Attendance at Charter Start! 101 Workshop*~~

~~*Idaho Code 33-5205(5)*~~

~~See Appendix E.~~

Mission Statement

Guiding young adults to become well-rounded, capable leaders prepared to meet the challenges of the 21st Century.

Vision Statement

Using project-based instruction and in the arts and technology as well as real-world opportunities for community service, we create an engaging and challenging learning environment that enables each student to become a competent, compassionate, responsible, and interdependent citizen leader well-prepared for college and for life in the 21st century.

~~Vision Statement~~

~~We guide young adults to become well-rounded, capable leaders prepared to meet the challenges of the 21st Century.~~

Tab 2: Proposed Operation and Potential Effects of the Public Charter School

Odyssey Charter School offers the community a project-based 6th-12th grade secondary school that creates an innovative blend of technology and the arts that allows students to use their higher level thinking skills. Projects create relevance to what the students are learning because it provides immediate application of the concepts learned in class. Odyssey students use project-based learning in their day to day classes, and each semester the students will work on a multidisciplinary project that will incorporate not only STEM learning (science, technology, engineering, and science) but will also include the arts. By combining projects aimed to help the community, Odyssey students will become compassionate and capable problem-solvers that seek to improve the world around them. Through project-based learning, Odyssey not only teaches the 3 Rs of Reading, Writing, and Arithmetic, but also the four Cs of Critical thinking, Communicating, Collaborating, and Creativity. Odyssey will create a more personable atmosphere by having students attend classes with the same teacher(s) for more than one year and more than one subject when possible. Odyssey also focuses on personal management and collaborative social skills the students need to succeed in the collaborative workforce and their family life.

Many schools in the area only have a few classes that use project-based learning, but Odyssey will be the only school in the area focused on using project-based learning through the entire secondary school years. Also, it is the only school to blend the arts and technology into an integrated, multidisciplinary learning experience.

Physical Facilities

Idaho Code 33-5205(4)

Odyssey Charter School ~~(OCS)~~ will be a new public charter school, not a conversion or replacement of an existing school.

The administration/school building(s) shall be properly licensed and compliant with code with regard to the Americans with Disabilities Act, all OSHA regulations, and all applicable Idaho laws. The building shall provide sufficient wiring and communication capabilities to support the nature and infrastructure of the school. The building shall also provide adequate heating, ventilation, lighting, sanitary conditions, and water supply to support the school's staff and students.

The Charter Developers are currently exploring a variety of building options for the school to ensure sustainability of the program. ~~The final decision of the facility will be greatly dependent-~~

~~on the chartering organization. If Odyssey Charter School is authorized by Idaho Falls Joint School District #91, a facility will be arranged through them by possibly building a new facility or using an existing facility. If Odyssey is not authorized by Idaho Falls Joint School District #91 and is authorized by the state charter school commission, Odyssey Charter School will decide between several options: leasing existing space within the district (possibly with the option to buy), using modular classrooms, or leasing a new facility with an option to buy. Odyssey Charter School will decide between several options listed below:~~

- ~~1) Leasing existing space within the district (possibly with the option to buy)~~
- ~~2) Using modular classrooms~~
- ~~3) Leasing a new facility with an option to buy.~~

Options for facilities that have been explored for Odyssey Charter School are detailed in Appendix F.- ~~Option three is not mentioned in Appendix F.~~

~~Please see review memo comments.~~

Primary Attendance Area

Idaho Code 33-5205(4)

~~The total anticipated enrollment for Odyssey Charter School is 420 students. This would include approximately 70 students within each grade level. Odyssey Charter School will start with 210 students and will increase in enrollment by 70 students each year until reaching 420 in four years. The founders also recognize that most students will come to the school as seventh graders since the middle schools in Idaho Falls School District start with the seventh grade. We anticipate a smaller group of new students will be freshmen high school students coming from White Pine Charter School and local middle schools as the students move into high school.~~

The primary attendance area will be Bonneville County, Jefferson County, and Shelley Joint School District #60, ~~Bonneville County, and Jefferson Joint School District #251.~~ Students from these districts will be given priority as designated in Idaho Code Section 33-5205(3)(j); however, students from other areas may be enrolled. Please refer to the attendance area map in Appendix D.

Please refer to Enrollment Capacity Chart in Tab 7: Admission Procedures for the grades and grade level enrollment caps for the first year of operation and for subsequent years.

Please refer to the Marketing Plan in Tab 8: Business Plan for information about Odyssey attracting students in the upper grades.

The two sections above need not be included here.

Potential Impact on the School Districts

Idaho Code 33-5205(4)

Odyssey Charter School will actively recruit students from its primary attendance area of ~~Bonneville County, Jefferson County, and Shelley Joint School District #60, Bonneville County, and Jefferson Joint School District #251~~. The charter school will not rely on these districts for contracted services such as special education, psychological evaluation services, occupational services, speech and language therapy, vision, gifted and/or talented, administrative, or special needs such as special education accommodations, except those that have been mutually agreed upon by both parties.

According to the 2009 U.S. census, there are approximately ~~40673~~12,452 students in grades ~~76~~ [should this be 6 or 7?]–12 in Bonneville County alone. The high school population of the attendance area is approximately 13,222, according to the 2009 US census. When filled to capacity, Odyssey Charter School will enroll ~~less than 4~~about 3% of the secondary school population in ~~Bonneville County~~the attendance area. Idaho Falls has grown 12%, and an even smaller portion of students from Rigby and Shelley school districts. Some of these students will be home schoolers and students from private schools, so the impact on the local school districts will be even smaller. Ammon, a small city adjacent to Idaho Falls, has more than doubled in population in the past ten years. The districts are over capacity and are using modular classrooms to accommodate the student population and may need to build new facilities to make room for them. ~~Odyssey will help reduce the strain on the area's school districts by reducing the need for new employees and facilities.~~ Bonneville School District has announced that it plans ~~on~~ to building a new high school in 2015. Odyssey may not reduce the student population in the traditional schools, but it will relieve the pressures of the increasing population the present facilities cannot accommodate without additional facilities and employees. This does not ~~even~~ include private school students and home school students who often are willing to attend a charter school but are not willing to attend a traditional public school.

We anticipate that the Idaho Falls School District's proposed New Tech-style high school will have a very limited effect on Odyssey for several reasons including:

- The magnet school will create interest for project-based education not only in the Idaho Falls School District but in the surrounding districts as well. In effect, Idaho Falls School district will be helping convince families in the surrounding area of the value of a project-based education while offering a limited enrollment within only one of the six school districts included in Odyssey's attendance area. This means that any potential students in Jefferson County, Shelley School District #60, and the rest of Bonneville County will be unable to attend the magnet school, leaving Odyssey the only choice for attending a project-based school.

- Odyssey will be span grades 6 through 12 while the magnet school will be only enroll students in grades 9 through 12. Odyssey will be the only option for 6th and 8th grades for a project-based education in the attendance area. We anticipate parents living in the Idaho Falls School District who are interested in their child attending a project-based school will choose to apply to Odyssey starting in 6th grade to insure that their child will get a guaranteed spot in a project-based school for both middle school and high school. They may choose to apply to the new magnet school when their child is approaching 9th grade, but there is no guarantee the child will be accepted if the magnet school has sufficient numbers for a lottery. The parent(s) and child may decide to stay with their friends and remain in Odyssey during their high school years.
- Assuming that the new magnet school is successful in meeting its enrollment goals, many parents in Idaho Falls School District #91 will not be successful in enrolling their students in the new school and will seek alternatives like Odyssey Charter School. Of course, parents and students in Shelley School District # 60, Jefferson County, and the rest of Bonneville County do not have the option of attending the new magnet school. Odyssey will be their only option for a project-based secondary charter school.
- Odyssey Charter School will lessen the ill feelings of many people in Idaho Falls School District that the new magnet school and its students are receiving preferential treatment while the students who do not get accepted must settle for the pre-existing high schools. Those students will have another option to receive a project-based education.
- Project-based education is flexible for all subjects, and Odyssey can adjust to meet the needs not met at the new magnet school. Although the district has not formally decided that the new magnet school will be a STEM school, it seems to be the prevailing opinion of several board members. Since this is the case, Odyssey is focusing on applying project-based education with a technology and arts emphasis. How does this tie into the mission and vision of Odyssey? Are you project based with a technology and arts focus or are you a STEM school? If you consider Odyssey to be both, how will the two mesh?

There are presently two local charter schools that enroll middle and high school students. White Pine Charter School, which goes to the 8th grade, and Taylor's Crossing, which goes through 12th grade. White Pine has a waiting list for 6th-7th grade; and 8th grade usually starts at capacity and loses a few students during the year. Taylor's Crossing has a waiting list for 6th-7th, 8th, and 9th grades; and 10th grade usually starts the year at capacity and loses a few students through the year. 11th and 12th grades at Taylor's Crossing usually have a few places available.

Despite the local school districts suffering from overcrowding in all grade levels, local charter schools have been unable to meet their enrollment caps for their secondary grades. Odyssey Charter School has several unique features that other charter schools either do not offer or do not advertise and this will help Odyssey will attract students where other charter schools have struggled. These reasons are the listed here:

- Odyssey is the only project-based school in Jefferson County, Shelley School District # 60, and the rest of Bonneville County.
- It will offer more integrated technology in the classrooms. How?
- Odyssey Charter School will be the only charter school in the area that is focused only on the secondary grades. The founders of Odyssey Charter School contend that many secondary age students do not want to attend a school that also includes elementary students because it does not seem grown up enough. Many students are looking for a school that only includes middle and high school grades. This has been a successful formula used by Idaho Science and Technology Charter School in an area with far less student population than the primary attendance area of Odyssey Charter School.
- It will offer unique opportunities like drama, dance, and multidisciplinary projects. How will this mesh with being a STEM school?
- Community improvement projects will create newsworthy stories that will create connections with various members of the community.
- The collaborative nature of project-based learning helps provide the social interaction that secondary school students crave.
- The marketing of Odyssey Charter School will focus on the opportunities for student involvement in the arts like theater, music, and art as well as opportunities in technology like robotics, video production, and web design. These opportunities will help students be interested in attending Odyssey. Since Odyssey claims to be a STEM school how will science, math, and engineering be incorporated?

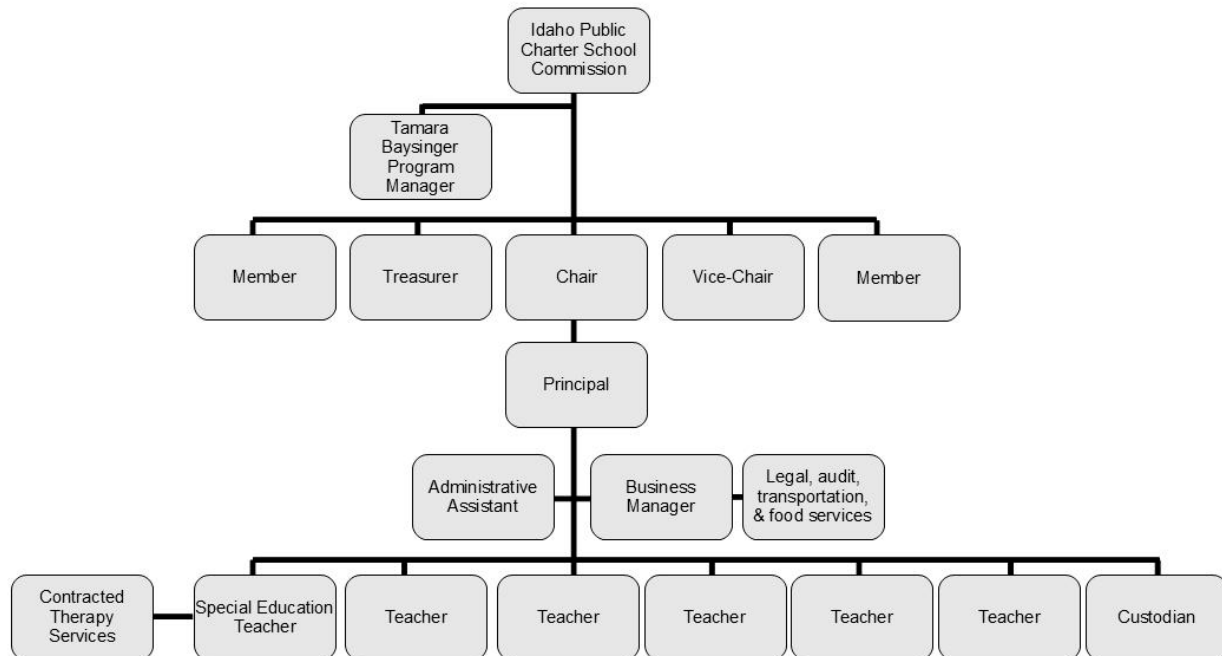
The founders have performed limited marketing due to the fact we are not sure when Odyssey Charter School will open. Despite this, we have attracted around 50 potential students which is a large percentage of our initial year enrollment caps listed in the Enrollment Capacity Chart in Tab 7: Admission Procedures and over one-third of the 140 students planned for in our budgets. Please refer to the list of potential students provided in Appendix L. While this may be a good start, it appears that Odyssey cannot survive with this number of students. Enrolling an additional 90 students may be a significant challenge.

Administrative Services

Administrative services for the school will be provided by the school ~~Director~~Principal, with support from the Board of Directors. ~~A full-time secretary~~An administrative assistant will complete paperwork and required reporting, in addition to other duties. ~~A full-time~~ business manager will manage the school's fiscal affairs. Both positions will be either full time or part time based on the financial allocations from the state based on the student population. If the positions are part-time, the principal, faculty, and parent volunteers will assist them in their duties. An independent financial audit will be performed each year by an independent auditor not affiliated with Odyssey Charter School. Board members and founding family members will

be utilized according to their background and experience, which includes teaching experience, grant writing expertise, etc.-

Odyssey Charter School Organization Chart



Note: The number of teachers will vary with the size of the student body.

Annual programmatic operations and financial reports will be presented to the Board of Directors. The ~~Director~~principal will also serve as the liaison between the Odyssey Charter School, parents, and ~~its~~Odyssey's Board of Directors. The Board of Directors will report the charter commission, and parents results of the audits to the Public Charter School Commission. Financial operations will be contracted out to licensed and bonded entities [Your budget needs to reflect costs associated with contracting out financial operations.] or provided by the school. Funding sources will include state allocation per pupil, federal ~~start-up~~ grants, private grants, business partnerships, fees, and donations. The Odyssey Charter School board is ultimately responsible to its ~~authorizing organization~~authorizer, and at least one member [It is highly recommended that several board members be in attendance at Commission meetings as it is ultimately the board's responsibility to report to the Commission.] will be present at every meeting of the ~~authorizing organization~~authorizer for which Odyssey Charter School is on the agenda.-

Administrative services are selected and evaluated by Odyssey Charter School's Board. Teachers are employed by the school through the use of a written Idaho Standard Teachers' Contracts~~Contract in a form approved by the state superintendent of public instruction~~. School personnel are required to hold the appropriate Idaho teaching certifications and endorsements. Odyssey teachers hold highly qualified status under No Child Left Behind Act (NCLB) or are working towards this status in a state-approved program of instruction. This may include state-approved alternative routes to certification such as through the American Board for Certification of Teacher Excellence (ABCTE).

The Board of Directors will conduct annual evaluations of the principal based on the job description of the principal.

Day-to-Day Operations-

The ~~Director~~Principal, in coordination with the Odyssey Charter School Board of Directors, will determine the day-to-day operations of Odyssey Charter School. ~~During its first year of operation, it is anticipated that Odyssey Charter School will employ 18 staff members. In addition to the Director, school secretary, and business manager mentioned above, the school will employ ten Project/Core Subject teachers, a Special Education teacher, three Instructional Aides, and a Maintenance Engineer. Please refer to Appendix I for staffing numbers.~~

Civil Liability

Idaho Code 33-5204(4)

Odyssey Charter School will ~~insure its interests against damage~~procure and maintain a policy of general liability exposures. Odyssey will obtain insurance in the amount required by state law and errors and omissions insurance with at least the minimum limits not less than one million dollars. Insurance companies who have and maintain a rating of "A" according to the A.M. Best Company will provide insurance.

Additionally, Odyssey Charter School will procure and maintain a policy of property loss to insure its facilities, equipment, and other assets against damage and for liability exposures with minimum limits of liability of not less than \$1,000,000 per person, \$5,000,000 aggregate or such limits as imposed by the State requirement or as otherwise determined by the Board.

~~imposed by the state requirement and as determined by the board.~~

Odyssey will provide group health insurance for employees meeting or exceeding the state minimums. Rephrase so this statement is clearer and flows better.

Odyssey Charter School will be incorporated as a nonprofit public school with the Odyssey Charter School Board of Directors listed as having the responsibilities and

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liabilities for the operation of the school. Idaho School Boards Association (ISBA) charter school policies will serve as a basis for Odyssey Charter School policy until the school's policies can be developed completely. ~~Can you use ISBA's materials if you do not join the association? If you plan to join, make sure you budget for the associated expenses.~~

~~Odyssey Charter School will operate independently as a Local Education Agency (LEA) if it is not authorized by Idaho Falls School District #91. Odyssey is responsible for its own operation including personnel matters, preparation of a budget, and contracting for services. Odyssey maintains a policy of general liability insurance and all other types of insurance necessary to provide coverage for the potential losses described in this paragraph.~~

~~Odyssey Charter School's employees, director, and officers shall enjoy the same immunities as employees, directors, and officers of public school districts and other public schools. Pursuant to Idaho Code 33-5204(2), the Idaho Public Charter School Commission shall have no liability for the acts, omissions, debts, or other obligations of Odyssey Charter School.~~

Odyssey Charter School will ~~defend, hold harmless, and indemnify~~have the Authorized Chartering Entity against any claim, action, loss, damage, injury, ~~same role as a~~ traditional public schools in matters of civil liability, cost, or expense of any kind or nature arising out. The appropriate insurance and legal waivers of the operation of all Odyssey liability will be obtained from outside groups using Odyssey facilities.

Proof of insurance will be given to the Public Charter School and/or arising out of the acts or omissions of the agents, employees, invitees, or contractors of the school Commission each time it is renewed to insure continuous coverage. Copies of insurance binders from a company authorized to do business in Idaho for liability insurance (per occurrence and aggregate coverage), property insurance, worker's compensation insurance, unemployment insurance, and ~~any other~~ errors and omissions insurance will be provided to the Commission.

~~The Idaho State Board of Education and the Idaho Public Charter School Commission shall have no liability for the acts, omissions, debts, or other obligations of any charter schools, except as may be provided in an agreement or contract between such entities and Odyssey Charter School.~~

Commitment to Secure ~~Property~~

~~Idaho Code 33-5204(4)~~

~~Odyssey Charter School commits to secure property for building a facility. As its first option, the school will seek to find space to lease. The second option is to start with land and to lease modular classrooms until the time the school decides to build a permanent facility on the land. The third option is to contract a building contractor and build. See Appendix F. Facility~~

~~Insurance Coverage~~

~~Idaho Code 33-5204(4)~~

~~Odyssey Charter School will procure and maintain a policy of general liability insurance in the amount required by state law, and errors and omissions insurance with limits not less than one million dollars. Odyssey Charter School commits to secure a facility in which to operate. We will seek several options to lease a facility. We may seek to purchase a facility as the school has proven its viability. See Appendix F for the various facility options. We may seek to have two campuses to handle the student population as it grows. This is a method that other charter schools have used as well. If Odyssey Charter School chooses this option, the students will not be required to move from one campus to another during the school day in order to protect the safety of the students. Teachers may travel from campus to campus. One or more administrators will have the responsibility for building discipline and emergencies.~~

It appears significant changes were made to the above section without being marked. Text that is to be removed should be struck out but remain.

Tab 3: Educational Program and Goals

Defining an Educated Person

Idaho Code 33-5205(3)(a)

The 21st Century has moved beyond the industrial age when most employees only needed to do what they were told and a few leaders needed higher education and managerial skills. In today's knowledge age, people need not only the three Rs of Reading, wRiting and aRithmetic, but also the four Cs of Critical thinking, Communicating, Collaborating, and Creativity. Today, life-long jobs are becoming increasingly rare. Most job growth is in small businesses and in new technology. Businesses require a new type of educated person where the ability to adapt and innovate is much more important than a person trained in soon-to-be-extinct trade skills. An educated person must be flexible, knowledgeable, responsible, interdependent, and creative as well as technologically competent in order to survive in a global marketplace. Students need to be educated in science and technology to function well in the workforce. They also need to be well-versed in the humanities and the arts to understand history's great ideas to be better citizens and leaders. Project-based learning best prepares students for the project-based workplace of the 21st century.

When Learning Best Occurs

Idaho Code 33-5205(3)(a)

Current research shows that learning best occurs under the following conditions:

- Learning occurs in content
- Learning is active
- Learning is social
- Learning is reflective (M. Suzanne Donovan & John Bansford, Editors. (2005). *How people learn*. National Research Council.)

In addition to the above, Odyssey Charter School's core educational philosophy also includes the following:

- Students see the connection between what they learn and the real world.
- Students are actively engaged in hands-on and practical projects that improve the community.
- Students work both individually and as responsible members of a group.
- Students work on interdisciplinary projects that involve standards from several subjects.

- Students, parents, and educators work together to identify academic and personal learning goals.
- Expectations are clearly communicated to students.
- Students use their skills and knowledge continuously over their course of their schooling.
- The learning experiences are challenging yet possible for the student to accomplish.
- Students and teachers realize that both success and failure is part of the learning process and students are led to learn from each.
- Students and teachers work in an emotionally and physically safe environment free of taunting, teasing, ridicule, or violence.

Instructional Methods

Odyssey Charter School is distinguished by the use of project-based learning that will be used to help students be successful in fulfilling their individual potential. Projects will be used across the curriculum to unify and integrate the various subject areas. Humanities projects will integrate reading, writing, speech, history, government, and the arts. S.T.E.M. projects will integrate science, technology, engineering, and math. Insurance companies who have and maintain a rating of "A" according to the A.M. Best Company will provide insurance.

~~Additionally, Odyssey Charter School will procure and maintain a policy of property loss to insure its facilities, equipment, and other assets against damage and for liability exposures with minimum limits of liability of not less than \$1,000,000 per person, \$5,000,000 aggregate or such limits as imposed by the State requirement or as otherwise determined by the Board.~~

~~Also, Odyssey Charter School will procure and maintain errors and omissions insurance for the school.~~

~~Odyssey Charter School will have the same role as a public school in matters of civil liability. The appropriate insurance and legal waivers of all district liability will be obtained as required of other nonprofit users of district resources and facilities.~~

~~Liability and property insurance will be similar to the coverage purchased by other charter schools and districts. Proof of insurance will be given to the Charter. Integration will further develop as S.T.E.M. projects will use language and presentation skills, and humanities projects will use technology, data gathering, and other traditionally science skills in humanities projects.~~

~~Please revise so this sentence flows better and is clearer. Other types of teaching will be employed in the education of the students, but these techniques will work toward the projects that will be the hallmark of an education at Odyssey Charter School.~~

Project-based learning is a very effective method of teaching. The following are findings about project-based learning, with the relevant studies:

1. PBL can be more effective than traditional instruction in increasing academic achievement.

- Geier, R., Blumenfeld, P.C., Marx, R.W., Krajcik, J.S., Fishman, B., Soloway, E., & Clay-Chambers, J. (2008). Standardized test outcomes for students engaged in inquiry-based science curricula in the context of urban reform. *Journal of Research in Science Teaching*, 45(8), 922-939.
- Mergendoller, J.R., Maxwell, N., & Bellisimo, Y. (2007). The effectiveness of problem based instruction: A Comparative Study of Instructional Methods and Student Characteristics. *Interdisciplinary Journal of Problem-based Learning*, 1(2), 49-69
- Hickey, D.T., Kindfeld, A.C.H., Horwitz, P., & Christie, M.A. (1999). *Advancing educational theory by enhancing practice in a technology-supported genetics learning environment. Journal of Education*, 181, 25-55.
- Lynch, S., Kuipers, J.U., Pyke, C., & Szesze, M. (2005). Examining the effects of a highly rated science curriculum unit on diverse students: Results from a planning grant. *Journal of Research in Science Teaching*, 42, 921-946.
- Walker, A., & Leary, H. (2008). A problem based learning meta-analysis: Differences across problem types, implementation types, disciplines and assessment levels. *Interdisciplinary Journal of Problem Based Learning*.

2. PBL can be more effective than traditional instruction for knowledge application.

- Dochy, R., Segers, M., Van den Bossche, P., & Gijbels, D. (2003) Effects of problem based learning: A metanalysis. *Learning and Instruction*, 13, 533-568
- Koh, G. C-H., Khoo, H.E., Wong, M.L., & Koh, D. (2008). The effects of problem based learning during medical school on physician competency: A systematic review. *Canadian Medical Association Journal*, 178(1), 34-41]

3. PBL can be more effective than traditional instruction for teaching concepts and developing deep understanding of content.

- Boaler, J. (1997). *Experiencing School Mathematics: Teaching Styles, Sex and Settings*. Buckingham, UK: Open University Press

4. PBL can be more effective than traditional instruction for preparing students for future learning.

- Schwartz, D.L., & Martin, T. (2004). Inventing to prepare for future learning: The hidden efficiency of encouraging original student production in statistics instruction. *Cognition and Instruction*, 22, 129-184

5. PBL can be more effective than traditional instruction for preparing students to be better able to integrate and explain concepts.

- Capon, N, & Kuhn, D. (2004). What's so good about problem-based learning? *Cognition and Instruction*, 22, 61-79

6. PBL can increase student motivation, positive attitudes toward subject matter, and engagement in learning.

- Boaler, J. (1997). *Experiencing School Mathematics: Teaching Styles, Sex and Settings*. Buckingham, UK: Open University Press; [Cognition and Technology Group at Vanderbilt. (1992)

7. PBL can improve students' retention of knowledge over time it is renewed to insure continuous coverage.

- Geier, R., Blumenfeld, P.C., Marx, R.W., Krajcik, J.S., Fishman, B., Soloway, E., & Clay-Chambers, J. (2008). Standardized test outcomes for students engaged in inquiry-based science curricula in the context of urban reform. *Journal of Research in Science Teaching*, 45(8), 922-939

8. PBL can improve students' mastery of 21st-century skills.

- Cognition and Technology Group at Vanderbilt. (1992) The Jasper series as an example of anchored instruction: Theory, program description and assessment data. *Educational Psychologist*, 27, 291-315
- Hmelo, C. (1998). Problem-based learning: Effects on the early acquisition of cognitive skill in medicine. *Journal of the Learning Sciences*, 7, 173-208
- Gallagher, S.A., Stepien, W.J., Rosenthal, H. (1992) The effects of problem-based learning on problem solving. *Gifted Child Quarterly*, 36, 195-200; Sheperd

9. PBL can be especially effective with lower-achieving students.

- Geier, R., Blumenfeld, P.C., Marx, R.W., Krajcik, J.S., Fishman, B., Soloway, E., & Clay-Chambers, J. (2008). Standardized test outcomes for students engaged in inquiry-based science curricula in the context of urban reform. *Journal of Research in Science Teaching, 45(8), 922-939*
- Mergendoller, J.R., Maxwell, N., & Bellisimo, Y. (2007). The effectiveness of problem based instruction: A Comparative Study of Instructional Methods and Student Characteristics. *Interdisciplinary Journal of Problem-based Learning, 1(2), 49-69*
- Lynch, S., Kuipers, J.U., Pyke, C., & Szesze, M. (2005). Examining the effects of a highly rated science curriculum unit on diverse students: Results from a planning grant. *Journal of Research in Science Teaching, 42, 921-946*
- Hickey, D.T., Kindfeld, A.C.H., Horwitz, P., & Christie, M.A. (1999). Advancing educational theory by enhancing practice in a technology-supported genetics learning environment

10. PBL can increase students' achievement on state-administered, standardized tests.

- Geier, R., Blumenfeld, P.C., Marx, R.W., Krajcik, J.S., Fishman, B., Soloway, E., & Clay-Chambers, J. (2008). Standardized test outcomes for students engaged in inquiry-based science curricula in the context of urban reform. *Journal of Research in Science Teaching, 45(8), 922-939*.

As the nation works hard to have No Child Left Behind (NCLB), Odyssey's teaching methods are especially well-suited for the very people this national program is attempting to improve.

The projects will affect all aspects of the learning process. Most of the day-to-day work will be projects that may be accomplished in one or two class periods and over the course of a unit. Odyssey Charter School's use of College Preparatory Math and It's About Time science curriculum use hands-on projects that may span one or two class periods.

Each semester will have its own long term projects. Odyssey Charter School's STEM projects will revolve around For Inspiration and Recognition of Science and Technology (FIRST) family of programs. For instance, those students involved in the FIRST Lego League and FIRST Tech Challenge will use the yearly topic to develop a research project that will include a five minute presentation that is followed by a five minute question and answer session presented at the tournament and other locations. The goal of the FIRST Lego League's presentation is to develop an innovation in the subject for that year.

Fine and performing art by its very nature is project-based. Theater, music, dance, and art will be combined in yearly musical productions. Art will be incorporated through set and costume construction as well as through posters and other public relations materials.

STEM and the arts will integrate through a variety of methods. The music, dance, and art presentations will also incorporate technology through the use of lighting and sound reinforcement. Art classes will also use computers to create art work for performing art and STEM projects. Performance and writing skills will be used in STEM presentations.

In order for project learning to be successful, a scope and sequence of concepts will be developed to teach concepts in a logical order that allows the concepts to build on the concepts before them. Please rephrase for improved flow and clarity. ~~School~~ This scope and sequence will be developed by the teachers under the guidance of the principal. Much of the development and training will come through Odyssey Charter School's curriculum's professional development. College Preparatory Math, It's About Time science, and FIRST robotics STEM program will provide the training for STEM projects. Odyssey's performing arts productions will provide a list of all the framework for the arts projects. Performing and fine arts teachers are already trained in how to mount a production. Professional development days will be provided at the beginning of the school year and during the year for teachers to create project materials and coordinate their efforts in the multidisciplinary projects under the direction of the principal. Mentoring will also be provided through mentors specializing in project-based learning, other types and amounts of insurance required prior to the opening of teachers in the area using project-based learning, or both. Most professional development will happen before the school year starts with follow up during the school year to build and improve the process. Does your budget allow for this?

To achieve Odyssey's goals, a high level of professional development will occur through the following:

- Hiring teachers as early as possible.
- Pre-service training in project learning and software used by the school will take place before the beginning of school to allow the teachers to prepare interdisciplinary unit studies that culminate in a field application of what they learned.
- Extensive teacher mentoring.
- Having teachers will teach students in more than one subject area and over the span of multiple years as much as it is practical.
- Teams of teachers will work cooperatively and are provided structured team planning, mentoring, and professional development time. Grade level and subject matter teachers will be provided common planning times and time before or after school to collaborate and coordinate their instruction plans.
- Providing opportunities for teachers to observe and work directly in the classroom with other teachers.

Some of books that will be used to train teachers are listed below:

- *The Leader in Me*, by Stephen R. Covey
- *Revisiting Professional Learning Communities at Work: Best Practices for Enhancing Student Achievement*, by Richard DuFour, Robert Baker, and Rebecca DuFour

- [PBL Starter Kit: To-the-Point Advice, Tools and Tips for Your First Project \(Project Based Learning Toolkit Series\)](#), by John Larmer, David Ross, John R. Mergendoller PhD

Curriculum Overview Significant changes were made to this section without being marked. Original language should remain but be stricken.

Odyssey Charter School uses project-based learning by mixing the arts and technology to create an interesting and challenging educational experience. English and history classes mix with theater and other arts so students make connections between the ideas and struggles people experience through history. Combined math, science, and technology classes give students hands-on opportunities to see how real scientists experiment to find the answers to the problems around them. Some projects mix English, history, math, and science into a project so that students see how the subjects interconnect.

All students will participate in a common core of learning that will fulfill the school's mission to produce students who possess the academic and personal habits and attitudes an educated citizen in the 21st century needs. Odyssey Charter School will align its goals and objectives with the goals and objectives of the Idaho Content Standards. [Please note these are changing for math and language arts as Common Core State Standards have been adopted.] These standards will be enhanced with unifying themes in the project-based classroom activities and other creative methods. The subjects that make up the curriculum are listed and briefly discussed below. Traditional core curriculum areas—language arts, math, science, and social studies—will remain strongly emphasized. They will be augmented and reinforced by other activities like music, art, theater, technology, career, health, physical, and environmental education.

Because Odyssey Charter School's primary style of education is project-based, Odyssey will take the curricula listed below and adapt them to meet the needs of a project-based education. The curricula listed below in the various content areas will be used as a starting point to build curricula that will be project-based and aligned to the Common Core Standards and Idaho's Content Standards [The Idaho State Standards are being replaced with the CCSS.]. This is especially needed in the humanities. Very little humanities curricula is project based so Odyssey will need to create and to adapt project-based materials to fit its needs.

The evidence of the effectiveness of project-based education is provided above in Instructional Methods section of this tab.

Language Arts (English and Foreign)

Language arts will be an integral part of the school's project-based education. The goal is to develop learners who are effective communicators, who are critical thinkers, who enjoy literature, and who are competent writers. The curriculum will focus on the great ideas of

western civilization that provide the underpinnings of our culture and government. Personal management and social skills from Sean Covey's 7 Habits of Highly Effective Teens will be woven into the subject through the good and bad examples of the people and characters in the works the students will study. Also, comprehensive skills, grammar, and vocabulary will be integrated as well as creative, technical, and expository writing. Communication skills include speaking, writing, and presentation skills. Technology will be used extensively to develop 21st-century communication skills through presentational software, online collaborating, and other forms of online communication. No project-based language arts curriculum is available from major vendors, but several inquiry-based curriculums are available. The difference is small enough that the curricula can be easily adapted. The language arts curriculum will be aligned with the Common Core Standards.

Odyssey will use Common Core Curriculum Maps by Common Core which outline reading selections and assignments for language arts classes. It uses works from various sources and it allows flexibility of works which allows it to be adaptable for project-based learning. It is also one of the few curricula that are already adapted to the Common Core Standards at the present time. Odyssey will also use Grammar Punk, an interactive, collaborative grammar and writing program that is aligned with Bloom's Taxonomy (revised), the Standards for the English Language Arts, sponsored by NCTE and IRA, Vickie Spandel's 6 + 1 Traits, and the National Writing Project.

Science and Health Only newly added text should be undercored.

The science curriculum is a multi-year sequence that emphasizes hands-on experimentation and functional knowledge of scientific phenomena. Project-based learning lets students experience the excitement of science so they can better understand facts and concepts. Curriculum will include integrating the scientific method, identifying variables, constructing tables or data, constructing graphs, describing relationships between variables, acquiring and processing data, constructing hypotheses, and designing investigations. It's About Time's Project Based Inquiry Science will be used for the middle school grades, and It's About Time high school science curricula will be used for the high school grades. Both are hands-on, activity based to support student learning through projects. These curricula support the project-based education model of Odyssey Charter School. Also, it will be aligned with the Common Core Standards in Language Arts for literacy in science.

It's About Time's effectiveness is based on research at Northwestern University that investigated the change in classroom practices that are elicited by project-based Units. Analyses of the artifacts students produce indicate that students are engaging in ambitious learning practices, requiring weighing and synthesizing many results from complex analyses of data, constructing scientific arguments that require synthesizing results from multiple complex analyses spelling? of data. Students are engaged in planning, performing, monitoring and revising their investigations, and reporting on their investigation processes as well as their results. In general, the classrooms engaging in project-based activities reveal substantial moves

toward a scientific discourse community in which students focus on arguing from evidence, critiquing ideas, and conjecturing, rather than simply reporting on what they have read or been told.

Mathematics

Students will master computation processes and proceed into algebra and beyond as individual ability dictates. Exploring abstract concepts as well as manipulative experiences will engage students and enhance learning. Students will learn to view and use technology as a tool for reasoning and problem solving in purposeful ways through the use of interdisciplinary projects. The math curriculum will be aligned with the Common Core Standards in mathematics.

Odyssey Charter School will use College Preparatory Math since it integrates the concepts of hands-on, collaborative learning, and it has shown its effectiveness in several studies where College Preparatory Math has produced consistently better results when compared to a control group. These studies can be found at their website (cpm.org) on their Research and Results page.

Social Studies and Community Service

The curriculum will include the basic elements of history, government, geography, economics, sociology, and citizenship, with a focus on local, state, national, and world history. Leadership principles will be taught through an examination of the big ideas of history according to Grant Wiggins's Understanding by Design because it deals with the big ideas or eternal questions, has a variety of learning situations and promotes autonomy and strategic thinking rather than low level, "read and regurgitate" thinking. Odyssey Charter School will use Pearson Publishing for its social studies curriculum that is designed around Wiggins's Understanding by Design principles... Odyssey Charter School will seek out ways for the students to discover and experience responsibilities and rights as members of the community, state, and nation through their project-based service work. The curriculum will be aligned with Idaho Department of Education's Social Studies Content Standards in Language Arts for literacy for history and social studies.

Career Education

The Department of Education's *Doing What Works* website does not list any evidence-based career education strategies or curricula and the Idaho Department of Education does not provide content standards for career education. Despite this, Odyssey will use a multifaceted approach to career education. Odyssey Charter School will begin to expose students to the vast array of career opportunities available in today's world through their projects. Students will be exposed to various careers through their projects and will start to recognize and understand their unique aptitudes, interests, and abilities contribute to their teams and, by extension, the world of work. Odyssey's adopted science curricula, It's About Time, shows how science affects

people's lives by featuring various scientists solving problems facing society. Students will also begin to understand the importance of "soft skills" such as personal responsibility, teamwork, and dependability in career success. College Preparatory Math also shows many real life examples of how math is used in people's lives. Odyssey's career education will align with the Common Core Standards in Language Arts for literacy in college and career readiness in reading, speaking, listening, and writing.

Technology Education

Students will gain a basic understanding of technologies that operate in the world around them. Technology is not only for the sciences but is also now used in business, art, communication, and humanities. Instruction will utilize a hands-on approach that employs technology in their project-based discovery learning and problem solving. Rephrase for clarity and include proper grammar. Students will seek solutions to real-life challenges. Odyssey Charter School will provide learners with technology skills that prepare them for future employment. Various technology classes will be taught at Odyssey. Robotics will play a main role in technology education. Odyssey will use Carnegie Mellon Robotics Academy curricula. All technology curricula will be aligned to state standards. A one semester beginning technology class will be required for all students entering Odyssey Charter School unless the student can demonstrate proficiency and can test out of it. The beginning technology class will prepare the students to comfortably work in Google Apps which include Gmail, Google Calendar, Google Sites and Google Docs. Google Docs is an online office suite that includes document, spreadsheet, presentation, form and drawing apps. Beginning technology will also teach movie editing software. These programs will be used in other classes for class work including presentations of projects. Odyssey's technical education will be aligned with the Common Core Standards for Language Arts literacy in technical subjects.

Odyssey Charter School will comply with all requirements set forth in the Children's Internet Protection Act.

Curriculum Development and Approval

Odyssey Charter School recognizes that curriculum development is a continuous process. Tab-3: Educational Program and Goals-The curriculum will be implemented and evaluated through ongoing observations of teachers and students, programmatic audits, and with follow-up discussions with the principal to include written goals. The curricula will be evaluated by how well it integrates project-based learning, state content standards and Common Core Standards- Language Arts.

Thoroughness Standards

Idaho Codes 33-5205(3)(a) and 33-1612

Odyssey Charter School will fulfill the thoroughness standards identified in Idaho Code 33-1612. It will establish a thorough system of instruction that will fully address the following standards:

Standard A. A safe environment conducive to learning is provided.

Goal: Maintain a positive and safe teaching and learning climate. Every student has the right to attend a school that encourages positive and productive learning, provides a safe and orderly environment, and promotes student respect for themselves and others.

Objectives: Odyssey Charter School will:

- Develop a staff/student handbook to provide rules and guidelines for physical safety. These guidelines will include and not be limited to the procedures for fire drills, reporting unsafe equipment, methods for checking students in and out of school, notification of parents' rights, and staff monitoring responsibilities (see the student handbook in Appendix K).
- Provide a facility and adopt policies that meet all required city, state, and federal health, accessibility, safety, fire, and building codes for public schools, and are inspected as required to ensure the safety of students and staff.
- Establish, publish, and enforce policies that define acceptable and unacceptable behavior, including zero tolerance for weapons, violence, gangs, and use or sale of alcohol and drugs (see the student handbook in Appendix K).
- Create an environment that encourages parents and other adults to visit the school and participate in the school's activities.

Measurement and evaluation: This standard and its goals will be measured and evaluated through end-of-course surveys given to students and parents/guardians. Also, the administration will use accident and discipline reports as an additional source of measurement for evaluation.

While important, policies, rules, and handbooks do not create a safe environment by their existence alone. Through what specific methods will the school create a culture of physical and emotional safety for its students?

April 5, 2012

Standard B. Educators are empowered to maintain classroom discipline.

Goal: Create a positive teaching and learning environment with an emphasis on high expectations of behavior and performance.

Objectives: Odyssey Charter School will:

- Develop policies that ensure a positive teaching and learning environment with an emphasis on high expectations of behavior and performance.
- ~~• Teach personal management and leadership skills through the use of Sean Covey's 7 Habits of Highly Effective Teens.~~
- Use Fred Jones's Tools for Teaching as Odyssey Charter School's classroom management/discipline model.
- Develop a student handbook providing a code of conduct including clear expectations and consequences for unacceptable behavior that are consistent throughout the school, and a process for teachers to handle minor and major infractions in the classroom setting (see Appendix K for the student handbook). Teach appropriate behaviors and foster responsible decision-making skills.
- ~~• Establish school-wide formative assessments that will be given to the students every 3 to 4 weeks to measure student performance which will identify struggling students for interventions and help the teachers to measure the effectiveness of their teaching strategies.~~
- Provide professional development in classroom management to teachers to increase their skills in maintaining classroom discipline.

Measurement and evaluation: This standard and its goals will be measured and evaluated through end-of-course surveys given to students and parents/guardians. Formative assessments will be evaluated for effectiveness in identifying struggling students and effective teaching strategies. Also, the administration will use accident and discipline reports and RTI information from AIMS web or a similar program as an additional ~~sources~~ sources of measurement for evaluation. ~~It appears some of these methods for measuring progress in meeting this standard are no longer applicable. The assessments and AIMSweb do not appear to apply to maintaining classroom discipline.~~

Standard C. The basic values of honesty, self-discipline, unselfishness, respect for authority, and the central importance of work are emphasized.

Goal: Offer opportunities for students to develop and express exemplary character traits in concert with the overall educational program.

Objectives: Odyssey Charter School will:

April 5, 2012

- Teach exemplary character traits through the use of Sean Covey's *7 Habits of Highly Effective Teens* and the literature studied in language arts and history ~~classes.~~ Teachers will receive regular professional development to do this.
- ~~• Emphasize the importance of adults modeling important values at school.~~
- Help students build personal bonds and carry out responsibilities to one another and to the faculty and staff.
- Develop a sense of community and service within the school, and between the school and the larger community by using project learning in various projects that will provide positive change in the community. Community service instills a sense of individual, social, and civic responsibility and enables the student to use newly found knowledge to solve community problems. Odyssey Charter School senior theses will document how the seniors researched community problems and how the seniors organized other students and members of the community to execute plans to improve these problems. Teachers will organize at least one community service project for the student to be involved in per semester in addition to involvement in senior projects.
- Utilize multi-grade classrooms, respect for other students' workspace, emphasis on students helping teach each other through collaboration on project learning, and small group work.

Measurement and evaluation: This standard and its goals will be measured and evaluated through end-of-course surveys given to students and parents/guardians. ~~The sense, documentation of senior theses and other community and service will be measured services, and evaluated through surveys given to the groups involved. Also, the administration will use accident and discipline reports as an additional source of measurement for evaluation.~~

Standard D. The skills necessary to communicate effectively are taught.

Goal: Teach students a range of effective communication skills appropriate for the 21st Century.

Objectives: Odyssey Charter School will:

- Emphasize meaningful language experience in reading, writing, and spelling.
- ~~• Provide a technology-rich environment that enhances communication where students and teachers use 21st-century communication methods. Teachers will have their own web pages where assignments can be accessed, and where videos and other teaching tools can be used. Students will have an online account to prepare their assignments and transmit them to their teachers for grading. Other 21st-century communication tools may include but are not limited to blogging, video production, and podcasting.~~

April 5, 2012

- Provide many chances for verbal communication through the use of small group work, presentations of projects, and the use of the various performing and fine arts to improve poise as well as verbal, auditory, and visual communication skills.

Measurement and evaluation: This standard and its goals will be measured and evaluated through tracking the number of students involved in performances and fine arts activities, projects, presentations, the grades and other evaluations of these projects, and end-of-course surveys about these objectives.

Standard E. A basic curriculum necessary to enable students to enter academic or professional-technical post-secondary educational programs is provided.

Goal: Develop an educated citizenry for the 21st century through a dynamic, interactive academic program where students will be well grounded in the basics such as reading, writing, mathematics, science, social studies, technology, and the arts.

Objectives: Odyssey Charter School will:

- Use the Idaho State ~~Department~~Board of Education's content ~~area curriculum~~ standards and ~~objectives~~Common Core Standards as a ~~starting point to be enhanced by~~basis for unifying themes and ~~other creative methods~~projects.
- The school will be organized to use projects across several subject areas to create interdisciplinary studies for the students so information will not be taught in isolation.
- Project learning will be designed to allow Odyssey Charter School students differentiated instruction where the student will have a chance to choose from multiple roles in the projects that can fit with the personality and learning styles of the student.
- ~~Field work will show the value and application of the material in the work world and also create career development opportunities by allowing students to interact with professionals in various fields in the arts, science, technology, and community service.~~

Why was this removed?

- Establish school-wide formative assessments that will be given to the students every 3 to 4 weeks to measure student performance which will identify struggling students for interventions and help the teachers to measure the effectiveness of their teaching strategies. The assessments for the semester will be developed before the semester will begin as part of the teacher collaboration and professional development

Measurement and evaluation: This standard and its goals will be measured and evaluated through school-wide formative assessments that will be given to the students every 3 to 4 weeks and using AIMS web, a similar program to AIMS web, or teacher-developed assessments; ISAT scores; ACT, SAT, and Compass scores, evaluations from professionals who judge the students' field work and presentations This may no longer be applicable with

removal of the field work component above., as well as end-of-course surveys given to students and parents/guardians.

Standard F. The skills necessary for the students to enter the work force are taught.

Goal: Provide students with basic skills that prepare them for future employment using learning tools such as computers, scientific equipment, and ~~networks linked~~ internet access to local and nationwide resources. Also, Odyssey Charter School will provide students opportunities to prepare them for a knowledge-based, project-style workplace where planning, people skills, and project organization are necessary abilities. These tools assist students in learning to become lifelong learners who are prepared to enter the project-based work force of the 21st century with a solid foundation of knowledge and skills.

Objectives: Odyssey Charter School will:

- Provide a strong foundation in basic reading, writing, science, and mathematics skills.
- Enable students to develop the following intellectual habits important in the work place: adapting to new situations and responding effectively to new information; solving problems; locating and evaluating information from a variety of sources; making flexible connections among various disciplines of thought; thinking logically and making informed judgments.
- ~~Provide multiple opportunities to work on individual, small group, and larger group assignments that will develop independence, interdependence, responsibility, project planning, and leadership. Provide a technology-rich environment that supports and encourages the effective use of technology as a tool to perform in various disciplines like art, humanities, science, technology, and business.~~
- ~~Enable students to develop the following intellectual habits important in the work place: adapting to new situations and responding effectively to new information; solving problems; locating and evaluating information from a variety of sources; making flexible connections among various disciplines of thought; thinking logically and making informed judgments.~~
- ~~Enable students to develop the following personal habits important in the work place: accepting responsibility for personal decisions and actions; honesty, courage, and integrity; a healthy lifestyle; empathy, courtesy, and respect for differences among people; self-confidence; concentration and perseverance; responsible time management; assuming a fair share of the workload; and working cooperatively with others to reach group consensus.~~

Why were the two points above removed?

- ~~• Provide multiple opportunities to work on individual, small group, and larger group assignments that will develop independence, interdependence, responsibility, project planning, and leadership.~~

Measurement and evaluation: This standard and its goals will be measured and evaluated through end-of-course satisfaction surveys given to students and parents/guardians and results from its programmatic audit. Periodic formative assessments will provide data on these skills. Teacher citizenship grades will also be utilized to evaluate the desired student personal habits.

Standard G. The students are introduced to current technology.

Goal: Provide students with a technology-rich environment using tools such as computers, scientific equipment, and networks linked to local and nationwide resources.

Objectives: Odyssey Charter School will:

Provide a technology-rich environment that enhances communication where students and teachers use 21st-century communication methods. Teachers will have their own web pages where assignments can be accessed, and where videos and other teaching tools can be used. Students will have an online account to prepare their assignments and transmit them to their teachers for grading. Other 21st-century communication tools may include but are not limited to blogging, video production, and podcasting. ~~Periodic formative assessments will provide data on these skills. Teacher citizenship grades will also be utilized to evaluate the desired student personal habits.~~ **Make a bulleted point so the format matches the rest of this section.**

~~**Standard G.** The students are introduced to current technology.~~

~~Goal: Provide students with a technology-rich environment using tools such as computers, scientific equipment, and networks linked to local and nationwide resources.~~

~~Objectives: Odyssey Charter School will:~~

- ~~• Emphasize the acquisition of computer skills as an important medium of communication and research.~~

~~•~~

- Use computers as tools for such activities as accessing information, authoring, computation, record keeping, data storage, and communication. Computers and mobile computing devices will be available in the classrooms. The school will provide these computers and will allow students to bring and use their own computing devices.
- Odyssey Charter School will strive to become a “paperless” school as much as it is practical in order to mirror the workplace of the 21st century.

Make sure the school can actually provide the services mentioned above on an ongoing basis as it will be held accountable for doing so.

Measurement and evaluation: This standard and its goals will be measured and evaluated through end-of-course satisfaction surveys given to students and parents/guardians and by the inventory of computers and mobile computing devices. Teachers will document their use of technology in their classrooms. The objective of striving to become “paperless” will be monitored by the amount of paper purchased by the school.

Standard H. The importance of students acquiring the skills to enable them to be responsible citizens of their homes, schools, and communities is emphasized.

Goal: Provide students with the skills and understanding necessary to become responsible citizens in their respective jobs and communities of the 21st century.

Objectives: Odyssey Charter School will:

- Provide a ~~comprehensive~~ program of ~~project-oriented community service projects~~ that ~~reflects~~~~reflect~~ responsible citizenship in a democratic society and an interdependent world. These projects will ~~giveshow~~ the students real-world application of what they have learned. ~~Odyssey will also focus on the ethical and other consequences of their projects.~~
- Enable students to accept responsibility for personal decisions and actions, respect for differences among people, assuming a fair share of the work load, and working cooperatively with others to reach group consensus.
- ~~Provide a well-developed social studies curriculum that enables students to understand and apply concepts and principles embedded in history, geography, political science, economics, etc.~~

Measurement and evaluation: This standard and its goals will be measured and evaluated through end-of-course satisfaction surveys given to students, discipline records, and parents/guardians. ~~What about parents and guardians will act as a measurement tool for this standard? Please rephrase.~~

~~Defining an Educated Person~~

~~Idaho Code 33-5205(3)(a)~~

~~The 21st Century has moved beyond the industrial age when most employees only needed to do what they were told and a few leaders needed higher education and managerial skills. In today's knowledge age, people need not only the three Rs of Reading, wRiting and aRithmetic, but also the four Cs of Critical thinking, Communicating, Collaborating, and Creativity. Today, most businesses require a new type of educated person where the ability to adapt and innovate is much more important than a person trained in soon-to-be-extinct trade skills. Project-based~~

~~learning best prepares students for the project based workplace of the 21st century. An educated person must be flexible, knowledgeable, responsible, interdependent, and creative as well as technologically competent in order to survive in a global marketplace.~~

~~When Learning Best Occurs~~

~~Idaho Code 33-5205(3)(a)~~

~~Odyssey Charter School believes that a safe environment creates the setting where both remedial development and accelerated learning best occur. Odyssey Charter School's core educational philosophy is that learning best occurs when:-~~

- ~~• Students see the connection between what they learn and the real world.~~
- ~~• Students are actively engaged in hands-on and practical projects that improve the community.~~
- ~~• Learners work both individually and as responsible members of a group.~~
- ~~• Students, parents, and educators work together to identify academic and personal learning goals.~~
- ~~• Expectations are clearly communicated to students.~~
- ~~• Learners use their skills and knowledge continuously over their course of their schooling.~~
- ~~• The learning experiences are challenging yet possible for the student to accomplish.~~
- ~~• Students and teachers realize that both success and failure is part of the learning process and students are led to learn from each.~~
- ~~• Students and teachers work in an emotionally and physically safe environment free of taunting, teasing, ridicule, or violence.~~

~~Instructional Methods~~

~~Odyssey Charter School is distinguished by the use of project based learning that will be used to help the students to be successful in fulfilling their individual potential. Projects will be used across the curriculum to unify and integrate the various subject areas. Humanities projects will integrate reading, writing, speech, history, government, and the arts. S.T.E.M. projects will integrate science, technology, engineering, and math. Integration will further develop as S.T.E.M. projects will use language and presentation skills and humanities projects will use technology, data gathering, and other traditionally science skills in humanities projects. Other types of teaching will be employed in the education of the students, but these techniques will~~

~~work towards the projects that will be the hallmark of an education at Odyssey Charter School. Specific coursework and instructional programming will be determined by the subject area experts (teachers), the administrator, and the curriculum director and will be approved by the board of directors, after these individuals are hired.~~

~~In order for project learning to be successful, a scope and sequence of concepts will be developed to teach concepts in a logical order that allows the concepts to build on the concepts before them.~~

~~To achieve Odyssey's goals, a high level of professional development will occur through the following:~~

- ~~• Hiring teachers as early as possible and begin pre-service training in project learning and software used by the school to allow the teachers to start preparing interdisciplinary unit studies that culminate in a field application of what they learned.~~
- ~~• Extensive teacher mentoring.~~
- ~~• Teachers will teach students in more than one subject area and over the span of multiple years as much as it is practical.~~
- ~~• Teams of teachers will work cooperatively and are provided structured team planning, mentoring, and professional development time.~~
- ~~• Opportunities for teachers to observe and work directly in the classroom with other teachers.~~

~~A some of books that will be used to train teachers are:~~

- ~~• *The Leader in Me*, by Stephen R. Covey~~
- ~~• *Revisiting Professional Learning Communities at Work: Best Practices for Enhancing Student Achievement*, by Richard DuFour, Robert Baker, and Rebecca DuFour~~
- ~~• *PBL Starter Kit: To the Point Advice, Tools and Tips for Your First Project* (Project Based Learning Toolkit Series), by John Larmer, David Ross, John R. Mergendoller PhD~~

~~Curriculum Overview~~

~~All students will participate in a common core of learning that will fulfill the school's mission to produce students who possess the academic and personal habits and attitudes an educated citizen in the 21st century needs. Odyssey Charter School will align its goals and objectives with the goals and objectives of the Idaho **Thoroughness Standards**. These standards will be enhanced with unifying themes in the project based classroom activities and other creative methods. The subjects that make up the curriculum are listed and briefly discussed below.~~

~~Traditional core curriculum areas—language arts, math, science, and social studies—will remain strongly emphasized. They will be augmented and reinforced by other activities like music, art, theater, technology, career, health, physical, and environmental education.~~

~~Language Arts (English and Foreign)~~

~~Language arts will be an integral part of the school's project-based education. The goal is to develop learners who are effective communicators, critical thinkers, who enjoy literature, and are lifelong readers and writers. The curriculum will focus on the great ideas of western civilization that provide the underpinnings of our culture and government. Leadership principles will be woven into the subject through the good and bad examples of the people and characters in the works the students will read and the projects they do. Also, comprehensive skills, grammar, and vocabulary will be integrated as well as creative, technical, and expository writing. Communication skills include speaking, writing, and presentation skills. Technology will be used extensively to develop 21st-century communication skills.~~

~~Science and Health~~

~~The science curriculum is a multi-year sequence that emphasizes hands-on experimentation and functional knowledge of scientific phenomena. Project-based learning lets students experience the excitement of science so they can better understand facts and concepts. Curriculum will include integrating the scientific method, identifying variables, constructing tables or data, constructing graphs, describing relationships between variables, acquiring and processing data, constructing hypotheses, and designing investigations. Mathematics~~

~~Students will master computation processes and proceed into algebra and beyond as individual ability dictates. Exploring abstract concepts as well as manipulative experiences will engage students and enhance learning. Students will learn to view and use technology as a tool for reasoning and problem solving in purposeful ways through the use of interdisciplinary projects.~~

~~Social Studies and Community Service~~

~~The curriculum will include the basic elements of history, government, geography, economics, sociology, and citizenship, with a focus on local, state, national, and world history. Leadership principles will be taught through the good and bad examples of the people in history. Odyssey Charter School will seek out ways for the students to discover and experience responsibilities and rights as members of the community, state, and nation through their project-based service work.~~

~~Career Education~~

~~Odyssey Charter School will begin to expose students to the vast array of career opportunities available in today's world through their projects. Individuals will start to recognize and understand their unique aptitudes, interests, and abilities as assets in their teams as they work on their projects and, by extension, the world of work. Individuals will also begin to understand the importance of "soft skills" such as personal responsibility, teamwork, and dependability in career success.~~

~~Technology Education~~

~~Students will gain a basic understanding of technologies that operate in the world around them. Technology is not only for the sciences, but is also now used in business, art, communication, and humanities. Instruction will utilize a hands-on approach that employs technology in their project-based discovery learning and problem solving. Students will seek solutions to real-life challenges. Odyssey Charter School will provide learners with technology skills that prepare them for future employment.~~

~~Odyssey Charter School will comply with all requirements set forth in the Children's Internet Protection Act.~~

~~Curriculum Development and Approval~~

~~Odyssey Charter School recognizes that curriculum development is a continuous process. Prior to the completion of the first year of operation, curriculum will be fully aligned with the Idaho Content Standards. The curriculum will be implemented and evaluated through ongoing observations of teachers and students, program audits, and with follow-up discussions with the Director to include written goals, and through documentation of projects that help the community.~~

Textbooks and Curriculum

Odyssey Charter School will align the instruction and other materials to content area curriculum standards and objectives, and the Common Core Standards. Copies will be provided to the Public Charter School Commission prior to the opening of the school. ~~Textbooks for the school are not yet chosen and will be selected by curriculum committees that include the director, teachers, and parents.~~ The textbooks will be ones that are approved through the textbook adoption process, or a waiver will be obtained for textbooks that have not been approved.

Educational Programs and Services

Provision for educational programs and services such as special education, physical education, HIV/AIDS education, family life/sex education, guidance and counseling services, Safe/Drug-

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Free Schools programs, summer school programs, parent education programs, social work, and psychological services will be identified based on need. Any additional contracted services in areas such as psychological evaluation services, occupational therapy, speech and language therapy, etc., will be provided through either private professionals or in conjunction with a local school district.

Improvement of Student Learning

Multiple learning opportunities will be afforded to Odyssey Charter School students. Some are familiar, some are innovative, but all strive to make learning relevant and purposeful and to actively engage the learner. Problem-solving groups apply knowledge they have acquired and practice new skills by tackling both real-world problems and problems simulated to model the current work world. For example, the school's requirement for students to perform genuine community service in their senior theses not only informs students about real needs our community has, but also encourages them as a group to decide which needs they can reasonably address, plan an approach, implement the plan, and then evaluate the result. Collaboration in teams on assignments, will provide an opportunity for learners to become educators and reinforce their own knowledge and mastery of new skills through presentation of their own work and through working in groups. Projects will include a balance of individual effort and group collaboration to ensure mastery of important basic skills, content, and interactive skills.

Odyssey Charter School's learning program is built on the belief that all children can learn, but not in the same way, at the same rate, or from the same sources. OGS Odyssey Charter School recognizes that children are variously gifted and may excel in the following areas: linguistic; mathematical/logical; intrapersonal (self); interpersonal (others); bodily-kinesthetic; spatial; and musical. All seven areas will be examined and encouraged through the project-based instruction.

Odyssey Charter School will implement project-based learning to explore and improve the community and this will encourage learners to take responsibility for their own learning. Through the use of project-based learning, the Odyssey Charter School ensures that children are not penalized for the rate at which they learn. The faster learner is continuously presented with new challenges, while the slower learner benefits from extra adult help, multiple methods, and multiple environments. Odyssey's project-based learning is flexible to accommodate the individuality of learners.

The staff of Odyssey Charter School believe that children do not develop character in a vacuum and that character development and social skills are important skills necessary to success in the workplace and in life. Project-based learning requires that students work together to design, plan, execute, and document their projects; therefore, character and social skills are very important in our school. Our plan for character education includes the use of Sean Covey's *7 Habits of Highly Effective Teens*, as well as staff who model essential traits of good character.

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Leadership and character development lessons will be incorporated in all the classes through small and large group projects, project-based community service, and leadership discussions of characters and historical figures and the decisions they made. The staff at Odyssey Charter School will ensure a safe, kind environment allowing students to acquire essential information and attitudes that will help them lead productive lives.

Graduation Requirements

Graduation requirements will be aligned with the latest laws and codes of the state of Idaho such as IDAPA 08.02.03 104, 105, 106. Odyssey will meet or exceed these requirements. ~~The use of semesters or trimesters as well as other details of scheduling of classes will be designed to fit the needs of Odyssey Charter School's project based education. The following Odyssey Charter School graduation requirements are based on the information taken from the State Department of Education's website (http://www.sde.idaho.gov/site/hs_grad_requirements/docs/Grad%20minimum%20Requirements.pdf).~~

~~The graduation requirements~~ Odyssey will use the semester system for classes. The graduation requirements are outlined below and are also included in the Odyssey Charter School Student Handbook included in Appendix K:

Core Area	Graduation Requirement
Core of Instruction	30 credits
Electives	16 credits state graduation requirements include a minimum of 17 elective credits.
Total credits	46 credits (minimum)
Language Arts <i>English: 8 credits; and Speech: 1 credit</i>	9 credits <i>Speech credit will be integrated into the English classes through the presentations of the projects. Students who transfer to Odyssey will need to have 4 language arts credits at Odyssey or take a speech class off campus or online.</i>
Mathematics	6 credits <i>Including Algebra I and Geometry standards. 2 credits must be taken in the last year of high school</i>
Science	6 credits <i>4 lab</i>
Social Studies <i>US History, Economics, and American Government</i>	5 credits
Humanities <i>Interdisciplinary Humanities, Fine Arts, or Foreign Language</i>	2 credits
Health	1 credit
Senior Project <i>Focusing on Community Service Leadership</i>	1 credit <i>See description below</i>
Post Secondary Readiness Plan	4-year Learning Plan at the end of 8th Grade
College Entrance Exam	Take either ACT, SAT, or Compass exam by the end of 11 th or 12th grade.
ISAT	Pass the ISAT with a score of Proficient or Advanced in Reading and Math, Language Usage, and Science
<u>Online Classes</u>	<u>2 Credits from the list Odyssey will provide (This will take effect for the class graduating 2016).</u>

Advanced Opportunity

Odyssey Charter School will offer dual credit, advanced placement classes, or both for its students.

Project-Based Learning and Community Service

Odyssey will incorporate **project-**based learning into the classwork, and the projects will often have a community service focus so community service is integrated into Odyssey's classes instead of being a separate class or requirement, with the exception of the Senior Project.

Senior Project / Community Service Leadership

Senior projects ~~will~~ will be the culmination of all the skills the student has learned at Odyssey Charter School and will require the student to act in a leadership role with the guidance of a teacher. The project will be based on improving the community in some way and will include organizing other people—students and others—to accomplish this ~~goal~~project. The project will require strong academics as well as managerial and organizational skills. The project will include the following:

- Research a community need
- Plan a project to meet that need
- Organize people to help with the project
- Write a report of the project
- Present an oral presentation of the project to a panel of teachers and others.

Accommodations/Alternate Graduation Requirements

Alternatives to specific course requirements, excluding those identified in IDAPA 08.02.03.105, may be approved by the superintendent or designee. Students who are eligible for services under the Individuals with Disabilities Education Act (IDEA) may graduate under alternate graduation requirements outlined on their Individual Education Plan (IEP) as determined by an IEP team.

Proficiency

Students must ~~(1)~~ pass the ISAT 10 or ~~(2)~~ pass a comparative assessment approved by the Board of Directors. In addition, each student receiving special education services will include as part of his/her IEP a statement of how the student will demonstrate proficiency in the Idaho

Achievement Standards as a condition of graduation, if it is different than meeting proficiency under either #1 or #2 above.

Transfer Students

In order to receive a diploma from Odyssey Charter School, the students must earn/attend Odyssey Charter School the ~~last 12 credits from OGS~~student's senior year or have moved with his/her family from out of the area after the beginning of the second ~~trimester~~semester of the senior year. All credits applied toward graduation must have been earned from accredited institutions.

Early Graduation

Any high school student who completes the number of credits required for graduation prior to finishing the ~~twelve trimester~~eight semesters of high school work may petition the Board of Directors for early graduation providing he/she has the endorsement of the ~~Director~~principal.

Graduation of Nonpublic School Students

A nonpublic student must meet all grade and other graduation requirements of Odyssey Charter School in order to graduate. In order to graduate and receive a diploma, a nonpublic school student must be a full-time student of this district during that student's final ~~two (2) trimesters~~semester.

How Special Education and Other Special Needs Will Be Met

Idaho Code 33-5205(3)(q)

Odyssey Charter School serves all children including special education, Gifted and Talented, and LEP (Limited English Proficient) students. Odyssey Charter School follows the requirements of IDEA, the state of Idaho, and all other federal and state mandates regarding special needs students.

Odyssey Charter School will adhere to the *Idaho Special Education Manual* and will adopt and implement appropriate special education policies and procedures consistent with state and federal laws, rules, regulations, and legal requirements. All children will receive appropriate services as outlined in the Individuals with Disabilities Education Improvement Act, Section 504, and the *Idaho Special Education Manual*.

Special Education Services

Odyssey Charter School planning and budgeting will provide personnel, physical facilities, funding, and contractual arrangements to ensure that students with disabilities attending the

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charter school will receive special education and services as requirements in IDEA 2004 and outlined on the students' IEPs. All special education personnel will meet highly qualified special education standards and will be interviewed, selected, hired, trained, and in place by the first day of the 2012-2013-2014 school year. To meet these expectations, Odyssey Charter School will conduct a yearly Child Find activity. This will include a three-step process leading to the determination of whether or not a student requires special education services.

This process will follow the procedure outlined in the Idaho Special Education Manual and will focus on the following steps:

1. Locating students: The school will establish and implement an ongoing Child Find system which will include referrals by parents, school staff, etc. An individual will be appointed to coordinate the development, revision, implementation, and documentation of the Child Find system.
2. The school shall ensure that staff and the school's constituents are informed of the availability of special education services through information included in staff orientation, on the school's web page, and in registration materials.
3. Odyssey will identify students who may qualify as special needs, and ~~then~~ an evaluation team, which includes educators and the parent and/or adult student, will review the information from multiple sources including. These sources include, but not limited to, general education interventions, formal and informal assessments, and progress in the general curriculum, and will also include any and all referrals by parents and/or other adults including teachers, counselors, or other school professionals.

If a student is found to be eligible for special education services at the charter school, these will be provided for that student in one or more of the following ways:

- Odyssey Charter School will form a multidisciplinary team to consider a student's eligibility for special education. The team will meet at least twice a month. If a team determines the need for an evaluation by other personnel, such as a school psychologist, speech therapist, occupational therapist, or other required experts not currently employed by the school, such evaluations will be contracted with a private provider.
- Disciplinary problems by special education students will be assessed by the multidisciplinary team. Teachers and administrators will follow the Idaho Special Education Manual (as currently defined in Chapter 7, Section 13, and titled "Student Discipline") to address these issues. OCS Odyssey Charter School will follow IDEA for students with an IEP that may include Behavior Intervention Plans (BIPs) for students whose behavior impacts their own learning or the learning of others. The team will determine if the student's disability may have contributed to the disciplinary issue and if the issue was addressed by the BIP or not and adjust the disciplinary action accordingly.

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When manifestation determinations occur, OCS Odyssey Charter School will proactively use Positive Behavioral Interventions and Supports (PBIS).

Appropriate personnel will be responsible to monitor Individual Education Plans (IEPs) and supervise the implementation as written. A certificated teacher will provide services in an inclusion or a pull-out model depending on the degree of intervention necessary to meet the student's needs. These services will be delivered by a licensed provider with a para-educator used to support the licensed provider as allowed by IDEA and the ESEA. The appropriate personnel will consult with the general education staff to utilize effective classroom interventions, adaptations, and modifications.

The continuum of settings and services include general education classes, resource classes, and provisions for supplemental services such as resource services, itinerant instruction provided in conjunction with the general classroom, classroom aides, replacement curricula, behavioral supports, etc. In determining appropriate settings and services for a student with a disability, the IEP team shall consider the student's needs and the variety of alternate placements and related services available to meet those needs.

Odyssey Charter School may contract with private providers for the provision of related services. Services may be provided by a licensed therapist who may use a para-educator for support. In the event that the IEP team determines that the student's academic needs cannot be met on site, Odyssey Charter School will contract with other agencies to provide those services. OSC will still be responsible to continue to monitor the student progress.

For all special education students, Odyssey Charter School will develop, review, and revise IEPs in accordance with state and federal laws. Odyssey Charter School will implement the IDEA 2004 discipline procedures and assure protection of student and parent rights including protecting the confidentiality of personally identifiable information in student special education records. These statutes also ~~provides~~provide for the right to review and inspect records. Odyssey Charter School will ensure access to charter school programs, as required by the ADA. This plan may include the actual location of students within the classrooms and settings within the classrooms to permit access by students with disabilities. The school will provide transportation for special education students who may, because of the nature of their disabilities, be entitled to specialized transportation as a related service, even if the charter school does not provide transportation to other students. Odyssey Charter School will include a comprehensive professional development plan for the training needs of special education personnel as well as general education teachers in order to meet the needs of students with disabilities who are enrolled in the charter school.

~~When using a supplemental and replacement curriculum for students with disabilities, OCS will use a curriculum that is~~Odyssey Charter School uses scientifically research-based ~~due to the increased accountability~~curriculums when working with students with disabilities who need supplemental or replacement curriculums.

Nondiscriminatory Enrollment Procedures

Odyssey Charter School will not deny enrollment to a student with a disability solely because of that student's need for special education or related aids and services. All appropriate services will be provided for students with disabilities that have the opportunity to meet the minimum federally-established eligibility criterion for such services. Enrollment described elsewhere in this charter petition is consistent with the mission of Odyssey Charter School and civil rights requirements. The nondiscriminatory policy will be stated on the school's website, applications, advertisements, etc.

LRE Requirements

Odyssey Charter School will provide special education and related services to eligible Odyssey Charter School students in the Least Restrictive Environment (LRE), educating students with disabilities with students who are non-disabled to the maximum extent appropriate. This will be in accordance with the *Idaho Special Education Manual, PL 94-142*, and as identified on each student's IEP. In many cases, the LRE will be specified as Odyssey Charter School. In other cases, the LRE might be an alternative site, depending on the needs of each student. Odyssey Charter School will provide assessments to admitted students as required, meeting individual student needs and IDEA requirements. At-risk students will be monitored and assessed using the Response to Intervention model and will be placed as needed. Services will include psychologist, speech-language pathologist, occupational therapist, vision specialist, and any other professionals listed in the students' IEPs.

LRE decisions are made individually for each student. The IEP team shall consider the following when determining the LRE in which the IEP can be implemented:

- **Based on student's IEP:** The student's IEP is developed prior to the determination of the location of services and settings. The services and settings needed by each student with a disability must be based on the student's IEP and unique needs that result from his or her disability, not on the student's category of disability.
- **Age-Appropriate Peers:** Students with disabilities shall be educated with age-appropriate peers to the maximum extent appropriate. A student with a disability is not removed from age-appropriate general education environments solely because of needed accommodations and/or adaptations in the general education curriculum.
- **School of Attendance:** A student with a disability shall be educated in the school as close as possible to the student's home and, unless the IEP requires some other arrangement, the student is educated in the school he or she would attend if not disabled.

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- **Harmful Effects:** Consideration shall be given to any potential current or long-term harmful effect on the student or on the quality of services the student needs, including the student's ability to graduate and achieve their post high-school goals.
- **Accommodations and/or Adaptations:** A student with a disability is not removed from general education settings solely because of needed accommodations and/or adaptations in the general education curriculum.
- **Participation in Nonacademic and Extracurricular Services and Activities:** A student with a disability shall be allowed to participate with students without disabilities in nonacademic and extracurricular services and activities to the maximum extent appropriate. These services and activities may include meals, recess, field trips, counseling services, athletics, transportation, health services, recreational activities, special interest groups or clubs sponsored by the district, referrals to community agencies, career development, and assistance in making outside employment available.

Dual Enrollment

Idaho Codes 33-5205(3)(r) and 33-203(7)

Odyssey Charter School will provide students with a rich and varied cross-curricular educational experience. In the event that students desire to participate in dual enrollment, they will be ~~allowed to do so~~ informed of the dual enrollment options Odyssey Charter School may have with other public schools ~~with which OCS~~ where Odyssey Charter School has developed a memorandum of understanding regarding funding and in accordance with Fractional Adequate Funding policies of the state of Idaho.

Home schooled and private school students may attend Odyssey Charter School as required by Idaho Code 33-203 ~~as long as OCS is not at its enrollment capacity for that grade in the school year as it is described in Enrollment Capacity in Tab 7.~~ Odyssey does not permit part-time enrollment.

Dual enrollment will be subject to school district procedures as allowed in Idaho Code 33-203(1). State funding of a dually enrolled student will be limited to the extent of the student's participation in the public school programs. Information concerning dual enrollment options and requirements will be provided to all parents. ~~Dual enrollment will include the option of enrollment in a post-secondary institution if the student chooses. Any credits earned from the accredited post-secondary institution will be credited toward graduation requirements as outlined in the Odyssey Charter School Board Policy.~~

~~Dually enrolled students may participate in the existing transportation schedule of OCS as long as there is room available after full-time students' transportation needs are met. OCS will not provide busing outside the usual bus routes and times to dual-enrolled students without IEPs. Students may need to provide their own transportation to attend classes not provided on Odyssey's campus. Students and their families will be responsible for any costs of dual~~

~~enrollment that is not included in the state funding of OCS. Additionally, any costs of classes outside of OSC that the student may drop will also become the responsibility of the students and their families.~~

~~The IEP team determines the supplementary aids and services that are appropriate and necessary for the student to participate in nonacademic settings and extracurricular services and activities.~~

Gifted and Talented Program

Idaho Code 33-2003

Odyssey Charter School will meet the needs of the Gifted and Talented (GATE) students in the regular classroom. The project-based learning approach offers the flexibility to adapt projects and the individual responsibilities within the project to the unique needs and skill levels of the students. Also, a variety of classes at different skill levels will provide additional opportunities for GATE students to excel. Dual enrollment will be another option for students whose skills are beyond the offerings of OCS-Odyssey Charter School. Students may enroll in online classes or attend university classes in the area to meet their educational needs. Policies regarding dual enrollment and university classes will be developed by the ~~administrator~~principal and the Board of Directors. Odyssey will cooperate with the Idaho Falls School District #91 as the district's policies allow.

Odyssey Charter School shall identify and provide services to students who possess demonstrated or potential abilities that give evidence of high-performing capabilities. Odyssey Charter School utilizes eligibility criteria developed by the Idaho Department of Education. The identification system aligns with the Gifted and Talented rules and regulations as identified by IDAPA 08.02.03.171.

Odyssey Charter School will develop a procedure to identify and screen possible GATE students using multiple indicators of giftedness with information obtained through the following methods and sources:

- Quantitative data will be gathered through the use of formal assessment methods. Odyssey will use school grades, ISAT, PSAT, CLEP, SAT, and ACT as formal assessments. Other tests may be used as well.
- Qualitative data will be gathered through informal assessment methods. Such assessments will include teacher and staff observation and referrals, interviews, and biographical data such as extracurricular and community activities. More qualitative data will be obtained through the interviews with the student, parents, and other adults.

LEP Students

Students who are eligible for the LEP program will participate in the Odyssey LEP program according to state and federal guidelines. ~~If the school is authorized by the local school district, Odyssey will implement the school district's LEP program and policies. If Odyssey is not authorized by the local district, the school will implement the policies and procedures below.~~

Administration and Evaluation

~~Odyssey Charter School's Board of Directors will hire a highly qualified teacher with an English as a New Language (ENL) endorsement to work under the direction of the school's director. The director will report regularly to the Board of Directors to provide the Board with information, data, and evaluations of the LEP students and the LEP program to ensure that English Language Development (ELD) standards are implemented.~~

~~The ENL-endorsed teacher will oversee the English as a Second Language program, oversee Sheltered Instruction Observation Protocol (SIOP), develop Educational Learning Plans (ELP), and will work with the classroom teacher teams to monitor the progression of LEP students and ensure that the interventions are appropriate and make adaptations as necessary.~~

Odyssey understands that an effective LEP program is the entire school's responsibility and will work to support the needs of the LEP students. Teachers Many charter schools eastern Idaho do not have LEP students so Odyssey will plan for the eventuality of providing LEP services as it is outlined in Program of Services and Instructional Methods section below. Rephrase for grammatical correctness. Odyssey will plan for LEP services but not put the plan into effect until the need arises.

In preparation for LEP students enrolling, teachers and other employees will be provided with professional development to develop the resources, skills, methodologies, and knowledge to create and to implement an effective LEP program. The training will be of sufficient intensity and duration to create lasting improvement. ~~The training will include training Sheltered Instruction Observation Protocol (SIOP) to address the needs of LEP students.~~

Evaluation of the program will be based on tracking data on swiftness of intervention, type of intervention, comparison with peers for student improvement tracking, availability of resources, staff training, viable sources of assistance, performance of students, and compliance with state and federal policies. The program will be revised as necessary.

Identification

Odyssey Charter School will use the federal definition of Limited English Proficiency as defined in Title III and IX of the ESEA. The *Guidance for Evaluating Limited English Proficient (LEP) Students to Establish Special Education Eligibility*, or other materials provided in the future by the Idaho State Department of Education, will be used for identifying Special Education LEP students.

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Registration cards will ask what is the primary language spoken in the home. If a response is any language other than English, a survey will go home to the parents. Native American students will be asked if the student's language is influenced by a tribal language through a parent, grandparent, relative, or guardian.

Students for whom English is a second language will be assessed using the LEP placement test. The state's eligibility criteria will be used to develop a Home Language Survey in order to identify the Primary Home Language Other Than English (PHLOTE) students.

If the parent survey comes back indicating that a student may be Limited English Proficient (LEP), they will be tested with an English language proficiency test within 30 days of registration or within 2 weeks of entry into the school.

If the student tests less than proficient on an English language proficiency test, then a letter will go home to the parents indicating that their child was identified as needing specific English language services. The parent will be given the opportunity to waive the services, if desired.

Those students whose parents waive the services are coded ELL-W and will still take the annual IELA test until they are proficient. They are still LEP students and will be served according to their needs.

Program of Services and Instructional Methods

If the parent does not waive the Limited English Proficiency (LEP) services for their child, then the student will be placed in a program of high quality, scientifically-based language instruction determined by the LEA (Section 3115(c)(1)). Those ~~children~~ students placed in the program will be counted for state and federal funding. Idaho LEP program guidance will be used to support the needs of LEP students.

Odyssey Charter School will meet the linguistic, academic, and cultural needs of LEP students in a number of ways. ~~Sheltered Instruction Observation Protocol (SIOP) will be implemented at Odyssey Charter School. LEP services such as testing, interpreters, and work with parents may be provided on-site or contracted out. Either way, the ENL teacher will ensure that the provider will possess the appropriate certification and endorsement requirements to serve students identified~~ Odyssey will integrate LEP students into the regular classrooms as much as possible and provide part-time pull out classes if the students need it. Teachers and paraprofessionals will be trained to work with LEP students as part of the school's ongoing professional development using state-sponsored webinars and other sources. Also, Odyssey will prepare a list of content area curricula that can be purchased and used for future LEP students.

LEP services such as testing, ELL teacher, and interpreters may be provided on-site or contracted out. If Odyssey is unable to hire or contract with an ELL teacher when the need arises, the principal will be responsible for arranging training of teachers and paraprofessionals. The principal will also oversee the implementation of the LEP program.

The flexibility of project-based learning lends itself to the needs of the LEP student. Because the Project Based Learning Model is effective in providing support and intervention for students with a variety of needs, the Odyssey LEP program will allow students to participate in the core curriculum as much as possible. Project-based learning provides many opportunities for the student to develop both academic and social English by incorporating various instructional strategies such as think-pair-share, corners, panel discussions/debate, language immersion, and especially cooperative learning. It also allows students to work on projects that reflect the student's culture in many cases.

~~Paraprofessionals may be used for additional support of the students. Additional approved curriculum may be purchased as needed and modified to fit the needs of the student.~~

Monitoring of Students

The Idaho English Language Assessment (IELA) or other state provided standard test will be used to assess English proficiency as well as monitor LEP progress. State and federally mandated testing of LEP students will be administered. Additionally, all students (including LEP) will be given formative assessments every 3 to 4 weeks to measure student academic performance as mentioned in ~~Tab 3:~~ Tab 3: Educational Program and Goals Thoroughness Standards. ISAT scores will also be used to measure academic performance. The ENL teacher will regularly confer with the classroom teachers to monitor the progress of the LEP students and may assess the LEP student's progress as frequently as needed. Changes in the student's ELPs will be made as needed to ensure the interventions are appropriate. Students who meet state-recommended levels of proficiency on the IELA or other assessments will be exited from the LEP program and monitored for 2 years. Students on monitoring status will be coded LEP on the ISAT and will still count for state and federal funding purposes.

Other Special Needs Student Services

Because Gifted and/or Talented, LEP, Title I, Section 504, and IDEA students have special needs, they will be provided educational experiences that will strive to meet those needs in the regular classroom as well as in special classes, seminars, or workshops. Students with disabilities will be placed in the Least Restrictive Environment as defined by their IEP teams and services enabling each student to receive a Free Appropriate Public Education will be provided as determined by each student's IEP team. Transportation will be provided as required by the student's IEP.

Those students not reading at grade level or computing math at grade level will be identified and receive a variety of services including Special Education, Title 1 (if funded), tutoring by volunteers, and the opportunity (with parental support) to attend appropriate summer or after-school programs.

Tab 4: Assessment of Student Educational Progress

Measurable Student Educational Standards

Idaho Code 33-5205(3)(b)

~~Odyssey Charter School students with 96% attendance or with two consecutive full-time academic years at OCS, will meet or exceed the state's current proficient target on the ISAT in reading, language usage, and mathematics.~~

~~Also, Odyssey Charter School will seek to accomplish the following goalgoals: MSES are not goals that a school seeks to meet. Rather they are standards that the school is held accountable for meeting. Please note that achievement related to these standards is reported to the PCSC annually. If they are not met a notice of defect is issued.~~

- ~~• One hundred percent (100%) of our students with 96% attendance or with two consecutive academic years at OCS Odyssey Charter School will score 3 percentage points higher on the ISAT than Idaho Falls Joint School #91 score in reading in the same academic year. It appears that with the state assessment changing as the common core state standards are implemented, there will not be separate language and reading tests.~~
- ~~• Odyssey Charter School will participate in either score 3 percentage points higher on the Compass, ACT, or SAT test. Of those SAT than Idaho Falls Joint School #91 score in math in the same academic year.~~
- ~~• Odyssey Charter School will score 3 percentage points higher on the ISAT than Idaho Falls Joint School #91 score in language in the same academic year.~~
- ~~• Fifty percent of Odyssey Charter School's 12th grade students, fifty percent (50%) will meet or exceed the Boise State University potential candidate cut-off through the student's combination of grade point average and score on the ACT, SAT, or Compass test. Is fifty percent a high enough standard?~~

~~Odyssey does not appear to have any MSES related to the mission of the school. It seems that it would be important for the school to set standards of achievement related to project based learning and other parts of the school's mission.~~

~~Please consider including an MSES that is growth based.~~

Methods for Measuring Student Progress

Idaho Code 33-5205(3)(c)

Odyssey will use the following methods to measure student progress in meeting the above identified student educational standards: AIMS web or similar program's records, RTI records, teacher-created formative and summative tests, projects and presentations, the Idaho Standards Achievement Test (ISAT), the Idaho Alternative Assessment (IAA) if applicable, the National Assessment of Educational Progress (NEAP) if selected, the ACT and SAT tests, and the Boise State University potential candidate cut-off.

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 testing tests will be conducted in strict accordance with, and at the specified intervals mandated by, the state of Idaho, namely, Idaho Standards Achievement Test for grades 7, 8, and 6 through 10. Additionally, any and all other assessments required in Idaho now or in the future will be administered in accordance with state mandates and policies.

Middle School Credit and Advancement Requirements

Idaho Code 08.02.03.107

Odyssey will implement a the following credit system for grades 7 and 8 that will address credit requirements, credit recovery, alternate mechanisms, and attendance. The system will have the following elements its middle school students:

- A student will pass a minimum of eighty percent (80%) of the total credits attempted before the student will be eligible for promotion to the next grade level.
- Odyssey will require a student to attain, at a minimum, a portion of the total credits attempted in each area in which credits are attempted, except for areas in which instruction is less than a school year, before the student will be eligible for promotion to the next grade level.
- Students will take pre-algebra before entering the 9th grade.
- Credit Recovery. A student who does not meet the minimum requirements of the credit system shall be given an opportunity to recover credits or complete an alternate mechanism in order to become eligible for promotion to next grade level. by retaking the class or taking another class either at Odyssey or at another accredited school.

- ~~• Alternate Mechanism. Odyssey will establish an alternate mechanism to determine eligibility for grade level promotion. The alternate mechanism shall require a student to demonstrate proficiency of the appropriate content standards. All locally established mechanisms used to demonstrate proficiency will be forwarded to the State Department of Education. Alternate mechanisms must be re-submitted to the Department when changes are made to the mechanism.~~
- ~~• Attendance shall be an element included in the credit system, alternate mechanism, or both.~~
- Students must maintain or exceed ninety percent (90%) attendance in a class in order to pass that class. Attendance time can be made up through arrangements with the principal. The attendance time must be made up before the end of the semester.
- Special Education Students. The Individualized Education Program (IEP) team for a student who is eligible for special education services under the Individuals with Disabilities Education Improvement Act may establish alternate requirements or accommodations to credit requirements as are deemed necessary for the student to become eligible for promotion to the next grade level.
- Limited English Proficient (LEP) students. The Educational Learning Plan (ELP) team for a Limited English Proficient (LEP) students, as defined in Subsection 112.04.d.iv, may establish alternate requirements or accommodations to credit requirements as deemed necessary for the student to become eligible for promotion to the next grade level.

Accreditation

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

Before opening its doors, ~~Is it possible to receive accreditation before the school opens?~~ 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. **What does this have to do with accreditation?**

NCLB

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

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

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

Improvement Planning Provision

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

The Board of Directors of Odyssey Charter School will provide consultation to the 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 OGS'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.

All student and teacher standards will meet state-approved standards as adopted by the State Board of Education, and federal standards mandated by the *No Child Left Behind Act of 2001* (~~NCLB~~). The following actions will be taken if OGS Odyssey Charter School fails to meet NCLB requirements:

Year 1: Identified as Not Achieving AYP: If OGS Odyssey Charter School fails to meet adequate yearly progress (AYP) as defined under NCLB, the school will be designated as “Identified at Not Achieving AYP.” The ~~Director~~Principal will work with teachers to analyze student performance and will update OGS’s Odyssey Charter School’s policies designed to improve school and staff capacity (structure, resource allocation, teacher skill sets) and to increase student achievement. The committee will recommend policy changes designed to improve the quality of teaching and learning at OGS Odyssey Charter School.

Year 2: Identified as Not Achieving AYP: If OGS Odyssey Charter School fails to meet AYP for two consecutive years in the same content area, the school will be designated as “Identified at Not Achieving AYP.” The ~~Director~~Principal and Board of Directors will form a NCLB committee within two weeks of receiving notice of OGS’s Odyssey Charter School’s failure to meet AYP. Within two months of its formation, the NCLB committee will meet both internally and with outside experts, such as the Idaho Charter School Network, to ~~will~~ begin implementation of policies designed to improve the quality of teaching and learning at OGS Odyssey Charter School. The NCLB committee will analyze the amount of time spent on critical subjects, the teaching methods employed, the textbooks and other learning materials utilized, and the integration of core subjects, to enable greater numbers of students to achieve proficiency in the areas of reading and mathematics.

Year 3: School in Need of Improvement: If OGS Odyssey Charter School fails to meet AYP for three consecutive years in the same content area, it will be designated as a “School in Need of Improvement.” Odyssey Charter School will abide by all requirements relating its status and the following actions will take place:

- **Technical Assistance.** The school will seek technical assistance from ~~its LEA, the Public Charter School Commission.~~ Please note that the role of the PCSC is not technical assistance, but compliance monitoring. Agencies who provide technical assistance to charter schools include the SDE, Charter School Network, and Idaho School Boards Association. The technical assistance design will emphasize:
 - ♦ The importance of improving instruction by using strategies grounded in ~~scientifically-~~based research so that all students in OGS Odyssey Charter School achieve proficiency in the core academic subjects of language arts and mathematics.

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- ◆ The importance of analyzing and applying data in decision-making. The restructuring plan will include one of the following options outlined by NCLB regulations:

- **School Choice.** The parents will be notified in writing of OGS's Odyssey Charter School's status. They will be given information on school choice and an opportunity to transfer their child to another explain other school- choices as soon as possible after identification-

- ~~**Supplemental Services.** Supplemental services in reading and math will be offered to eligible students if choice is not available. Students who receive supplemental services will be offered tutoring by trained instructors, as well as Internet-based instruction that students can access through a computer at home, at no later than the first day of school.~~

Please rephrase as this does not make sense.

- **Supplemental Services.** Supplemental services in reading and math will be offered to eligible students if choice is not available. Students who receive supplemental services will be offered tutoring by trained instructors, as well as Internet-based instruction that students can access through a computer at home, at school, or at the library. Odyssey Charter School will request school technical assistance from ~~its LEA and other groups outside consultants~~, and will seek additional school improvement grants.
- **Intervention School Improvement Plan.** ~~OGS Odyssey Charter School~~ will ~~develop and implement an Intervention School Improvement Plan.~~ The work with the State Department of Education to create a NCLB committee that will engage outside consultants to perform an extensive school review. The review will include interviews with parents, staff, and the Board of Directors; ~~analysis of.~~ The committee will analyze school and district documents; and perform on-site observations; to develop recommendations for a school improvement. Please revise so the statement makes sense. Their report will be incorporated into ~~the Intervention a two-year intervention~~ School Improvement Plan, and policies will be implemented to assist greater numbers of students to achieve proficiency. The School Improvement Plan will be implemented within 90 days of Odyssey's identification of it being identified as a School in Need of Improvement and no later than the beginning of the following school year.

The LEA will do the following:-

~~School Choice~~

- ~~1. Create a choice policy or revise an existing choice or open enrollment policy (Idaho Code 33-1402) to include choices for students enrolled in schools identified for improvement.~~
- ~~2. For each of its schools not making AYP for two or more years, advise parents of the school's improvement status and offer choices as soon as possible after identification and no later than the first day of school.~~
- ~~3. Report to the State Department of Education the number of students using the choice.~~

~~Intervention School Improvement Plan~~

- ~~1. Provide direct technical assistance or provide for other agencies to provide technical assistance to all its identified schools in creating a two-year school improvement plan.~~
- ~~2. Ensure that each school identified for improvement completes, within 90 days of its identification, a two-year intervention school improvement plan for LEA review.~~
- ~~3. Create a process for peer review of the plan.~~
- ~~4. Give final approval within 45 days of receiving the plan.~~
- ~~5. Work with the State Department of Education to identify a school team to assist schools identified for improvement.~~
- ~~6. Ensure that the plan is implemented as soon as possible after approval and no later than the beginning of the following school year.~~

Year 4: School Improvement: If OGS Odyssey Charter School fails to meet AYP for four consecutive years in the same content area, it will be designated as a "School in Need of Improvement," and the following actions will take place:

- **School Choice.** The parents will be notified in writing of Odyssey Charter School's status. They will be given information on school choice and an opportunity to transfer their child to another school.
- **Supplemental Services.** Supplemental services in reading OGS and math will be offered to eligible students if choice is not available. Students who receive supplemental services will be offered tutoring by trained instructors, as well as Internet-based instruction that students can access through a computer at home, at school, or at the library. Odyssey Charter School will request school technical assistance from its LEA and other groups, outside consultants and will seek additional school improvement grants.

- **Technical Assistance.** The school will seek technical assistance from ~~its LEA and~~ the State Department of Education.
- **Intervention School Improvement Plan.** This plan will continue to be implemented to assist greater numbers of students to achieve proficiency.

~~The LEA will implement the Intervention Improvement Plan.~~

Year 5: Restructuring: If OCS Odyssey Charter School fails to meet AYP for five consecutive years in the same content area, it will be designated as a “School in Need of Corrective Action,” and the following actions will take place:

- **School Choice.** The parents will be notified in writing of Odyssey Charter School's status. ~~School Choice. The parents will be notified in writing of OCS's status.~~ They will be given information on school choice and an opportunity to transfer their child to another school.
- **Supplemental Services.** Supplemental services in reading and math will be offered to eligible students if choice is not available. Students who receive supplemental services will be offered tutoring by trained instructors, as well as Internet-based instruction that students can access through a computer at home, at school, or at the library. ~~OCS will request school technical assistance from its LEA and other groups.~~
- **Technical Assistance.** The school will seek technical assistance from the LEA outside consultants.
- **Implement Corrective Action.** OCS Odyssey Charter School will implement the corrective actions developed with the assistance of ~~the LEA and~~ other experts. The corrective action will include the following:
 - ◆ Odyssey will enroll in the state sponsored technical assistance program and/or take one of the following action as soon as possible, no later than the beginning of the following school year:
 - ◆ Provide for all relevant staff appropriate, scientifically-research-based professional development that is likely to improve academic achievement of low-performing students.
 - ◆ Institute a new curriculum grounded in scientifically-based research and provide appropriate professional development to support its implementation.
 - ◆ Extend the length of the school year or school day in a substantive amount to improve instruction and increase student learning.
 - ◆ Replace the school staff who are deemed relevant to the school not making AYP.
 - ◆ Significantly decrease management authority at the school.

- ◆ Restructure the internal organization of the school.
- ◆ Appoint one or more external experts to advise the school on how to revise and strengthen the improvement plan it created while in school improvement status, and how to address the specific issues underlying the school's continued inability to make AYP.
- ◆ **Plan for restructuring if the school does not met AYP by the end of the year**
Please revise so the statement is grammatically correct.
- ◆ Provide teachers and parents with notification, opportunity to comment, and participation in the development of the school's restructuring plan.

~~The LEA will implement the Corrective Actions it has developed with the school, which will include the points outlined in the school's Corrective Actions.~~

Year 6: Restructuring: If OGS Odyssey Charter School fails to meet AYP for six consecutive years in the same content area, it will remain as a "School in Need of Corrective Action" and the following actions will take place:

- ~~School Choice. The parents will be notified in writing of School Choice. The parents will be notified in writing of OGS's status. Odyssey Charter School's status.~~ They will be given information on school choice and an opportunity to transfer their child to another school.
- **Supplemental Services.** Supplemental services will be offered to eligible students. Students who receive supplemental services will be offered tutoring by trained instructors, as well as Internet-based instruction that students can access through a computer at home, at school, or at the library. OGS Odyssey Charter School will request school technical assistance from ~~its LEA and other groups outside consultants.~~
- **Corrective Action.** OGS Odyssey Charter School will implement a Corrective Action Plan with the help of ~~the LEA and~~ outside consultants to determine the fidelity of implementation of restructuring plans and to review the governance structure of OGS Odyssey Charter School.
- **Restructuring Plan.** The school will work with the district and other experts to develop a restructuring plan consistent with existing contractual provisions and applicable statutory protections in Title 18A. The restructuring plan will implement at least one of the following actions:
 - ◆ Replace all or most of the school staff.
 - ◆ Enter into a contract with an entity, such as a private management company, with a demonstrated record of effectiveness, to aid in the operation of the school as a public school.

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- ◆ Turn the operation of the school over to the state education agency.
- ◆ Re-open the school as a public charter school.
- ◆ Implement any other major restructuring of the school's governance that is consistent with the principles of restructuring as set forth in the Idaho State Department of Education's Restructuring Rubric for Idaho Local Education Agencies and Schools.
- ◆ State Department of Education reviews and makes recommendations about the restructuring.
- ◆ State Board of Education will determine if the school remains in restructuring or begins as a new school.
- ◆ Begin implementing the restructuring plan no later than the first day of the upcoming school year.
- ◆ Plan for restructuring if the school does not meet AYP by the end of the year.
- ◆ Provide teachers and parents with notification, opportunity to comment, and participation in the development of the school's restructuring plan.

The LEA Odyssey Charter School will continue implementing Corrective Action procedures detailed in Year 5.

Year 7: Restructuring: If OGS Odyssey Charter School fails to meet AYP for seven consecutive years in the same content area, the following actions will take place:

- **School Choice.** The parents will be notified in writing of OGS's Odyssey Charter School's status. They will be given information on school choice and an opportunity to transfer their child to another school.
- **Supplemental Services.** Supplemental services will be offered to eligible students. Students who receive supplemental services will be offered tutoring by trained instructors, as well as Internet-based instruction that students can access through a computer at home, at school, or at the library. OGS Odyssey Charter School will request school technical assistance from ~~its LEA and other groups outside consultants~~.
- **Alternative Governance.** The school will implement the alternative governance detailed in the restructuring plan. OGS Odyssey Charter School will cooperate fully with ~~its-~~ LEA the Public Charter School Commission and the State Board of Education in doing so.

The LEA Odyssey Charter School will ~~aid the school in~~ implement the restructuring plan. When complete, the restructured school no longer is required to offer choice or supplemental services and is considered in its first year of AYP monitoring.

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To be removed from early warning or improvement status, a school must meet AYP for two consecutive years in the content area that caused the school to go into status, providing the school meets AYP in the other content area. The first year of meeting AYP is a “hold year” and the school does not progress to the next sanction level, but must continue to implement current interventions. If the school does not meet AYP the year following “hold,” it goes back into improvement status at the level prior to the hold year.

The Board of Directors of OCSOdyssey Charter School will provide consultation to the DirectorPrincipal regarding ongoing plans for the school. The PAC (Parent Action Committee (PAC) will also work with the Board of Directors on school improvement.

The petition should include a commitment to abide by all requirements of both schools and LEAs in Needs Improvement status.

Rather than quoting large sections of other documents, it may be more effective to refer to said documents and make such clarifications and commitments as are relevant to Odyssey in particular.

Tab 5: Governance Structure

Idaho Code 33-5205(3)(f)

Governance Structure

Odyssey Charter School, Inc., will be a non-profit organization organized and managed under the Idaho Nonprofit Corporation Act. The Board of Directors will be the public agents who control and govern the Charter School. Odyssey Charter ~~School~~School's Board shall be responsible to identify and comply with all statutory requirements affecting the operation of a public school. The Board of Directors meetings will follow the open meetings ~~laws,~~law and public records law. The Board of Directors meetings will also keep accurate minutes and make the minutes available to the public according to the Bylaws of the charter school corporation.

Rephrase – Who will keep accurate minutes of meetings?

Founders-

A founder is hereby defined as a person, including employees, parents, or staff of a public charter school, who makes a material contribution toward the establishment of a public charter school. ~~Classified staff and teachers' children may not be given the founders' preference, except in such cases where the staff member qualifies as a founder on other grounds.~~ To qualify as a founder, one must have: regularly attended the founders committee meetings before the organization of the Odyssey Charter School Board of Directors or served on the Odyssey School Board of Directors before the opening of the school. What constitutes regular attendance? Is attendance at meetings all that is required?

- ~~1. been directly involved in the initial development of the charter petition, or~~
- ~~2. made a significant contribution to the development or establishment of Odyssey Charter School as defined by the Board.~~

~~The Charter School Founders comprise several committees that assist in the establishment of the school. The Founders elect the initial Board of Directors, write the Charter petition, recruit candidates for the position of school Director, and establish a preliminary operating budget. Following the election~~After election of the Board of Directors, ~~the function of the founders is to serve as a data-gathering resource and to provide input and advice to the Board of Directors.~~

~~After election, the~~ Board of Directors becomes the Governing Body~~governing body~~ for Odyssey Charter School. Officers shall be established as set forth in the corporate bylaws. The function of the Board can be described as policy making, evaluating, and directing the financial means by which the educational program is conducted.

Initial Terms

~~Directors~~Board Members elected or appointed in the first year of incorporation shall serve terms as follows:

- Initial Class A: 1 year
- Class B: 2 years
- Subsequent Class A: 2 years

Initial Formation

The Board of Directors of Odyssey Charter School will consist of five ~~(5) members, four (4) of whom may be parents at the Charter School~~to seven members.

A state of Idaho criminal background check on the ~~Chair of the~~ Board of Directors will be ~~provided to the Idaho State Charter School Commission~~conducted prior to the opening of the school, ~~and on each future board members.~~

Selection and Replacement

Yearly elections for members of the Board of Directors will be held according to the Bylaws of the Charter School Corporation.

Powers and Limitations

Odyssey Charter School will be a legally and operationally independent entity established by the nonprofit corporation's Board of Directors. The elected Board of Directors will be legally accountable for the operation of the Charter School. Odyssey Charter School acknowledges that upon approval of the petition and the contract, the school's Board of Directors will be public agents required ~~by the Idaho State Charter Commission~~ to control the Charter School. Odyssey Charter School commits to compliance with all federal and state laws and rules and acknowledges its responsibility for identifying essential~~such~~ laws and regulations and complying with them.

The Board of Directors will have the responsibility to ~~approve the selection of~~select the school ~~Director~~Principal, who may not be one of its members. ~~Odyssey Charter School will not extend the faith and credit of the Idaho Public Charter School Commission to any third person or entity.~~ Odyssey Charter School will not contractually bind the Idaho Public Charter School Commission with any third party.

Relationship between Board of Directors and School Administration

The relationship of the Board of Directors to the Odyssey Charter School administration will be as follows:

DirectorPrincipal

The DirectorPrincipal will be empowered to provide educational direction, administration, and on-site day-to-day operation, as well as certain decisions concerning but not limited to:

- implementing the vision and mission of the school
- providing instructional materials and supplies
- allocating resources
- fulfilling state charter school requirements
- building school-wide community
- providing special services
- contracting services
- providing disciplinary support
- establishing public and media relations
- building business and community partnerships
- developing curriculum, instruction, and assessment
- implementing professional development
- Hiring and supervising of ancillary support personnel including clerical and custodial
- resolving employment and personnel issues-
- overseeing enrollment and attendance
- conducting formative/summative staff evaluations
- maintaining facility conditions
- providing transportation
- promoting climate for innovation and growth
- building staff and school morale
- ~~functioning as commission/board liaison-~~
- supervising budget and financial records
- supplying annual reports to the Idaho State Charter School Commission

Administrative Assistant

The administrative assistant's grammatical error will work under the direction of the principal.
The Administrative Assistant's grammatical error responsibilities will include, but are not limited to the following:

- Student enrollment and records
- Attendance

- State reports concerning students, faculty, and staff
- Parent and public relations

Business Manager

The Business Manager will work under the direction of the principal. The Business Manager's responsibilities include, but are not limited to the following:

- Financial records
- Ordering and receiving
- State reports concerning finances
- Payroll

Standing Committees and Ancillary Support Personnel

Standing committees will be formed in accordance with the bylaws of the corporation. These committees will include, but are not limited to, Parent ~~Activity~~Action Committee (PAC), fund raising, and the like.

~~Ancillary support personnel, including clerical and custodial, will be hired and supervised by the Director. The state funding formula will be used for funding to hire staff through the regular budgetary process. Additional resources will be sought through volunteer and fund raising efforts.~~

Teacher/Parent Decision Making This heading should be edited to reflect wording in statute and rule.

The Board of Directors of Odyssey Charter School will provide consultation to the ~~Director~~Principal regarding ongoing plans for the school. The Parent Action Committee (PAC) will also work with the Board of Directors on school improvement. Parents of students who attend Odyssey Charter School will be involved in the education of their children and in the school at many levels. Parents bring an in-depth understanding of their children's personalities, learning styles, and strengths and weaknesses, which is essential for the continuing educational development of their children. The process to ensure parental involvement will be as follows:

1. Parents will provide information necessary to ensure proper placement of students.
2. Parents will receive a student/parent handbook at registration.
3. Parents will be encouraged to attend all parent teacher conferences.

4. Parents will be asked to complete surveys throughout the school year addressing the following issues: safety of students, classroom discipline, school-wide discipline, child's response to classroom atmosphere, and parents' perception of learning environment.
5. Parents will be encouraged to be involved in the Parent ~~Activity~~Action Committee and to volunteer for school projects, programs, committees, and to work specifically with students who are challenged academically.
6. Parents will be encouraged to provide an appropriate learning environment at home for study.
7. Parents will be encouraged to volunteer as tutors and assist in other ways as need dictates.-

Process to Ensure Parental Involvement-

Idaho Code 33-5205(3)(f)

~~As described earlier, parents of students who attend Odyssey Charter School will be involved in the education of their children and in the school at many levels. The process to ensure parental involvement will be as follows:-~~

8. ~~Parents will receive a student/parent handbook at registration.~~
 - ~~Parents will be encouraged to attend at least two parent teacher conferences per year.~~
 - ~~Parents will be asked to complete surveys throughout the school year addressing the following issues: safety of students, classroom discipline, school-wide discipline, child's response to classroom atmosphere, and parents' perception of learning environment.~~
 - ~~Parents will be encouraged to be involved in the Parent Activity Committee (PAC) and to volunteer for school projects, programs, and committees, and to work specifically with students who are challenged academically.~~
 - ~~Parents will be encouraged to provide an appropriate learning environment at home for study.~~

Complaint Process

Odyssey Charter School's procedures for a complaint process for parents/guardians and the public will be similar to that of local school districts, with the ultimate authority residing with the Board of Directors of ~~the~~ Odyssey Charter School.

Public Access

Odyssey Charter School's policies regarding the ways in which the public may have access to the school's students, staff, and facilities will be similar to that of the local traditional public schools. The Charter School will comply with Idaho statutes relating to public records and public meetings, as indicated in the bylaws. Odyssey Charter School gives permission ~~for~~ to the public for inspection. Rephrase to improve flow.

~~Public Conduct for Safe Schools~~

~~Odyssey Charter School's plans and policies for public conduct in the school, which protects the safety, welfare, and education of students, will be aligned with the Idaho Board of Education Thoroughness Standard A, "A safe environment conducive to learning is provided."~~

Annual Financial and Programmatic Operations Audits

An annual financial and programmatic operations audit will be conducted ~~after the completion of~~ during each ~~charter school~~ fiscal year. ~~OGS~~ Odyssey Charter School will annually submit to ~~its sponsor~~ the Public Charter School Commission a report with the audit of the fiscal and programmatic operations, a report on student progress, and a copy of the school's accreditation report. Audits and reports will be conducted as mandated by state requirements as outlined in:

- I.C. 33-5205(3)(k)
- I.C. 33-5206(7)
- I.C. 33-701 sections 5–10
- IDAPA 08.02.04.300.03, Rules Governing Public Charter Schools
- IDAPA 08.03.01.301.12, Rules of the Public Charter School Commission

Dispute Resolution-

~~The Public Charter School Commission and the Governing Board of Odyssey Charter School will resolve disputes relating to provisions of the charter following the procedures set forth in Section 33-5209, Idaho Code, and the applicable rules of the State Board of Education for notice of defect and submission of a corrective action plan.~~

Tab 6: Employees of the Charter School

Employee Qualifications

Idaho Codes 33-5204A (1), 33-5205(3)(g), and 33-5210(4)(a)

Odyssey Charter School's full-time and part-time staff will meet or exceed qualifications required by state law. Instructional staff shall be certified teachers as required by Idaho Code Section 33-5205(3)(g) and will be Highly Qualified in the teaching positions that require it. This will include Special Education teachers. ~~They will meet the qualifications outlined on the State Department of Education's website page "Highly Qualified Guidelines and Frequently Asked Questions" (http://www.sde.idaho.gov/site/teacher_certification/HQT/).~~

Staff will be required to possess personal characteristics, knowledge, and experience consistent with the philosophy, vision, mission, core values, and expectations of Odyssey Charter School as outlined within this petition. Staff must also comply with the professional codes and standards approved by the state Board of Education, including standards for ethics or conduct as required by Idaho Code Section 33-5204A(1).

Odyssey reserves the right to ~~possibly~~ employ any person for temporary assistance under the direct supervision of certified staff members. These provisions are intended to allow various community experts and other specialized persons who may not hold certification to contribute to the school according to their talents, experience, creativity, or expertise on an as-needed basis.

The ~~Administrator/principal~~ will make recommendations to the ~~Governing~~ Board ~~of Directors~~ for approval of instructional staff. Each professional staff member (teachers and the ~~Administrator/principal~~) will be on a written ~~work agreement/contract in a form~~ approved by the ~~Odyssey Charter School's Governing Board.~~ Idaho State Superintendent of Public Instruction. The contract is conditional upon valid certification.

Health and Safety Procedures

Odyssey Charter School's plans and policies for public conduct in the school, which protects the safety, welfare, and education of students, will be aligned with the Idaho Board of Education Thoroughness Standard A, "A safe environment conducive to learning is provided."

Odyssey Charter School will comply with the following health and safety procedures:

1. Conduct criminal history checks for all employees in compliance with Idaho Code 33-130. This requirement is a condition of employment.

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2. Require that all students show proof of immunization before being enrolled at the Odyssey Charter School or have an exemption signed by a parent or legal guardian.
3. Require that all visitors sign in at the office and receive and wear a visitor's pass when visiting the school building.
4. Provide for inspection of the facility in compliance with Section 39-4130 of Idaho Code, and adopt policies to meet all required city, state, and federal health, accessibility, safety, fire, and building codes for public schools. Fire and safety officials will inspect the facility using the same guidelines used for all public schools.
5. Adopt and implement a comprehensive set of health, safety, and risk management policies. These policies will be developed in consultation with Odyssey Charter School's insurance carriers and at a minimum address the above and the following items:
 - ◆ Policies and procedures for response to natural disasters and emergencies, including fires and bomb threats.
 - ◆ Policies relating to preventing contact with blood-borne pathogens.
 - ◆ A policy requiring that all staff receive training in emergency response, including appropriate "first responder" training. All staff will be trained in emergency response protocols and will be provided an emergency response binder. Odyssey will create an emergency response team that will develop school protocols and procedures. The team will meet at least twice a year to review the protocols and recommend needed changes.
 - ◆ Policies relating to the administration of prescription drugs and other medicine.
 - ◆ A policy that the school will be housed in a facility that has received fire marshal approval and has been evaluated by a qualified structural engineer who has determined the facilities present no substantial safety hazard.
 - ◆ Policies establishing that the school functions as a gun-, drug-, alcohol-, and tobacco-free workplace.
6. Odyssey Charter School will develop a policy regarding internet usage and comply with all requirements set forth in the Children's Internet Protection Act.

Policies will be incorporated as appropriate into the school's student and staff handbooks and will be reviewed on an ongoing basis in the school's staff development efforts.-

Insurance Combine this section with the employee benefits section. Most of the information here is repeated in that section.

Idaho Codes 33-5205(3)(m)

Odyssey Charter School will ensure that all its staff members will be covered by the Public Employee Retirement System Insurance (PERSI), federal social security, unemployment insurance, and workers compensation insurance. Health insurance must also be offered.

Transfer Rights

Idaho Codes 33-5205(3)(o) ~~and 33-1217~~

~~The transfer rights of any Odyssey Charter School employee choosing to return to any non-charter school after employment at Odyssey Charter School will be honored by the local authorizing school district. Odyssey Charter School claims no transfer rights. The Board for Odyssey Charter School will provide coverage for their employees with the Public Employee Retirement System, federal social security, unemployment insurance, and worker's compensation insurance during their tenure here.~~

No transfer rights apply.

Employee Benefits and Provisions

Idaho Code 33-5205(3)(m)

~~All~~Odyssey Charter School will provide all employees ~~will participate in~~ the following programs and benefits: group health insurance, Public Employee Retirement System, federal Social Security, Unemployment Insurance, and Worker's Compensation Insurance, to the extent allowed and required by law. Accumulation of sick leavesleave for teachers shall be up to ninety (90) days and be governed by section 33-1217, Idaho Code.

Professional Opportunities

Faculty at Odyssey Charter School will work in an environment where they have opportunities to work with other faculty to align subject areas. The ~~Director~~Principal will determine inservice training days in order to provide teachers with training in the teaching methods described in this petition. All employees will undergo an annual performance review.

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Odyssey will provide professional development in project-based learning through Buck Institute for Education for all the teachers and administrators of the school. Buck Institute for Education will provide a three day workshop before Odyssey opens and a follow up session before the start of the next school year. The first workshop will introduce project-based learning to the faculty and administrators and will help the teachers prepare their first interdisciplinary project for the fall. The follow up session will help the faculty talk about what went well and what needs improving and help them prepare their next project for the second year. The two workshops are explained in the email listed in Appendix P. The exact timing of the workshops depends on the schedule of the presenters from the Buck Institute for Education.

Another source of online professional development is College Preparatory Mathematics' website. It provides teachers online explanations of every lesson in their courses. This is free to anyone.

Collective Bargaining

Idaho Code 33-5205(3)(p)

Odyssey Charter School's staff shall be a separate unit for purposes of collective bargaining.

Written Employment Contracts

Idaho Code 33-5206(4)

All certificated staff will be required to sign a written contract with Odyssey Charter School. Contracts will be in ~~the standard~~ form ~~as recommended~~approved by the Idaho ~~Department~~State Superintendent of ~~Education and in compliance with Idaho Code 33-5206(4).~~ ~~Copies of these contracts are available at~~ ~~[www.sde.idaho.gov/EducatorResources/docs/Contracts-Public Instruction](http://www.sde.idaho.gov/EducatorResources/docs/Contracts-Public%20Instruction)~~. A copy of all teacher contracts and certificates for all certified teachers or staff members will be on file in the school office. Job announcements and all other hiring and employment practices will be free of any unlawful discriminatory language or practices.

~~Experience for Salary Schedule~~

~~Certified teachers at Odyssey Charter School shall be considered public school teachers. Educational experience shall accrue for service at the school similar to any other public school. Odyssey Charter School certificated employees who are re-employed by the local district shall receive full credit for their years of service in the district.~~

Background Checks

Idaho Codes 33-130 33-512 and 33-5210(4)(d)

All employees, volunteers, subcontractors, and board members who work with students independently will undergo state of Idaho criminal background checks and FBI fingerprinting checks. One fingerprint card will be submitted to the Office of Certification at the State Department of Education.

Assessing Teacher and Staff Performance

Teacher and staff performance will be evaluated in accordance with Idaho state law and the State Department of Education policies. Odyssey Charter School will develop an evaluation process based ~~on Kim Marshall's book *Rethinking Teacher Supervision and Evaluation* (ISBN: 0470553995). The teacher~~the Danielson model for teachers ~~evaluation rubric can be found at~~
~~<http://ecologyofeducation.net/wsite/wp-content/uploads/2009/09/teacher-eval-rubrics-may-16-09.pdf>~~and will meet the requirements set forth by the State Department of Education.

Tab 7: Admission Procedures

Admission and Over-enrollment Procedures

Idaho Code 33-5205(3)(j)

Odyssey Charter School has identified the following admission procedures:

Odyssey Charter School will be open to all students on a space-available basis. No student will be denied admission based on ethnicity, creed, gender, disability, or place of residence. No out-of-state students will be enrolled.

Odyssey Charter School will substantially follow the model admission procedure identified by the Idaho State Board of Education in the initial year and for every year thereafter.

~~Enrollment Capacity~~

~~The initial enrollment capacity of OCS will be 210 students and the capacity will grow 70 students each year after that until it reaches 420 students in 4 years. The total anticipated enrollment for Odyssey Charter School is 420 students.~~

~~Odyssey Charter School will use multi-grade classrooms, so the average enrollment capacity will be broken down into classes of 7th- and 8th-grade students, 9th- and 10th-grade students, and 11th- and 12th-grade students. In order deal with the attrition over the grade levels, Odyssey Charter School grade levels have larger enrollment caps at the lower levels and drop for each level after that. See the table below to see the average enrollment caps per multi-grade level per year of operation.~~

~~Why has the entire grade and enrollment configuration of the school completely changed since the last submission of the petition?~~

Average Enrollment Capacity Chart

Year	6 th	7 th & 8 th Grade	8 th	9 th	9 th & 10 th Grade	11 th & 12 th Grade	12 th	Total Capacity by Year
1 st	<u>50</u>	440 <u>100</u>	<u>75</u>	<u>50</u>	35 <u>50</u>	350	0	240325
2 nd	<u>50</u>	440 <u>100</u>	<u>100</u>	<u>75</u>	405 <u>50</u>	350	0	280425
3 rd	<u>75</u>	440 <u>100</u>	<u>100</u>	<u>100</u>	440 <u>75</u>	70 <u>50</u>	50	350550
4 th and beyond	<u>75</u>	475 <u>100</u>	<u>100</u>	<u>100</u>	440 <u>100</u>	405 <u>75</u>	50	420600
5 th	<u>100</u>	<u>100</u>	<u>100</u>	<u>100</u>	<u>100</u>	<u>100</u>	<u>100</u>	<u>675?</u>
6 th	<u>100</u>	<u>100</u>	<u>100</u>	<u>100</u>	<u>100</u>	<u>100</u>	<u>100</u>	<u>700</u>
7 th	<u>100</u>	<u>100</u>	<u>100</u>	<u>100</u>	<u>100</u>	<u>100</u>	<u>100</u>	<u>700</u>

The enrollment numbers in the chart seem arbitrary. Why would you have 100 7th grade students in the first year, only 50 sixth graders, and 75 eighth graders? Check th totals for accuracy?

Enrollment Deadline

Each year Odyssey Charter School will establish an enrollment admissions deadline that will coincide with the Board of Directors March meeting. This will be the date by which all written requests for admission to attend the public charter school for the next school year must be received. The enrollment deadline cannot be changed once the enrollment information is disseminated. Late applications will be accepted at any time for admission for slots remaining open and/or in addition to waiting lists.

Process for Public Notification of Enrollment Opportunities

Idaho Code 33-5205(3)(s)

Odyssey Charter School will ensure that the public notification process of enrollment possibilities will include the dissemination of enrollment information, taking into consideration the language demographics of the attendance area, at least three months in advance of the enrollment deadline established by Odyssey Charter School each year. The information will be posted in highly visible and prominent locations within the attendance area of the public charter school. In addition, OCSOdyssey Charter School will ensure that such process includesinclude the dissemination of press release or public service announcements to media outlets such as

television, radio, and newspapers that broadcast within, or disseminate printed publications within, the area of attendance of the public charter school. ~~OCS~~Odyssey Charter School will ensure that such announcements are broadcast or published by such media outlets on at least three occasions, beginning ~~not~~no later than fourteen days prior to the enrollment deadline each year. Enrollment information shall advise that all prospective students will be given the opportunity to enroll in the public charter school regardless of race, color, national or ethnic origin, religion, gender, social or economic status, or special needs.

~~Odyssey Charter School's Director will determine plans for publicly sharing the school's annual report and other relevant information on the school's performance as outlined in IDAPA-08.02.04.203.~~

Requests for Admission

A parent, guardian, or other person with legal authority to make decisions regarding school attendance on behalf of a child in this state, may make a request in writing for such child to attend Odyssey Charter School. In the case of a family with more than one (1) child seeking to attend, a single written request for admission must be submitted on behalf of all siblings ~~whewhom~~ the parents desire to ~~attendenroll in~~ Odyssey Charter School. The written request for admission must be submitted to, and received by, the public charter school at which admission is sought on or before the enrollment deadline established by the public charter school. The written request for admission shall contain the name, grade level, address, and telephone number of each prospective student in a family. If the initial capacity of the school is insufficient to enroll all prospective students, then a lottery, as described below, shall be utilized to determine which prospective students will be admitted to the public charter school. Only those written requests for admission submitted on behalf of prospective students that are received prior to the enrollment deadline shall be permitted in the lottery. Only written requests for admission shall be considered. Written requests for admission received after the established enrollment deadline will be added to the bottom of the waiting list for the appropriate grade.

~~Admission Preferences~~

~~Odyssey Charter School will establish admission preference as authorized by Section 33-5205(3)(j), Idaho Code, for students returning to Odyssey Charter School, students of founders, siblings of students already selected to attend Odyssey Charter School, and those in the primary attendance area.~~

Priority of Preferences for Initial Enrollment

Admission preferences as authorized by Section 33-5205(3)(j) for initial Odyssey Charter School enrollment of students shall be as follows:

1. To children of founders and full-time employees, provided that this admission preference shall be limited to not more than ten percent (10%) of the initial capacity of the public charter school. Once the number of founders' applicants reaches the 10% limit, the remaining children of founders will not be included in this category.
2. To siblings of pupils already selected by the lottery
3. To prospective students residing in the primary attendance area
4. To prospectiveall other students

Priority of Preferences for Subsequent Enrollment Periods

The selection hierarchy for admission preferences as authorized by Section 33-5205(3)(j) for enrollment of students in subsequent school years shall be as follows:

1. To pupils returning to the public charter school in the second or any subsequent year of operation
2. To children of founders and full-time employees, provided that this admission preference shall be limited to not more than ten percent (10%) of the school's capacity
3. To siblings of pupils already enrolled in the public charter school.
4. To prospective students residing in the attendance area of the school
5. To prospectiveall other students

Proposed Attendance List for Lottery

Idaho Code 33-5205(3)(j)

Each year Odyssey Charter School will create a new attendance list containing the names of all prospective students on whose behalf a written request for admission was received in a timely manner by the public charter school, separated by grade level. Returning students will be automatically included in the attendance list unless the parents or guardians have requested

otherwise. The proposed attendance list shall contain columns next to the name of each student, in which the public charter school will designate admission preferences applicable to each prospective student. The columns shall be designated "A" for returning student preference; "B" for founders and full-time employees preference; "C" for sibling preference, with a corresponding cross-reference to each of the siblings of the prospective student; and "D" for primary attendance area preference. Names shall not be carried over from one year to the next.

Lottery Process

There is no need to reiterate code or rule; simply refer and modify as necessary due to outdated language in rule.

Odyssey will hold a lottery on or before April 30 of each year. The lottery will be held in a public forum and a disinterested party will conduct the lottery selection. If the initial capacity of Odyssey Charter School is insufficient to enroll all prospective students, or if capacity is insufficient to enroll all prospective students in subsequent school years, then Odyssey Charter School will determine the students who will be offered admission by conducting a fair and equitable lottery.

This lottery will be conducted as follows:

1. The name of each prospective student on the proposed attendance list shall be individually affixed to or written on a three-by-five-inch (3" × 5") index card or other similar but equal media. The index cards shall be separated by grade. The selection procedure shall be conducted one (1) grade level at a time, with the order for each grade level selected randomly. The index cards containing the names of the prospective students for the grade level being selected shall be placed into a single container.
2. A neutral, third party shall draw the grade level to be completed first and then draw each index card from the container for that grade level, and such person shall write the selection number on each index card as drawn, beginning with the numeral "1" and continuing sequentially thereafter. In addition, after selecting each index card, the name of the person selected will be compared to the proposed attendance list to determine whether any preferences are applicable to such person.
3. If the name of the person selected is a returning student, then the letter "A" shall be written on such index card. If the name of the person selected is the child of a founder or full-time employee, the letter "B" shall be written on such index card. If the name of the person selected is the sibling of another student that has already been selected for

admission to the public charter school, then the letter "C" shall be written on such index card. If the name of the person selected resides in the attendance area, then the letter "D" shall be written on the card.

4. With regard to the sibling preference, if the name of the person selected has a sibling in a higher grade who has already been selected, but the person previously selected did not have the letter "C" written on his or her index card (because a sibling had not been selected for admission prior to the selection of the index card of that person), then the letter "C" shall now be written on that person's index card at this time.
5. With regard to the founder's and full-time employee preference, a running tally shall be kept during the course of the selection procedure of the number of index cards, in the aggregate, that have been marked with the letter "B." When the number of index cards marked with the letter "B" equals ten percent (10%) of the proposed capacity of the public charter school for the school year at issue, then no additional index cards shall be marked with the letter "B," even if such person selected would otherwise be eligible for the founders preference.
6. After all index cards have been selected for each grade, the cards shall be sorted for each grade level in accordance with the following procedure: All index cards with the letter "A" shall be sorted first, based on the chronological order of the selection number written on each index card; followed by all index cards with the letter "B," based on the chronological order of the selection number written on each index card; followed by all index cards with the letter "C," based on the chronological order of the selection number written on each index card; followed by all index cards with the letter "D," based on the chronological order of the selection number written on each index card; followed finally by all index cards containing no letters, based on the chronological order of the selection number written on each index card.
7. After the index cards have been drawn and sorted for all grade levels, the names shall be transferred by grade level, and in such order as preferences apply, to the final selection list.

Waiting List

All student names who were not selected in the lottery will be put on a waiting list in the order established by the lottery. All openings during the school year will be filled according to the order of that waiting list. Written requests for admission received after the established enrollment deadline will be added to the bottom of the waiting list for the appropriate grade. If there is an opening in one grade, a sibling, if any, from a late submitted application will go to the

bottom of the sibling list. ~~Final selection lists and waiting~~ Waiting lists for a given school year shall not roll over to a subsequent school year. ~~The waiting list will be developed using the Equitable Selection Process outlined in Subsection 203.09 of the Administrative Rules Governing Charter Schools.~~

~~Over-enrollment procedures will be conducted according to the requirements as set out in 33-5205, Idaho Code, as well as any rule adopted by the State Board of Education or State Charter Commission that is applicable to student lotteries held by public charter schools.~~

Final Selection List

The names of the persons in highest order on the final selection list shall have the highest priority for admission to ~~the public charter school~~ Odyssey Charter School in that grade, and shall be offered admission to ~~the public charter school~~ Odyssey in such grade until all seats for that grade are filled.

Notification and Acceptance

With respect to students selected for admission to the public charter school, within seven (7) days after conducting the selection process, ~~the public charter school~~ Odyssey Charter School shall send an offer letter to the parent, guardian, or other person who submitted a written request for admission on behalf of a student, advising such person that the student has been selected for admission to the public charter school. The offer letter must be signed by such student's parent or guardian and returned to ~~the public charter school~~ Odyssey by the date designated in such offer letter by the public charter school.

With respect to a prospective student not eligible for admission to ~~the public charter school~~ Odyssey Charter School, within seven (7) days after conducting the selection process, the public charter school shall send a letter to the parent, guardian, or other person who submitted a request for admission on behalf of such student, advising such person that the prospective student is not eligible for admission, but will be placed on a waiting list and may be eligible for admission at a later date if a seat becomes available.

If a parent, guardian, or other person receives an offer letter on behalf of a student and declines admission, or fails to sign and return such offer in a timely manner by the date designated in such offer letter by the public charter school, then the name of such student will be stricken from the final selection list, and the seat that opens in that grade will be made available to the next eligible student on the final selection list. If a student withdraws from ~~the public charter~~

~~school~~Odyssey Charter School during the school year for any reason, then the seat that opens in that grade will be made available to the next eligible student on the final selection list.

Subsequent School Years

The final selection list for a given school year shall not roll over to the next subsequent school year. If the capacity of the public charter school is insufficient to enroll all prospective students during the next subsequent school year, then a new equitable selection process shall be conducted by the public charter school for such school year.

Public School Attendance Alternative

Idaho Code 33-5205(3)(n)

Because Odyssey Charter School is a new entity and not a conversion of an existing school, the attendance alternative ~~would be~~ is the same as for those presently residing within Jefferson County, Shelley ~~Joint~~ School District #60, and Bonneville County, ~~and Jefferson Joint School District #254~~. Students located within the attendance area of Odyssey Charter School would have the option to enroll in an existing charter or non-charter public school serving the area. Enrollment is not mandated based upon residential proximity to Odyssey Charter School, but through parental choice and equitable selection.

Denial of School Attendance and Disciplinary Procedures Including Suspension, Expulsion, and Re-enrollment

Idaho Codes 33-5205(3)(i) and 33-205 33-206

In Accordance with Idaho Code 33-205, the Odyssey Charter School Board of Directors may deny enrollment or may expel or deny attendance to any pupil who is a habitual truant, or who is incorrigible, or whose conduct, in the judgment of the board, is such as to be continuously disruptive of school discipline or the instructional effectiveness of the school, or whose presence in a public 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. Any pupil having been denied enrollment or expelled may be enrolled or readmitted to the school by the Board of Directors upon such reasonable conditions as may be prescribed by the board, but such enrollment or readmission shall not prevent the board from again expelling such pupil for cause.

The board shall expel from school for a period of not less than one (1) year (twelve calendar months) or may deny enrollment to, a student who has been found to have carried a weapon or

firearm on school property in ~~this state~~Idaho or any other state, except that the board may modify the expulsion or denial of enrollment order on a case-by-case basis. An authorized representative of the board shall report such student and incident to the appropriate law enforcement agency.

Discipline of students with disabilities shall be accordance with the requirement of federal law part B of the Individuals with Disabilities Education Act and section 504 of the Rehabilitation Act.

~~An authorized representative of the board shall report such student and incident to the appropriate law enforcement agency.~~ Discipline of students with disabilities will consider whether the disability contributed to the student violation of school rules. Please revise for clarity and correct grammar.

No pupil shall be expelled nor denied enrollment without the Board of Directors having first given written notice to the parent or guardian of the pupil, which notice shall state the grounds for the proposed expulsion or denial of enrollment and the time and place where such parent or guardian may appear to contest the action of the Board to deny school enrollment, ~~and which.~~ The notice shall also state the rights of the pupil to be represented by counsel, to produce witnesses and submit evidence on his own behalf, and to cross-examine any adult witnesses who may appear against him. Within a reasonable period of time following such notification, the Board of Directors shall grant the pupil and his parents or guardian a full and fair hearing on the proposed expulsion or denial of enrollment. However, the board shall allow a reasonable period of time between such notification and the holding of such hearing to allow the pupil and his parents or guardian to prepare their response to the charge. Any pupil who is within the age of compulsory attendance, who is expelled or denied enrollment as herein provided, shall come under the purview of the Juvenile Corrections Act, and an authorized representative of the Board shall, within five (5) days, give written notice of the pupil's expulsion to the prosecuting attorney of the county of the pupil's residence.

The ~~administrator~~principal of any school may temporarily suspend any pupil for disciplinary reasons or for other conduct disruptive of good order or of the instructional effectiveness of school. A temporary suspension by the ~~Director~~principal shall not exceed five (5) school days in length; and the ~~school superintendent~~principle may extend the temporary suspension an additional ten (10) school days. Provided, that on a finding by the Board of Directors that immediate return to school attendance by the temporarily suspended student would be detrimental to other pupils' health, welfare, or safety, the board may extend the temporary suspension for an additional five (5) school days. Prior to suspending any student, the ~~administrator or Director~~principal shall grant an informal hearing on the reasons for the suspension and the opportunity to challenge those reasons. Any pupil who has been suspended may be readmitted to the school by the ~~administrator~~principal who suspended him upon such reasonable conditions as said ~~administrator~~principal may prescribe. The Board of Directors shall

be notified of any temporary suspensions, the reasons therefore, and the response, if any, thereto.

The Board of Directors shall establish the procedure to be followed by the Odyssey Charter School administration for the purpose of affecting a temporary suspension. This procedure must conform to the minimal requirement of due process.

You must also include disciplinary procedures for special education students.

Again, much of this information appears to have been lifted from another document. At least credit your source.

Student Health and Safety

Idaho Code 33-5205(3)(h)

Odyssey Charter School will comply with the following health and safety procedures:

- Conduct criminal history checks for all employees, volunteers, and board members who work with students in compliance with Idaho Code 33-130. This requirement is a condition of employment.
- Require that all students show proofs of immunization before being enrolled at the Odyssey Charter School, or have an exemption signed by a parent or legal guardian
- Require that all visitors sign in at the office and wear a visitor's pass when visiting the school building or campus
- Provide for inspection of the facility in compliance with Section 39-4130 of Idaho Code, and adopt policies to meet all required city, state, and federal health, accessibility, safety, fire, and building codes for public schools. Fire and safety officials will inspect the facility using the same guidelines used for all public schools.
- Adopt and implement a comprehensive set of health, safety, and risk management policies. These policies will be developed in consultation with the Odyssey Charter School's insurance carriers and at a minimum address the above and the following items:
 - ◆ Policies and procedures to respond to natural disasters and emergencies, including fires and bomb threats.
 - ◆ Policies relating to preventing contact with blood-borne pathogens.

- ◆ Policies relating to the administration of prescription drugs and other medicine.
- ◆ A policy that the school will be housed in a facility that has received fire marshal approval and has been evaluated by a qualified structural engineer who has determined the facilities present no substantial safety hazard.

Classroom Management

Odyssey Charter School will use Fred Jones's Tools for Teaching as Odyssey's general disciplinary philosophy for dealing with less serious, daily classroom management issues.

Bullying/Harassment

The proposed Odyssey Charter School Student Handbook describes bullying/harrassment thus:

Bullying/harassment shall be defined as any physical, verbal, cyber, or socially aggressive behavior calculated to intimidate, harm, injure, coerce, ridicule, or threaten. Any staff member observing or suspecting bullying behavior shall intervene.

~~The following material is taken from the Student Handbook found in Appendix K:-~~

~~Minor Offenses: Class I~~

~~Assault or harassment of student. The intentional unlawful threat by word or act to do violence to another student, combined with an apparent ability to do so, and doing some act which creates a well-founded fear in the person that such violence is imminent.-~~

The consequences of this are explained in ~~this quote from~~ the proposed student handbook:

~~Class I Disciplinary Actions:~~

~~**First Offense:** In-school conference and parental contact, when warranted. Specific circumstances may warrant disciplinary action outlined under subsequent offenses.~~

- ◆ ~~**Subsequent Offense:** In-school disciplinary action, such as probation, detention, extra assignments, and/or in-school suspension at the discretion of the administrator. Special circumstance may require referral to the superintendent. (Note: Circumstances make consequences flexible.)~~ Minor Offenses: Class I.

Fights, Weapons, Drugs, and Alcohol

The prohibition of fights and weapons on campus, as well as the consequences, is also explained in the proposed student handbook ~~below:-~~

under **Major Offenses: Class III-**

~~**Aggravated Battery.** Intentionally causing great bodily harm, disability, or permanent disfigurement; use of a deadly weapon.-~~

~~DISCHARGING ANY PISTOL, RIFLE, SHOTGUN, AIR GUN OR ANY SUCH DEVICE. THERE WILL BE ZERO TOLERANCE FOR GUNS OR WEAPONS ON SCHOOL PROPERTY.-~~

~~**Possession of Weapons.** Any instrument, article, or substance which under the circumstances in which it is used, attempted to be used, or threatened to be used, is readily capable of causing serious physical injury or death.-~~

~~**Fake or Toy Weapons.** Under certain circumstances, trying to judge the authenticity of a weapon could be a serious matter and could result in a dangerous situation.-~~

~~**Drugs.** Unauthorized possession, transfer, use, or sale of drugs, drug paraphernalia, or alcoholic beverages.-~~

Class III Disciplinary Actions:-

~~Suspension and recommendation for expulsion by the school administrator, as authorized in the procedures outline. Pending final determination of the matter by the school board, the school may request a two-day extension of the allowed five-day suspension policy of the school. (Note: Circumstances make consequences flexible or stiffer.) Because all schools are different, each school is to set its own standards on discipline procedures. The foregoing are recommendations of the Board of Directors and should serve each school as a guide to parameters that are acceptable in the disciplining of students.~~

Suspicion of Being Under the Influence

If a student discloses or is reasonably suspected of being under the influence of alcohol or controlled substances, Odyssey Charter School will comply with the procedures required by Section 33-210, Idaho Code. It is the policy of Odyssey Charter School that any staff member who has reasonable suspicion that a student may be under the influence of, or has in his or her possession, a controlled or dangerous substance as defined by law shall immediately notify the

appropriate administrator or designee of such suspicions. The ~~administrator~~principal or designee shall immediately investigate the allegation and, if confirmed, notify the parent or legal guardian of said student's possession of a controlled or counterfeit substance or suspected abuse thereof.

This policy includes provisions for anonymity in that when a student voluntarily discloses use or being under the influence, information will be shared only on a "need to know" basis as provided in I.C. 33-210.

Notification of Law Enforcement

When a student is suspected of being in violation of federal, state, or local law for possession, use, or distribution of any illegal drug or controlled substance, the local law enforcement agency should be notified immediately. The ~~administrator~~principal or a designee should communicate all available information to the police and offer the full cooperation of the administration and faculty to a police investigation. Immediate notification will also be given to the parent or guardian.

Any search, seizure, or subsequent disciplinary action shall be subject to applicable school policies, regulations, state laws, or student handbook rules.

Suicide Prevention Plan

Idaho Code 08.02.03.160

Odyssey Charter School will develop a suicide prevention plan in accordance with *08.02.03.160* that will include collaboration among school personnel and collaboration with expert clinicians in the community.

~~Central to the goal of suicide prevention are systemic efforts to provide a positive school environment and promote positive behavioral health for all students. These concerns are not incidental to the school's educational mission, since mental health and personal/social problems can present significant barriers to learning. Development of social skills, emotional intelligence, and coping strategies—key strategies in reducing students' susceptibility to suicide and other risky behaviors—has been shown by research to have a positive impact on educational performance. Similarly, the effective schools literature identifies a safe and supportive school climate as one of the key variables that account for high academic achievement.~~

Internet Use

Idaho Code 33-131(1)

An account on the Odyssey Charter School computer network, and subsequently access to the Internet, will be provided for all students once a Computer Use Agreement is signed and returned to the school. Students who are minors will need their parent's signature or guardian's signatures as well.

Computers and computer networks, including internet access, provide valuable tools that support the education of students in Odyssey Charter School. Network users are expected to use all network resources for purposes appropriate to the education environment at all times. Users must refrain from any use that is not consistent with the policies, purposes, or objectives of Odyssey Charter School.

~~Odyssey Charter School's Computer Use Agreement below is taken from the proposed Odyssey Charter School Handbook which is found in Appendix K:-~~

Computer Use Agreement

Use of the Internet is required in order to access the Odyssey Charter School's network. The Odyssey Charter School's network is a secured system, and every effort is made to ensure the quality and safety of its content. ~~All use of the Odyssey Charter School network and other technology supplied by the school must comply with the following:-~~

- ~~• Except where permitted by Odyssey Charter School, the technology is to be used only for School purposes and must comply with this Acceptable Use Policy.-~~
- ~~• Any use of the Technology for the following purposes is strictly prohibited. By using technology provided by the school, you agree that you will NOT:-~~
 - ~~◆ display pornographic, obscene, sexually explicit material, or any material harmful to minors-~~
 - ~~◆ impersonate any person or entity (through the use of their password or other means), including any employee or representative of Odyssey Charter School-~~
 - ~~◆ copy or distribute content included in the Odyssey Charter School's network (including postings on the message boards, messages, or curriculum materials [including answer keys]) without the owner's permission.-~~

- ◆ ~~solicit or collect information about the Users or members of this site, especially for the purpose of transmitting, or facilitating transmission of, unsolicited or bulk electronic email or communications~~
- ◆ ~~use the school-provided communication services in connection with surveys, contests, pyramid schemes, chain letters, junk email, spamming, or any duplicative or unsolicited messages (commercial or otherwise)~~
- ◆ ~~knowingly or purposefully upload files that contain viruses, Trojan horses, worms, time bombs, cancelbots, corrupted files, or any other similar software or programs that may damage the operation of another's computer or property;~~
- ◆ ~~solicit or collect personal information (including name, address, and phone number) from anyone under eighteen (18) years of age without verified parental consent.~~
- ◆ ~~display threatening or offensive material, including using swear words, offensive, vulgar, or obscene language~~
- ◆ ~~display racist, prejudiced, or discriminatory messages or pictures~~
- ◆ ~~violate any state or federal law~~
- ◆ ~~reveal the User's or a minor's personal address, phone number, or similar information to others~~
- ◆ ~~violate any copyright, trademark, patent, trade secret, or other intellectual property laws or otherwise use intellectual property of another individual without the owner's permission. This includes providing links to and including other copyrighted or trademarked material from third parties in the LMS (including posting on the message boards or other messages) without permission, as well as using any trademarks, service marks, or other marks in social media or other websites without the owner's permission~~
- ◆ ~~trespass in another's folders, work, or files~~
- ◆ ~~promote commercial activities~~
- ◆ ~~advertise products or engage in political lobbying~~
- ◆ ~~defame, harass, insult, abuse, stalk, threaten, attack, or otherwise violate the legal rights (such as privacy and publicity) of another person or interfere with another person's work, including, but not limited to, sending unwanted messages or email.~~

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~~Any unauthorized use of the computers (abuse of passwords, tampering with, hacking, etc.) will be dealt with as a Class III disciplinary issue by the administration. The Student may have his or her computer network account revoked. Please refer to Use of Internet section of the student handbook in Appendix K~~

Student Handbook and Procedure Ensuring Parental Access

In order to ensure that both parents and students understand the expectations for students at Odyssey Charter School, parents will receive a student/parent handbook at registration. Additionally, all students will be given a copy of the handbook during the first few days of class. During registration, parents will sign a validation form indicating that they have received and agree to read and adhere to the handbook.

Tab 8: Business Plan

Business Description

Odyssey Charter School, Inc., will be organized exclusively for educational purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code. Notwithstanding any other provision of the school's Articles, the corporation shall not carry on any other activities not permitted to be carried on (a) by a corporation exempt from federal income tax under Section 501(c)(3) of the Internal Revenue Code of 1986 (or corresponding provision of any future United States Internal Revenue Law), or (b) by a corporation, contributions to which are deductible under Section 170(c)(2) of the Internal Revenue Code of 1986 (or the corresponding provision of any future United States Internal Revenue Law). ~~When approved by the Commission, Odyssey Charter School will function as an independent LEA and, as such, will receive federal funding directly. All federal funding will be handled in accordance with authorizing legislation.~~

Marketing Plan

~~Prospective students will be given the opportunity to enroll regardless of race, color, national or ethnic origin, religion, sex, social or economic status, or special needs. The primary attendance area for Odyssey Charter School shall be the boundaries of Shelley Joint School District #60, Bonneville County, and Jefferson Joint School District #251 located in Bingham County, Bonneville County, and Jefferson County, Idaho. This target area has a potential student body of over 10,000 students in grades 7-12 in Bonneville county alone.~~

Mission Statement

Please see Tab 1.

Situational Analysis

Please see Potential Impact on the School Districts section in Tab 2

Marketing Strategy

Please see Potential Impact on the School Districts section in Tab 2 where the unique qualities of Odyssey are listed.

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The promotion of Odyssey Charter School will ~~actively~~ recruit students using, the following methods-:

- Community calendars on the television and radio
- Yard signs around the attendance area
- Monthly information open houses for parents and students interested in the school
- Flyers sent to parents of charter school students attending schools that only enroll up to 6th grade.
- Flyers attached to products sold by local merchants.
- Information tables at local gatherings like the farmers markets and at other gatherings like the Roaring Youth Jam in Idaho Falls. The Roaring Youth Jam is a three day festival held in the summer at the Snake River Greenbelt. It focuses on activities and services for children and youth in the Idaho Falls/Ammon area.
- School website as well as blogs, Facebook, and Twitter pages
- Speaking at community organizations like the Chamber of Commerce
- Ongoing articles in the *Post Register*
- ~~• Ongoing articles in *Idaho Unido* (Eastern Idaho's Spanish language newspaper)~~
- Holding public ~~forums~~meetings within the local district's boundaries
- ~~• Posting advertising materials in English and Spanish in prominent locations (e.g., the library, the community notice board, at City Hall, etc.)~~once a month
- News releases and articles
- Stickers for back windows of cars

In each of these marketing processes, advertising will include strategies to reach at-risk and non-English speaking students. This process will include all current requirements as stated in Idaho code 33-5205. Some of the methods Odyssey will use to attract non-English speaking students are listed below:

- Ongoing articles in *Idaho Unido* (Eastern Idaho's Spanish language newspaper)

- Posting advertising materials in English and Spanish in prominent locations (e.g., the library, the community notice board, at City Hall, stores and restaurants catering to Hispanics, etc.).

Marketing Budget

Since Odyssey Charter School will not have any state funding available until the end of July 2013, the marketing budget will rely on as many free forms of public relations opportunities as possible with some funds coming from donations from the board of directors and other people interested in helping Odyssey Charter School get started. Also, some funding from the Albertson's Foundation grant will be used if it is available to Odyssey to help pay the costs of advertising. Volunteers will provide the manpower to accomplish the various public relations and advertising activities and will work under the direction of the board of directors. Please see Appendices H and I for the marketing budget for each beginning year.

Performance Analysis

Odyssey Charter School's board of directors will monitor the progress of amassing information on potential students and will direct volunteers in this process. The principal will administer the day-to-day implementation of marketing Odyssey once the principal has been hired and started work.

- July 2012: accumulate information on at least 50 potential students
- September 2012: accumulate information on at least 100 potential students
- January 2013: accumulate information on at least 150 potential students
- March 2013: accumulate application forms for at least 150 potential students
- September 2013: Start school with at least 140 students.

Implementation Schedule

The items listed in the Marketing Strategy above will be implemented upon the approval of the charter petition by the Public Charter School Commission. The marketing strategy will be a continuous process until the opening of Odyssey Charter School. Marketing will continue after the school opens and will be adjusted in intensity depending on whether the school has met its enrollment caps for the various grades and the capacity of Odyssey Charter School's facilities.

The board of directors will administer the marketing of Odyssey. The principal will administer the day-to-day implementation of marketing Odyssey once the principal has been hired and started work.

Additional Considerations

Despite Odyssey's very limited advertising since we do not have a guaranteed opening date, we have attracted approximately 50 possible students (please refer to Appendix L for the list of potential students). We feel confident that we can attract more students to meet our enrollment goals. Many parents are looking for an alternative to the traditional schools in the area that provides a smaller, more personal environment for their children.

Odyssey Charter School will continue to gather names and other information about possible students. Upon approval by the Public Charter School Commission, Odyssey's board will start actively seeking students using the methods explained above and will gather contact information of interested parents and their children as well as others in the community who show interest in Odyssey. Odyssey will open enrollment January 2013 and will cut off enrollment for the lottery on March 31st of 2013.

The principal will use the same techniques outlined above to attract students in subsequent years. Also, the school will seek out public relation opportunities about the activities and accomplishments of the school.

Odyssey will seek community partnerships with arts organizations and technology businesses that do business with the Idaho National Laboratory and other technology businesses in the area. Odyssey will also seek to build relations with the local arts organizations as well. Odyssey will need to rent performance space from the Idaho Falls Arts Council's Colonial Theater and their new, smaller theater facility that will open late 2012.

Management Plan

The ~~Director~~Principal, in coordination with the Charter School Board of Directors, will determine the day-to-day operations of Odyssey Charter School. The numbers of positions referenced in Appendix I Three-Year Operating Budget Form. It is not listed here since various potential facilities dictate different start up staff numbers because of the various facility sizes.

Administrative services will be provided by the Odyssey Charter School ~~Director~~Principal, the business manager, and the school secretary, supplemented by other contracted services as needed. ~~Annual programmatic and financial audits will be presented to the Board of Directors.~~ The ~~Director~~Principal will also serve as the liaison between the Odyssey Charter School and its

Board of Directors, ~~the Charter Commission,~~ and parents. Financial operations will be ~~provided~~performed by ~~the school.~~Odyssey's business manager. Funding sources will include state allocation per pupil, ~~federal start-up grants,~~possible private ~~grants,~~and business partnerships, ~~and~~as well as donations.

Resumes of Directors

See Appendix G.

Financial Plan

While the ~~Director~~Principal of Odyssey Charter School will be responsible for financial management, the Board has ultimate responsibility for the school's financial status. All accounting records will be kept in accordance with generally accepted accounting principles. ~~Odyssey Charter School will follow the requirements set forth by the state of Idaho and the Idaho State Department of Education, including formats for account numbering, audits, etc.~~

The budget for Odyssey Charter School will be prepared in compliance with section 33-801, Idaho Statutes, and the policy of the State Board of Education. ~~#~~The budget will be presented at a public hearing in June of the year the school will open, and it will be delivered to the State Department of Education as required on or before July 15 prior to the start of the school year. Copies of the budget will be provided to the Idaho State Charter Commission. The budget will be prepared, approved, and filed using the Idaho Financial Accounting Reporting Management System (IFARMS) format.

Revenues

Estimates of funding sources will include state allocation as based on:

- The Support Unit Calculation Template for Charter Schools
- Salary Based Apportionment Template for Charter Schools
- State allocations for pupil transportation
- State allocations for technology
- State lottery

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As soon as possible, Odyssey Charter School will notify the Idaho Department of Education's School Achievement and School Improvement, in writing, of its intention to apply for federal Title I funds. The school will develop and implement an approved Consolidated Plan that details the programs. This plan will include, but not be limited to, a Parent Involvement Policy, Parent Compacts, participation in the state assessment and accountability system, highly qualified staff, and a scientific research-based program of support for academically at-risk students. Federal funds for Title I, Title IV-B, and the child nutrition program will be calculated through the prescribed formulae.

Odyssey Charter School will seek out a variety of grantors to create additional lines of revenue. The Parent Action Committee will organize various fundraising activity for the school. Revise for grammatical correctness. Odyssey will also seek technology and arts grants.

Purchasing Process

Purchasing procedure will be in compliance with State Law, Idaho Code 33-601. ~~Odyssey Charter School's Director~~ The board will determine develop and implement policies and procedures for procuring goods and services with approval at before February 1 of the opening year. Purchases of goods or services by Odyssey Charter School will follow state guidelines provided by the Idaho Department of Administration, Division of Purchasing. Board of Directors. Odyssey will adhere to the policies as explained in Idaho Department of Administration's Purchasing Guides or other state purchasing guidelines that the department may publish in the future to supplant these guidelines. The purchasing procedure will be as follows:

1. A request for purchase will be filled out and given to the business manager.
2. The business manager will determine if the purchase fits the specifications of the funds the request will be paid from and if there is sufficient funds for the purchase.
3. If the purchase is approved by the principal, a purchase order will be sent to the vendor for the purchase.
4. After the item has been received and inventoried. Fragment
5. The business manager will prepare the check. All checks will need to be signed by two board members.
6. The business manager will prepare monthly financial reports for the board that will include the dispersal of funds for the purchases.

Payroll Processing

Odyssey Charter School will process its own payroll in accordance with applicable Idaho codes. Odyssey will pay into the Public Retirement System Insurance (PERSI), social security, unemployment insurance, taxes, and workman's compensation.

Reports and Audits

Odyssey Charter School will conduct an independent financial audit annually. A yearly independent audit will be performed as required by Idaho statute regarding audit reporting.

Odyssey Charter School ~~Director~~Principal will provide a monthly cash-flow report and balance sheet to the Board of Directors that details revenues and expenditures for the previous month.

The budget will be in the Idaho Financial Accounting Reporting Management System (IFARMS) format.

Start-up Budget

A copy of the estimated start-up budget is contained in Appendix H.

Three Year Estimated Budget

A copy of the three year estimated budget is contained in Appendix I.

First Year Month-by-Month Cash Flow

A copy of the estimated first year month-by-month cash flow is contained in Appendix J.

Transportation Services

Idaho Code 33-5205(3)(t) and 33-5208(4)

Odyssey Charter School will provide busing for its students who live within the primary attendance area and reside between 1.5 to 15 miles from the school or whatever the state laws and regulations may require in the future. Odyssey Charter School will ~~use one of~~contract out its busing for the ~~following methods to be decided in~~first year and for the foreseeable future; though Odyssey may choose to purchase buses and provide its own busing at some point.

- ~~• Purchase buses to use for its own transportation~~
- ~~• Contract with the local district for joint busing~~
- ~~• Contract with another charter school for joint busing~~
- ~~• Contract with a busing company.~~

Busing will be provided ~~as it is practicable~~ in accordance with Idaho Department of Education, Division of Student Transportation regulations and Idaho Code 33-1510. School transportation provided by charter schools functioning as LEAs is a reimbursable expense funded by the state and dispersed by the State Department of Education in accordance with Section 33-1006, Idaho Code. Transportation reimbursement payments are based on a 60% advance payment with a final reimbursement of a blended 50/~~85~~80% and a block grant.

School Free and Reduced Lunch Program

Odyssey Charter School will participate in the National Child Nutrition Program as per Idaho code 33-1015. ~~Odyssey Charter School will subcontract its lunches to a local school until Odyssey Charter School decides to administer its own school lunch program. A supervisor will be hired to conduct and oversee the program to ensure the nutritional well-being of all students.~~ Meal preparation will be guided by the U.S. Dietary Guidelines for Americans.

Free and Reduced Lunch

Free and reduced price lunches will be available to qualifying students. The Odyssey Charter School Board will approve policies for determining eligibility of students for free and reduced prices for meals, verification reporting, and record keeping before the implementation of such program. Odyssey Charter School uses verification, reporting, and record-keeping procedures as outlined in the National School Lunch Program through the State Department of Education. Facility construction will eventually include appropriate food preparation equipment so as to allow Odyssey Charter School to provide its own food service. However, the school may contract for food service during the first years of operation and at any time in the future. Please refer to Appendix P for a memorandum of intent for Odyssey's food service.

Tab 9: Virtual Schools

Odyssey Charter School is not a virtual school.

Tab 10: Business Arrangements, Pre-Opening Timeline, and Termination-or-Dissolution

Business Arrangements and Partnerships

Odyssey Charter School will actively and consistently seek to establish partnerships with businesses providing possible services and materials for education, legal, accounting, food, transportation, special education, and other services. At the current time, no such contracts exist. All business arrangements will be conducted according to the laws and policies of the state.

Odyssey will seek to perform volunteer community service to organizations as a way to provide students with real-world results to some of their educational projects. Projects may include improving parks, preparing histories of the area, or providing assistance to various shelters. All community work will be under the direct supervision of an Odyssey teacher.

All mentors, volunteers, or other adults who work with students independently will undergo state of Idaho criminal background checks and FBI fingerprinting checks and will sign a memorandum of understanding outlining the expectations and responsibilities of both the school and the individual or business ~~(see Appendix L)~~. This will also apply to individuals or organizations involved in career explorations or community service activities of the school.

Odyssey Charter School will not contract out the following services:

- Curriculum
- Accounting
- Most special education

Odyssey will contract out the following services listed below. Odyssey may provide these services in house at a future date.

- Transportation
- Meals
- Legal
- Financial and programmatic auditing
- Specific psychological, speech, occupational, and other therapies

Please refer to Appendix P for memoranda of intent from Odyssey's various prospective subcontractors.

~~Purchases of goods or services by Odyssey Charter School will follow state guidelines provided by the Idaho Department of Administration, Division of Purchasing. Odyssey will adhere to the policies as explained in Idaho Department of Administration's Purchasing Guides (http://purchasing.idaho.gov/purchasing_guides.html) or other state purchasing guidelines that the department may publish in the future to supplant these guidelines.~~

~~Public Access~~

~~Odyssey Charter School's policies regarding the ways in which the public may have access to the school's students, staff, and facilities will be similar to that of the local public school. Odyssey will comply with Idaho statutes relating to public records and public meetings, as indicated in the bylaws.~~

~~Odyssey Charter School will comply with the Idaho Open Meeting Law (Idaho Code 67-2340-67-2347).~~

Development of School Policy Manual

Odyssey Charter School fully recognizes and understands the need to develop and implement a comprehensive policy manual that details procedures and processes for all aspects of school operations. Upon the hiring of a full-time director, such a manual will be developed. The Board of Directors will develop Odyssey's policy manual and have it approved by the beginning of August of the opening year. Each administrator, as well as staff, students, and other residents, shall have ready access to the manual. All policy manuals distributed to anyone shall remain the property of the school and shall be subject to recall or revision at any time.

Pre-Opening Time Line

2012

Upon Approval

- Hold elections for the board of directors
- Advertise for potential students, faculty, and staff
- Collect data on potential students, faculty, and staff

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- Collect computer and other equipment donations
- Work to solidify facilities contract
- Communicate with the city to be sure that the facility will be acceptable to the planning and zoning committee and seek a variance for the property
- Start monthly information meetings
- Start marketing through free public relations outlets like community calendars, posters, yard signs, local talk radio programs, etc.
- Start seeking grants and other donations in technical education, startup help, advertising, and other areas the board of directors see the need
- Contact the IRS about the approval of the school
- Arrange for board training through either ISBA or the Charter School Network in key areas like open meetings law, parliamentary procedure, effective meetings strategies, role of a board member, governing vs. managing, policy development, fiscal controls, Idaho Open Meeting Law, etc.
- Sign up for the Idaho Falls Roaring Youth Jam
- Design a learning environment that supports and reflects project-based learning
- Begin work on a school policy handbook that includes a comprehensive emergency response plan
- Schedule board meetings
- Arrange for accreditation
- Document efforts to inform public of enrollment opportunities especially for LEP students

June

- Advertise at the Idaho Falls Roaring Youth Jam

July 1

- Accumulate information on at least 75 potential students

September 1

- Accumulate information on at least 125 potential students
- Finish facility design with an architect in order to meet all requirements for the facility.

2013

January 1

- Finish Student Handbook

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- Finish School Handbook
- Accumulate information on at least 175 potential students
- Open enrollment for students, distribute applications, and collect them
- Finalize the facility location and sign contracts with the land owner or the management company of the facility or modular classroom company
- Make sure that all relevant building permits are secured
- Finalize plan to get utilities to the site if needed
- Advertise job openings
- Advertise bidding process for all contracts requiring bids
- Finalize salary schedule and benefits package

March 1

- Accumulate application forms for at least 150 potential students
- Order textbooks and other school supplies and equipment
- Finish contacting city and any contractors to arrange for utilities to be brought to the facility
- Complete school calendar, school hours, and administrator contracts
- Secure SDE passwords and ensure SDE communication
- Create a calendar of all state and authorizer deadlines
- Hire a principal

On or Before April 30

- Perform lottery and notify applicants as outlined in the charter petition in Tab 7 Admission Procedures in the Lottery Process section

May 15

- Finish hiring faculty and staff and sign contracts
- 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)
- Ensure all teachers are highly qualified according to NCLB
- Ensure staff contracts are written in form approved by the State Superintendent of Public instruction 33-5206(4)
- Ensure criminal background checks have been completed for all employees 33-5210(44)(d) (consider background checks for volunteers)
- Document teacher training opportunities through professional development plan or other
- Enroll all staff in PERSI

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- Ensure that all paraprofessionals working in an instructional capacity meet requirements of State paraprofessional Standards and federal NCLB requirements
- Provide social security, unemployment insurance, worker's compensation insurance and health insurance for all staff 33-5205(3)(m)
- Ensure up-to-date and accurate personnel files for all employees that contain only appropriate information
- Order additional textbooks and other school supplies and equipment if needed
- Complete contracts for all contracted services like transportation, food service, special ed services, IT support, student information system, fiscal support like accounting, budget, payroll, banking, auditing, purchasing
- Secure telecommunications services
- Retain legal advice
- Secure insurance policies like liability, property, and worker's comp
- Lease or purchase any office equipment

June

- Advertise at the Idaho Falls Roaring Youth Jam
- Arrange for Fiscal and Programmatic Audits for the following school year

July-August

- Finish facility set up
- Take delivery of school equipment and supplies
- Set up classrooms and office equipment and supplies
- Ensure that the facility has adequate HVAC, lighting, and space.
- Ensure the grounds are safe and well maintained. Arrange for grounds care and snow removal
- Finish city inspections like fire and health and obtain certificate of occupancy
- Post fire exit maps in all occupied spaces
- Provide emergency preparedness training to all personnel
- Provide procedures for emergency closure before, after, and during school
- Establish fire drill procedures and schedule fire drills
- Finish school policy handbook detailing policies and procedures especially in the following key areas:
 - attendance
 - check signing
 - credit card
 - enrollment

- family medical leave
- job sharing
- use of facility by outside groups
- communication
- homework
- dress code
- student discipline
- internet use
- overnight excursion
- background checks on volunteers and board members
- Finish and publish student handbook
- Finish obtaining immunization records for all enrolled students
- Obtain internet policy agreements signed by student and parents
- Collect all existing IEPs
- Revisit budgets and assumptions and revise as needed
- Hold annual public budget hearing
- Develop a fund development strategy
- Ensure all paraprofessionals working in an educational capacity meet state paraprofessional standards and federal NCLB requirements
- Ensure all personnel files are up-to-date and contain only appropriate information
- Provide two days for student registration to sign up students, gather internet usage agreements, hand out schedules and student handbooks, and meet teachers
- Provide orientation and professional development activities for faculty and staff to educate the faculty in project-based learning, preparing 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, familiarize them with the school's professional standards and expectations, etc.

September

- Open school with at least 140 students

Termination

Idaho Codes 5205(3)(u) and 5206(8)

In ~~cases~~ case of termination, the Chair of Board of Directors of Odyssey Charter School ~~is~~ will be responsible for the dissolution of ~~the business Odyssey Charter School~~ and ~~affairs of the school~~.

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~~OCS will fully cooperate with its authorizer for the~~ the Public Charter School Commission. The Board will follow all state and federal laws regarding the dissolution process of a non-profit corporation and arrange for the liquidation of assets, dispersing of funds to the creditors. When the board determines that the school will be terminated, Odyssey's principal will work under the direction of the Chair and will coordinate the dissolution of the school. If the school is dissolved, there will no longer be a principal.

Within the month after the determination to dissolve the school, the administrative assistant Upon dissolution, there will no longer be an administrative assistant. will contact the parents of past and present students of how to obtain school records and/or to which school the records should be sent. Odyssey Who at Odyssey? The board will be the only ones left. will send written notification to parents of students at their last known address and will email the parents at their last known email. The notification will explain how to request a transfer of student records to a specific school, where to obtain records before dissolution, and where the records will be stored after dissolution. ~~Personnel records will be sent to all former employees of the school. Arrangements will be made for long term storage of all student records for the legal limit required.~~

Upon ~~Within one month of the dissolution of Odyssey Charter School, end of the school year,~~ student records will be sent by whom? to the parents and the remaining records of students the administration was not able to locate will be stored for the legal limit required.

Personnel records will be sent by whom? to all former employees of the school within one month after the final school year.

The chair of the board, with the assistance of the principal, There will no longer be a principal. will arrange for the sale of assets and will use the proceeds to pay creditors.

Within the month after the end of the school year, any items bought with federal funds will be delivered to the ~~authorizer~~ Public Charter School Commission and will not be used to pay creditors. The remaining assets will be distributed to creditors pursuant to Sections 30-3-114 and 30-3-115 of the Idaho Code. All remaining assets will be ~~distrusted~~ turned over to ~~Odyssey's authorizer~~ the Public Charter School Commission.

~~Tab 10: Virtual Schools~~

~~Odyssey Charter School is not a virtual school.~~

April 5, 2012

Appendix A

Articles of Incorporation

The Articles of Incorporation and amendments are on the following pages.

April 5, 2012

FILED EFFECTIVE

ARTICLES OF INCORPORATION
OF
ODYSSEY CHARTER SCHOOL, INC.

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SECRETARY OF STATE
STATE OF IDAHO

The undersigned, acting as the incorporator of a nonprofit corporation ("Corporation") organized under and pursuant to the Idaho Nonprofit Corporation Act, Chapter 3, Title 30, Idaho Code ("Act"), adopts the following Articles of Incorporation ("Articles").

Article I - Name.

The name of the Corporation is Odyssey Charter School, Inc.

Article II - Nonprofit Status.

The Corporation is a nonprofit corporation. The Corporation shall have no capital stock and no shares of stock in the Corporation shall be issued.

Article III - Period of Duration.

The period of duration of the Corporation is perpetual.

Article IV - Registered Agent.

The name of the Corporation's registered agent is Karl Peterson, 3890 Taylorview Lane, Ammon, ID 83406.

Article V - Purposes.

The purposes for which the Corporation is organized and will be operated are as follows:

- A. To operate a nonprofit charter school and related services of the kind customarily furnished most effectively by schools;
- B. Charitable, religious, educational, or scientific purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code of 1986, as amended from time to time, including, for such purposes, the making of distributions to organizations that qualify as exempt under such Section 501(c)(3).

IDAHO SECRETARY OF STATE
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ARTICLES OF INCORPORATION - 1

C190765

C. To exercise all powers granted by law necessary and proper to carry out the foregoing purposes, including, but not limited to, the power to acquire or accept donations of money, property, whether real or personal, or any other things of value. Nothing herein contained shall be deemed to authorize or permit the Corporation to carry on any business for profit, to exercise any power, or to do any act that a corporation formed under the Act, or any amendment thereto or substitute therefor, may not at that time lawfully carry on or do.

Article VI - Limitations.

No part of the net earnings or the assets of the Corporation shall inure to the benefit of, or be distributable to, its members, directors, officers, or other private persons except that the Corporation shall be authorized and empowered to pay reasonable compensation for services rendered and to make payments and distributions in furtherance of the purposes set forth in Article V hereof. No substantial part of the activities of the Corporation shall be for the carrying on of propaganda, or otherwise attempting to influence legislation, and the Corporation shall not participate in, or intervene in (including the publishing or distribution of statements) any political campaign on behalf of any candidate for public office. Notwithstanding any other provisions of these Articles, the Corporation shall not carry on any other activities not permitted to be carried on by a corporation exempt from federal income tax under Section 501(c)(3) of the Internal Revenue Code of 1986, as amended from time to time.

Article VII - Members.

The Corporation shall have members who shall have such rights as are provided in the Act that are consistent with the management authority that these Articles grant the Board of Directors of the Corporation. The initial member of the Corporation shall be Karl Peterson.

Article VIII - Board of Directors.

The affairs of the Corporation shall be managed by its Board of Directors. The number of Directors serving on the Board of Directors shall be fixed in accordance with the Corporation's Bylaws. Other than the Directors constituting the initial Board of Directors, who are designated in these Articles, the Directors shall be elected by the members of the Corporation in the manner and for the term provided in the Bylaws of the Corporation.

ARTICLES OF INCORPORATION - 2

The names and street addresses of the persons constituting the initial Board of Directors are:

<u>NAME</u>	<u>ADDRESS</u>
Karl Peterson	3890 Taylorview Lane Ammon, ID 83406
John Adams	14231 Round Rock Dr. Herriman, UT 84096
Monica Couch	1450 Fox Court Idaho Falls, ID 83402
Rebecca Lindsey	1270 East Sunnyside Rd. Idaho Falls, ID 83404
Chris Peterson	3890 Taylorview Lane Ammon, ID 83404
David Gerritsen	1163 Diamond Dr Idaho Falls, ID 83406
Shannon Steffler	3820 E Michelle St Idaho Falls, ID 83401
Joy Park	190 N 3990 E Rigby, ID 83442
James Park	190 N 3990 E Rigby, ID 83442
Jason Richardson	340 W 2nd N Rigby, ID 83442

Article IX - Distribution on Dissolution.

Upon dissolution of the Corporation, the Board of Directors shall, after paying or making provision for the payment of all liabilities of the Corporation, distribute all the assets of the Corporation consistent with the purposes of the Corporation to the Idaho Public Charter School Commission, or any such organization or organizations as shall at that time qualify as exempt organizations under Section 501(c)(3) of the Internal Revenue Code of 1986, as amended from time to time, in such manner as the Board of Directors shall determine. Any such assets not so distributed shall be distributed by the district court of the county in which the principal office of the Corporation is then located, exclusively for the purposes or to such organizations, as such court shall determine to be consistent with the purposes of the Corporation.

April 5, 2012

Article X - Indemnification

The Corporation shall indemnify its directors and officers, employees and agents from and against all liability and expenses in the manner provided in the Bylaws.

Article XI - Incorporator.

The name and street address of the incorporator is Karl Peterson, 3890 Taylorview Lane, Ammon, ID 83406.

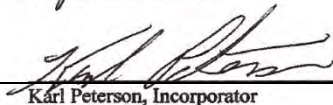
Article XII - Bylaws.

Provisions for the regulation of the internal affairs of the Corporation shall be set forth in the Bylaws.

Article XIII - Mail Address

The mailing address of the corporation shall be 2184 Channing Way PMB 127 Idaho Falls, ID 83404.

DATED this 6 day of April, 2011


Karl Peterson, Incorporator

ARTICLES OF INCORPORATION - 4

FILED EFFECTIVE

204



ARTICLES OF AMENDMENT (Non-profit)

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

11 MAY 31 AM 9:57

SECRETARY OF STATE STATE OF IDAHO

- 1. The name of the corporation is: Odyssey Charter School, Inc.

If the corporation has been administratively dissolved and the corporate name is no longer available for use, the amendment(s) below must include a change of corporate name.

- 2. The text of each amendment is as follows:

Article VII - No Members.

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

Article VIII - Board of Directors.

Monica Couch 1450 Fox Court, Idaho Falls, ID 83404
Rebecca Lindsey 1270 E. Sunnyside Road, Idaho Falls, ID 83404

- 3. The date of adoption of the amendment(s) was: May 12, 2011

- 4. Manner of adoption (check one):

- Each amendment consists exclusively of matters which do not require member approval pursuant to section 30-3-90, Idaho Code, and was, therefore, adopted by the board of directors. (Please fill spaces below)
a. The number of directors entitled to vote was: 4
b. The number of directors that voted for each amendment was: 4
c. The number of directors that voted against each amendment was: 0

- The amendment consists of matters other than those described in section 30-3-90, Idaho Code, and was, therefore adopted by the members. (Please fill spaces below)

- a. The number of members entitled to vote was:
b. The number of members that voted for each amendment was:
c. The number of members that voted against each amendment was:

Dated: May 26, 2011
Signature: [Signature]
Typed Name: Karl Peterson
Capacity: Incorporator

Customer Acct #:
(if using pre-paid account)
Secretary of State use only

Vertical text on the right side of the document.

IDAHO SECRETARY OF STATE
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April 5, 2012

AMENDED ARTICLES OF INCORPORATION

OF

ODYSSEY CHARTER SCHOOL, INC.

The undersigned, acting as the incorporator of a nonprofit corporation ("Corporation") organized under and pursuant to the Idaho Nonprofit Corporation Act, Chapter 3, Title 30, Idaho Code ("Act"), adopts the following Articles of Incorporation ("Articles").

Article I - Name.

The name of the Corporation is Odyssey Charter School, Inc.

Article II - Nonprofit Status.

The Corporation is a nonprofit corporation. The Corporation shall have no capital stock and no shares of stock in the Corporation shall be issued.

Article III - Period of Duration.

The period of duration of the Corporation is perpetual.

Article IV - Registered Agent.

The name of the Corporation's registered agent is Karl Peterson, 3890 Taylorview Lane, Ammon, ID 83406.

Article V - Purposes.

The purposes for which the Corporation is organized and will be operated are as follows:

A. To operate a nonprofit charter school and related services of the kind customarily furnished most effectively by schools;

B. To fulfill educational purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code of 1986, as amended from time to time, including, for such purposes, the making of distributions to organizations that qualify as exempt under such Section 501(c)(3).

C. To exercise all powers granted by law necessary and proper to carry out the foregoing purposes, including, but not limited to, the power to acquire or accept donations of money, property, whether real or personal, or any other things of value. Nothing herein contained shall be deemed to authorize or permit the Corporation to carry on any business for profit, to exercise any power, or to do any act that a corporation formed under the Act, or any amendment thereto or substitute therefor, may not at that time lawfully carry on or do.

Article VI - Limitations.

No part of the net earnings or the assets of the Corporation shall inure to the benefit of, or be distributable to, its members, directors, officers, or other private persons except that the Corporation shall be authorized and empowered to pay reasonable compensation for services rendered and to make payments and distributions in furtherance of the purposes set forth in Article V hereof. No substantial part of the activities of the Corporation shall be for the carrying on of propaganda, or otherwise attempting to influence legislation, and the Corporation shall not participate in, or intervene in (including the publishing or distribution of statements) any political campaign on behalf of any candidate for public office. Notwithstanding any other provisions of these Articles, the Corporation shall not carry on any other activities not permitted to be carried on by a corporation exempt from federal income tax under Section 501(c)(3) of the Internal Revenue Code of 1986, as amended from time to time.

Article VII - No Shareholders.

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

Article VIII - Board of Directors.

The affairs of the Corporation shall be managed by its Board of Directors. The number of Directors serving on the Board of Directors shall be fixed in accordance with the Corporation's Bylaws. Other than the Directors constituting the initial Board of Directors, who are designated in these Articles, the Directors shall be elected in the manner and for the term provided in the Bylaws of the Corporation.

The names and street addresses of the persons constituting the initial Board of Directors are:

<u>NAME</u>	<u>ADDRESS</u>
Karl Peterson	3890 Taylorview Lane Ammon, ID 83406

April 5, 2012

Chris Peterson 3890 Taylorview Lane
Ammon, ID 83406

Monica Couch 1450 Fox Court
Idaho Falls, ID 83404

Kimberly Evans Ross 1120 East 1275 North
Shelley, ID 83274

Lisa S. Nolan 1000 Wheatstone Drive
Idaho Falls, ID 83404

Article IX - Distribution on Dissolution.

Upon dissolution of the Corporation, the Board of Directors shall, after paying or making provision for the payment of all liabilities of the Corporation, distribute all the assets of the Corporation consistent with the purposes of the Corporation to the Idaho Public Charter School Commission.

Article X - Indemnification

The Corporation shall indemnify its directors and officers, employees and agents from and against all liability and expenses in the manner provided in the Bylaws.


Article XI - Incorporator.

The name and street address of the incorporator is Karl Peterson, 3890 Taylorview Lane, Ammon, ID 83406.

Article XII - Bylaws.

Provisions for the regulation of the internal affairs of the Corporation shall be set forth in the Bylaws.

DATED this 29th day of February, 2012



Karl Peterson, Incorporator

April 5, 2012

Appendix B

Signed Bylaws

The signed Bylaws of Odyssey Charter School, Inc. are on the following pages.

BYLAWS
OF
ODYSSEY CHARTER SCHOOL, INC.
An Idaho Nonprofit Corporation

1. OFFICES.

1.1 Principal Office. The principal office of Odyssey Charter School, Inc., an Idaho corporation ("Corporation"), shall be fixed and located in the County of Bonneville, State of Idaho as the Board of Directors ("Board") shall determine. The Board is granted full power and authority to change the principal office from one location to another within the County of Bonneville, State of Idaho.

1.2 Registered Office. The registered office of the Corporation required by the Idaho Nonprofit Corporation Act, Chapter 3, Title 30, Idaho ("Act"), shall be located at 2184 Channing Way, PMB #127, Idaho Falls, Idaho 83404.

1.3 Change of Offices. The Board may change the location of the principal office and/or the registered office by amendment of these Bylaws and with respect to change of the registered office by the appropriate filing with the Idaho Secretary of State.

2. PURPOSE. The Corporation is organized exclusively for educational purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code of 1986, or the corresponding provisions of any future Federal income tax code. Notwithstanding any other provision of these Bylaws to the contrary, the Corporation shall not carry on any activities not permitted of:

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

3. NO SHAREHOLDERS.

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

3.2 Associated Members. Nothing in Article 3 shall be construed to limit the Corporation's right to refer to persons associated with it as "associated members" even though

such persons are not shareholders, and no such reference by the Corporation shall render anyone a shareholder within the meaning of Idaho Code §30-334 of the Act. Such individuals may originate and take part in the discussion of any subject that may properly come before any meeting of the Board, but may not vote.

4. BOARD OF DIRECTORS.

4.1 General Powers and Standard of Care.

4.1.1 General Powers. The Board, as a board, shall have the full power and duty to manage and oversee the operation of the Corporation's business and to pledge the credit, assets and property of said Corporation when necessary to facilitate the efficient operation thereof. Authority is given to the Board by the State of Idaho as provided in the "Public Charter Schools Act of 1998" (Idaho Code §33-5201).

4.1.2 Function of the Board; Quorum. The function of the Board can be described as policy making, advising and evaluating. The Board shall have the further duty of directing the financial means by which the educational program is conducted. Unless otherwise provided in these Bylaws, a majority of the Board shall constitute a quorum and the act of a majority of the Directors present at a meeting at which a quorum is present shall be the act of the Board.

4.1.3 Corporate Powers. All corporate powers shall be exercised by or under the authority of the Board, and the business and affairs of the Corporation shall be managed under the direction of the Board, except as may be otherwise provided in the Act or the Articles. If any such provision is made in the Articles, the powers and duties conferred or imposed upon the Board by the Act shall be exercised or performed as shall be provided in the Articles.

4.1.4 Employees. The Board shall have the power to hire, supervise, evaluate, discipline and terminate employees of the Corporation. The duties and compensation of the Corporation's employees shall be specified by the Board.

4.2 Director's Duties. A Director shall perform the Director's duties, whether as a member of the Board or a member of any committee of the Board, in good faith, in a manner such Director reasonably believes to be in the best interests of the Corporation, and with such care as an ordinarily prudent person in a like position would use under similar circumstances. In performing such duties, a Director shall be entitled to rely on information, opinions, reports or statements, including financial statements and other financial data, in each case prepared or presented by:

- a) one (1) or more officers or employees of the Corporation whom the Director reasonably believes to be reliable and competent in the matters presented;
- b) legal counsel, public accountants or other person(s) as to the matter that the Director reasonably believes to be within such person's professional or expert competence; or

- c) a committee of the Board upon which such Director does not serve, duly designated in accordance with a provision of these Bylaws, as to matters within its designated authority, which committee the Director reasonably believes to merit confidence;

but such Director shall not be considered to be acting in good faith if such Director has knowledge concerning the matter in question that would cause such reliance to be unwarranted. A person who performs such duties shall have no liability by reason of being or having been a Director of the Corporation, and shall be indemnified by the Corporation pursuant to the provisions set forth in Paragraph 6 herein.

4.3 Presumption of Assent. A Director of the Corporation who is present at a Board meeting at which any action on any corporate matter is taken shall be presumed to have assented to the action unless: (1) the Director expressly dissents during the meeting and such dissent is entered in the minutes of the meeting; or (2) unless the Director files a written dissent to such action with the Secretary of the meeting before the adjournment thereof. Such right to dissent shall not apply to a Director who affirmatively voted in favor of such action.

4.4 Number, Election and Qualification of Directors. Except for the original Board of Directors set forth in the Articles ("Original Board"), the number of Directors serving on the Board shall be fixed pursuant to resolutions adopted by the Board. In order to ensure continuity in the leadership of the Corporation, the election of Directors shall be staggered in the manner set forth herein. ~~At the first annual election of the Board of Directors following the issuance of a~~ charter to the Corporation pursuant to the provisions of Chapter 52, Title 33, Idaho Code ("First Election"), the Original Board shall fix the number of Directors that will serve on the Board, and shall elect the number of Directors so fixed into two (2) classes, each class to be as nearly equal in number as possible. Class A Directors elected at the First Election shall serve a term of one (1) year, after which all Class A Directors elected by the Board shall serve a term of two (2) years. All Class B Directors, including those elected at the First Election, shall serve a term of two (2) years. The Board shall hold Director elections annually, but only one Class of Directors shall be up for election at a time. Each Director shall hold office until their successors shall have been elected, qualified and ratified in the manner set forth in Section 4.5. herein. Directors need not be residents of the State of Idaho.

4.5 Ratification of Directors.

4.5.1 Ratification Process. Commencing upon the first annual meeting of the Board following the issuance of a charter to the Corporation pursuant to the provisions of Chapter 52, Title 33, Idaho Code, the election of all Directors elected at such meeting shall be subject to ratification and approval in the manner set forth below.

4.5.2 Notice of Special Meeting. Within three (3) days after the date of each annual meeting for the election of Directors, the incumbent Board shall call a Special Meeting of all parents having a child or children enrolled in any charter school operated by the Corporation (collectively, "Charter School") for the purpose of submitting the election of Directors to a

ratification vote of such parents. The Special Meeting shall be called by giving notice, to all parents having at least one child enrolled in a Charter School, of the date, time and place of the Special Meeting. The date of the Special Meeting shall be no earlier than seven (7) days following the date notice is given, nor more than fifteen (15) days after such date. Such notice shall also state that the purpose of the meeting is to ratify the election of all Directors of the Corporation elected at an annual meeting pursuant to Section 4.4 above. Such notice shall be deemed to have been given when deposited in the United States Mail, postage pre-paid, and addressed to at least one of the parents at the address given in conjunction with the enrollment of such child or children in the Charter School, or such other address as shall be delivered to the principal of the Charter School or to the President or Secretary of the Corporation. Notice of such meeting may be waived in a writing signed by at least one of the parents in each family who is entitled to vote at such ratification meeting, whether before or after the time slated for the commencement of the meeting. Notice shall also be deemed to be waived by the attendance of the waiving parent or such parent's spouse at such meeting.

4.5.3 Voting Qualification. The parent(s) or legal guardian(s) of a child or children enrolled at the Charter School as of the date of a Special Meeting called pursuant to Section 4.5.2 shall be entitled collectively to cast one vote for each Director elected at the annual meeting. Parent(s) or legal guardian(s) with more than one child enrolled in the Charter School may only cast one collective vote, regardless of the number of children they have enrolled. The parent(s) or legal guardian(s) of such child or children may vote either in person or by a proxy signed by such parent(s) or guardian(s) and personally delivered to the President or Secretary prior to the start of the meeting. Such proxy shall be invalid if executed more than 300 days prior to the date of the meeting. ~~Such voting shall be by secret ballot and shall be supervised by~~ the President or Secretary of the Corporation. In the event the parent(s) or legal guardian(s) of any child or children cast more than one collective vote, then all such votes shall be invalid in their entirety.

4.5.4 Tabulation of Votes. Prior to the casting of the votes, the President or Secretary of the corporation shall verify the identity of the parent(s) or legal guardian(s) eligible to vote by requiring proof of identification in the form of a driver's license or other satisfactory identification deemed appropriate by the President or Secretary. At the conclusion of the balloting, the President and Secretary of the Corporation shall count the votes prior to the adjournment of the meeting.

4.5.5 Ratification Number. In the event any Director so elected shall receive at least fifty percent (50%) of the votes cast at a Special Meeting of parents/legal guardians, then the election of such Director shall be deemed to have been duly ratified, provided that the number of ballots cast shall be equal to or greater than ten percent (10%) of the total number of votes entitled to vote. In such event, the elector whose election is so ratified shall then serve for a term set forth in Section 4.4 above. In the event any candidate for ratification shall receive less than fifty percent (50%) of the votes cast at a Special Meeting or if less than ten percent (10%) of the votes entitled to be cast at such meeting are present at the meeting, then such candidate's election shall be deemed to have failed such ratification. In such event, the President or Secretary of the corporation shall communicate the results of the vote to the Board and the Board shall, within ten (10) days thereafter, elect another candidate to serve as a Director of the

corporation. The election of such replacement candidate shall then be similarly subject to ratification in the same manner set forth above. In the event such replacement candidate fails to obtain ratification, then in such event, the Board shall appoint yet another replacement candidate, whose election shall be deemed to be final, without further ratification vote.

4.6 Vacancies. Any vacancy occurring in the Board may be filled by the affirmative vote of a majority of the remaining Directors though less than a quorum of the Directors. A Director elected to fill a vacancy shall be elected for the unexpired term of such Director's predecessor in office. Any Directorship to be filled by reason of an increase in the number of Directors may be filled by the Board for a term of office continuing only until the next regular election of Directors.

4.7 Removal of Directors. At the meeting of the Board called expressly for the purpose of removing a Director, any Director may be removed with cause by a vote of a majority of the Directors then in office, which majority shall include the Director subject to the vote. Any Director may be removed at such a meeting without cause by a vote of two-thirds majority of the Directors then in office, which two-thirds majority shall include the Director subject to the vote. For the purposes hereof, cause shall include, without limitation, any willful or knowing breach of fiduciary duty or obligation owed to the Corporation, commission of any felony or a misdemeanor involving moral turpitude, and willful violation of any standard of ethics or rule of conduct applicable to public officials. A quorum of Directors for purposes of a meeting called for the express purpose of removing a Director shall be all members of the Board of Directors then in office.

4.8 Committees of Directors.

4.8.1 Membership. The Board may, by resolution adopted by a majority of the Directors, designate and appoint one or more Director Committees, each of which shall consist of two or more Directors.

4.8.2 Authority. Director Committees shall have and exercise the authority of the Board in the management of the Corporation, but only to the extent provided in the resolution establishing the committee; provided, however, that no Director Committee shall have the authority of the Board with regard to the following actions: (i) authorization of distributions, (ii) approval of corporate assets, including acquisition and removal of such assets, (iii) election, appointment or removal of Directors or filling vacancies of the Board or on any of its committees, or (iv) adoption, amendment or repeal of the Articles or these Bylaws. The designation and appointment of any such Director Committee and the delegation of authority to a Director Committee shall not operate to relieve the Board, or any individual Director, of any responsibility imposed upon the Board or any individual Director by operation of Section 4.2 or other applicable law regarding the delegation of the particular duties so delegated.

4.8.3 Nominating Committee. At least 15 days prior to each annual meeting of the Board of the Corporation, the President shall submit for ratification and vote by the Board the names of at least three (3) Directors of the Corporation to serve as the Nominating Committee. The President shall not serve as a member of the Nominating Committee.

4.8.4 Standing Director Committees.

- a) Other Standing Committees. A Standing Committee of the Board of Directors may be constituted as determined from time to time by resolution of the Board of Directors.
- b) Tenure. Each member of a Standing Committee shall continue as such until the next annual meeting of the Board of Directors and until a successor is appointed unless (i) the committee is sooner terminated, or (ii) such member is removed from the committee, or (iii) such member ceases to qualify as a member of the committee.

4.8.5 Chairperson. One member of each Director Committee shall be appointed as Committee Chairperson by the Board.

4.8.6 Vacancies. Vacancies in the membership of any Director Committee may be filled by appointments made in the same manner as provided in the case of the original appointments.

4.8.7 Resignation. Any committee member may resign at any time by giving written notice to the Board, the President, or the Secretary of the Corporation. Unless otherwise specified in the notice of resignation, the resignation shall take effect upon receipt. Acceptance of the resignation shall not be necessary to make the resignation effective.

4.8.8 Removal. Any committee member may be removed by the person or persons authorized to appoint such member with or without cause.

4.8.9 Quorum. Unless otherwise provided in the resolution of the Board designating a Director Committee, a majority of the whole committee shall constitute a quorum and the act of a majority of the members present at a meeting at which a quorum is present shall be the act of the committee.

4.9 Directors and Committee Meetings.

4.9.1 Meeting Location. Meetings of the Board, regular or special, or meetings of any Director Committee, may be held either within or without the State of Idaho. Unless otherwise specified in this section or in the notice for such meeting, all meetings shall be held at the principal office of the Corporation. All meetings of the Board and/or Director Committees shall comply with the Idaho Open Meeting Act.

4.9.2 Notice. Except as otherwise provided in this section, regular or special meetings of the Board or any committee designated thereby may be called by or at the request of the President, any Director, or the Chair of a Director Committee, as the case may be, upon written or verbal notice thereof given to all other Directors or committee members, as the case may be, at least three (3) days before the meeting. The Board may provide, by resolution, the

time and place for the holding of additional regular meetings without other notice than such resolution.

4.9.3 Attendance by Conference Call. Members of the Board or any Director Committee may participate in a meeting of the Board or such committee by conference telephone or similar communications equipment by means of which all persons participating in the meeting can hear each other at the same time, and the participation by such means shall constitute presence in person at a meeting. For any meeting held by conference telephone or similar communications equipment, notice of the meeting shall be given at least one (1) hour prior thereto by telephone or other communication directly with the Directors and/or committee members.

4.9.4 Attendance Constitutes Waiver. The attendance at or participation of a Director or committee member in any meeting shall constitute a waiver of notice of such meeting, except where a Director or committee member attends or participates for the express purpose of objecting to the transaction of any business on the ground that the meeting is not lawfully called or convened.

4.9.5 Purpose of Meeting. Neither the business to be transacted at, nor the purpose of, any regular or special meeting of the Board or any committee designated thereby need be specified in the notice or waiver of notice for such meeting.

4.9.6 Order of Business. At the meetings of the Board of Directors or any Director Committee, the order of business shall be as follows:

- a) Call meeting to order.
- b) Proof of notice of meeting and determination of quorum.
- c) Reading of minutes of previous meeting.
- d) Reports of Directors, officers, committee members or other counsel.
- e) Reports of committees.
- f) Unfinished business.
- g) New business.
- h) Public input.
- i) Executive session (if needed)
- j) Adjournment.

4.10 Waiver of Notice. Whenever any notice is required to be given to any Director or committee member under the provisions of the Act, the Articles or these Bylaws, a waiver thereof in writing signed by the person or persons entitled to such notice, whether before or after the time stated therein, shall be equivalent to the giving of such notice.

4.11 Action without a Meeting. Any action required by the Act to be taken at a meeting of the Board of the Directors, or any action that may be taken at a Director Committee meeting, may be taken without a meeting if a consent in writing, setting forth the actions so

taken, shall be signed by all of the Directors or members of the committee, as the case may be. Such consent shall have the same effect as a unanimous vote.

4.12 Compensation. Directors shall not be entitled to compensation for their services as Directors but shall be entitled to receive from the Corporation reimbursement for any reasonable expenses incurred in performing services for the Corporation and in attending Directors' meetings.

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

4.14 Director Conflicts of Interest.

4.14.1 Duty to Disclose. Any Director who has a conflict of interest with regard to a contract or other transaction presented to the Board or a committee thereof for authorization, approval or ratification shall make a prompt and full disclosure of such Director's conflicting interest to the Board or Director Committee prior to the Board's or Committee's consideration of or action on such contract or transaction. Such disclosure shall include all relevant and material facts known to the Director about the contract or transaction that might reasonably be construed to be adverse to the Corporation's interest. ~~A conflict of interest, for purposes of these Bylaws,~~ exists when a Director has, either directly or indirectly, the potential for personal, proprietary, legal, or financial loss or benefit as a result of any action or inaction taken by the Corporation.

4.14.2 No Voting By Interested Director. A Director who has a conflict of interest in any matter presented for consideration or action by the Board or a Director Committee, in addition to disclosing such interest pursuant to Section 4.14.1, shall abstain from voting on the matter giving rise to the interest and shall not be counted for purposes of establishing a quorum of those present.

4.14.3 Non-Salaried. Membership on the Board of Directors shall be voluntary and no Director will receive payment from the Corporation as compensation for the Director's services as a Director. Salaried employees of the Corporation may be elected as Directors, subject to the restrictions of Section 4.14. In no event shall a majority of the Board of Directors be comprised of paid employees of the Corporation.

4.15 Loans to Directors. The Corporation shall not lend money to or use its credit to assist its Directors or officers.

4.16 Liability of Directors for Wrongful Distribution of Assets.

4.16.1 Liability for Value of Wrongful Distribution. In addition to any other liability imposed by law upon the Directors of the Corporation, the Directors who vote for or

assent to any distribution of assets, other than in payment of its debts, when the Corporation is insolvent or when such distribution would render the Corporation insolvent, or during the liquidation of the Corporation without the payment and discharge of or making adequate provisions for all known debts, obligations and liabilities of the Corporation, shall be jointly and severally liable to the Corporation for the value of such assets which are thus distributed, to the extent that such debts, obligations and liabilities of the Corporation are not thereafter paid and discharged. The indemnity provisions of Section 6.1 shall not apply to violations of Section 4.16.1 of these Bylaws.

4.16.2 Reliance Upon Financial Statements. A Director shall not be liable under this section if, in the exercise of ordinary care, such Director relied and acted in good faith upon written financial statements of the Corporation represented to such Director to be correct by the President or by the officer of the Corporation having charge of its books of account, or certified by an independent licensed or certified public accountant or firm of such accountants to reflect fairly the financial condition of the Corporation, nor shall such Director be so liable if, in the exercise of the ordinary care and good faith, in determining the amount available for such distribution, such Director considered the assets to be equal to their book value.

4.16.3 Reliance Upon Counsel of an Attorney. A Director shall not be liable under this section, if in the exercise of ordinary care, such Director acted in good faith and in reliance upon the written opinion of an attorney for the Corporation.

4.16.4 Entitlement to Contribution. A Director against whom a claim shall be asserted under this section and who shall be held liable thereon shall be entitled to contribution(s) from persons who accepted or received such distribution knowing such distribution to have been made in violation of this section in proportion to the amounts received by them respectively.

5. OFFICERS.

5.1 Number. The officers of the Corporation shall consist of a President, Vice President, Secretary and Treasurer, each of whom shall be elected by the Board, and such other officers and assistant officers as may be deemed necessary, and which may be elected or appointed by the Board. Any two (2) or more offices may be held by the same person except for the offices of President and Secretary.

5.2 Election and Term of Office. The officers of the Corporation shall be elected annually at the annual meeting of the Board. If the election of officers shall not be held at such meeting, such election shall be held as soon as practicable thereafter. Each officer shall hold office until a successor shall have been duly elected and shall have qualified, until such officer's death, or until such officer shall resign or shall have been removed in the manner hereinafter provided.

5.3 Removal. Any officer or agent may be removed by the Board whenever in its judgment the best interests of the Corporation will be served thereby, but such removal shall be

without prejudice to the contract rights, if any, of the person so removed. Election or appointment of an officer or agent shall not of itself create contract rights.

5.4 Vacancies. A vacancy in any office because of death, resignation, removal, disqualification or otherwise, may be filled by the Board for the unexpired portion of the term.

5.5 President. The President shall be the principal executive officer of the Corporation and, subject to the control of the Board, shall in general supervise and control all other business and affairs of the Corporation. The President shall, when present, preside at all meetings of the members of the Board. The President may sign, with the Secretary or any other proper officer of the Corporation thereunto authorized by the Board, any promissory notes, deeds, mortgages, leases, contracts, or other instruments that the Board has authorized to be executed, except in the cases where the signing and execution thereof shall be expressly delegated by the Board or by these Bylaws to some other officer or agent of the Corporation, or shall be required by law to be otherwise signed and executed. The President shall co-sign all checks or other deposit account withdrawals in excess of five hundred dollars (\$500.00) and, in general, shall perform all duties incident to the office of President and such other duties as may be prescribed by the Board from time to time.

5.6 Vice President. In the absence of the President or in the event of the President's death, inability or refusal or act, the Vice President shall perform the duties of the President and, when so acting, shall have all the powers of and be subject to all the restrictions upon the President and shall perform such other duties as from time to time may be assigned to the Vice President by the President or by the Board.

5.7 Secretary. The Secretary shall attend all meetings of the Board and shall prepare and maintain proper minutes of those meetings. The Secretary shall be the custodian of the official seal of the Corporation, if any, and shall affix that seal on all documents executed on behalf of the Corporation, pursuant to due authorization by the Board. The Secretary shall have the custody of and properly protect all executed deeds, leases, agreements and other legal documents and records to which the Corporation is a party or by which it is legally affected. The Secretary shall in general perform all duties incident to the office of Secretary and such other duties as from time to time may be assigned to the Secretary by the President or the Board.

5.8 Treasurer. The Treasurer shall be the principal financial officer of the Corporation and shall have charge and custody of and be responsible for all funds of the Corporation. The Treasurer shall sign all checks and promissory notes of the Corporation and shall receive and give receipts for moneys due and payable to the Corporation from any source whatsoever and deposit all such moneys in the name of the Corporation in such banks, trust companies or other depositories as shall be selected in accordance with the provisions of Article 7 of these Bylaws. The Treasurer shall keep or cause to be kept, adequate and correct accounts of the Corporation, including accounts of its assets, liabilities, receipts and disbursements. The Treasurer shall submit to the Board and the President, when required, statements of the financial affairs of the Corporation. The Treasurer shall in general perform all of the financial duties incident to the office of Treasurer and such other duties as from time to time maybe assigned to the Treasurer by the President or the Board. If required by the Board, the Treasurer shall give a

April 5, 2012


The Corporation is committed to providing qualified students with a disability an equal opportunity to access the benefits, rights, and privileges of services, programs and activities in an accessible setting appropriate to the student's needs. No student shall, on the basis of her or her disability, be excluded from participation, be denied the benefits of, or otherwise be subject to discrimination under any educational program or activity. The Corporation is committed to providing an accessible setting appropriate to the student's needs, in compliance with the Americans with Disabilities Act, Section 504 of the Rehabilitation Act of 1973 and the disability laws of the State of Idaho.

7.10 Amendments. These Bylaws may be altered, amended or repealed and new Bylaws may be adopted by the Board of the Corporation in the manner provided in Idaho Code §30-3-96. New Bylaws may be adopted or these Bylaws may be amended or repealed by a majority vote of the Board, provided that notice of the proposed amendments have been published to the members of the Board at least ten (10) days prior to the meeting. Whenever any amendment or new Bylaws are adopted, copies shall be placed in the Book of Bylaws with the original Bylaws, and immediately after them, and shall not take effect until so copied. If any Bylaws are repealed, the fact of repeal with the date of the meeting at which the repeal was enacted must be stated in the book and until so stated, the repeal must not take effect. Whenever any provision of the Bylaws is either amended or repealed, a marginal note shall be made thereon indicating the place or page where the amendment or repeal may be found. No amendments to the Bylaws may be made which are contrary to the non-profit and tax exempt status and objectives of the Corporation as expressed in the Articles of Incorporation.

~~7.11 Dissolution. Upon dissolution of the Corporation, assets shall be distributed in accordance with the provisions for dissolution set forth in the Articles.~~

The undersigned, being Directors of the Corporation, do hereby certify that the foregoing Bylaws were duly adopted as the official Bylaws of the Corporation on the 2nd day of May, 2011.

Karl Peterson



John Adams

Rebecca Lindsey

Monica Couch

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BYLAWS
OF
ODYSSEY CHARTER SCHOOL, INC.

An Idaho Nonprofit Corporation

1. OFFICES.

1.1 Principal Office. The principal office of Odyssey Charter School, Inc., an Idaho corporation ("Corporation"), shall be fixed and located in the County of Bonneville, State of Idaho, as the Board of Directors ("Board") shall determine. .

1.2 Registered Office. The Corporation shall maintain a registered office as required by the Idaho Nonprofit Corporation Act, Chapter 3, Title 30, Idaho ("Act"). The location of the registered office of the Corporation is 2184 Channing Way, PMB #127, Idaho Falls, Idaho 83404.

1.3 Change of Offices. The Board is granted full power and authority to change the locations of the principal and registered offices by amendment of these Bylaws and appropriate filing with the Idaho Secretary of State as required by law.

2. PURPOSE. The Corporation is organized exclusively for educational purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code of 1986, or the corresponding provisions of any future Federal income tax code. Notwithstanding any other provision of these Bylaws to the contrary, the Corporation shall not carry on any activities not permitted of:

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

3. NO SHAREHOLDERS/PARENT MEMBERS.

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

3.2 Parent Members. Nothing in Article 3 shall prohibit the Corporation from recognizing a "Qualifying Parent" as a "Member" of the Corporation. Members of the Corporation may originate and take part in the discussion of any subject that may properly come

before any meeting of the Board, but may not vote. The Corporation's right to recognize and refer to its Members shall not render anyone a shareholder within the meaning of Idaho Code §30-334 of the Act

3.3 For purposes of these Bylaws, a "Qualifying Parent" is defined as a parent having a child or children enrolled in any charter school operated by the Corporation (collectively, the "Charter School"). As used herein, the term "parent" includes a person standing in parental relation to a child enrolled in the Charter School, including a birth or adoptive parent, a foster parent, a legal guardian, or an adult family member: (a) who is caring for an enrolled child; (b) with whom the child lives; and (c) who is legally responsible for the child. The term does not include a person whose parent-child relationship has been lawfully terminated or a person not entitled to possession of or access to a child under a court order.

4. BOARD OF DIRECTORS.

4.1 General Powers and Standard of Care.

4.1.1 General Powers. The Board, as a board, shall have the full power and duty to manage and oversee the operation of the Corporation's business and to pledge the credit, assets and property of said Corporation when necessary to facilitate the efficient operation thereof. Authority is given to the Board by the State of Idaho as provided in the "Public Charter Schools Act of 1998" (Idaho Code §33-5201).

4.1.2 Function of the Board; Quorum. The function of the Board can be described as policy making, advising and evaluating. The Board shall have the further duty of directing the financial means by which the educational program is conducted. Unless otherwise provided in these Bylaws, a majority of the Board shall constitute a quorum and the act of a majority of the Directors present at a meeting at which a quorum is present shall be the act of the Board.

4.1.3 Corporate Powers. All corporate powers shall be exercised by or under the authority of the Board, and the business and affairs of the Corporation shall be managed under the direction of the Board, except as may be otherwise provided in the Act or the Articles.

4.1.4 Employees. The Board shall have the power to hire, supervise, evaluate, discipline and terminate employees of the Corporation. The duties and compensation of the Corporation's employees shall be specified by the Board.

4.2 Director's Duties. A Director shall perform the Director's duties, whether as a member of the Board or a member of any committee of the Board, in good faith, in a manner such Director reasonably believes to be in the best interests of the Corporation, and with such care as an ordinarily prudent person in a like position would use under similar circumstances. In performing such duties, a Director shall be entitled to rely on information, opinions, reports or statements, including financial statements and other financial data, in each case prepared or presented by:

- a) one (1) or more officers or employees of the Corporation whom the Director reasonably believes to be reliable and competent in the matters presented;
- b) legal counsel, public accountants or other person(s) as to the matter that the Director reasonably believes to be within such person's professional or expert competence; or
- c) a committee of the Board upon which such Director does not serve, duly designated in accordance with a provision of these Bylaws, as to matters within its designated authority, which committee the Director reasonably believes to merit confidence;

but such Director shall not be considered to be acting in good faith if such Director has knowledge concerning the matter in question that would cause such reliance to be unwarranted. A person who performs such duties shall have no liability by reason of being or having been a Director of the Corporation, and shall be indemnified by the Corporation pursuant to the provisions set forth in Paragraph 6 herein.

4.3 Presumption of Assent. A Director of the Corporation who is present at a Board meeting at which any action on any corporate matter is taken shall be presumed to have assented to the action unless: (1) the Director expressly dissents during the meeting and such dissent is entered in the minutes of the meeting; or (2) unless the Director files a written dissent to such action with the Secretary of the meeting before the adjournment thereof. Such right to dissent shall not apply to a Director who affirmatively voted in favor of such action.

4.4 Number, Election and Qualification of Directors. The original Board of Directors set forth in the Articles ("Original Board") shall serve as Directors until the first annual meeting of the Board following the issuance of a charter to the Corporation pursuant to the provisions of Chapter 52, Title 33, Idaho Code.

4.4.1 Except for the Original Board, the number of Directors serving on the Board shall be fixed pursuant to resolutions adopted by the Board.

4.4.2 In order to ensure continuity in the leadership of the Corporation, the election of Directors shall be staggered in the manner set forth herein. At the first annual election of the Board of Directors following the issuance of a charter to the Corporation pursuant to the provisions of Chapter 52, Title 33, Idaho Code ("First Election"), the Original Board shall fix the number of Directors that will serve on the Board, and shall elect the number of Directors so fixed into two (2) classes, each class to be as nearly equal in number as possible. Class A Directors elected at the First Election shall serve a term of one (1) year, after which all Class A Directors elected by the Board shall serve a term of two (2) years. Class B Directors, including those elected at the First Election, shall serve a term of two (2) years. The Board shall hold Director elections annually, but only one Class of Directors shall be up for election at a time.

4.4.3 Members of the Original Board shall hold office until their successors shall have been elected at the First Election. The Directors elected at the First Election shall

assume their duties as Directors immediately upon election, and the results of the First Election shall not be ratified. Except for the original Board of Directors, each Director shall hold office until his or her successor shall have been elected and ratified in the manner set forth in Section 4.5. herein.

4.4.4 Every Director must be a resident of the State of Idaho. A Director need not qualify as a Member of the Corporation.

4.5 Ratification of Directors.

4.5.1 Ratification Process. With the exception of the election of Directors at the First Election, the election of Directors at each annual meeting shall be subject to ratification and approval in the manner set forth below.

4.5.2 Notice of Special Meeting of Members. Within three (3) days after the date of the annual meeting for the election of Directors, the incumbent Board shall call a Special Meeting of Members for the purpose of submitting the election of Directors to a ratification vote by the Members. Notice of the Special Meeting of Members shall be given at least twenty-four (24) hours prior to the time set for the Special Meeting by posting notice of the Special Meeting and the Agenda for the Special Meeting in a prominent location at the school. The date of the Special Meeting shall be no more than fourteen (14) days after the annual meeting for the election of Directors. The Notice and Agenda of the Special Meeting shall state that the purpose of the meeting is for the Members to ratify the election of all Directors of the Corporation elected at an annual meeting pursuant to Section 4.4 above. Notice of the Special Meeting shall be deemed to be waived by any Member in attendance at such meeting.

4.5.3 Voting Qualification. Except as provided herein, each Member may cast one vote for each Director elected at the annual meeting. In order to be qualified to vote, the Member must have at least one child enrolled at the Charter School as of the date of the Special Meeting called pursuant to Section 4.5.2. If two or more Members qualify as a "parent" of an enrolled child pursuant to Section 3.3, such Members shall be collectively entitled to cast one vote for each Director at the Special Meeting. In the event that Members subject to a collective voting right cast more than one collective vote, then all such votes shall be invalidated and shall not be counted. Members with more than one child enrolled in the Charter School may only cast one vote for each Director, regardless of the number of children they have enrolled. Prior to the casting of the votes, the President or Secretary of the Corporation shall verify the identity of the Members eligible to vote by requiring proof of identification in the form of a driver's license or other form of identification deemed satisfactory by the President or Secretary.

4.5.4 Proxy Votes. Members may vote either in person or by a proxy signed by such Member and personally delivered to the President or Secretary prior to the start of the meeting. Such proxy shall be invalid if executed more than 300 days prior to the date of the meeting. Such proxy shall be invalid if issued by a Member who is subject to a collective voting right shared with at least one other Member and one of the Members subject to the collective voting right attends the meeting and votes in person.

4.5.5 Tabulation of Votes. Voting shall be by secret ballot and shall be supervised by the President or Secretary of the Corporation. At the conclusion of the balloting, the President and Secretary of the Corporation shall count the votes prior to the adjournment of the meeting. At least 10% of the total number of qualifying votes must be cast at the Special Meeting in order to ratify an election of Directors. If less than 10% of the total number of qualifying votes is cast at the Special Meeting, the results shall be discarded and the Special Meeting shall be re-noticed as provided in Section 4.5.2 for a date not less than three (3) and not more than fourteen (14) days after the date of the Special Meeting at which an insufficient number of votes were cast.

4.5.6 Ratification Number. An affirmative vote of the majority of votes cast for each Director at the Special Meeting is sufficient to ratify the election of that Director. In the event that any candidate for ratification shall not receive the affirmative vote of the majority of votes cast at the meeting for that candidate, such candidate's election shall not have been ratified. In such event, the President or Secretary of the corporation shall communicate the results of the vote to the Board and the Board shall, within ten (10) days thereafter, elect another candidate to serve as a Director of the corporation. The election of such replacement candidate shall then be similarly subject to ratification in the same manner set forth above. In the event such replacement candidate fails to obtain ratification, the Board shall appoint yet another replacement candidate, whose election shall be deemed to be final, without further ratification vote.

4.6 Vacancies. Any vacancy occurring in the Board may be filled by the affirmative vote of a majority of the remaining Directors, even though less than a quorum of the Directors. A Director elected to fill a vacancy shall be elected for the unexpired term of such Director's predecessor in office. Any Directorship to be filled by reason of an increase in the number of Directors may be filled by the Board for a term of office continuing only until the next regular election of Directors.

4.7 Removal of Directors. At a meeting of the Board called expressly for the purpose of removing a Director, any Director may be removed with cause by a vote of a majority of the Directors then in office, which majority shall include the Director subject to the vote. Any Director may be removed at such a meeting without cause by a vote of two-thirds majority of the Directors then in office, which two-thirds majority shall include the Director subject to the vote. For the purposes hereof, "cause" shall include, without limitation, any willful or knowing breach of fiduciary duty or obligation owed to the Corporation, commission of any felony or a misdemeanor involving moral turpitude, and willful violation of any standard of ethics or rule of conduct applicable to public officials. A quorum of Directors for purposes of a meeting called for the express purpose of removing a Director shall be all members of the Board of Directors then in office. Any Member qualified to vote at a Special Meeting for the ratification of the election of Directors shall have the right to petition the Board for the removal of a Director by presenting such petition, signed by at least 10% of all Members qualified to vote at a Special Meeting for the ratification of the election of Directors. Upon receiving such petition, the Board shall have fourteen (14) days in which to call a meeting to vote upon the removal of the Director identified in the petition in accordance with the provisions of this section.

4.8 Committees of Directors.

4.8.1 Membership. The Board may, by resolution adopted by a majority of the Directors, designate and appoint one or more Director Committees, each of which shall consist of two or more Directors.

4.8.2 Authority. Director Committees shall have and exercise the authority of the Board in the management of the Corporation, but only to the extent provided in the resolution establishing the committee; provided, however, that no Director Committee shall have the authority of the Board with regard to the following actions: (i) authorization of distributions, (ii) approval of corporate assets, including acquisition and removal of such assets, (iii) election, appointment or removal of Directors or filling vacancies of the Board or on any of its committees, or (iv) adoption, amendment or repeal of the Articles or these Bylaws. The designation and appointment of any such Director Committee and the delegation of authority to a Director Committee shall not operate to relieve the Board, or any individual Director, of any responsibility imposed upon the Board or any individual Director by operation of Section 4.2 or other applicable law regarding the delegation of the particular duties so delegated.

4.8.3 Nominating Committee. At least 15 days prior to each annual meeting of the Board of the Corporation, the President shall submit for ratification and vote by the Board the names of at least three (3) Directors of the Corporation to serve as the Nominating Committee. The President shall not serve as a member of the Nominating Committee.

4.8.4 Standing Director Committees.

- a) Other Standing Committees. A Standing Committee of the Board of Directors may be constituted as determined from time to time by resolution of the Board of Directors.
- b) Tenure. Each member of a Standing Committee shall continue as such until the next annual meeting of the Board of Directors and until a successor is appointed unless (i) the committee is sooner terminated, or (ii) such member is removed from the committee, or (iii) such member ceases to qualify as a member of the committee.

4.8.5 Chairperson. One member of each Director Committee shall be appointed as Committee Chairperson by the Board.

4.8.6 Vacancies. Vacancies in the membership of any Director Committee may be filled by appointments made in the same manner as provided in the case of the original appointments.

4.8.7 Resignation. Any committee member may resign at any time by giving written notice to the Board, the President, or the Secretary of the Corporation. Unless otherwise specified in the notice of resignation, the resignation shall take effect upon receipt. Acceptance of the resignation shall not be necessary to make the resignation effective.

4.8.8 Removal. Any committee member may be removed by the person or persons authorized to appoint such member with or without cause.

4.8.9 Quorum. Unless otherwise provided in the resolution of the Board designating a Director Committee, a majority of the whole committee shall constitute a quorum and the act of a majority of the members present at a meeting at which a quorum is present shall be the act of the committee.

4.9 Directors and Committee Meetings.

4.9.1 Meeting Location. Meetings of the Board, regular or special, or meetings of any Director Committee, may be held either within or without the State of Idaho. Unless otherwise specified in this section or in the notice for such meeting, all meetings shall be held at the principal office of the Corporation. All meetings of the Board and/or Director Committees shall comply with the Idaho Open Meeting Act.

4.9.2 Notice. Except as otherwise provided in this section, regular or special meetings of the Board or any committee designated thereby may be called by or at the request of the President, any Director, or the Chair of a Director Committee, as the case may be, upon written or verbal notice thereof given to all other Directors or committee members, as the case may be, at least three (3) days before the meeting. The Board may provide, by resolution, the time and place for the holding of additional regular meetings without other notice than such resolution.

4.9.3 Attendance by Conference Call. Members of the Board or any Director Committee may participate in a meeting of the Board or such committee by conference telephone or similar communications equipment by means of which all persons participating in the meeting can hear each other at the same time, and the participation by such means shall constitute presence in person at a meeting. For any meeting held by conference telephone or similar communications equipment, notice of the meeting shall be given at least one (1) hour prior thereto by telephone or other communication directly with the Directors and/or committee members.

4.9.4 Attendance Constitutes Waiver. The attendance at or participation of a Director or committee member in any meeting shall constitute a waiver of notice of such meeting, except where a Director or committee member attends or participates for the express purpose of objecting to the transaction of any business on the ground that the meeting is not lawfully called or convened.

4.9.5 Purpose of Meeting. Neither the business to be transacted at, nor the purpose of, any regular or special meeting of the Board or any committee designated thereby need be specified in the notice or waiver of notice for such meeting.

4.9.6 Order of Business. At the meetings of the Board of Directors or any Director Committee, the order of business shall be as follows:

- a) Call meeting to order.
- b) Proof of notice of meeting and determination of quorum.
- c) Reading of minutes of previous meeting.
- d) Reports of Directors, officers, committee members or other counsel.
- e) Reports of committees.
- f) Unfinished business.
- g) New business.
- h) Public input.
- i) Executive session (if needed)
- j) Adjournment.

4.10 Waiver of Notice. Whenever any notice is required to be given to any Director or committee member under the provisions of the Act, the Articles or these Bylaws, a waiver thereof in writing signed by the person or persons entitled to such notice, whether before or after the time stated therein, shall be equivalent to the giving of such notice.

4.11 Compensation. Directors shall not be entitled to compensation for their services as Directors but shall be entitled to receive from the Corporation reimbursement for any reasonable expenses incurred in course of performing the duties of a Director.

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

4.13 Director Conflicts of Interest.

4.13.1 Duty to Disclose. Any Director who has a conflict of interest with regard to a contract or other transaction presented to the Board or a committee thereof for authorization, approval or ratification shall make a prompt and full disclosure of such Director's conflicting interest to the Board or Director Committee prior to the Board's or Committee's consideration of or action on such contract or transaction. Such disclosure shall include all relevant and material facts known to the Director about the contract or transaction that might reasonably be construed to be adverse to the Corporation's interest. A conflict of interest, for purposes of these Bylaws, exists when a Director has, either directly or indirectly, the potential for personal, proprietary, legal, or financial loss or benefit as a result of any action or inaction taken by the Corporation.

4.13.2 No Voting By Interested Director. A Director who has a conflict of interest in any matter presented for consideration or action by the Board or a Director Committee, in addition to disclosing such interest pursuant to Section 4.14.1, shall abstain from voting on the matter giving rise to the interest and shall not be counted for purposes of establishing a quorum of those present.

4.13.3 Non-Salaried. Membership on the Board of Directors shall be voluntary and no Director will receive payment from the Corporation as compensation for the Director's services as a Director.

4.14 Loans to Directors. The Corporation shall not lend money to or use its credit to assist its Directors or officers.

4.15 Liability of Directors for Wrongful Distribution of Assets.

4.15.1 Liability for Value of Wrongful Distribution. In addition to any other liability imposed by law upon the Directors of the Corporation, the Directors who vote for or assent to any distribution of assets, other than in payment of its debts, when the Corporation is insolvent or when such distribution would render the Corporation insolvent, or during the liquidation of the Corporation without the payment and discharge of or making adequate provisions for all known debts, obligations and liabilities of the Corporation, shall be jointly and severally liable to the Corporation for the value of such assets which are thus distributed, to the extent that such debts, obligations and liabilities of the Corporation are not thereafter paid and discharged. The indemnity provisions of Section 6.1 shall not apply to violations of Section 4.16.1 of these Bylaws.

4.15.2 Reliance Upon Financial Statements. A Director shall not be liable under this section if, in the exercise of ordinary care, such Director relied and acted in good faith upon written financial statements of the Corporation represented to such Director to be correct by the President or by the officer of the Corporation having charge of its books of account, or certified by an independent licensed or certified public accountant or firm of such accountants to reflect fairly the financial condition of the Corporation, nor shall such Director be so liable if, in the exercise of the ordinary care and good faith, in determining the amount available for such distribution, such Director considered the assets to be equal to their book value.

4.15.3 Reliance Upon Counsel of an Attorney. A Director shall not be liable under this section, if in the exercise of ordinary care, such Director acted in good faith and in reliance upon the written opinion of an attorney for the Corporation.

4.15.4 Entitlement to Contribution. A Director against whom a claim shall be asserted under this section and who shall be held liable thereon shall be entitled to contribution(s) from persons who accepted or received such distribution knowing such distribution to have been made in violation of this section in proportion to the amounts received by them respectively.

5. BOARD OFFICES.

5.1 Number. The officers of the Corporation shall consist of a President, Vice President, Secretary and Treasurer, each of whom shall be elected by the Board, and such other officers and assistant officers as may be deemed necessary, and which may be elected or appointed by the Board. Any two (2) or more offices may be held by the same person except for

the offices of President and Secretary. All elected Board Officers must be duly elected and ratified members of the Board of Directors.

5.2 Election and Term of Office. The officers of the Corporation shall be elected annually as soon as practicable after the election and ratification of Directors pursuant to sections 4.4 and 4.5 herein. Each officer shall hold office until a successor shall have been duly elected.

5.3 Removal. Any officer or agent may be removed by the Board whenever in its judgment the best interests of the Corporation will be served thereby, but such removal shall be without prejudice to the contract rights, if any, of the person so removed. Election or appointment of an officer or agent shall not of itself create contract rights.

5.4 Vacancies. A vacancy in any office because of death, resignation, removal, disqualification or otherwise, may be filled by the Board for the unexpired portion of the term.

5.5 President. The President shall be the principal executive officer of the Corporation and, subject to the control of the Board, shall in general supervise and control all other business and affairs of the Corporation. The President shall, when present, preside at all meetings of the members of the Board and establish the agenda for such meetings. The President may sign, with the Secretary or any other proper officer of the Corporation thereunto authorized by the Board, any promissory notes, deeds, mortgages, leases, contracts, or other instruments that the Board has authorized to be executed, except in the cases where the signing and execution thereof shall be expressly delegated by the Board or by these Bylaws to some other officer or agent of the Corporation, or shall be required by law to be otherwise signed and executed. The President shall co-sign all checks or other deposit account withdrawals in excess of five hundred dollars (\$500.00) and, in general, shall perform all duties incident to the office of President and such other duties as may be prescribed by the Board from time to time. The President shall be the chief liaison to the administrator of the Charter School. The President shall be responsible for ensuring that the Board is in compliance with the charter contract, Articles of Incorporation, and Corporate Bylaws.

5.6 Vice President. In the absence of the President or in the event of the President's death, inability or refusal to act, the Vice President shall perform the duties of the President and, when so acting, shall have all the powers of and be subject to all the restrictions upon the President and shall perform such other duties as from time to time may be assigned to the Vice President by the President or by the Board.

5.7 Secretary. The Secretary shall attend all meetings of the Board and shall prepare and maintain proper minutes of those meetings. The Secretary shall be the custodian of the official seal of the Corporation, if any, and shall affix that seal on all documents executed on behalf of the Corporation, pursuant to due authorization by the Board. The Secretary shall have the custody of and properly protect all executed deeds, leases, agreements and other legal documents and records to which the Corporation is a party or by which it is legally affected. The Secretary shall in general perform all duties incident to the office of Secretary and such other duties as from time to time may be assigned to the Secretary by the President or the Board.

5.8 Treasurer. The Treasurer shall be the principal financial officer of the Corporation and shall have charge and custody of and be responsible for all funds of the Corporation. The Treasurer shall sign all checks and promissory notes of the Corporation and shall receive and give receipts for moneys due and payable to the Corporation from any source whatsoever and deposit all such moneys in the name of the Corporation in such banks, trust companies or other depositories as shall be selected in accordance with the provisions of Article 7 of these Bylaws. The Treasurer shall keep or cause to be kept, adequate and correct accounts of the Corporation, including accounts of its assets, liabilities, receipts and disbursements. The Treasurer shall submit to the Board and the President, when required, statements of the financial affairs of the Corporation. The Treasurer shall in general perform all of the financial duties incident to the office of Treasurer and such other duties as from time to time maybe assigned to the Treasurer by the President or the Board. If required by the Board, the Treasurer shall give a bond for the faithful discharge of the Treasurer's duties in such sum and with such surety or sureties as the Board shall determine.

5.9 Officer Conflict of Interest. Officers of the Corporation shall comply with all standards of ethics or conduct applicable to public officials, including but not limited to the Idaho Ethics in Government Act.

6. INDEMNIFICATION.

6.1 Indemnification of Officers, Directors, Employees and Agents. The Corporation shall indemnify any current Director, officer, employee or agent of the Corporation, or any former Director, officer, employee or agent of the Corporation, against expenses actually and reasonably incurred by him or her in connection with the defense of any action, suit or proceeding, civil or criminal, in which he or she is made a party by reason of being, or having been, a Director or officer of the Corporation; but only if (with respect to civil actions) he or she acted in good faith and in a manner he or she reasonably believed to be in (or not opposed to) the best interests of the Corporation; and only if (with respect to criminal actions or proceedings), he or she had no reasonable cause to believe his or her conduct was unlawful; AND PROVIDED FURTHER, indemnification shall not be made by the Corporation to a current Director or officer, or former Director or officer, in relation to matters as to which he or she is adjudged in such action, suit or proceeding to be liable for negligence or misconduct in the performance of his or her duties to the Corporation. It is intended that this indemnification provision be applied consistent with Idaho Code §30-3-89.

6.2 Insurance. The Corporation may indemnify Directors, officers, employees and agents of the Corporation to the extent permitted by, and in accordance with, the Act. The Corporation may purchase and maintain insurance on behalf of any person who is or was a Director, officer, employee or agent of another corporation, partnership, joint venture, trust or other enterprise against any liability asserted against such person and incurred by such person in any such capacity or arising out of such person's status as such, whether or not the Corporation would have the power to indemnify such person against such liability.

7. MISCELLANEOUS.

7.1 Books and Records. At its registered office or principal place of business, the Corporation shall keep: (i) correct and complete books and records of account; and (ii) minutes of the proceedings of its members and Board; and (iii) a record of the names and addresses of all members. Any books, records and minutes may be in written form or in any other form capable of being converted into written form within a reasonable time.

7.2 Contracts. The Board may authorize any officers, agent or agents of the Corporation, in addition to the officers so authorized by these Bylaws, to enter into any contract or execute and deliver any instrument in the name of and on behalf of the Corporation, and such authority may be general or confined to specific instances.

7.3 Checks, Drafts and Evidences of Indebtedness. All checks, drafts, or other orders for payment of money, notes or other evidences of indebtedness issued in the name of the Corporation, shall be signed by such officer or officers, agent or agents, of the Corporation as provided in these Bylaws or in such manner as shall from time to time be determined by the Board.

7.4 Deposits. All funds of the Corporation not otherwise employed shall be deposited from time to time to the credit of the Corporation in such banks, trust companies or other depositories as the Board may select.

7.5 Gifts. The Board may accept on behalf of the Corporation any contribution, gift, bequest or devise for the general purposes or for any special purpose of the Corporation.

7.6 Annual Financial Statements. The officers of the Corporation shall cause a balance sheet as of the closing date of the last fiscal year, together with a statement of income and expenditures for the year ending on the date, to be prepared and presented to the Directors at each annual meeting of the Board.

7.7 Fiscal Year. The fiscal year of the Corporation shall begin on the first day of July and end on the last day of June of the following year, except that the first fiscal year shall begin on the date of incorporation.

7.8 Regulation of Internal Affairs. The internal affairs of the Corporation shall be regulated as set forth in these Bylaws to the extent that these Bylaws are lawful under the Act. With respect to any matter not covered in these Bylaws, the provision of the Act shall be controlling as long as such provisions of the Act are not inconsistent with the lawful provisions of these Bylaws.

7.9 Non-Discrimination. The Corporation is committed to the concept and practice of equal opportunity for all of its students, employees, and applicants in education, employment, services, and contracts, and does not discriminate on the basis of race or ethnicity, color, age, national origin, ancestry, religion, creed, marital status, gender, sexual orientation, pregnancy, Vietnam-era or disabled veteran status, political affiliation or belief, citizenship/status as a lawfully admitted immigrant authorized to work in the United States, or presence of any physical, sensory, or mental disability, except where a disability may impede performance at an acceptable level. In addition, reasonable accommodations will be made for known physical or mental limitations for all otherwise qualified persons with disabilities.

The Corporation is committed to providing qualified students with a disability an equal opportunity to access the benefits, rights, and privileges of services, programs and activities in an accessible setting appropriate to the student's needs. No student shall, on the basis of her or her disability, be excluded from participation, be denied the benefits of, or otherwise be subject to discrimination under any educational program or activity. The Corporation is committed to providing an accessible setting appropriate to the student's needs, in compliance with the Americans with Disabilities Act, Section 504 of the Rehabilitation Act of 1973 and the disability laws of the State of Idaho.

7.10 Amendments. These Bylaws may be altered, amended or repealed and new Bylaws may be adopted by the Board of the Corporation in the manner provided in Idaho Code § 30-3-96. New Bylaws may be adopted or these Bylaws may be amended or repealed by a majority vote of the Board, provided that notice of the proposed amendments have been published to the members of the Board at least ten (10) days prior to the meeting. Whenever any amendment or new Bylaws are adopted, copies shall be placed in the Book of Bylaws with the original Bylaws, and immediately after them, and shall not take effect until so copied. If any Bylaws are repealed, the fact of repeal with the date of the meeting at which the repeal was enacted must be stated in the book and until so stated, the repeal must not take effect. Whenever any provision of the Bylaws is either amended or repealed, a marginal note shall be made thereon indicating the place or page where the amendment or repeal may be found. No amendments to the Bylaws may be made which are contrary to the non-profit and tax exempt status and objectives of the Corporation as expressed in the Articles of Incorporation. No amendment to the Bylaws is effective until such amendment has been approved by the Idaho Public Charter School Commission.


7.11 Dissolution. Upon dissolution of the Corporation, assets shall be distributed in accordance with the provisions for dissolution set forth in the Articles.

April 5, 2012

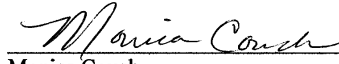
The undersigned, being Directors of the Corporation, do hereby certify that the foregoing Bylaws were duly adopted as the official Bylaws of the Corporation on this 1st day of March, 2012.



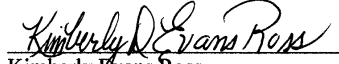
Karl Peterson



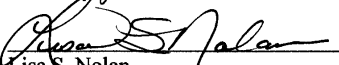
Chris Peterson



Monica Couch



Kimberly Evans Ross



Lisa S. Nolan

April 5, 2012

Appendix C

Petition Signatures of Qualified Electors

Signatures were gathered from people who are residents of Bonneville County on three separate sheets. The election office verified the signatures of the sheets with one verification per sheet. The signature sheets and the verifications follow on the pages below.

April 5, 2012

COUNTY CLERK AFFIDAVIT
CERTIFICATION OF SIGNATURES ON PETITION

STATE OF IDAHO,
SS.
County of BONNEVILLE

DATE: April 5, 2011

I, Ronald Longmore, County Clerk of BONNEVILLE County, hereby certify
that 12 signatures on this petition are those of qualified electors.



Signed: Kay m. Condie
County Clerk or Deputy

Petition # B-001

Petition to Establish a New Idaho Public Charter School

This document is an Elector Petition and must be signed by not less than thirty (30) qualified electors of the attendance area of the new charter school. Proof of elector qualifications must be provided with the petition.

Name of Proposed New Charter School School District Where New Charter School will be Physically Located	Elector's Signature	Street Address	City	Telephone	Date
Odyssey Bonnerille School District 993 area	[Signature]	3870 Taylorview	Ammon	524-1285	12-29-2010
	[Signature]	3890 Taylorview	Ammon	524-1285	12-29-2010
I am currently a qualified elector in the above-named school district. I agree that the above-named proposed new charter school should be approved as an Idaho Public Charter School.	[Signature]	2819 Taylorview	Ammon	800-5183	12-09-2010
	[Signature]	3690 Silverstone Dr.	Ammon	524-6363	01/19/2011
	[Signature]	3680 Silverstone Dr.	Ammon	524-6363	01/19/2011
	[Signature]	3050 Fenwick	Ammon	523-0701	1-19-11
	[Signature]	3239 E. Kit Ln	Idaho Falls	520-9352	1-19-11
	[Signature]	3239 E. Kit Ln	Idaho Falls	351-8178	1-19-11
	[Signature]	1718 Castle II Dr.	Ammon	680-9444	1-19-11
	[Signature]	4171 Clarkston	Idaho Falls	5709 6634	1-19-11
	[Signature]	1231 Jefferson Ave	Idaho Falls	208-206-5742	1-19-11
	[Signature]	3374 Cameron Lane	Idaho Falls	524-8841	1-19-11
	[Signature]	1181 Starnes Dr	Idaho Falls	524-1141	1-19-11
	[Signature]	3320 E Michelle St.	Idaho Falls	680-4227	1/19/11
	[Signature]	1010 10th St	Ammon	932-41619	1/19/11
	[Signature]	1010 10th St	Ammon	932-41619	1/19/11

52
52
NA Add
46
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51
47
NR
28
46
45
NR

BONNERILLE COUNTY
ELECTOR'S SIGNATURES

4/16/2008

B-001

April 5, 2012

COUNTY CLERK AFFIDAVIT
CERTIFICATION OF SIGNATURES ON PETITION

STATE OF IDAHO,
SS.
County of BONNEVILLE

DATE: April 5, 2011

I, Ronald Longmore, County Clerk of BONNEVILLE County, hereby certify
that 10 signatures on this petition are those of qualified electors.



Signed: Kay M. Cordie
County Clerk or Depury

Petition # B-002

Petition to Establish a New Idaho Public Charter School

This document is an Elector Petition and must be signed by no less than thirty (30) qualified electors of the attendance area of the new charter school. Proof of elector qualifications must be provided with the petition.

Name of Proposed New Charter School School District Where New Charter School will be Physically Located		Odyssey Charter School District 91			
I am currently a qualified elector in the above-named school district.		I agree that the above-named proposed new charter school should be approved as an Idaho Public Charter School.			
Elector's Printed Name	Elector's Signature	Street Address	City	Telephone	Date
NR 05	Corrie Holder	655 S Old Butte Bl #406	Idaho Falls	206-8085	2/28/11
NR 12	Sarah Martin	810 W Shelley	Idaho Falls	521-0480	3/2/11
NR 36	Melinda Smith	1065 Lora	Idaho Falls	529-1824	3/29/11
NR 37	Dennis Craft	430 10th St	Idaho Falls	524-509	3/2/11
NR 27	Mary Blacker	2740 W 33rd	Idaho Falls	520-8904	3/4/11
NR 27	Mary Blacker	3368 Chimney Peak	Idaho Falls	757-8373	3/10/11
NR 27	Melissa Couch	1700 E Sunnyside Ln	IF	553-0124	3/24/11
NR 27	Nemua Franzen	1450 Fox Ct	IF	552-0766	3/24/11
NR 17	Jared Hart	5508 Shiloh Way Trm	IF	701-7915	3/29/11
NR 26	Kiera McMaster	1117 Pawnee St	IF	557-8377	3/29/11
NR 29	Kimberlee Smith	171 Clubhouse #102	IF	529-4185	3/29/11
NR 29	Spencer Hamilton	1571 Dubson Circle	IF	529-4184	3/29/11
NR 29	Melissa Gausman	3080 Mesquite Dr.	IF	524-7018	3/29/11
NR 29	Melissa Gausman	1440 Fox Court	IF	620-2320	3/29/11
NR 29	Melissa Gausman	3800 Alder Blvd	IF	403-5414	3/31/11

4/16/2008

B-002

April 5, 2012

COUNTY CLERK AFFIDAVIT
CERTIFICATION OF SIGNATURES ON PETITION

STATE OF IDAHO,
SS.
County of BONNEVILLE

DATE: April 5, 2011

I, Ronald Longmore, County Clerk of BONNEVILLE County, hereby certify
that 13 signatures on this petition are those of qualified electors.



Signed: Kay M. Condie
County Clerk or Deputy

Petition # B-003

April 5, 2012

COUNTY CLERK AFFIDAVIT
CERTIFICATION OF SIGNATURES ON PETITION

STATE OF IDAHO,
SS.
County of BONNEVILLE

DATE: April 5, 2011

I, Ronald Longmore, County Clerk of BONNEVILLE County, hereby certify
that 13 signatures on this petition are those of qualified electors.



Signed: Kay M. Condie
County Clerk or Deputy

Petition # B-003

Petition to Establish a New Idaho Public Charter School

This document is an Elector Petition and must be signed by not less than thirty (30) qualified electors of the attendance area of the new charter school. Proof of elector qualifications must be provided with the petition.

Name of Proposed New Charter School School District Where New Charter School will be Physically Located	Elector's Printed Name	Elector's Signature	Street Address	City	Telephone	Date
Odyssey Bonnevillie School Dist #93	16 David Gertsen	<i>David Gertsen</i>	1163 Diamond Dr	Ammon	523-3241	1/19/11
	17 Blair Jensen	<i>Blair Jensen</i>	319 Valley Dr	Idaho Falls	529-5591	1/19/11
	18 Carin Spencer	<i>Carin Spencer</i>	1750 Ashment #5	Idaho Falls	570-4872	1/19/11
	19 Joan Radford	<i>Joan Radford</i>	3798 Elona	Idaho Falls	360-8345	01/19/11
	20 Kristel Hunter	<i>Kristel Hunter</i>	2450 Ross	IF	787-0485	1/19/11
	21 Brandi Watson	<i>Brandi Watson</i>	3510 BRANA	Ammon	403-4338	1-19-11
	22 Angela Powell	<i>Angela Powell</i>	4360 Cochise Dr	Ammon	419-5715	1-19-11
	23 Jennifer	<i>Jennifer</i>	148 North Ave	IF	524-2664	1/19/11
	24 Filene Faye	<i>Filene Faye</i>	590 Apple Dr	Idaho Falls	524-4444	1/19/11
	25 Janecy Moore	<i>Janecy Moore</i>	2992 N Azure Drive	IF	206-1585	1/19/11
	26 Kambria Reeves	<i>Kambria Reeves</i>	51008 Valt Drive	IF	353-9581	1/19/11
	27 Ganna Ellis	<i>Ganna Ellis</i>	85 Teaming Court Dr.	Ammon	552-1315	1/19/11
	28 Shantonia Silva	<i>Shantonia Silva</i>	1200 S Kimble Dr.	Ammon	932-4619	1/19/11
	29 Ben Wheeler	<i>Ben Wheeler</i>	4069 Birchwood Cir	Ammon	529-0308	1/19/11
	30 Donna Guillen	<i>Donna Guillen</i>		Ammon	522-6916	1/25/11

49 NR 23 25 NR 45 52 48 58 50

4/16/2008

B-003

✓

Appendix D

Odyssey Charter School's attendance area is Jefferson County, Bonneville County, and Shelley School Attendance Area Map District # 60.

The attendance area map is below.



The attendance area allows students to be bused from the major towns of Shelley, Ucon, Ririe, and Rigby to the projected location for Odyssey Charter School in the Hollipark Drive and Jones Street area in Idaho Falls where the three potential facilities are located. These locations are within the 15 road miles allowable for busing.

April 5, 2012

INTERNAL REVENUE SERVICE
P. O. BOX 2508
CINCINNATI, OH 45201

DEPARTMENT OF THE TREASURY

Date: OCT 03 2011

ODYSSEY CHARTER SCHOOL INC
C/O KARL PETERSON
2184 CHANNING WAY PMB 127
IDAHO FALLS, ID 83404

Employer Identification Number:
45-1644409
DLN:
17053132305011
Contact Person:
ALICE T LI ID# 95032
Contact Telephone Number:
(877) 829-5500
Accounting Period Ending:
June 30
Public Charity Status:
509(a)(2)
Form 990 Required:
Yes
Effective Date of Exemption:
April 7, 2011
Contribution Deductibility:
Yes
Addendum Applies:
No

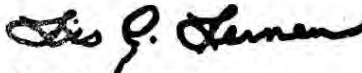
Dear Applicant:

We are pleased to inform you that upon review of your application for tax exempt status we have determined that you are exempt from Federal income tax under section 501(c)(3) of the Internal Revenue Code. Contributions to you are deductible under section 170 of the Code. You are also qualified to receive tax deductible bequests, devises, transfers or gifts under section 2055, 2106 or 2522 of the Code. Because this letter could help resolve any questions regarding your exempt status, you should keep it in your permanent records.

Organizations exempt under section 501(c)(3) of the Code are further classified as either public charities or private foundations. We determined that you are a public charity under the Code section(s) listed in the heading of this letter.

Please see enclosed Publication 4221-PC, Compliance Guide for 501(c)(3) Public Charities, for some helpful information about your responsibilities as an exempt organization.

Sincerely,



Lois G. Lerner
Director, Exempt Organizations

Enclosure: Publication 4221-PC

Letter 947 (DO/CG)

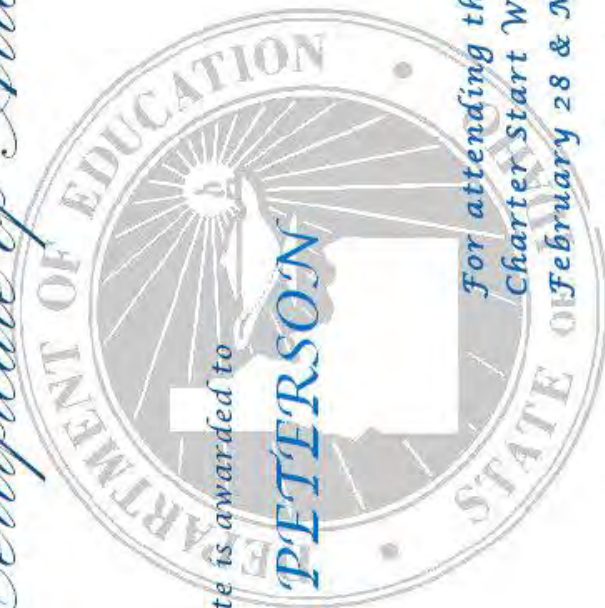
Appendix E

Attendance at the Charter Start! 101 Workshop

Certificate of Attendance

This certificate is awarded to

KARL PETERSON



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

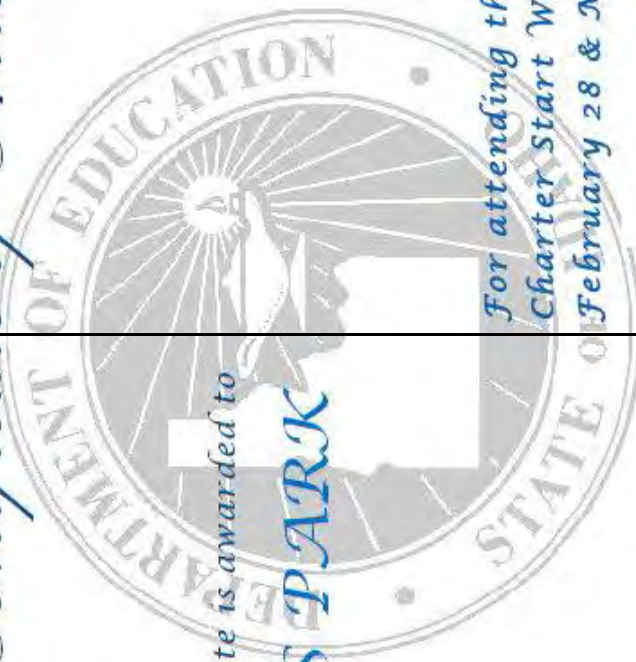
Michelle Convent Taylor

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

Appendix F

Facilities

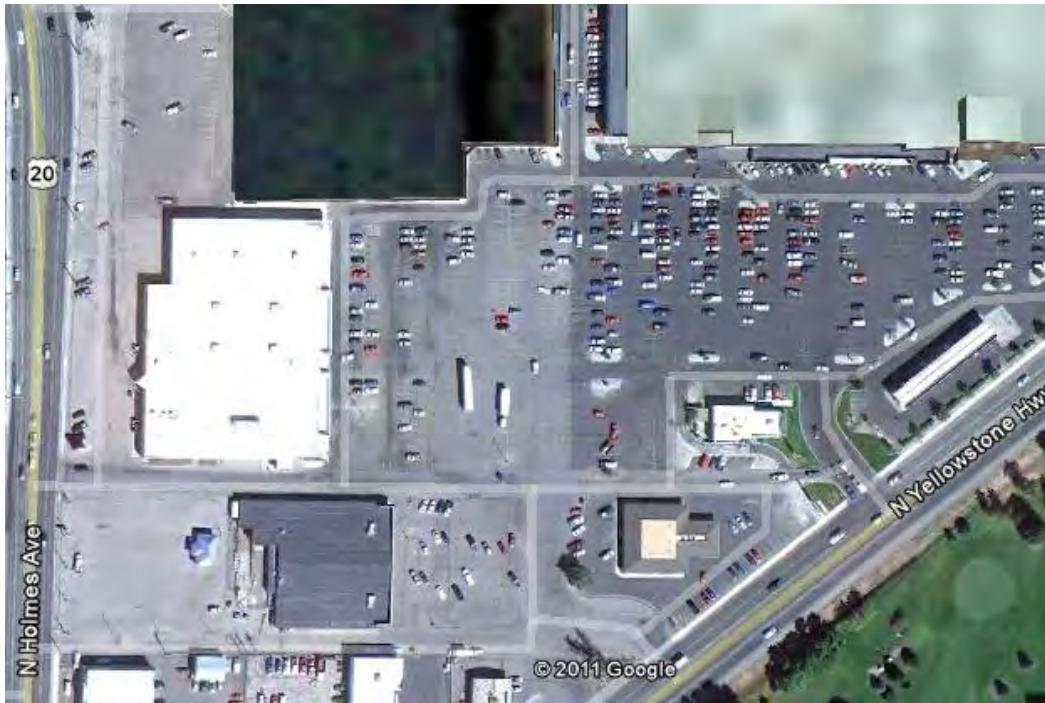
Odyssey Charter School has looked at several possibilities for a facility that is located in Idaho Falls School District #91.

~~Our first choice is to lease 14400 square feet of space in the Fred Meyer Plaza. The lease payment is \$4000.00 a month. The owners are willing to build out the interior for our needs. We would be able reach a capacity of 411 in the space at 35 square feet per student. This would be the best situation for the school until we are able to build our own facility.~~

~~Our second~~Our first choice is to lease the Broken Bow Plaza. The building is currently a finished shell. The interior is still open to the studs. The owner of Broken Bow Plaza is willing finish the interior of the building to meet our needs. To do this, he will require at least a 3 year lease. At 30 square feet per student, this would mean that our largest student body for this facility will be 267 students. This means that we will need to stay at this size for three years to the end of the lease or find a tenant to sub lease the facility and build a facility large enough to grow.

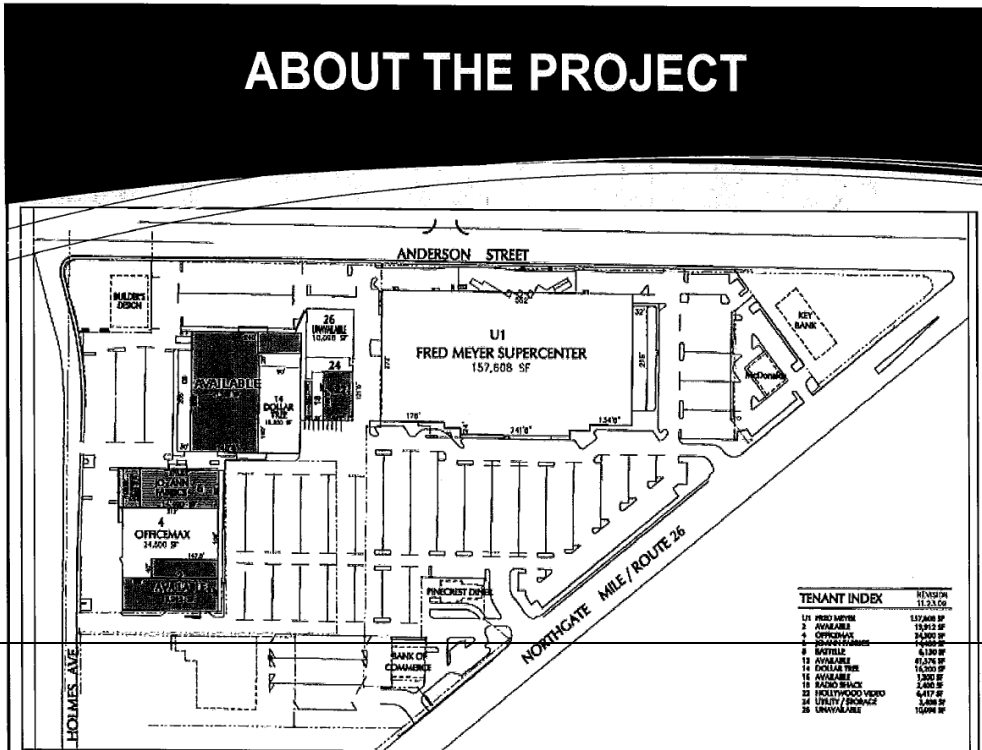
~~Our third~~second choice is Dunkley Hollipark Plaza. This is a light industrial strip mall that has 4500 square feet of space which would allow us to have 150 students in the facility at 35 square feet per student. The payment is \$2995.00 a month lease if we lease all of the available space. We will need to the remodel of the interior.

Fred Meyer Plaza



The Fred Meyer Plaza has a commercial space in the white building on the left. This space is 14400 square feet and so it would allow for growth of the school for several years. At 35 square feet per student, the space would be large enough for 411 students. It is a large space that used to be JoAnn's Fabric. It has been empty for over a year. The property managers are willing to build out the interior for the school.

ABOUT THE PROJECT



The Country Club Mall is a 306,201 s.f. shopping center located at the intersection of three major arterial streets in Idaho Falls, Idaho. The center was redeveloped in 1997 to accommodate the addition of a 157,608 square foot Fred Meyer Supercenter. Other adjacent tenants include OfficeMax, Dollar Tree, and Jo-Ann. Available units include 1,200 s.f., 6,547 s.f., 14,400 s.f., 19,912 s.f. and 41,376 s.f. suites.

The project features access via three major streets and pylon signage along U.S. Highway 26 and Holmes Avenue. Daytime employment in the area is strong, with over 36,000 employees located within a three-mile radius of the center. Shoppers within a five-mile radius of the center have average household incomes of \$68,056. In addition to local shoppers within Idaho's third largest MSA, the center draws from neighboring underserved communities including Rigby, Victor, Driggs and Jackson, Wyoming.

SIGNAGE



In addition to ample wall signage facing Yellowstone Highway and Fred Meyer, signage is available on two pylon signs - one on Holmes Avenue and the other on Yellowstone Highway at the entrance to Fred Meyer.

Panel position for larger tenants on both pylons will be as shown in the photo on the right.



ABOUT THE MARKET



Idaho Falls and Ammon serve as a regional retail hub for a primary trade area population of approximately 211,000 residents. The Yellowstone Highway corridor (shown above) is a frequent shopping destination for a service area that encompasses 14 counties and serves over 350,000 people. The project is located in Bonneville County, where residents have an average household income of \$60,405. The area's major employers include Bechtel BWXT Idaho at the Idaho National Laboratory, Eastern Idaho Regional Medical Center and Melaleuca, Inc. The area enjoys one of the lowest unemployment rates in the nation and has experienced steady population growth in recent years.



Executive Summary
Prepared by Brent Wilson and Don Zebe

Latitude: 43.509787
Longitude: -112.020401

Ring: 1, 3, 5 Miles

	1 mile radius	3 miles radius	5 miles radius
2010 Population			
Total Population	6,990	53,961	87,583
Male Population	49.9%	49.4%	49.6%
Female Population	50.1%	50.6%	50.4%
Median Age	32.1	33.2	32.4
2010 Income			
Median HH Income	\$34,165	\$51,264	\$56,592
Per Capita Income	\$17,931	\$24,462	\$24,826
Average HH Income	\$43,214	\$62,469	\$68,084
2010 Households			
Total Households	2,717	20,889	31,686
Average Household Size	2.40	2.54	2.73
2010 Housing			
Owner Occupied Housing Units	54.2%	62.0%	68.3%
Renter Occupied Housing Units	38.7%	31.9%	26.0%
Vacant Housing Units	7.1%	6.1%	5.7%
Population			
1990 Population	6,669	45,562	62,378
2000 Population	6,872	49,309	71,204
2010 Population	6,990	53,961	87,583
2015 Population	7,131	57,284	95,878
1990-2000 Annual Rate	0.3%	0.79%	1.33%
2000-2010 Annual Rate	0.17%	0.88%	2.04%
2010-2015 Annual Rate	0.4%	1.2%	1.83%

In the identified market area, the current year population is 87,583. In 2000, the Census count in the market area was 71,204. The rate of change since 2000 was 2.04 percent annually. The five-year projection for the population in the market area is 95,878, representing a change of 1.83 percent annually from 2010 to 2015. Currently, the population is 49.6 percent male and 50.4 percent female.

Households			
1990 Households	2,557	16,614	21,406
2000 Households	2,564	18,497	25,185
2010 Households	2,717	20,889	31,686
2015 Households	2,811	22,344	34,901
1990-2000 Annual Rate	0.03%	1.08%	1.64%
2000-2010 Annual Rate	0.57%	1.19%	2.27%
2010-2015 Annual Rate	0.68%	1.36%	1.95%

The household count in this market area has changed from 25,185 in 2000 to 31,686 in the current year, a change of 2.27 percent annually. The five-year projection of households is 34,901, a change of 1.95 percent annually from the current year total. Average household size is currently 2.73, compared to 2.78 in the year 2000. The number of families in the current year is 22,982 in the market area.

Housing

Currently, 68.3 percent of the 33,605 housing units in the market area are owner occupied; 26.0 percent, renter occupied; and 5.7 percent are vacant. In 2000, there were 26,471 housing units - 69.3 percent owner occupied, 25.8 percent renter occupied and 4.8 percent vacant. The rate of change in housing units since 2000 is 2.36 percent. Median home value in the market area is \$137,669, compared to a median home value of \$157,913 for the U.S. In five years, median home value is projected to change by 4.52 percent annually to \$171,664. From 2000 to the current year, median home value changed by 4.37 percent annually.

Source: U.S. Bureau of the Census, 2000 Census of Population and Housing, Esri forecasts for 2010 and 2015. Esri converted 1990 Census data into 2000 geography.



Executive Summary
Prepared by Brent Wilson and Don Zebe

Latitude: 43.509787
Longitude: -112.020401

Ring: 1, 3, 5 Miles

	1 mile radius	3 miles radius	5 miles radius
Median Household Income			
1990 Median HH Income	\$20,701	\$28,450	\$30,030
2000 Median HH Income	\$25,603	\$38,000	\$41,304
2010 Median HH Income	\$34,165	\$51,264	\$56,592
2015 Median HH Income	\$39,293	\$58,978	\$64,685
1990-2000 Annual Rate	2.15%	2.94%	3.24%
2000-2010 Annual Rate	2.85%	2.96%	3.12%
2010-2015 Annual Rate	2.84%	2.84%	2.71%
Per Capita Income			
1990 Per Capita Income	\$9,690	\$12,570	\$12,231
2000 Per Capita Income	\$13,158	\$17,867	\$18,278
2010 Per Capita Income	\$17,931	\$24,482	\$24,826
2015 Per Capita Income	\$20,692	\$27,910	\$28,158
1990-2000 Annual Rate	3.11%	3.58%	4.1%
2000-2010 Annual Rate	3.07%	3.12%	3.03%
2010-2015 Annual Rate	2.91%	2.66%	2.55%
Average Household Income			
1990 Average Household Income	\$24,550	\$34,318	\$35,389
2000 Average Household Income	\$33,643	\$47,315	\$51,216
2010 Average HH Income	\$43,214	\$62,489	\$68,084
2015 Average HH Income	\$49,238	\$70,730	\$76,829
1990-2000 Annual Rate	3.2%	3.26%	3.77%
2000-2010 Annual Rate	2.47%	2.75%	2.82%
2010-2015 Annual Rate	2.64%	2.51%	2.45%

Households by Income

Current median household income is \$56,592 in the market area, compared to \$54,442 for all U.S. households. Median household income is projected to be \$64,685 in five years. In 2000, median household income was \$41,304, compared to \$30,030 in 1990.

Current average household income is \$68,084 in this market area, compared to \$70,173 for all U.S. households. Average household income is projected to be \$76,829 in five years. In 2000, average household income was \$51,216, compared to \$35,389 in 1990.

Current per capita income is \$24,826 in the market area, compared to the U.S. per capita income of \$26,739. The per capita income is projected to be \$28,158 in five years. In 2000, the per capita income was \$18,278, compared to \$12,231 in 1990.

Population by Employment

Total Businesses	599	3,464	4,416
Total Employees	6,296	36,750	48,128

Currently, 92.1 percent of the civilian labor force in the identified market area is employed and 7.9 percent are unemployed. In comparison, 89.2 percent of the U.S. civilian labor force is employed, and 10.8 percent are unemployed. In five years the rate of employment in the market area will be 93.4 percent of the civilian labor force, and unemployment will be 6.6 percent. The percentage of the U.S. civilian labor force that will be employed in five years is 91.2 percent, and 8.8 percent will be unemployed. In 2000, 67.4 percent of the population aged 16 years or older in the market area participated in the labor force, and 0.1 percent were in the Armed Forces.

In the current year, the occupational distribution of the employed population is:

- 67.6 percent in white collar jobs (compared to 61.6 percent of U.S. employment)
- 16.1 percent in service jobs (compared to 17.3 percent of U.S. employment)
- 16.4 percent in blue collar jobs (compared to 21.1 percent of U.S. employment)

In 2000, 77.9 percent of the market area population drove alone to work, and 4.1 percent worked at home. The average travel time to work in 2000 was 19.0 minutes in the market area, compared to the U.S. average of 25.5 minutes.

Population by Education

In 2010, the educational attainment of the population aged 25 years or older in the market area was distributed as follows:

- 9.2 percent had not earned a high school diploma (14.8 percent in the U.S.)
- 26.0 percent were high school graduates only (29.6 percent in the U.S.)
- 10.5 percent had completed an Associate degree (7.7 percent in the U.S.)
- 20.3 percent had a Bachelor's degree (17.7 percent in the U.S.)
- 9.6 percent had earned a Master's/Professional/Doctorate Degree (10.4 percent in the U.S.)

Source: U.S. Bureau of the Census, 2000 Census of Population and Housing. Esri forecasts for 2010 and 2015. Esri converted 1990 Census data into 2000 geography.

Our third choice is

Broken Bow Plaza



The Broken Bow Plaza is the building on the upper left corner of Hollipark and Jones. It is in an office space and light industrial area off of the main east/west artery of Ammon/Lincoln Road. The building is a finished shell that has not been built out on the inside. It was built as a medical office building, but the doctors who were to be the tenants pulled out of the project before it was done. It has sat empty for the last two years. It has a wooden floor with a crawl space under it, so it would be easy and inexpensive to install the plumbing needed for the bathrooms ~~required~~required for the school. Since the interior has not been built out. It can easily be finished to meet the needs of the school.

The owner of Broken Bow Plaza is willing to finish the interior of the building to meet our needs. To do this, he will require at least a 3 year lease. At 30 square feet per student, this would mean that our largest student body for this facility would be 267 students. We would either not be able to increase student enrollment for three years (the end of the lease) or we would need to find a tenant to sublease the facility and build a facility large enough to grow our school.

Office Property - Off Market

BROKEN BOW PLAZA

1235 JONES STREET, Idaho Falls, ID 83401



Total Space Rentable: **6,800 SF**
Rental Rate: **N/A**
Property Type: **Office**
Property Sub-type: **Medical Office**
Construction Status: **Under Construction/
Proposed**
Building Size: **6,800 SF**
Build to Suit: **Yes**
Lot Size: **1 AC**

Last Verified 5/11/2010
Listing ID 18469390

1 Space

Space 1	Space Available:	6,800 SF
	Rental Rate:	N/A
	Space Type:	Medical Office
	Min. Divisible:	2,000 SF
	Max. Contiguous:	4,000 SF
	Lease Type:	NNN

Description

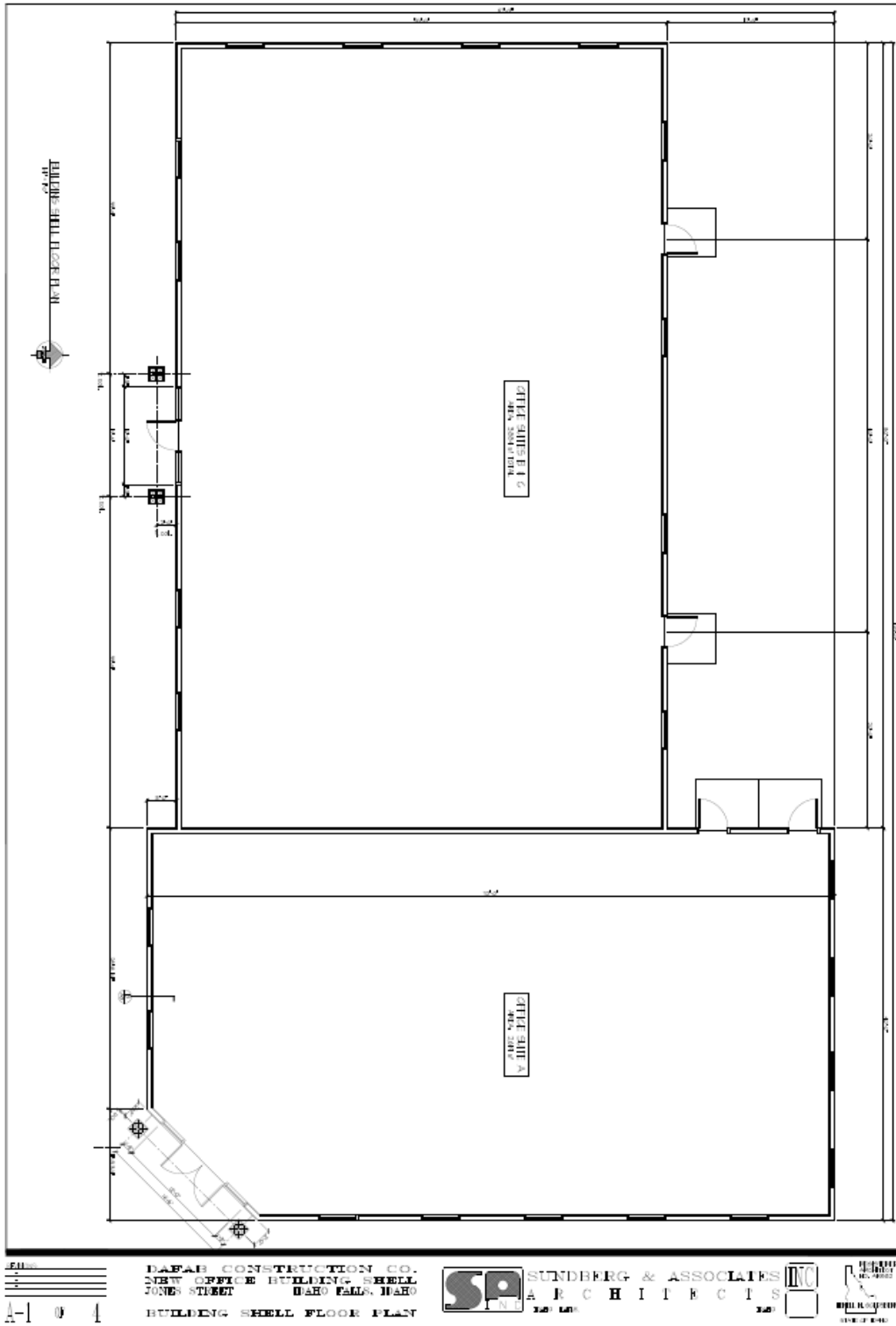
1235 JONES OFF HOLLIPARK DRIVE
DIRECTLY ACROSS FROM DISTRICT 7 HEALTH DEPT
EXTERIORS COMPLETE, TOTALY NEW PARKING LOT, LANDSCAPED
INTERIORS READY TO FINISH
THIS BUILDING RATED ENERGY STAR COMPLIANCE CALL -MIKE

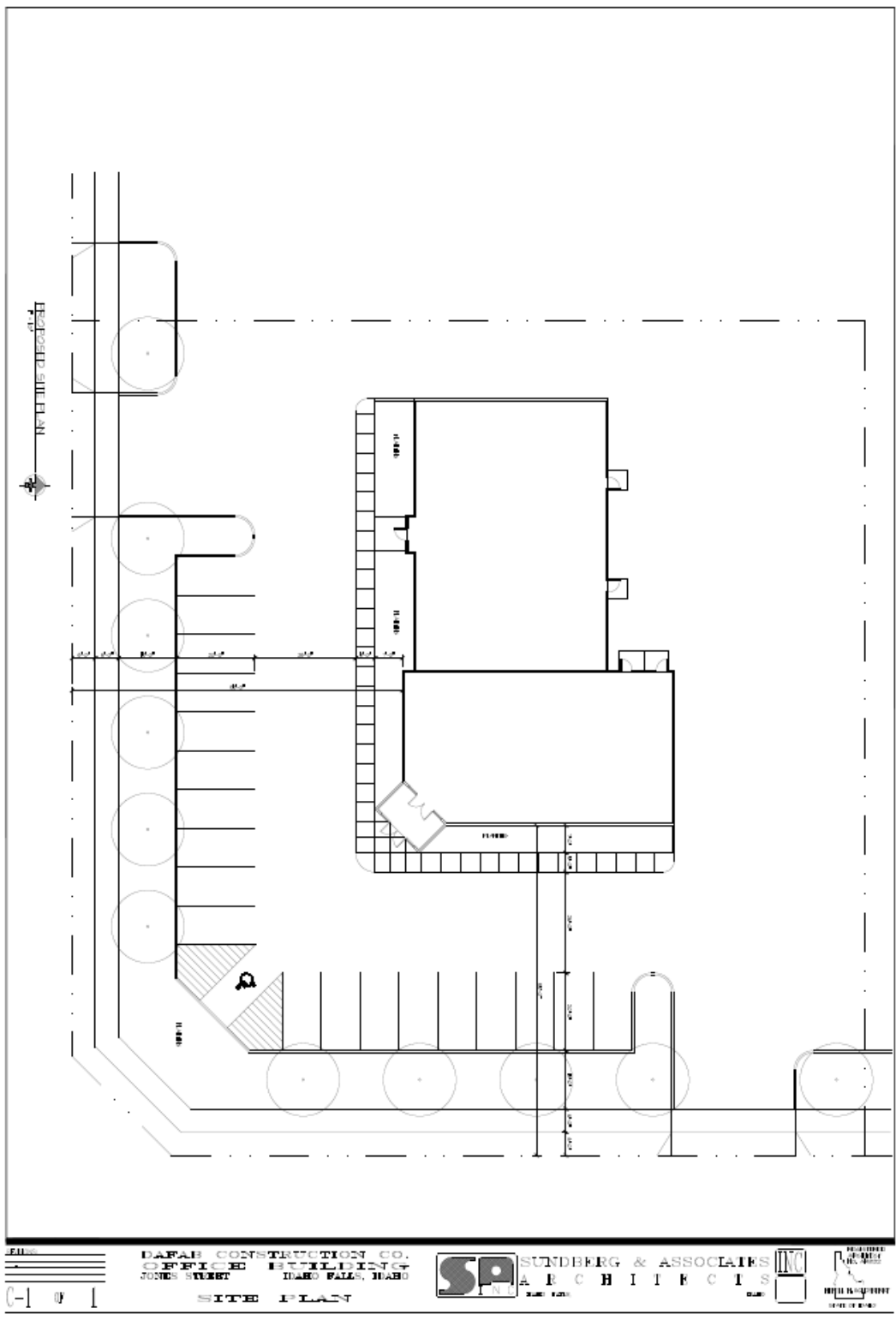
1235 JONES STREET
IDAHO FALLS, IDAHO 83401

Map of 1235 JONES STREET, Idaho Falls, ID 83401 (Bonneville County)

[Hide Map](#)

April 5, 2012





April 5, 2012

October 30, 2011.

RE: Letter of Intent

Karl Peterson , Odyssey Charter School

Landlord: Broken Bow Properties

Tenant: Karl Peterson DBA Odyssey Charter School

Building: 1235 Jones Avenue , Idaho Falls, Idaho 83401

Premises: 6808 square feet Entire Building

Term: 60 month lease, to commence on March 1, 2012 (TBD) (Will consider 36 month lease if 60 month too long.)

Base Rent: \$7,375.33. per month, based on 6808 sq. ft. @ \$13.00 per ft. annually

Triple Net : To include taxes, Insurance & exterior maintenance estimated at \$12,250 annually (\$1,020.83 monthly)

Expenses: Utilities, janitorial and phone

Security Deposit: Two Month Base Rent Equal To \$ 14,750.66

Option to Extend: Tenant, by providing landlord with 45 days prior written notice, may extend the term of this Lease for one, (1 to 5) year period

Tenant Improvements: none

12. Binding Provisions: When executed by Landlord and Tenant, this document will constitute a Letter Of Intent relative to the above-referenced transaction and will constitute and create a legal obligation of each part to negotiate in good faith to finalize the documentation of the lease.

ACKNOWLEDGED AND AGREED:

Broken Bow Properties Karl Peterson DBA Odyssey Charter School Thomas M. Bowcutt

Thomas M. Bowcutt

Signature Signature

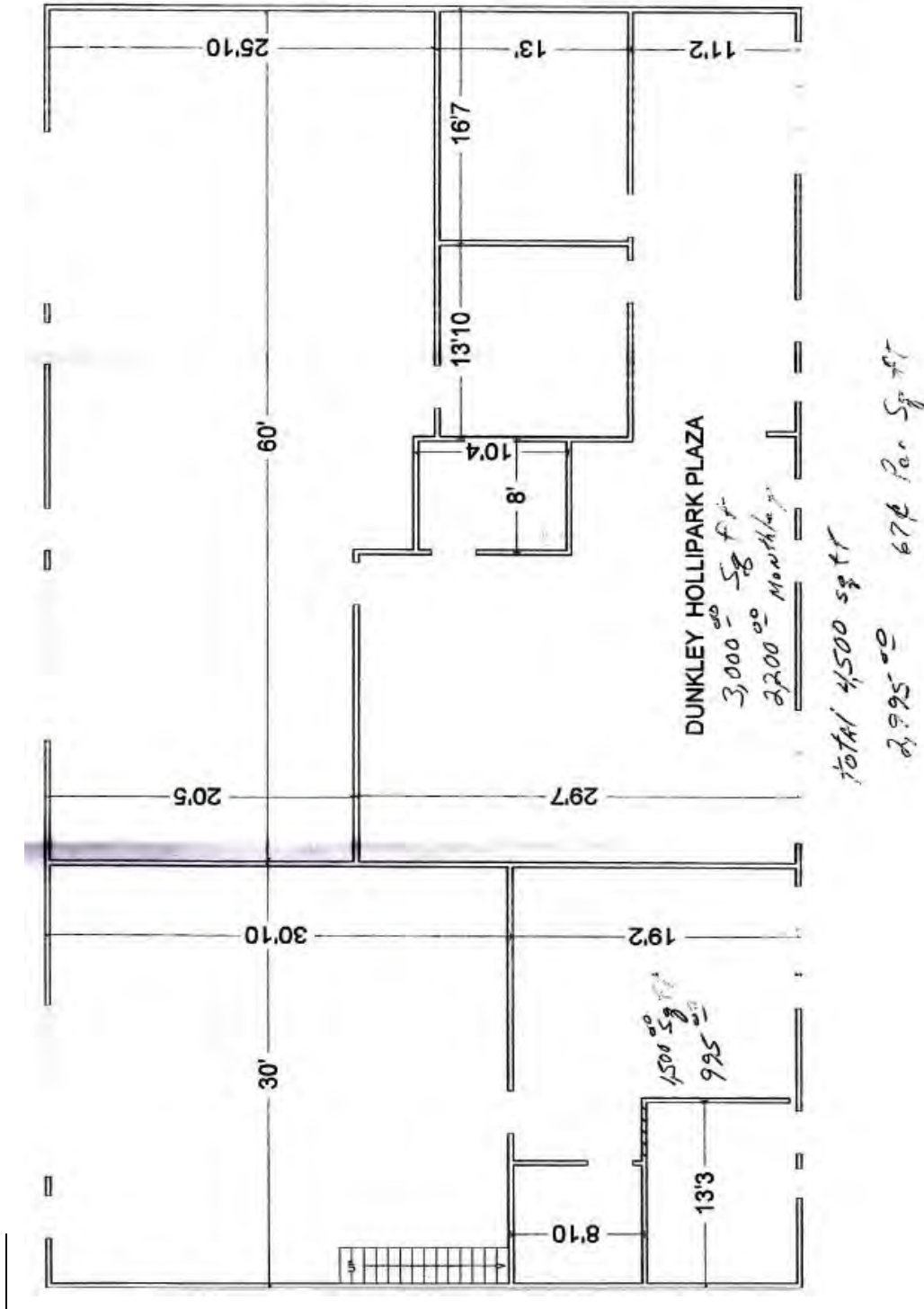
October 30, 2011

Date Date

Dunkley Hollipark Plaza

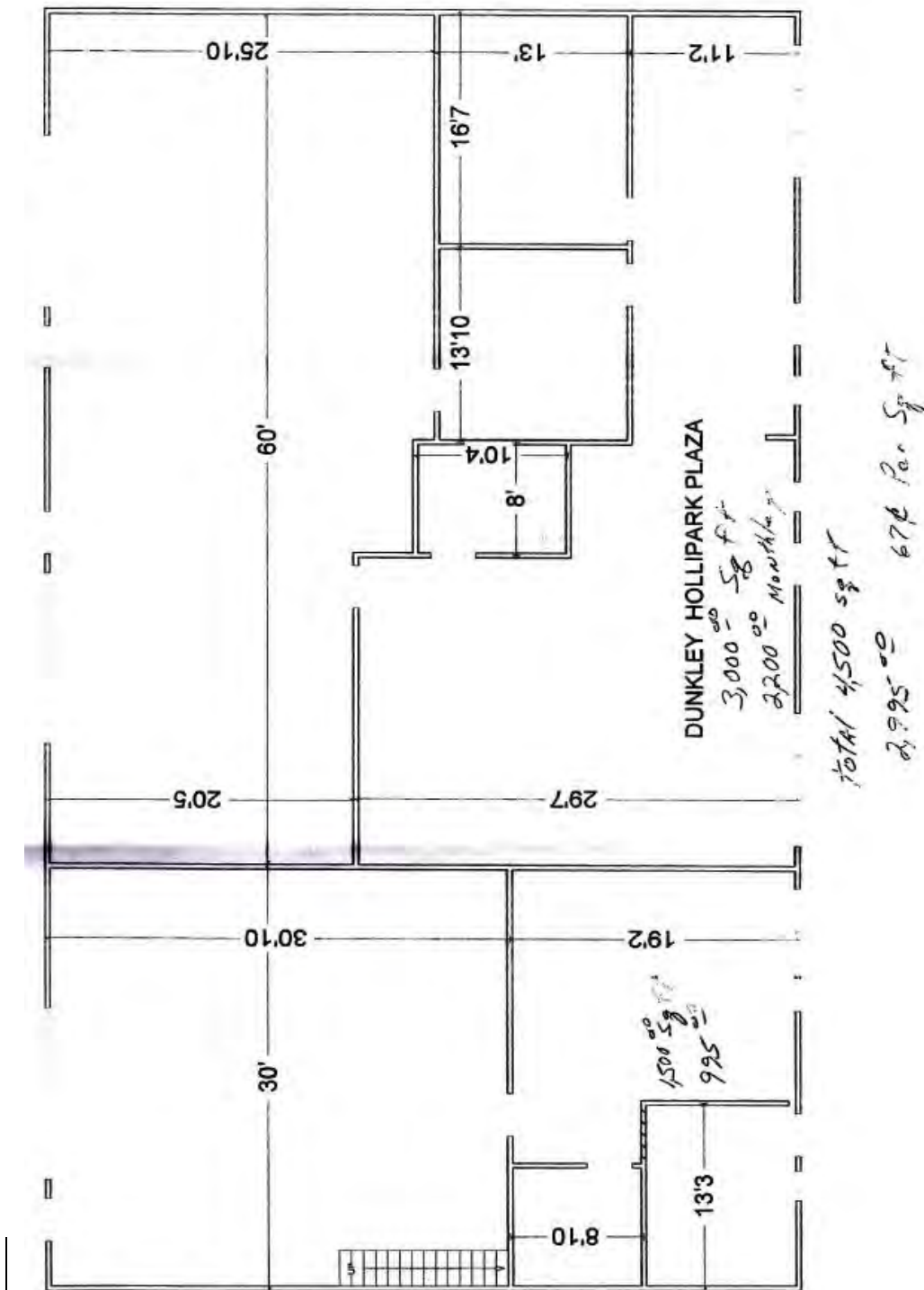


The plaza is located in the long vertical building in the middle of the picture on the left side of the up and down road. The spaces have a commercial area in the front with a regular-sized business entry, and a large warehouse area in the rear with large cargo doors for access. The available space is in the middle of the plaza, in one double size storefront and one regular size space to the south of it. It would take a bit of remodeling to meet the needs of a school. It has three bathrooms at the present, so that would allow for 150 students. ~~The total square feet of the available spaces is 4,500 square feet which would allow for only 128 students. This space would limit the size of the student body since our beginning enrollment is 210 students.~~



Highmark Development

A part of the founders committee has met with Highmark Development and Hogan Construction to discuss their proposal to build a facility for Odyssey. We have also met with two different land owners about available land on which the facility could be built. Highmark is willing to fund the project, but they need us to have a student body of 300 students and to increase the student body to 500 students. As the charter petition now stands, we are starting with 210 students and will increase the student population to 420 students. When we reach an enrollment of 300 students, it is our intention to build a facility with either Highmark Development and Hogan Construction, or to arrange a similar partnership with an investor and builder.



April 5, 2012

Dunkley Properties

Robert L. Dunkley

1575 Lincoln Road

Idaho Falls, Idaho 83401

208-529-1512

LEASE AGREEMENT

This Agreement made and entered into in Idaho Falls, Idaho _____ 2011 by and between **ROBERT L. DUNKLEY** d.b.a. **Dunkley Properties** of Idaho Falls, County of Bonneville, State of Idaho, hereinafter referred to as "Landlord", and Odyssey Charter School and ~~Kindergarten~~, State of Idaho, hereinafter referred to as "Lessee".

WITNESSETH:

That the Landlord, for and in consideration of the covenants and agreements hereinafter mentioned to be kept and performed by the Lessee, has by these present demised and leased to the Lessee the property located at 1593 and 1597 Hollipark, Idaho Falls, Bonneville county, Idaho, consisting of approximately 4500. square feet.

TERMS

To have and to hold the said premises to the lessee for the term of twelve months commencing on the ____ day of ____, 2011 to and including the ____ day of ____, 2012, unless said lease be sooner terminated as is hereinafter provided.

Lessee, in consideration of the leasing of the premises above-described and set forth, covenants and agrees with the Landlord to pay as monthly rent of Three thousand dollars (\$3000.00) Lawful money of the United States, per month, payable in advance on the 1st day of each and every calendar month during said terms.

If the Lessee is not in default hereunder, the Lessee has one year options renewing on _____. If Lessee elects not to exercise option Lessee must give written notice to Landlord sixty (60) days prior to the expiration of current terms. .If the Lessee exercises the option to this lease Lessee agrees that the rental payment shall be adjusted to:

April 5, 2012

Three thousand, ^{One hundred Twenty} ~~thirty one~~ dollars ¹²⁰ ~~twenty~~ cent (\$3051.20) Lawful money of the United States, per month, payable in advance on the 1st day of each and every calendar month during said terms.

In the event, the rent is received more than ten (10) days late, a late charge of \$50.00 shall be due. In the event, a check is returned due to insufficient funds or an eviction notice must be posted, Lessee agrees to pay a service charge for each such occurrence of \$50.00. Such rent shall be paid to Landlord or as Landlord may designate in writing.

CONDITIONS OF PREMISES AND SURRENDER

Lessee agrees that said demised premises is in good order and condition, and will, at Lessee's own cost and expense, maintain and keep said premises in as good condition as it was at the time possession thereof was taken by Lessee, and at the expiration of the term of the Lease, Lessee will yield up possession of the said premises to Landlord without further demand or notice and in as good order and condition as when the same were entered upon by the Lessee, loss by fire or inevitable accident and ordinary wear excepted.

Lessee shall not allow or suffer any waste on said premises, nor use or occupy, or permit any other person to use or occupy said premises, or any part thereof, for any unlawful purpose. Shall, at the option of the Landlord, immediately terminate this Lease.

ASSIGNMENT CONDITIONS

Lessee shall not assign this Lease, or underlet said premises, or any part thereof, without the written consent of the Landlord, or change or alter any part of the building on said premises without the written consent of the Landlord first had and obtained.

UTILITIES

Except as otherwise hereinafter provided, Lessee shall pay as the same become due, all charges for telephone, gas electrical power, water, sewer, garbage and other utilities used on said premise during the term of this Lease, and the Lessee shall likewise pay as the same become due all taxes, fees and assessments on all personal property owned by the Lessee and kept on said premises.

MAINTENANCE AND REPAIR

2

Lessee shall keep and maintain the interior in good condition and repair, and shall at its own cost and expense, replace or repair, as required, all broken or damaged glass, door windows, plumbing, locks, trimmings, and fixtures on the premises occupied by Lessee to the satisfaction of the Landlord.

Landlord agrees, at its own cost and expenses, to keep all the exterior parts of the Building, and the common areas and grounds in good condition and repair.

Landlord shall keep the driveways, roadways and parking areas free from snow: **Lessee** shall keep the sidewalks, if any, clean at all times, and free from ice and snow.

Lessee acknowledges and agrees that as an additional and material consideration to be given by Lessee for this Lease and the occupancy of said premises, Lessee will, at Lessee's own cost and expense, keep and maintain in good working order the electrical, plumbing, heating, ventilation, cooling and sanitary facilities supplied by the Landlord with the leased premises. Landlord shall only be responsible for replacement of such facilities as become necessary, due and occasioned by normal use and wear, but not including maintenance and expenses. Landlord shall be responsible for maintenance and repair of roof of said premises. Lessee agrees to immediately notify Landlord of any leak or other problem with the roof as soon as Lessee is aware of same.

Lessee shall promptly dispose of all garbage, refuse, or debris that may accumulate in consequence of Lessee's occupation of said premises, and shall fully comply with all laws, ordinances and regulations now in force, or that may hereafter be enacted covering and regarding the occupancy and/ or business conducted on said premises by Lessee, whenever the weather requires it to protect against freeze damage, shall heat the premises.

Lessee shall have all signage approved by Landlord.

Lessee shall, at its sole cost and expense supply, maintain and keep well lit and in good condition all signage attached to the building and Lessee portion of the Plaza Sign. Landlord will keep the Plaza Sign lights in good working order. Upon termination of Lease, Lessee shall at its sole cost and expense remove all signage and return said premises back to original state.

Lessee shall obtain a commercial general liability insurance policy for the premises with limits of not less than \$1,000,000 per person, \$1,000,000 per occurrence. Said insurance shall be in effect at all times during the term of this lease and during any exercised option period and shall name Landlord as an additional insured. And shall provide that the insurer will not cancel or change the insurance without giving Landlord ten (10) days prior written notice. A copy of the policy or certificate on such insurance shall be delivered to Landlord.

It is understood that Landlord shall have no responsibility or liability whatsoever as to Lessee's personal property, contents, equipment, or fixtures on said premises and any insurance for said items shall be the sole cost and responsibility of the Lessee.

DEFAULT

Time is of the essence of this Agreement. If the leased property shall be deserted of vacated, or in the event of the insolvency of Lessee, or appointment of a receiver to take charge of Lessee's business, or the bankruptcy of Lessee of upon said Lessee making an assignment for the benefit of creditors, or if there shall be a default in the payment of rent, or any part thereof, for more than three (3) days after written notice of such default by the Landlord(s), or if there shall be default in the performance of any other covenant, agreement, condition, rule, or regulation herein contained or hereafter established on the part of Lessee for more than ten (10) days after written notice of such default by the Landlord, this Lease (if the Landlord so elects) shall thereupon become null and void and the Landlord shall have the right to re-enter or repossess the leased property, either by force, summary proceedings, surrender, or otherwise, and dispossess and remove therefrom the Lessee, or other occupant thereof, and their effects without being liable to any prosecution therefor. In such case, the Landlord may, at the Landlord's option, relate the leased property or any part thereof, as the agent of the Lessee, and the Lessee shall pay the Landlord the difference between the rent hereby reserved and agreed to be paid by the Lessee for the portion of the term remaining at the time of re-entry of repossession and the amount, if any, received or to be received under such relating for such portion of the term. The Lessee hereby expressly waives the service of notice of intention to re-enter of instituting legal proceedings to that end. The above provisions notwithstanding, the parties hereto understand and agree, that in the event of default by the Lessee or breach of any of the terms and conditions contained in this Lease, the Landlord specifically reserves, and shall have all rights and remedies allowed at law or in equity of by statute or otherwise as though re-entry, summary proceedings, and other remedies were not herein provided for in this Lease.

INSPECTION AND ALTERATIONS

Landlord shall have, and is hereby granted the right to inspect said demised premises at all reasonable times, and to go upon said premises for the purpose of repairing and protecting the same of any part thereof.

It is understood and agreed that should Landlord grant written permission to Lessee to make any alterations in said demised premises that, unless otherwise agreed in writing by Landlord, such alterations and additions shall become a part of the premises and the property of the Landlord. In any event, Lessee shall not make any contract for construction, repair or improvement on, in, of, or to the demised premises, for work of materials, without providing such contract or agreement that no lien of mechanics or materialmen shall be created against the above-described land or improvements thereof.

MUTUAL AGREEMENTS

The parties acknowledge and agree that. As an additional and material consideration to be given by Lessee for this Lease and the occupancy of said premises, Lessee has deposited with Landlord the sum of \$3000.00 , which shall be held by the Landlord as a “ security deposit” for the full, faithful, and punctual performance by the Lessee of the Lessee’s covenants and agreements contained herein and/ or for the payment toward any damages to the premises or and final judgment that may be rendered against the Lessee for a breach of Lessee’s covenants and agreements herein contained. The rights of the Landlord against the Lessee for a breach of the Lessee’s covenants and agreements contained herein shall in no way be limited or restricted by said security deposit, but the Landlord shall have the absolute right to pursue any available remedies to protect the Landlord’s interests herein as if said security deposit had not been made. Landlord shall not be obliged to keep the said security deposit as a separate fund but may mix the said security with his own fund. The said security deposit shall not bear any interest and shall be returned to the Lessee at the expiration of this Lease or any extensions of renewals thereof, or at the legal termination of this Lease, provided that all of Lessee’s covenants and agreements herein contained have been fully, faithfully, and punctually performed by the Lessee; but in no event is the said security deposit to be returned to Lessee until Lessee has vacated the premises and delivered possession to the Landlord.

In the event it shall be necessary for either party hereto to employ an attorney to enforce any of the terms, covenants, or conditions of this Lease, the party in default of the party against whom any final judgement is rendered agrees to pay all reasonable costs and attorney fees incurred by the other party hereto in connection with the enforcement of the terms and conditions and/ or covenants of this Lease.

It is mutually covenanted and agreed by and between the parties hereto, that damage to the premises by fire or the elements which does not substantially interfere with Lessee’s use and occupancy of said premises, shall be promptly repaired by Landlord, but that in the event that damage to said premises by fire or the elements substantially interferes with Lessee’s use and occupancy of said premises, this Lease shall terminate as of the date such destruction.

Any notice to be given to Lessee may be given in writing personally or by depositing the same in the United States mail, postage prepaid, and addressed to Lessee at the leased premises, whether or not Lessee has departed from, abandoned or vacated said premises.

It is intended that this Lease Agreement shall extend to, and be binding upon, the heirs, executors, administrators, personal representatives, successors or assigns of the respective parties

April 5, 2012

In witness Whereof, the parties hereto have set their hands this _____ day of _____, 20 _____.

By _____
Robert L. Dunkley
"Landlord"

By _____
Odyssey Charter School

"Lessee"
By _____
Karl Peterson
"Lessee"

STATE OF IDAHO)
) ss.
County of)

On this _____ day of _____, 20____, before me, a Notary Public in and for said state, personally appeared _____, known or identified to me to be the person whose name is subscribed to the within instrument and acknowledged to me that he executed the same.

In Witness Whereof, I have hereunto set my hand and affixed my Official seal, the day and year in this certificate first above written.

(Seal) By _____
Notary Public for Idaho
Residing at: _____
My Commission Expires: _____

State Of Idaho)
) ss.
County of Bonneville)

On this _____ day of _____, 20____, Before me, a Notary Public in and for said state, personally appeared ROBERT L. DUNKLEY, known or identified to me to be the person whose name is subscribed to the within instrument, and acknowledged to me that he executed the same.

In Witness Whereof, I have hereunto set my hand and affixed my official seal, the day and year in this certificate first above written.

(seal) By _____
Notary Public for Idaho
Residing at: _____
My Commission Expires: _____

1167 Jones Avenue

The facility is in the lower left of the picture below. It is the white-roofed building next to Broken Bow plaza on the corner. It is right half of the building. The facility is a finished shop space with two office spaces, one bathroom, and a large L-shaped shop area. The facility can be remodeled into three classrooms and larger bathrooms for the school. Also, there is room for two modular classrooms to the right side of the building and still have sufficient parking.

As a side note, this and Broken Bow Plaza can be used together when Odyssey has sufficient numbers of students to require more classrooms than Broken Bow Plaza alone can provide. It could also have the shop space left open for a large multipurpose room to serve as space for PE, lunch, or additional study space.



April 5, 2012

November 2, 2011

RE: Letter of Intent

Karl Peterson, Odyssey Charter School's facility School

April 5, 2012

October 19, 2011

Odyssey Charter School
Idaho Falls, ID
Attention: Karl Peterson

Re: Letter of Intent To Enter Into Transaction to Develop Charter School Facility

Ladies and Gentlemen:

This letter confirms our understanding of the mutual present intentions of Odyssey Charter School (“*School*”) and Highmark School Development, LLC, a Utah limited liability company, or its affiliate (collectively, “*Developer*”) with respect to the principal terms and conditions under which the Developer will locate a real property (“*Property*”) suitable for the development of a charter school facility specifically designed for the School’s needs (“*Facility*”), arrange for appropriate funding to acquire or lease the Property, and construct the Facility, and the School will enter with the Developer into a development agreement for the construction of the Facility (“*Development Agreement*”) and a long-term lease (“*Lease*”) of the Property and Facility (“*Transaction*”).

1. Acknowledgements. The parties hereto acknowledge that this letter does not contain all matters upon which an agreement must be reached in order for the Transaction to be consummated. Further, among other conditions specified herein or otherwise agreed to by the parties, the obligations of the parties hereto to consummate the Transaction are subject to Developer’s approval of the School’s condition and creditworthiness as provided in *Section 4* below and the negotiation and execution of the Lease and Development Agreement referred to in *Sections 2* and *3* below. Accordingly, this letter is intended solely as a basis for further discussion and is not intended to be and does not constitute a legally binding agreement; *provided, however*, that the provisions set forth in *Sections 7, 8, 9, 10, and 11* below and this *Section 1* shall be binding upon the parties hereto and shall survive the termination hereof.

2. Lease. The Lease shall include, without limitation, the following terms and conditions:

- (a) Leased Premises: The Lease will contain the legal description of the Property.
- (b) Lease Term: 25 years; may be extended for 2 additional terms of 5 years each.
- (c) Base Rent: 10.25% of the Project Cost (as defined later), increased annually by 3%.
- (d) Lease Type: Triple net lease, i.e., Developer, as landlord, will receive Base Rent free and clear of taxes, maintenance expenses, insurance expenses and other expenses of any nature.
- (e) Student Enrollment Count: Approximately 300 students year 1.
- (f) Purchase Option: the School will be granted an option to purchase the Facility in years 5, 7 and 10 of the Lease, subject to certain conditions, including, without limitation, three (3) years of the School’s favorable financial management.

3. Development Agreement. The Development Agreement shall include, without limitation, the following terms and conditions:

13445016.3

October 19, 2011
Page 2

(a) Construction. Developer will construct the Facility on the Property in accordance with the plans and specifications approved by Developer and School. The School shall promptly provide to Developer a description of the School's needs for the Facility.

(b) Project Cost. The total cost to construct the Facility ("**Project Cost**") shall include: (i) all costs of acquiring the Property, (ii) the hard costs of developing the Facility, (iii) costs paid to third parties for title insurance and surveys, (iv) costs relating to obtaining necessary zoning for the use and operation of the Facility, (v) costs of entitlements and permitting, (vi) reasonable legal fees, (vii) building fixtures (but excluding moveable furnishings and equipment), (viii) design and engineering and other "pre-development costs", (ix) Developer's management and development fees, and (x) certain other expenses. The Project Cost is subject to change as provided in the Development Agreement. The School is not required to pay the Project Cost up front; however, the School will be required to make rental and other payments as provided in the Lease.

4. School Creditworthiness. The School hereby authorizes Developer to investigate the School's condition and creditworthiness, financial or otherwise. The School agrees to cooperate in good faith by promptly providing any needed information to assist Developer in completing Developer's investigation of the School's condition and creditworthiness. The School will give Developer and its representatives full access to any personnel and all charter documents, contracts, books, records and operations of the School.

5. Timeline. The Developer and the School hereby agree to use reasonable diligence to commence good faith negotiations with respect to the Transaction in order to complete the following tasks in accordance with the following schedule:

<i>Tasks</i>	<i>Deadline</i>
Developer's approval/rejection of School's condition	TBD
Execution/delivery of a definitive Development Agreement acceptable to parties	TBD
Execution/delivery of a definitive Lease acceptable to parties	TBD
Acquisition of Property	TBD
Approval of final construction plans and Project Cost	TBD
Substantial completion of Facility	TBD

6. Conditions to Consummation of the Acquisition. The respective obligations of the parties with respect to the Transaction shall be subject to satisfaction of conditions customary to transactions of this type, including without limitation, (a) receipt and approval by the Developer of the information required under **Section 4**, (b) satisfactory completion by the Developer of a due diligence investigation of the Property; (c) execution of the Lease and Development Agreement by all parties; (d) obtaining all requisite regulatory, administrative, or governmental authorizations and consents; (e) approval of the Transaction by the Developer's credit committee and the Board of Directors of the School; (f) absence of a material adverse change in the condition (financial or otherwise) of the School and Developer; (g) absence of pending or threatened litigation, investigations or other matters affecting the School, Developer, or the Transaction; and (h) Developer obtaining appropriate financing for the acquisition of the Property and construction of the Facility.

7. Exclusivity. The School agrees that for a period of six (6) months from the date of this letter ("**Exclusivity Period**") it shall exclusively deal with Developer and its designees in connection with the development of the Facility. The School further agrees that during the Exclusivity Period, neither the School nor any of its directors, officers, employees, consultants, brokers, agents, representatives, affiliates, and related parties will engage in any discussions or negotiations with any party (other than Developer) regarding any proposal for developing, constructing, purchasing, leasing, designing, or otherwise providing the School with a charter school facility ("**Alternative Transaction**") or will solicit, encourage or entertain proposals from any party (other than Developer) in connection with an Alternative Transaction. The School shall notify Developer promptly of any proposals by third parties with respect to an Alternative Transaction and furnish the Purchaser with the material terms thereof. The School acknowledges that Developer will be incurring significant expenses and effort in connection with locating the Property, conducting due diligence investigation to ensure that the Property is appropriate for the development of the Facility and School's needs, and designing the Facility, and that the exclusivity restrictions contained in this **Section 7** are reasonable and necessary to protect the legitimate interests of Developer and constitute a material inducement to Developer to enter into this letter.

October 19, 2011
Page 3

8. Confidentiality. The School agrees that it will not use, or permit the use of, any of the information relating to the Transaction furnished to the School by Developer in connection with this letter and the Transaction ("**Confidential Information**") in a manner or for a purpose detrimental to Developer or otherwise than in connection with this letter and Transaction. The School will cause its directors, officers, employees, agents, consultants, and representatives not to disclose, divulge, provide or make accessible any of the Confidential Information to any person or entity, other than their responsible officers, employees, advisors or attorneys or otherwise as required by law or regulation. Notwithstanding the foregoing, this Section imposes no obligation upon the School with respect to information that: (a) is or becomes a matter of public knowledge through no fault of the School; (b) is lawfully received by the School from a third party without a duty of confidentiality; and (c) is disclosed by the School with Developer's prior written approval.

9. Instruments of Service. The School agrees that any drawings, plans, specifications and other documents, including those in electronic form, prepared by Developer and its consultants in connection with the development of the Facility (collectively, "**Facility Plans**") are for use solely with respect to the Transaction. The developer and its consultants shall be deemed the authors and owners of their respective Facility Plans and shall retain all common law, statutory and other reserved rights, including copyrights in such items. The School will not use, or permit the use of any Facility Plans without Developer's prior written consent, which may be withheld in Developer's sole discretion. All Facility Plans and all copies thereof which are in the possession of the School shall be returned to Developer within ten (10) days after Developer's written request.

10. Expenses. Each of the parties shall pay all of its expenses incident to this letter, the Lease, Development Agreement and consummation of the transactions contemplated hereby and thereby. The School and Developer each represent and warrant to each other that other than N/A with N/A ("**Developer's Broker**"), who represents Developer and will be paid pursuant to a separate agreement between Developer and Developer's Broker, the parties have not dealt with any broker, agent, finder or other intermediary in connection with the Transaction, and there are no other brokerage or finder's fees which are or will be payable in connection with the Transaction.

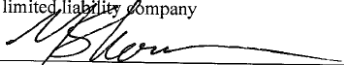
~~11. Termination. Termination of negotiations by the School on the one hand and the Developer on the other prior to the execution and delivery of the Lease and Development Agreement shall be without liability and no party hereto shall be entitled to any form of relief whatsoever; provided, however, that Developer shall be entitled to any form of relief whatsoever for School's violation of any provision of **Sections 7, 8, and 9**, including, without limitation, injunctive relief or damages. Upon the earlier of (a) the mutual written agreement of the parties hereto or (b) the failure by the parties hereto to execute and deliver the Lease and Development Agreement on or prior to December 31, 2011 this letter shall terminate and the parties shall be released from all liabilities and obligations with respect to the subject matter hereof, except as provided in **Sections 1 and 11** of this letter.~~

12. Counterparts. This letter may be executed in one or more counterparts, each of which shall be deemed an original, and all of which together shall constitute one and the same instrument.

If the foregoing correctly sets forth our mutual understanding, please so indicate by signing two copies of this letter in the spaces provided below and returning one copy to us no later than 5:00 p.m. on October 24, 2011.

Very truly yours,

Highmark School Development, LLC,
a Utah limited liability company

By: 
Mark Skousen, VP Sales and Marketing

Accepted and agreed as of the date first written above.

_____, a _____ non-profit corporation

By: _____
Its: _____

HighMark Charter School Project Summary
Project Proforma Report for School
 (Dollars in Actuals)

Issue
10/19/11

Odyssey Charter School

Location Idaho Falls, ID
 School Launch Year 2012
 Grade Range K-8
 Existing Student Count 0
 Target Enrollment 500

Recommended Proforma Strategy

Revenue:	Launch Year				
	Year 1 FY 12-13	Year 2 FY 13-14	Year 3 FY 14-15	Year 4 FY 15-16	Year 5 FY 16-17
Total Enrollment	300	370	440	500	500
COLA Revenue Increase					
State Per Pupil Revenue	\$ 6,900	\$ 6,900	\$ 6,150	\$ 6,150	\$ 6,150
Federal Revenue	-	-	-	-	-
Local Revenue	-	-	-	-	-
Special Education Revenue	-	-	-	-	-
Total Per Pupil Revenue	\$ 2,070,000	\$ 2,653,000	\$ 2,706,000	\$ 3,075,000	\$ 3,075,000
Grants	-	-	-	-	-
Other	76,500	94,350	112,200	127,500	127,500
Total Revenue	\$ 2,146,500	\$ 2,647,350	\$ 2,818,200	\$ 3,202,500	\$ 3,202,500
Expenses:					
Salaries & Benefits	\$ 904,625	\$ 1,175,044	\$ 1,287,792	\$ 1,616,559	\$ 1,648,890
Percent of Revenue	42%	44%	46%	50%	51%
Administrative Expense	\$ -	\$ -	\$ -	\$ -	\$ -
Percent of Revenue	0%	0%	0%	0%	0%
Operation & Maintenance	\$ 286,300	\$ 273,084	\$ 205,377	\$ 236,676	\$ 241,410
Percent of Revenue	13%	10%	7%	7%	8%
Regular Education & Supplies	\$ -	\$ -	\$ -	\$ -	\$ -
Percent of Revenue	0%	0%	0%	0%	0%
Special Education	\$ 40,000	\$ 60,000	\$ 72,000	\$ 80,000	\$ 81,600
Percent of Revenue	2%	2%	3%	2%	3%
Transportation	\$ 90,000	\$ 111,000	\$ 132,000	\$ 150,000	\$ 153,000
Percent of Revenue	4%	4%	5%	5%	5%
State Specific Programs	\$ -	\$ -	\$ -	\$ -	\$ -
Percent of Revenue	0%	0%	0%	0%	0%
Other Expenses	\$ 15,000	\$ 25,000	\$ 50,000	\$ 60,000	\$ 51,000
Percent of Revenue	1%	1%	2%	2%	2%
New Facility Payment	\$ 456,969	\$ 861,279	\$ 504,297	\$ 601,826	\$ 619,881
Percent of Revenue	21%	21%	21%	19%	19%
Current Facility Payment	\$ -	\$ -	\$ -	\$ -	\$ -
Percent of Revenue	0%	0%	0%	0%	0%
Total Facility Payment	\$ 456,969	\$ 861,279	\$ 504,297	\$ 601,826	\$ 619,881
Percent of Revenue	21%	21%	21%	19%	19%
Net Surplus	\$ 343,712	\$ 435,843	\$ 485,734	\$ 467,439	\$ 406,720
Percent of Revenue	16%	16%	17%	15%	13%
Fund Balance	\$ 343,712	\$ 779,655	\$ 1,265,389	\$ 1,732,828	\$ 2,139,547

April 5, 2012

Landlord: Broken Bow Properties

Tenant: Karl Peterson DBA Odyssey Charter School

Building: 1167 Jones Avenue , Idaho Falls, Idaho 83401

Premises: 2400 square feet 50 % OF Building. Main floor area only.

Term: 60 month lease, to commence on March 1, 2012 (TBD) (Will consider 36 month lease if 60 month to long)

Base Rent: \$1320.00. per month, based on 2400 sq. ft. @ \$6.60 per ft. annually

Triple Net : To include taxes, Insurance & exterior maintance estimated at \$4320.00 annually (\$360.00 monthly)

Expenses: Utilities, janitorial and phone

Security Deposit: Two Month Base Rent Equal To \$ 2640.00

Option to Extend: Tenant, by providing landlord with 45 days prior written notice, may extend the term of this Lease for one, (1 to 5) year period

Tenant Improvements: None Base rent will change if interior remodel work is required.

12. **Binding Provisions:** When executed by Landlord and Tenant, this document will constitute a Letter Of Intent relative to the above-referenced transaction and will constitute and create a legal obligation of each part to negotiate in good faith to finalize the documentation of the lease.

ACKNOWLEDGED AND AGREED:

Broken Bow Properties Karl Peterson DBA Odyssey Charter School Thomas
M. Bowcutt

Thomas M. Bowcutt

Signature _____ Signature _____

November 2, 2011, _____

Date _____ Date _____

April 5, 2012

Appendix G

Charter Developer Resumes

The resumes of the Board of Directors are on the pages below.

Karl Brad Peterson

3890 Taylorview Lane, Ammon, ID 83406. 208-681-1805. kbpetersonmail@yahoo.com

Teaching License

Idaho, Standard Secondary Certificate, endorsed in Art, English, and Drama.

Education:

- ▲ Master of Education in Educational Leadership from American College of Education 2011.
- ▲ Bachelor of Fine Arts *cum laude* in Theater from Utah State University minoring in art 1983.
- ▲ Bachelor of Science *cum laude* in Secondary Education with a teaching minor in English 1989
- ▲ Associates of Science Snow College 1981

Experience:

Teaching

- ▲ Presently teaching a private after school robotics team for FIRST Lego League. The team won the Rising Star trophy and qualified for the state competition in 2010 and won 1st place in robot design and 2nd place in programming at the regional competition in 2011.
- ▲ Presently substituting as a teacher and administrator at Monticello Montessori Charter School.
- ▲ Taught robotics, crafts, and woodworking for 2 years at Rocky Mountain Middle School. I made the change from VEX robots to Lego Mindstorms robots in the robotics class. I was active in fund raising in order to build up the program from 1 computer and 2 robots to 9 computers and 9 robots.
- ▲ Taught theater at The Theater Factory for 3 years where I worked with youth ranging from 6 to 18 years old. I also wrote, directed, and designed sets and costumes for the productions.
- ▲ Taught English and Theater for 16 years at Idaho Falls High School where I directed the theatrical productions as well as writing some of the scripts and adapted Shakespeare plays to perform at the school. I also started the Shakespeare class offered at Idaho Falls High School. Idaho Falls High School won the 3rd Place Sweepstakes trophy for larger schools at the state drama competition for 4 different years.

Rentals

- ^ Bought and sold houses and apartments since 1993. I presently have 10 rentals units consisting of 2 fourplex apartments and 2 houses.
- ^ Organized the designing and building of 2 fourplexes.
- ^ Partnered to develop Green Gables II apartment complex in Rexburg, Idaho.

Business

- ^ Owned and operated The Theater Factory for 3 years.
- ^ Owned and operated Peterson Rentals since 1993.

Writing

- ^ Taught English and theater at Idaho Falls High School (in Idaho Falls, ID) for 16 years from 1989 to 2005.
- ^ Written 10 plays and still counting. Some are presently available at PlaysForStage.com.
- ^ Wrote a curriculum for robotics titled Mindstorms Made Easy. It is available from MindstormsMadeEasy.com and Ebay.

Computer

- ^ Built and continue maintain the website for PlaysForStage.com and MindstormsMadeEasy.com
- ^ Illustrated Mindstorms Made Easy using screen shots and digital photography.
- ^ Competent in Microsoft Office, OpenOffice, Google Docs, Power Teacher, Mindstorms NXT-G (a robotics programming language), Yahoo Site Builder, and Picasa.

Other Experience and Training

- ^ Cub Master for 5 years organizing monthly pack meetings and managing advancements.
- ^ I graduated from Wood Badge leadership training through the Boy Scouts of America. I have worked with disabled people in my home, teaching them life skills since 1993.
- ^ Personal Care Provider running a Certified Family Home where I work with 3 developmentally disabled adults providing their therapy in living skills as well as providing their housing and meals.

References

Randy Hurley, Principal of Idaho Falls High School
601 South Holmes Avenue
Idaho Falls, ID 83401
208-525-3344, 208-525-7740

April 5, 2012

Dave Meyer, Director of Monticello Montessori Charter School
4707 S. Sweetwater Way
Ammon ID 83406
208-520-2492, 208-419-0742

Kirk Astel, Associate Professor at Brigham Young University-Idaho
109 John Taylor Building
Brigham Young University Idaho
Rexburg, ID 83460
208-496-3937

Monica Hendricks Couch

1450 Fox Court · Idaho Falls, ID 83404 · (208) 351-8669 · E-mail: Monhendricks@yahoo.com

Experience

BRIGHAM YOUNG UNIVERSITY – IDAHO, Rexburg, ID

Adjunct Teacher in the Humanities and English Departments, Sept. 2005 – July 2008

Taught introductory Western Civilization survey courses in the Humanities Dept. for three terms, and then taught Business English in the English Dept. for two terms. Assisted in developing an online Business English course with recorded lectures, and taught the online class.

MOFFATT THOMAS, Idaho Falls, ID

Legal Secretary, August 2003 – October 2005

Supported a partner and two associates in a litigation and intellectual property practice. Also helped coordinate legal education seminars for local business owners.

ROBIN, BLECKER & DALEY, New York City, NY

IP Legal Secretary, April 2000 – June 2003

Supported two senior attorneys and an associate in the Trademark Department. Assumed many paralegal responsibilities, including client communication, research, and Internet filings.

CLEARPOOL, INC., Brooklyn, NY

K-5 Program Coordinator in Literacy Program, June 1998- August 1999

Was part of the management team in the after school and summer literacy programs at a Beacon elementary school, in the Chancellor's District. Managed over twenty teachers, helped develop curriculum, taught when teachers were absent, and worked one-on-one with students.

MILLER, STARR & REGALIA, Walnut Creek and Redwood City, California

Human Resources and Marketing Assistant / Legal Secretary, March 1993 - August 1997

Worked for two years as a legal secretary in the litigation and transactional departments, and then was asked to join the HR and Marketing team. From April to August, 1997, worked as interim office manager and assisted three attorneys, as we opened a new branch office in Silicon Valley.

Volunteer Work

MONTICELLO MONTESSORI CHARTER SCHOOL – Ammon, ID

Hiring Committee Member (July, 2010) and PFA Volunteer (Jan. 2010 – present)

Assisted in creating interview questions for teacher applicants, and in the interviewing of applicants. Currently I organize community fundraising nights and teach a weekly art class for two teachers.

Education

NEW YORK UNIVERSITY, M.A. Humanities and Social Thought, 2000

Masters work included working with 567 students in 12 New York City high schools, to measure how teaching multicultural literature texts impacts high school students' academic performance and patterns of social interaction. Research was authorized and approved by the University Committee on Activities Involving Human Subjects at NYU.

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UNIVERSITY OF CALIFORNIA - BERKELEY, B.A. English, 1991
Minor in French. Senior seminar on the Irish Conflict; and courses in African-American literature.

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References

-
David Meyer, Superintendent
Monticello Montessori Charter School
4707 S. Sweetwater Way
Ammon, ID 83406
Tel: (208) 520-2492
E-mail: administrator@monticellomontessori.com

-
Lee Radford, Esq.
Moffatt Thomas
420 Memorial Drive
Idaho Falls, Idaho 83402
Tel: (208) 522-6700
E-mail: KLR@moffatt.com

-
Jack Harrell, Ph.D.
English Department
Brigham Young University – Idaho
525 South Center Street
180 Rigby Hall
Rexburg, Idaho 83460-4540
Tel: (208) 496-4383
E-mail: harrellj@byui.edu

-
Howard Barnaby, Esq.
Coordinator, Special Programs
Center for Language Study
Yale University
370 Temple Street
New Haven, CT 06511
Tel: (203) 432-8504
E-mail: howard.barnaby@yale.edu

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Curriculum Vitae for Kimberly D. Evans Ross

WORK EXPERIENCE

Moffatt Thomas Barret Rock & Fields, Chrted. Idaho Falls, ID
Partner/Shareholder April 2004 to present
Practice areas include employment litigation, employment law, commercial litigation, business and corporate law, debtor/creditor relations, construction litigation, and insurance defense.

Tarlow & Stonecipher, P.L.L.C. Bozeman, MT
Associate Attorney Aug. 1999 to Dec. 2003
Practice areas included employment law, employment litigation, commercial litigation, business and corporate law, construction law, insurance defense and intellectual property transactions.

Montana Supreme Court Helena, MT
Law Clerk Aug. 1998 to Aug. 1999
Chief Justice J.A. Turnage
Drafted appellate court opinions; conducted legal research, marshaled oral arguments; reviewed content of appellate briefs for compliance with the rules of appellate procedure.

United States Bankruptcy Court, Middle Dist. of N.C. Greensboro, NC
Law Clerk Sept. 1997 to July 1998
Chief Judge William L. Stocks
Performed legal research on federal and state law issues related to pending motions and trial matters; reviewed and prepared case summaries for all motions and briefs filed with the court; opened and attended trial court twice a week.

EDUCATION

University of North Carolina Chapel Hill, NC
Juris Doctor with Honors 1997

Honors/Awards: Holderness Moot Court National Team member, Dean's List six semesters, Certificate of Merit in Legal History, Certificate of Merit in Debtor/Creditor Relations, Recipient of the American Bankruptcy Law Journal Prize 1997

Boise State University Boise, ID
Bachelor of Arts in English, *Cum Laude* with Distinguished Honors 1994

April 5, 2012

MEMBERSHIPS & ASSOCIATIONS

Montana State Bar: admitted 1998

Idaho State Bar: admitted 2004

American Bar Association

Federal Bar Association

Society for Human Resource Management ("SHRM")

Idaho Women Lawyers

Idaho Legal Historical Society

REFERENCES (for Idaho Public Charter School Commission Use Only)

Maggie Morris (208) 520-4036

Carol Woodvine (208) 317-4440

Katherine Moriarty (208) 526-6979

Contact Information

Kimberly Evans Ross

1120 E. 1275 N.

Shelley, ID 83274

Office (208) 522-6700

Mobile (208) 757-9319

E-mail: kde@moffatt.com

Chris M. Peterson

3890 Taylorview Lane
Ammon, Idaho 83406
208-524-1286
cpeterson@butterflyoils.com

Education

Midwifery College of Utah
Graduation expected by January 2015
NARM Certification expected by 2015
May 2010-present

Eastern Idaho Technical College Summer 1993 semester
Earned a Certified Nurse Assistant Certificate (CNA)
First Aid training American Red Cross February 1993-
present
CPR from February 1993-present
NRP enrolled in class in April 2011 will gain certificate

Experience

1993-present Certified Family Home Care Provider (24 hour home health
nurse aid in a home setting in my home)

I provide the following services for my clients:
management of all finances and payee for clients (i.e.
adults with disabilities), all management of home and
cleaning of laundry, making food and shopping for clients
meals, most transportation, training of daily chores for
clients, training for basic personal skills such as hair care,
brushing teeth, showering, toileting, and so on. Manage all
doctor, dentist, and other therapies, handle any and all
medications taken by clients.

As a Certified Family Home Provider I attend monthly
meetings with supervising RN where I report, monthly
meetings with state representative where I make an
accounting of all funds spent. Yearly re-licensing home
with state representative, file taxes annually.

Community Service:

Girl's Scouts Leader 2004-2006 (worked with ages 6-10)
Cub Scouts Leader 2010 (worked with 9 yr. olds)
Church Youth Teacher 2009-2010 (worked with 8 yr. olds)
Church Youth Teacher 2010-Present (working with 5 yr.
olds)

April 5, 2012

Personal Interest: I enjoy working with children in scouting and church groups. I also enjoy running, biking, vegetarian cooking, watching old movies, and anything that has to do with birth or midwifery. I enjoy alternative health modalities and I use and sell essential oils. I have home schooled my eight children for the past fifteen years. I am very interested in the educational system for in my area.

References Val Stark
(208) 709-3883 Cell
(208) 357-2341 Home
307 W Maple St
Shelley, ID 83274

Karen Ady
(435) 725-3214 Home
6490 West 3000 SOUTH
Roosevelt Utah 84066

Tammy Sher
(208) 522-1119 Home
153 Clubhouse Circle
Idaho Falls, Idaho 83401

April 5, 2012

Lisa S. Nolan, MBA, CPA

1000 Wheatstone Drive, Idaho Falls, Idaho
83404

(208) 599-8857

Work Experience

CPA, Owner October 2010 – Present

Reliant Group, Inc. – Idaho Falls, Idaho

Focused in corporate audit and tax, employee benefits audits, employee benefits programs and reporting compliance, and personal income tax and planning.

CPA, Account Executive/Manager, Partner January 2003 – October 2010

Cooper Norman – Idaho Falls, Idaho

Focused experience on corporate audits and taxation in the government contracting and construction industries. Specialized in employee benefit programs, providing audit services to benefit plans, as well as administrative compliance services. Lead partner in ERISA practice.

Experienced in various client accounting and tax software.

Graduate Teaching Assistant September 2000 – December 2002

Idaho State University – Pocatello, Idaho

Assisted Accounting 201 professors, graded Accounting 201 homework, and instructed students on basic introduction to QuickBooks Pro.

Administrative Assistant 1998 to 1999

State of Idaho EMS Bureau – Regional Office, Idaho Falls, Idaho

Managed regional budgets, purchasing, and grants.

Scheduled and coordinated use of training equipment, maintained office equipment and supplies inventories.

Coordinated regional certification examination, developed flyers, maintained approved training course records, certification records, instructor records, and test evaluator records.

Secretary 1996 to 1998

State of Idaho Emergency Services Training, Boise, Idaho

April 5, 2012

Reviewed and prioritized incoming correspondence, produced letters and bulk mailings, developed course and conference flyers, recorded class costs and budget information, scheduled and shipped course materials, and directed incoming calls.

Office Manager and Claims Adjuster 1992 to 1995

Pacific Claims, Inc., Seattle, Washington

Licensed Independent Adjuster, State of Washington.

Supervised a clerical staff of four personnel, assisted in handling Longshore and Jones Act claims, reviewed expenses, prepared and tracked insurance payments and receipts.

Education

Master of Business Administration – Accounting Emphasis December 2002

Idaho State University

Bachelor of Business Administration December 2000

Idaho State University

Double major: Management and Finance, Emphasis in Entrepreneurship

Achieved overall grade point average of 3.6 (on a 4.0 scale).

Community Involvement

Exchange Club (www.nationalexchangeclub.org)

"Exchange, America's Premier Service Club, working to make our communities better places to live."

Active member and Past-President of the Idaho Falls Exchange Club

Current District President (2011-2012) Yellowstone District Exchange Club

Help, Inc. (http://www.helpincidaho.org)

"To eradicate child abuse in our communities through community education and victim and family support."

Active board member since 2007 and current Treasurer.

Professional Associations

American Institute of Certified Public Accountants (AICPA)

Idaho Society of Certified Public Accountants (ISCPA)

American Society of Pension Professionals & Actuaries (ASPPA)

References

David M. Smith, CPA, Smith & Company, PLLC – (208) 524-2601

April 5, 2012

James Drake, DMD, Park West Dental Care – (208) 524-0870

Todd Mary, The Hartwell Corporation – (208) 522-5656

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Appendix H

Start-Up Budget with Assumptions Form

~~The information is found on the following pages.~~

The start up budget is included in Appendix I. The assumptions for the facilities are in Appendix F. The assumptions for various subcontractors are found in the bids and the memoranda of intent in Appendix P.

April 5, 2012

Appendix I

Three Year Operating Budget ~~Form~~ and Start Up Budget

The information is found on the following pages.

**Odyssey Charter School
Scenario 1 - Broken Bow Plaza**

	Year 1 (Start up year)			Year 2			Year 3			Year 4		
	Number	Rate	Amount	Number	Rate	Amount	Number	Rate	Amount	Number	Rate	Amount
Grade 7	24	2	48	20	2	40	20	2	40	20	2	40
Grade 8	24	2	48	24	2	48	20	2	40	20	2	40
Grade 9	22	2	44	24	2	48	24	2	48	20	2	40
Grade 10				22	2	44	22	2	44	20	2	40
Grade 11							12	2	24	20	2	40
Grade 12												
Total number of students	23	6	140	23	8	180	20	10	196	20	10	200
Operating School Days			176			176			176			176
Inflation Rate						3%			3%			3%
Revenues:												
State Apportionment - Salary	10.4	\$ 5,017	\$702,358	13.4	\$ 5,061	\$911,034	14.6	\$ 5,088	\$997,178	14.8	\$ 5,088	\$1,017,659
State Transportation		80%	\$88,704		80%	\$117,469		80%	\$131,749		80%	\$138,470
Nutritional Program	80%	\$ 193.60	\$21,683	80%	\$ 199.41	\$28,715	80%	\$ 205.39	\$32,205	80%	\$ 211.55	\$33,848
Grants/Other Revenue												
Student Fees												
Total Revenues			\$812,745			\$1,057,218			\$1,161,132			\$1,189,978
Expenses:												
Salaries:												
Teachers	6.0	\$ 30,000	\$180,000	8.0	\$ 32,000	\$256,000	10.0	\$ 34,000	\$340,000	10.0	\$ 36,000	\$360,000
Special Education	2.0	\$ 30,000	\$60,000	2.0	\$ 32,000	\$64,000	1.0	\$ 34,000	\$34,000	1.0	\$ 36,000	\$36,000
Administration	1.0	\$ 34,386	\$34,386	1.0	\$ 63,000	\$63,000	1.0	\$ 68,900	\$68,900	1.0	\$ 69,900	\$69,900
Instructional Aids	1.0	\$ 9,000	\$9,000	2.0	\$ 9,180	\$18,360	2.0	\$ 9,364	\$18,727	2.0	\$ 9,551	\$19,102
Office Staff	0.5	\$ 20,000	\$10,000	1.0	\$ 20,400	\$20,400	1.0	\$ 20,808	\$20,808	1.0	\$ 21,224	\$21,224
Business Manager	1.0	\$ 25,000	\$25,000	1.0	\$ 27,000	\$27,000	1.0	\$ 29,000	\$29,000	1.0	\$ 31,000	\$31,000
Nutritional Program	0.5		\$0			\$0			\$0			\$0
Librarian			\$0			\$0			\$0			\$0
Maintenance/Other	0.5	\$ 20,000	\$10,000	1.0	\$ 20,400	\$20,400	1.0	\$ 20,808	\$20,808	1.0	\$ 21,224	\$21,224
Total Salaries	12.5		\$328,386	16.0		\$469,160	17.0		\$532,243	17.0		\$558,450
Benefits:												
Retirement/PERSI	10.50%		\$34,481	10.50%		\$49,262	10.50%		\$55,886	10.50%		\$58,637
Health/Life Insurance	5.00%		\$16,419	5.00%		\$23,458	5.00%		\$26,612	5.00%		\$27,923
Payroll Taxes	7.65%		\$25,122	7.65%		\$35,891	7.65%		\$40,717	7.65%		\$42,721
Workers Comp/Unemployment	5.00%		\$16,419	5.00%		\$23,458	5.00%		\$26,612	5.00%		\$27,923
Total Benefits	28.15%		\$92,441	28.15%		\$132,069	28.15%		\$149,826	28.15%		\$157,204
Operating Expenses												
Textbooks		\$ 360	\$50,400		\$ 371	\$66,744		\$ 382	\$74,857		\$ 393	\$78,676
Supplies		\$8,000	\$8,000		\$8,240	\$8,240		\$8,487	\$8,487		\$8,742	\$8,742
Furniture & equipment - classrooms	6	\$ 3,000	\$18,000	2	\$ 3,090	\$6,180	2	\$ 3,183	\$6,365		\$ 3,278	\$0
Other Furniture & equipment			\$3,000			\$1,000			\$1,000			\$1,000
Contract Services-SMS+PVP+HT			\$15,000			\$10,000			\$10,000			\$5,000
Legal			\$3,000			\$3,090			\$3,183			\$3,278
Accounting			\$3,650			\$13,790			\$14,066			\$14,347
Advertising/Marketing			\$3,250			\$3,348			\$3,448			\$3,551
Gas/Electric			\$6,000			\$6,180			\$6,365			\$6,556
Telephone/Internet			\$3,600			\$3,708			\$3,819			\$3,934
Liability & Property Insurance			\$9,250			\$9,527			\$9,813			\$10,108
Testing & Assessment			\$5,500			\$5,665			\$5,835			\$6,010
Staff Development			\$7,500			\$7,725			\$7,957			\$8,195
Consulting			\$1,500			\$1,545			\$1,591			\$1,639
Travel			\$600			\$618			\$637			\$656
Postage			\$600			\$618			\$637			\$656
Rents/Leases			\$103,251			\$85,845			\$88,420			\$91,073
Grounds & Maintenance			\$4,500			\$4,635			\$4,774			\$4,917
Miscellaneous			\$1,250			\$1,288			\$1,326			\$1,366
Total Operating Expenses			\$247,851			\$239,745			\$252,581			\$249,705
Program Expenses												
Food (per student/day)	40%	\$ 2.75	\$27,104	40%	\$ 2.83	\$35,893	40%	\$ 2.92	\$40,256	40%	\$ 3.00	\$42,310
Transportation (per student/day)	45%	\$ 10.00	\$110,880	45%	\$ 10.30	\$146,837	45%	\$ 10.61	\$164,686	45%	\$ 10.93	\$173,088
Special Education												
Field Trips												
Total Program Expenses			\$137,984			\$182,730			\$204,942			\$215,398
Total Expenses			\$806,661			\$1,023,704			\$1,139,993			\$1,180,757
Net Operating Income/(Loss)			\$6,084			\$30,514			\$21,539			\$9,221
Beginning Balance			\$0			\$6,084			\$39,598			\$61,137
Ending Balance			\$6,084			\$36,598			\$61,137			\$70,358

**Odyssey Charter School
Scenario 2 - Hollipark Plaza**

	Year 1 (Start up year)			Year 2			Year 3			Year 4		
	Number	Rate	Amount	Number	Rate	Amount	Number	Rate	Amount	Number	Rate	Amount
Grade 7	24	2	48	20	2	40	20	2	40	20	2	40
Grade 8	24	2	48	24	2	48	20	2	40	20	2	40
Grade 9	22	2	44	24	2	48	24	2	48	20	2	40
Grade 10				22	2	44	22	2	44	20	2	40
Grade 11							12	2	24	20	2	40
Grade 12												
Total number of students	23	6	140	23	8	180	20	10	196	20	10	200
Operating School Days			176			176			176			176
Inflation Rate						3%			3%			3%
Revenues:												
State Apportionment - Salary	10.4	\$ 5,096	\$705,019	13.4	\$ 5,061	\$911,094	14.6	\$ 5,088	\$997,178	14.8	\$ 5,088	\$1,017,659
State Transportation		80%	\$88,704		80%	\$117,469		80%	\$131,749		80%	\$138,470
Nutritional Program		80%	\$193.60		80%	\$199.41		80%	\$205.39		80%	\$211.55
Grants/Other Revenue			\$21,683			\$28,715			\$32,205			\$33,848
Student Fees												
Total Revenues			\$815,406			\$1,057,218			\$1,161,132			\$1,189,978
Expenses:												
Salaries						2%			2%			2%
Teachers	6.0	\$ 30,000	\$180,000	8.0	\$ 32,000	\$256,000	10.0	\$ 34,000	\$340,000	10.0	\$ 36,000	\$360,000
Special Education	2.0	\$ 30,000	\$60,000	2.0	\$ 32,000	\$64,000	1.0	\$ 34,000	\$34,000	1.0	\$ 36,000	\$36,000
Administration	1.0	\$ 49,137	\$49,137	1.0	\$ 63,000	\$63,000	1.0	\$ 68,900	\$68,900	1.0	\$ 69,900	\$69,900
Instructional Aids	1.0	\$ 9,000	\$9,000	2.0	\$ 9,180	\$18,360	2.0	\$ 9,364	\$18,727	2.0	\$ 9,551	\$19,102
Office Staff	0.5	\$ 20,000	\$10,000	1.0	\$ 20,400	\$20,400	1.0	\$ 20,808	\$20,808	1.0	\$ 21,224	\$21,224
Business Manager	1.0	\$ 25,000	\$25,000	1.0	\$ 27,000	\$27,000	1.0	\$ 29,000	\$29,000	1.0	\$ 31,000	\$31,000
Nutritional Program	0.5		\$0			\$0			\$0			\$0
Librarian			\$0			\$0			\$0			\$0
Maintenance/Other	0.5	\$ 20,000	\$10,000	1.0	\$ 20,400	\$20,400	1.0	\$ 20,808	\$20,808	1.0	\$ 21,224	\$21,224
Total Salaries	12.5		\$343,137	16.0		\$469,160	17.0		\$532,243	17.0		\$558,450
Benefits												
Retirement/PERSI		10.50%	\$36,029		10.50%	\$49,262		10.50%	\$55,886		10.50%	\$58,637
Health/Life Insurance		5.00%	\$17,157		5.00%	\$23,458		5.00%	\$26,612		5.00%	\$27,923
Payroll Taxes		7.65%	\$26,250		7.65%	\$35,891		7.65%	\$40,717		7.65%	\$42,721
Workers Comp/Unemployment		5.00%	\$17,157		5.00%	\$23,458		5.00%	\$26,612		5.00%	\$27,923
Total Benefits		28.15%	\$96,593		28.15%	\$132,069		28.15%	\$149,826		28.15%	\$157,204
Operative Expenses												
Textbooks		\$ 360	\$50,400		\$ 371	\$66,744		\$ 382	\$74,857		\$ 393	\$78,676
Supplies			\$8,000			\$8,240			\$8,487			\$8,742
Furniture & equipment - classrooms	6	\$ 3,000	\$18,000	2	\$ 3,090	\$6,180	2	\$ 3,183	\$6,365	\$ 3,278		\$0
Other Furniture & equipment			\$3,000			\$2,000			\$1,000			\$1,000
Contract Services-SMS+PVP+IT			\$15,000			\$15,000			\$10,000			\$5,000
Legal			\$3,000			\$3,090			\$3,183			\$3,278
Accounting			\$3,650			\$3,790			\$3,930			\$4,066
Advertising/Marketing			\$3,250			\$3,348			\$3,448			\$3,551
Gas/Electric			\$4,800			\$7,800			\$8,034			\$8,275
Telephone/Internet			\$3,600			\$6,000			\$6,180			\$6,365
Liability & Property Insurance			\$3,000			\$3,090			\$3,183			\$3,278
Testing & Assessment			\$5,500			\$5,665			\$5,835			\$6,010
Staff Development			\$7,500			\$7,725			\$7,957			\$8,195
Consulting			\$1,500			\$1,545			\$1,591			\$1,639
Travel			\$600			\$618			\$637			\$656
Postage			\$600			\$618			\$637			\$656
Rents/Leases			\$40,440			\$89,065			\$84,141			\$86,665
Remodeling costs			\$50,000			\$0			\$0			\$0
Grounds & Maintenance			\$4,000			\$4,120			\$4,244			\$4,371
Miscellaneous			\$1,250			\$1,288			\$1,326			\$1,366
Total Operating Expenses			\$227,090			\$245,925			\$245,169			\$242,071
Program Expenses												
Food (per student/day)		40%	\$ 2.75		40%	\$ 2.83		40%	\$ 2.92		40%	\$ 3.00
Transportation (per student/day)		45%	\$ 10.00		45%	\$ 10.30		45%	\$ 10.61		45%	\$ 10.93
Special Education			\$27,104			\$35,893			\$40,256			\$42,310
Field Trips			\$110,880			\$146,837			\$164,686			\$173,088
Total Program Expenses			\$137,984			\$182,730			\$204,942			\$215,398
Total Expenses			\$804,804			\$1,029,884			\$1,132,181			\$1,173,123
Net Operating Income/(Loss)			\$10,602			\$27,334			\$28,951			\$16,855
Beginning Balance			\$0			\$10,602			\$37,937			\$66,887
Ending Balance			\$10,602			\$37,937			\$66,887			\$103,742

Odyssey Charter School
Scenario 3 - 1167 Jones Avenue

	Year 1 (Start up year)			Year 2			Year 3			Year 4		
	Number	Rate	Amount	Number	Rate	Amount	Number	Rate	Amount	Number	Rate	Amount
Grade 7	24	2	48	20	2	40	20	2	40	20	2	40
Grade 8	24	2	48	24	2	48	24	2	48	20	2	40
Grade 9	22	2	44	24	2	48	24	2	48	20	2	40
Grade 10				22	2	44	22	2	44	20	2	40
Grade 11							12	2	24	20	2	40
Grade 12												
Total number of students	23	6	140	23	8	180	20	10	196	20	10	200
Operating School Days			176			176			176			176
Inflation Rate						3%			3%			3%
Revenues:												
State Apportionment - Salary	10.4	\$ 5,036	\$705,019	13.4	\$ 5,061	\$911,034	14.6	\$ 5,088	\$997,178	14.8	\$ 5,088	\$1,017,659
State Transportation		80%	\$88,704		80%	\$117,469		80%	\$131,749		80%	\$138,470
Nutritional Program		80%	\$193.60		80%	\$199.41		80%	\$205.39		80%	\$211.55
Grants/Other Revenue			\$21,683			\$28,715			\$32,205			\$33,848
Student Fees												
Total Revenues			\$815,406			\$1,057,218			\$1,161,132			\$1,189,978
Expenses:												
Salaries												
Teachers	6.0	\$ 30,000	\$180,000	8.0	\$ 32,000	\$256,000	10.0	\$ 34,000	\$340,000	10.0	\$ 36,000	\$360,000
Special Education	2.0	\$ 30,000	\$60,000	2.0	\$ 32,000	\$64,000	1.0	\$ 34,000	\$34,000	1.0	\$ 36,000	\$36,000
Administration	1.0	\$ 49,137	\$49,137	1.0	\$ 63,000	\$63,000	1.0	\$ 68,900	\$68,900	1.0	\$ 69,900	\$69,900
Instructional Aids	1.0	\$ 9,000	\$9,000	2.0	\$ 9,180	\$18,360	2.0	\$ 9,364	\$18,727	2.0	\$ 9,551	\$19,102
Office Staff	0.5	\$ 20,000	\$10,000	1.0	\$ 20,400	\$20,400	1.0	\$ 20,808	\$20,808	1.0	\$ 21,224	\$21,224
Business Manager	1.0	\$ 25,000	\$25,000	1.0	\$ 27,000	\$27,000	1.0	\$ 29,000	\$29,000	1.0	\$ 31,000	\$31,000
Nutritional Program	0.5		\$0			\$0			\$0			\$0
Librarian			\$0			\$0			\$0			\$0
Maintenance/Other	0.5	\$ 20,000	\$10,000	1.0	\$ 20,400	\$20,400	1.0	\$ 20,808	\$20,808	1.0	\$ 21,224	\$21,224
Total Salaries	12.5		\$343,137	16.0		\$469,160	17.0		\$532,243	17.0		\$558,450
Benefits												
Retirement/PERSI		10.50%	\$36,029		10.50%	\$49,262		10.50%	\$55,886		10.50%	\$58,637
Health/Life Insurance		5.00%	\$17,157		5.00%	\$23,458		5.00%	\$26,612		5.00%	\$27,923
Payroll Taxes		7.65%	\$26,250		7.65%	\$35,891		7.65%	\$40,717		7.65%	\$42,721
Workers Comp/Unemployment		5.00%	\$17,157		5.00%	\$23,458		5.00%	\$26,612		5.00%	\$27,923
Total Benefits		28.15%	\$96,593		28.15%	\$132,089		28.15%	\$149,826		28.15%	\$157,204
Operating Expenses												
Textbooks		\$ 360	\$50,400		\$ 371	\$66,744		\$ 382	\$74,857		\$ 393	\$78,676
Supplies			\$8,000			\$8,240			\$8,487			\$8,742
Furniture & equipment - classrooms	6	\$ 3,000	\$18,000	2	\$ 3,090	\$6,180	2	\$ 3,183	\$6,365	\$ 3,278	\$0	\$0
Other Furniture & equipment			\$3,000			\$2,000			\$1,000			\$1,000
Contract Services-SMS+PVP+IT			\$15,000			\$15,000			\$10,000			\$5,000
Legal			\$3,000			\$3,090			\$3,183			\$3,278
Accounting			\$3,650			\$13,790			\$14,066			\$14,347
Advertising/Marketing			\$3,250			\$3,348			\$3,448			\$3,551
Gas/Electric			\$4,800			\$7,800			\$8,034			\$8,275
Telephone/Internet			\$3,600			\$6,000			\$6,180			\$6,365
Liability & Property Insurance			\$2,320			\$2,390			\$2,461			\$2,535
Testing & Assessment			\$5,500			\$5,665			\$5,835			\$6,010
Staff Development			\$7,500			\$7,725			\$7,957			\$8,195
Consulting			\$1,500			\$1,545			\$1,591			\$1,639
Travel			\$600			\$618			\$637			\$656
Postage			\$600			\$618			\$637			\$656
Rents/Leases			\$32,280			\$51,480			\$49,811			\$51,305
Remodeling costs			\$25,000			\$0			\$0			\$0
Grounds & Maintenance			\$3,000			\$3,090			\$3,183			\$3,278
Miscellaneous			\$1,250			\$1,288			\$1,326			\$1,366
Total Operating Expenses			\$192,250			\$206,610			\$209,057			\$204,875
Program Expenses												
Food (per student/day)	40%	\$ 2.75	\$27,104	40%	\$ 2.83	\$35,893	40%	\$ 2.92	\$40,256	40%	\$ 3.00	\$42,310
Transportation (per student/day)	45%	\$ 10.00	\$110,880	45%	\$ 10.30	\$146,837	45%	\$ 10.61	\$164,686	45%	\$ 10.93	\$173,088
Special Education												
Field Trips												
Total Program Expenses			\$137,984			\$182,730			\$204,942			\$215,398
Total Expenses			\$769,964			\$990,568			\$1,096,069			\$1,135,928
Net Operating Income/(Loss)			\$45,442			\$66,650			\$65,063			\$54,050
Beginning Balance			\$0			\$45,442			\$112,092			\$177,155
Ending Balance			\$45,442			\$112,092			\$177,155			\$231,205

April 5, 2012

Appendix J

First Year Month-by-Month Cash Flow

The information is found on the following pages.

Odyssey Charter School
Monthly Start Up Budget (Scenario 1 - Broken Bow Plaza)

	jul	aug	sept	oct	nov	dec	jan	feb	mar	apr	may	jun	TOTAL
Revenues:													
State Apportionment - Salary	\$351,179		\$70,236		\$70,236		\$70,236		\$70,236		\$70,236		\$702,358
State Transportation	44,352		8,870		8,870		8,870		8,870		8,870		88,704
Nutritional Program			2,710	2,710	2,710	2,710	2,710	2,710	2,710	2,710			21,683
Grants/Other Revenue													0
Student Fees													0
Total Revenues	395,531	0	81,817	2,710	81,817	2,710	81,817	2,710	81,817	2,710	79,106	0	812,745
Expenses:													
Salaries													
Teachers		16,364	16,364	16,364	16,364	16,364	16,364	16,364	16,364	16,364	16,364	16,364	180,000
Special Education		5,455	5,455	5,455	5,455	5,455	5,455	5,455	5,455	5,455	5,455	5,455	60,000
Administration	2,866	2,866	2,866	2,866	2,866	2,866	2,866	2,866	2,866	2,866	2,866	2,866	34,386
Instructional Aids			1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000		9,000
Office Staff	833	833	833	833	833	833	833	833	833	833	833	833	10,000
Business Manager	2,083	2,083	2,083	2,083	2,083	2,083	2,083	2,083	2,083	2,083	2,083		25,000
Nutritional Program													0
Librarian													0
Maintenance/Other	833	833	833	833	833	833	833	833	833	833	833	833	10,000
Total Salaries	6,616	28,434	29,434	29,434	29,434	29,434	29,434	29,434	29,434	29,434	29,434	28,434	328,386
Benefits													
Retirement/PERSI	695	2,986	3,091	3,091	3,091	3,091	3,091	3,091	3,091	3,091	3,091	2,986	34,481
Health/Life Insurance	331	1,422	1,472	1,472	1,472	1,472	1,472	1,472	1,472	1,472	1,472	1,422	16,419
Payroll Taxes	506	2,175	2,252	2,252	2,252	2,252	2,252	2,252	2,252	2,252	2,252	2,175	25,122
Workers Comp/Unemployment	331	1,422	1,472	1,472	1,472	1,472	1,472	1,472	1,472	1,472	1,472	1,422	16,419
Total Benefits	1,862	8,004	8,286	8,286	8,286	8,286	8,286	8,286	8,286	8,286	8,286	8,004	92,441
Operating Expenses													
Textbooks		50,400											50,400
Supplies	4,000		800		800		800		800		800		8,000
Furniture & equipment - classrooms	18,000												18,000
Other Furniture & equipment	3,000												3,000
Contract Services-SMS+PVP+IT	15,000												15,000
Legal	1,500		300		300		300		300		300		3,000
Accounting	3,650												3,650
Advertising/Marketing	1,625		325		325		325		325		325		3,250
Gas/Electric	500	500	500	500	500	500	500	500	500	500	500	500	6,000
Telephone/Internet	300	300	300	300	300	300	300	300	300	300	300	300	3,600
Liability & Property Insurance	9,250												9,250
Testing & Assessment	5,500												5,500
Staff Development	7,500												7,500
Consulting	125	125	125	125	125	125	125	125	125	125	125	125	1,500
Travel	50	50	50	50	50	50	50	50	50	50	50	50	600
Postage	50	50	50	50	50	50	50	50	50	50	50	50	600
Rents/Leases	22,126	7,375	7,375	7,375	7,375	7,375	7,375	7,375	7,375	7,375	7,375	7,375	103,251
Grounds & Maintenance	375	375	375	375	375	375	375	375	375	375	375	375	4,500
Miscellaneous	104	104	104	104	104	104	104	104	104	104	104	104	1,250
Total Operating Expenses	92,655	59,279	10,304	8,879	10,304	8,879	10,304	8,879	10,304	8,879	10,304	8,879	247,851
Program Expenses													
Food (per student/day)			3,012	3,012	3,012	3,012	3,012	3,012	3,012	3,012	3,012		27,104
Transportation (per student/day)			12,320	12,320	12,320	12,320	12,320	12,320	12,320	12,320	12,320		110,880
Special Education													0
Field Trips													0
Total Program Expenses	0	0	15,332	15,332	15,332	15,332	15,332	15,332	15,332	15,332	15,332	0	137,984
Total Expenses	101,133	95,717	63,355	61,990	63,355	61,990	63,355	61,990	63,355	61,990	63,355	45,317	806,661
Net Operating Income/(Loss)	294,398	(95,717)	18,462	(59,220)	18,462	(59,220)	18,462	(59,220)	18,462	(59,220)	15,751	(45,317)	6,084
Beginning Balance	0	294,398	198,682	217,143	157,924	176,385	117,166	135,627	76,408	94,869	35,650	51,401	0
Ending Balance	294,398	198,682	217,143	157,924	176,385	117,166	135,627	76,408	94,869	35,650	51,401	6,084	56,084

April 5, 2012

Appendix K

Student Handbook

The proposed Student Handbook is on the following pages.

Odyssey

Charter School

for grades 76-12

Proposed STUDENT HANDBOOK

Odyssey Charter School is a free public charter school available to all Idaho students with a primary attendance area consisting of Shelley Joint School District #60, Bonneville County, and Jefferson Joint School District #251 with the facility located in Idaho Falls Joint School District #91.

Odyssey Charter School does not discriminate on the basis of race, religion, color, national origin, sex, or disability in providing education services, activities, and programs, including vocational programs, in accordance with Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Educational Amendments of 1972; Section 504 of the Rehabilitation Act of 1973, as amended. Any variance should be brought to the attention of the administration through personal contact, letter, phone or e-mail. Note: In case of conflict between Board policies or any provisions of student handbooks, the provision of Board policy is to be followed.

MISSION

We guide young adults to become well-rounded, capable leaders prepared to meet the challenges of the 21st Century.

VISION

Using project-based instruction in the arts and technology as well as real-world opportunities for community service, we create an engaging and challenging learning environment that enables each student to become a competent, compassionate, responsible, and interdependent citizen leader well-prepared for college and for life in the 21st century.

PREFACE

Dear Students and Parents:

The Odyssey Charter School Student Handbook contains information that students and parents are likely to need during the school year. Throughout the handbook, the term “the student’s parent” is used to refer to the parent, legal guardian, or other person who has agreed to assume school-related responsibility for a student.

Please be aware that this document is updated periodically since policy adoption and revision is an ongoing process. Therefore, any changes in policy that affect student handbook provisions should be made available to students and parents through newsletters and other communications. These changes will generally supersede provisions found in this handbook because they have been made obsolete by newly adopted policy.

RELEASE OF “DIRECTORY INFORMATION”

Regarding student records, federal law requires that “directory information” on my child be released by Odyssey Charter School to anyone who requests it unless I object in writing to the release of any or all of this information. This includes release of directory information to military recruiters and post-secondary institutions. This objection must be filed within ten school days of the time this handbook was given to my child. Directory information ordinarily includes:

1. student’s name
2. address
3. telephone number

4. date and place of birth
5. participation in officially recognized activities and sports
6. weight and height of members of athletic teams
7. photographs
8. dates of attendance
9. awards received in school
10. most recent previous school attended

Parents or guardians may limit the release of information listed above by contacting the office.

STUDENT ATTENDANCE POLICY

PURPOSE

The intent of an attendance policy is to encourage students in their attendance at school. Students should be absent only for legitimate, verifiable reasons.

VERIFIABLE ABSENCES

It is the responsibility of the student and parent(s) to verify all absences when the student is gone. All absences must be appropriately cleared with the school office or they will be termed unverified and credit may be lost. Unverified absences not appropriately cleared may be treated as a sluff and in-school suspension, or suspension could result. *Students who plan on missing 3 or more consecutive days of school for a vacation or potato harvest need to fill out an "Absentee Petition Form".* These forms serve as communication between parents, teachers, and students as to the possible risk of lower grades or failure in classes if the student and parents choose to miss school. Forms are available in the office.

Students at Odyssey Charter School will be allowed no more than 6 absences in each class per semester. All absences must be appropriately cleared with the school office or they will be termed unverified and credit may be lost. School excused absences will not count as part of the 6 absences. To accommodate circumstances that may occur, an additional 2 days over the six may be made up through attending Saturday School at the rate of 1 class period = 2 hours of Saturday School. A charge of \$5 per session will be assessed. Each session is 4 hours. Loss of credit will result on the 7th absence if a student chooses not to use Saturday School as a way to make up being absent or on the 9th absence if they choose to go to Saturday School. If a student is ever truant from class, (see Unverified Absences and Truancies below) the opportunity to make up 2 absences will be denied.

EXCEPCION TO THE SIX ABSENCE RULE

The one exception of the six absence rule is if there is a major or chronic illness verified in writing by a physician.

CONSEQUENCES OF EXCESSIVE ABSENCES

If a student is sixteen years of age or older and exceeds the days allowed as described above in two or more classes, the student will lose credit in all classes and be dis-enrolled. The student may re-enroll in regular classes at the beginning of any semester thereafter, upon successfully demonstrating that attitude and behavior warrant re-admittance if there is a position available, but the student will be moved to the bottom of the waiting list. If the student is under sixteen years of age and exceeds the six absence rule in two or more classes, credit will be denied in all classes for the semester and the student must remain in the class(es) and continue working for the remainder of the semester. However, if it is determined that the student is disruptive to the educational atmosphere in the classroom or continues to violate the attendance policy, the student may be dis-enrolled. Excessive absences could also prohibit a student from participating in activities that take place during the day in which it would not be in their best interest to be absent from class instruction.

UNVERIFIED ABSENCES AND TRUANCIES

An unverified absence is any absence not appropriately cleared with the school office. To verify an absence, a student needs written or verbal communication from the parent, teacher, or administrator depending on circumstances. Failure to verify will be considered a sluff which will result in disciplinary action. Habitual unverified absences will result in a parental conference and a contract with the school. Violation of the contract will result in being released for the semester and/or expulsion. A truancy is defined as follows:

1. **The student is in the school building but is not in attendance at a regularly scheduled class without permission of the teacher or the school office.** Parental permission is not valid when a student misses a class and remains on school grounds. It is mandatory to receive permission from the teacher of the class you are leaving or permission from the office.
2. **The student *leaves the school building* without prior approval by the parent or guardian (given by phone or written note) and without checking out through the office.**
3. **The student does not come to school and parents are unaware of their absence.**

LEAVING SCHOOL

Students who need to leave school for any reason need to check out through the office unless they leave at lunch time. Failure to check out could result in a truancy. Students should come to the office before class to get a "Permit to Leave" slip which they can show their teachers to allow them to get out of class early. Then the student can meet the parent without the parent having to come into the building to get them.

At the high school level, it is often difficult to get the "Permit to Leave" slips to the class at the parent's request so parents are encouraged to communicate with their children in advance. ***It is not a reasonable request to call and ask that a student meet a parent out front in 5 minutes.***

MAKEUP PRIVILEGES

Students are required to make up all work missed for all absences. Students will be allowed two days make-up time for each absence to complete the missed work on the days they were absent. Assignments that have deadlines given in advance, such as research papers, etc., are due on the deadline date or it is a late assignment. Additional time may be granted at the teacher's discretion for extenuating circumstances. **MAKE-UP WORK AND TESTS WILL NOT BE ACCEPTED FOR DAYS THAT WERE MISSED DUE TO TRUANCY, UNEXCUSED OR UNVERIFIED ABSENCES.**

NOTIFICATION RESPONSIBILITY OF THE SCHOOL

1. The school will make the attendance policy available to all students and parents at the beginning of each school year and/or upon enrollment of the student for the first time and will be available on the school's website.
2. Due to the availability to parents or guardians of the online student information system, notification will be given as a courtesy upon the initial fourth absence from a class. Upon the initial sixth absence, the parent or guardian will be notified.

RIGHT OF APPEAL

The secondary attendance policy will be administered by the administration of Odyssey Charter School. Any appeal from the decision of the principal will go to the Board of Trustees.

CREDIT CRITERIA FOR ENROLLMENT

MIDDLE SCHOOL ~~7TH-8TH~~^{6th-8th} GRADES

~~Odyssey will implement a credit system for grades 7 and 8 that will address the credit requirements, credit recovery, alternate mechanisms and attendance that will have the following elements.~~

A Middle school students must meet the following criteria to be advanced to the next grade:

- ^ A student will pass a minimum of eighty percent (80%) of the total credits attempted before the student will be eligible for promotion to the next grade level.
- ^ Odyssey will require a student to attain, at a minimum, a portion of the total credits attempted in each area in which credits are attempted, except for areas in which instruction is less than a school year, before the student will be eligible for promotion to the next grade level.
- ^ Students will take pre-algebra before entering the 9th grade.
- ^ Credit Recovery. A student who does not meet the minimum requirements of the credit system shall be given an opportunity to recover credits ~~or complete an alternate mechanism in order to become eligible for promotion to next grade level~~ by retaking the class or taking another class either at Odyssey or at another accredited school.
- ~~1. 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.~~
- ~~2. 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.

9TH GRADE

To be enrolled as a student at Odyssey Charter School, a student must successfully complete the middle school credits as will be outlined by above. Students who have not completed their middle school graduation requirements will remain in middle school classes until they complete them. They may move up into high school classes at the beginning of a new semester if a position is available.

10TH-12TH GRADE

Students who transfer to Odyssey Charter School or wish to re-enroll in Odyssey Charter School and have been accepted through the enrollment process must complete the following:

Complete at least 10 credits for each grade they have been in from their freshman year. Freshmen need to complete 10 credits, sophomores need 20 credits, etc.

Options: Students who do not have the required credits each year have the following options to meet the minimum credits needed:

- ~~3-1.~~ Take college home study classes (See Counseling Office).
- ~~4-2.~~ Take summer school classes (limited to 2 credits).
- ~~5-3.~~ Complete courses through Idaho Digital Learning Academy.

FOREIGN EXCHANGE STUDENTS

Foreign exchange students wishing to attend Odyssey Charter School will be charged a \$600 tuition fee to attend. This is in addition to any other fees that may be incurred.

RELEASED TIME PRIVILEGE

Students are under the jurisdiction of the school for the entire school day. The only exception to this is for students who participate in a "release time" program. Students who have been granted "release time" and are not at their assigned "release time" program, will be dealt with as if truant from school and their privileges may be revoked.

COMPLAINTS BY STUDENTS / PARENTS

Usually student or parent complaints or concerns can be addressed simply by a phone call or a conference with the teacher. If unresolved, a written complaint and a request for a conference should be sent to the principal. Some complaints require different procedures. The principal's office can provide information regarding specific processes for filing complaints.

CORPORAL PUNISHMENT

No person who is employed or engaged by Odyssey Charter School may inflict or cause to be inflicted corporal punishment on a student. Corporal punishment does not include, and Odyssey Charter School personnel are permitted to use, reasonable force as needed to maintain safety for other students, school personnel, or other persons, or for the purpose of self-defense.

DISTRIBUTION OF NON-SCHOOL MATERIALS

Written materials, handbills, photographs, pictures, petitions, films, tapes, posters, or other visual or auditory materials may not be posted, sold, circulated, or distributed on any school campus by a student or a non-student without the prior approval of the principal. Any student who posts material without prior approval will be subject to disciplinary action. Materials displayed without this approval will be removed.

DRESS STANDARDS

Dress standards are established to teach grooming and hygiene, prevent disruption, and minimize safety hazards. Compliance with the dress and grooming standards will help our students to be safer, enable them to focus on learning while at school, and will limit distress for those who are unable to afford rapidly passing fads. Students and parents may determine a student's personal dress and grooming standards, provided that they comply with the following guidelines and do not create a disturbance or interference to the educational environment:

Commercialism is defined as symbols, brands or slogans referring to products, companies, movies, video games, and television shows.

Media messages include, but are not limited to, movie and television characters, comments or slogans, and screen graphics.

CLOTHING

Bottoms: All students, boys and girls, must wear pants due to the fact that they may be doing much of their work on the floor. Pants must be black, khaki, or dark blue, and can be

any style. Denim pants are not allowed. We ask that all pants be worn above the hips, be clean, and that they have no holes, tatters, patches, fading, commercialism or media messages. The brand name and logo on the exposed, stitched-in tag of denim pants is acceptable at the waist line only. Pants must be worn above the hips and cover all undergarments.

Tops: All students, boys and girls, must wear a solid color, sleeved, collared-polo style shirt. They may choose any **solid** color (no patterns) and any collar style. Shirts must be clean and have no holes, tatters, patches, commercialism or media messages. One **small** embroidered logo like the Lacoste crocodile is OK, but no screen graphics are permitted. Shirts may be tucked or untucked, but must cover all undergarments.

Shoes: All shoes, sneakers, and sandals that have no holes are acceptable. No heels, flip flops, or backless shoes or sandals. No wheels. For safety all shoes and sandals should fasten securely to the foot. Shoes must be worn for health and safety reasons.

Socks: All socks that have no holes are acceptable; but should have no media messages.

Hats: Hats and caps are for outdoor wear only and must be stored during class time.

Winter: When it gets cold, students may wear warm clothing such as beanies, sweaters, cardigans, hooded jackets, coats, etc. of any color and pattern that have no holes or media messages.

All clothing shall be neat, clean and appropriate to the circumstances. Students may be excluded from attending classes when any of the following is worn or evident:

1. Clothing that reveals the midriff
2. Chains or spike-like accessories.
3. Gang-related dress including the following:
 - a. Bandanas: No bandanas of any color will be allowed.
 - b. Sagging: No sagging will be allowed (All pants are to be worn at the waist.) This includes any clothing worn by any student which gives the obvious appearance of sagging where pockets or zippers are seen positioned in the thigh region or below.
 - c. No monikers (nicknames or gang names) on the side or inside of hats.
 - d. Hats will be worn with the brim of the hat over the face of the person wearing it. Hairnets cannot be worn.

- e. Military style or webbing belts, if worn, must be in the belt loop not hanging.
4. Oversize full length coats such as dusters or trench coats.
5. Body piercings other than for one set of ear rings for girls. No piercings are allowed for boys.

A student whose dress disrupts the educational process will be subject to appropriate discipline. The administration has the option to contact the parents to deliver a change of clothes while the student waits in the office until the parent arrives, send the student home to change or give them a temporary replacement until school ends. If there is a cultural or religious issue for a student with respect to the clothing expectations, the school administrator will address this on a case by case basis.

HAIR, GROOMING AND HYGIENE

Hair is to be clean and neat. The length for boys' hair is not to exceed past the collar and off of the ears. All students should have their hair worn so that it is out of their eyes. No distracting hair styles or unnatural colors are acceptable. Students should be clean and free of body odors. Students are welcome to bring a toothbrush with them to school to practice good hygiene habits. If there is a cultural or religious issue for a male student with respect to the length or style of hair the school administrator will address this on a case by case basis.

JEWELRY AND BODY ADORNMENT

No dangling jewelry will be allowed for safety purposes. Girls may wear stud earrings only. Students may wear jewelry that has religious significance to the child as long as it is not dangling and does not become a distraction to the student or to others in the classroom. Necklaces must be worn inside the shirt. No tattoos may be visible.

COMPUTER RESOURCES

Use of computer technology is restricted to students working under a teacher's supervision and for approved purposes only. Students and parents will be asked to sign a user agreement (separate from this handbook) regarding use of these resources; violations of this agreement may result in withdrawal of privileges and other disciplinary action. Students and parents should be aware that electronic communications—e-mail and other computer communications—using school computers are not private and may be monitored by Odyssey Charter School staff.

CLASS CHANGE POLICY

In the spring, students will be registered for the following year. By the time school has ended each student must have a complete schedule for the next year. SCHEDULE CHANGES ARE

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\$20.00. (That means any schedule changes made in the fall when school starts will cost the student \$20.00.) The only exception will be if the school or the parents feel that there are some extenuating circumstances and permission from the principal is given for schedule changes. THE DEADLINE FOR ALL CLASS CHANGES IS TWO WEEKS AFTER THE BEGINNING OF EACH SEMESTER. Students may not change classes or drop classes after this two week period. If for some reason a change must be made following the 2 week deadline, an "F" will be given on the transcript and the student will receive NO CREDIT in the class dropped AND the new class entered. Any student who chooses to quit going to a class because they are failing the class, etc., must have administrative approval. Failure to do so could result in a dismissal of the student for the semester and a loss of all credit for that semester.

CHALLENGING A GRADE

Students have a period of three weeks after grades are posted or mailed to question a grade given by a teacher or a grade denied for attendance problems.

CLASS/CREDIT POLICY

Odyssey Charter School students who have fulfilled all the requirements for an Odyssey Charter School diploma (see Graduation Requirements) prior to the day of graduation will be allowed to participate in graduation activities. If a student fails to complete all the requirements by the designated deadline set by the school, he or she will not be eligible to march at the commencement ceremony. A diploma may issued at a later date when the work is complete. Odyssey Charter School students are defined as having taken at least 30 of their credits at OCS or they have recently enrolled and finished their required credits at Odyssey Charter School. Students must have all work fully completed and approved by the faculty before graduation or they cannot march. It does not matter when they finish the 50 credits, they can march at the next graduation exercises. OCS students with "good cause" (extenuating circumstances as approved by administration and counselors) are allowed to graduate.

Students attending another school, who are eligible to graduate through Odyssey Charter School, must make the decision by May 1 to avoid any problems. Foreign exchange students do not receive a diploma, but can receive a certificate of attendance and march in graduation exercises.

CONCURRENT ENROLLMENT POLICY

Students may receive dual credit by taking college classes. These classes need to be approved by the student's counselor. Odyssey Charter School supports concurrent enrollment with the universities. Students desiring to take college credits will also be given elective credit to fulfill

elective requirements for graduation. High school core courses cannot be substituted with college courses unless there is an articulation agreement with the University and the course in question meets the State of Idaho standards.

OTHER INTERESTS

Students who will miss 11 or more days of school to pursue other interests such as being a Congressional Page in Boise or other special situations will need administrative approval. Options are to make up missing work through completion of correspondence courses, or via Idaho Digital Learning Academy.

REPLACING LOW OR FAILED GRADES

There are four options for a student to use to replace a low or failing grade in a class:

1. Repeat the same course at the high school.
2. Take the same course in a local school district's summer school.
3. Take the same course at a local school district night school.
4. Take the same course through IDLA (see counseling office.).

CORRESPONDENCE/HOME STUDY PROGRAMS

Only eight credits of home study will be accepted for graduation. Home studies sponsored by a university need approval from a counselor. Idaho Digital Learning Academy credits also require approval from a counselor. BYU Independent Home study courses must have all assignments and the final test sent to BYU by the second Friday in May. If this deadline is not met, students must make an appointment to go to BYU in Provo, Utah and hand in any missing assignments and take the final test in person on campus. Final grades must be in the Friday before commencement exercises.

GRADUATION REQUIREMENTS

Graduation requirements will be aligned with the latest the laws and codes of the State of Idaho such as IDAPA 08.02.03 104, 105, 106. Odyssey will meet or exceed these requirements.

Core Area	Graduation Requirement
Core of Instruction	30 credits
Electives	16 credits
Total Credits	46 credits (minimum)
Language Arts (English-8 credits and Speech - 1 credit)	9 credits (Speech credit be integrated into the English classes through the presentations of the projects.)

	Students who transfer to Odyssey will need to have 4 language arts credits at Odyssey or take a speech class off campus or online.
Mathematics	6 credits Including Algebra I and Geometry Standards. 2 credits must be taken in the last year of high school
Science	6 credits (4 lab)
Social Studies (US History, Economics, and American Government)	5 credits
Humanities (Interdisciplinary Humanities, Fine Arts, or Foreign Language)	2 credits
Health	1 credit
Senior Project focusing on Community Service Leadership	1 credit
Post Secondary Readiness Plan	See description below.
College Entrance Exam	4 Year Learning Plan at the end of 8th Grade Take either ACT, SAT, or Compass exam by the end of 11th or 12th grade
ISAT	Pass the ISAT with a Score of Proficient or Advanced in Reading and Math, Language Usage, and Science

<u>Online Classes</u>	<u>2 Credits from the list Odyssey will provide. This will take effect for the class graduating 2016.</u>
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Project-Based Learning and Community Service

Odyssey will incorporate project based learning that will often incorporate a community service focus, so community service is integrated into Odyssey's classes instead of being a separate class or requirement.

Senior Project/Community Service Leadership

Senior projects will will be the culmination of all the skills the student has learned at Odyssey Charter School and will require the student act in a leadership role with the guidance of the teacher. The project will be based on improving the community in some way and will include organizing other people--students and others--to accomplish this goal. The project will require strong academics as well as managerial and organizational skills and will include the following:

1. Research a community need

2. Plan a project to meet that need
3. Organize people to help with the project
4. Written report of the project
5. Oral presentation of the project to a panel of teachers and others

ACCOMMODATIONS

Alternatives to specific course requirements, excluding those identified in IDAPA 08.02.03.105, may be approved by the principal or designee. Students who are eligible for services under the Individuals With Disabilities Act (IDEA) may graduate under alternate graduation requirements outlined on their Individual Education Plan (IEP) as determined by an IEP Team.

PROFICIENCY

Students must (1) pass the ISAT 10 or (2) pass a comparative assessment approved by the Board of Trustees. In addition, each student receiving special education services will include as part of his/her IEP a statement of how the student will demonstrate proficiency in the Idaho Achievement Standards as a condition of graduation, if it is different than meeting proficiency under either #1 or #2 above.

TRANSFER STUDENTS

In order to receive a diploma from Odyssey Charter School, the students must attend Odyssey Charter School the student's senior year or have moved with his/her family from out of the area after the beginning of the second semester of the senior year. All credits applied toward graduation must have been earned from accredited institutions.

EARLY GRADUATION

Any high school student, who completes the number of credits required for graduation prior to finishing the eight semesters of high school work, may petition the Board of Trustees for early graduation providing he/she has the endorsement of the principal and the principal.

GRADUATION OF NON PUBLIC SCHOOL STUDENTS

A nonpublic student must meet all grade and other graduation requirements of Odyssey Charter School in order to graduate and obtain a diploma. In order to graduate and receive a diploma, a nonpublic school student must be a full time student of Odyssey during that student's final semester.

ALTERNATIVE CREDIT OPTIONS

In addition to regular classroom-based high school instruction, students may earn credit through the following means:

CORRESPONDENCE/VIRTUAL/ONLINE COURSES

Correspondence/Virtual/online courses, an option different from the traditional classroom, take place when space, time or both separate the teacher and the learner.

These courses offer educational opportunities that meet students' individual needs and grant them flexibility of learning with respect to time and place. Odyssey Charter School will allow a maximum of eight (8) credits from correspondence/virtual/online courses to be applied toward the completion of graduation requirements. All correspondence credits used in completing graduation requirements shall be from an institution which has received its accreditation from the Northwest Association of Accredited Schools or its affiliates. Only those correspondence/virtual/online courses which are approved in advance by the principal's or designee will be accepted for credit. In unusual or extenuating circumstances, the principal or designee may approve correspondence/virtual/online credits above the maximum, but within the State Board of Education requirements.

IDAHO DIGITAL LEARNING ACADEMY (IDLA)

The Idaho Digital Learning Academy (IDLA) is a legislatively created virtual school created to provide Idaho students with greater access to an assortment of courses while working in collaboration with public schools. IDLA is accredited by the Northwest Association of Accredited Schools and its courses are aligned to Idaho Achievement Standards. Credits earned through the IDLA shall not be subject to the graduation credit limitations specified in Board Policy.

Odyssey Charter School will use IDLA classes to supplement its curriculum, provide remedial academic support, and assist students in fulfilling their parent approved four year high school plan. IDLA courses are an alternative to learning in a traditional classroom.

Characteristics that aid in the success of IDLA students are reading competency, time management skills, intrinsic motivation, and self-discipline.

All students who are academically qualified to take a course for high school credit may enroll in IDLA courses. Registration will be facilitated by the designated Site Coordinator at the school for which the student is zoned to attend or the school the student is attending.

All tuition and registration fees for IDLA courses will be the responsibility of the student and/or parent with the following exceptions:

1. The student is unable to attend school for documented medical reasons.
2. Scheduling conflicts prevent enrollment in a course required for graduation.
3. The IDLA course is not offered within Odyssey Charter School curriculum.

4. The existence of unusual and/or extenuating circumstances as determined by the principal or designee.

5. In any case in which Odyssey Charter School pays tuition for IDLA courses, the student and/or parent is required to place a deposit that is equal to 75% of the tuition and registration fees to cover "drop fees" in the event the student does not complete the course. Upon completion of the course, the deposit will be refunded in full.

Textbooks required for IDLA courses in cases where Odyssey Charter School pays the tuition costs will be provided by Odyssey Charter School.

COLLEGE/UNIVERSITY COURSES

Any credits earned from an accredited post-secondary institution shall be credited toward Idaho State Board of education high school graduation requirements. A three (3) credit course at the post-secondary level shall equate to one and one-half (1.5) high school course credit.

DRUG TESTING POLICY

Odyssey Charter School expects that students who are provided with the opportunity to engage in school-sponsored sporting and other extracurricular activities as representatives of Odyssey Charter School will be drug and alcohol free during their participation in these activities and other extracurricular events will decrease their chances of being injured. It will demonstrate to the rest of the student body their willingness to be drug and alcohol free and their desire to be worthy representatives of Odyssey Charter School.

Drug testing will be for the express purposes of:

1. The health and safety of all students participating in extracurricular activities.
2. The prevention of student involvement with drugs and alcohol.
3. Undermining the effects of peer pressure by providing specific reasons for students to refuse involvement with drugs and alcohol.
4. Possible intervention with and help for students involved with drugs and alcohol by encouraging those involved to seek treatment or rehabilitation. Odyssey Charter School's drug testing policy is to insure that those students who participate in sporting and other extracurricular activity are free from the effects of illegal drugs and alcohol while engaging in such Odyssey Charter School sponsored activities.

Any student in grades eight through twelve participating in interscholastic athletic programs that may be sponsored by Odyssey Charter School and the Idaho High School Activities Association and/or any student whose participation in an extracurricular activity requires that student to

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leave school grounds as a representative of Odyssey Charter School may be required to be tested. Students can be tested during the fall, winter, spring or year around sport or activity from the first allowable day of practice or activity as determined by the IHSAA or the official school sponsor of the activity to the last day designated for that activity.

Parents who would like a complete copy of Odyssey Charter School's policy may obtain one from the office.

DUAL ENROLLMENT

Students will be allowed to participate in dual enrollment with other public schools within Idaho Falls School District #91. Home schooled and privately schooled students may also enroll.

GRADUATION

In honor of those graduating and to lend to the dignity of Commencement Exercises, we have established the following policies:

1. All graduates will be dressed in a uniform manner, i.e. caps and gowns. Graduates will wear slacks, shirt and tie, dresses and appropriate footwear under their gowns.
2. No decorations on the cap or gown that would cause the graduate to draw individual attention including medals, medallions, etc. unless there is administrative approval.
3. Nothing should be brought into the ceremony that could cause a disruption.
4. Guests are asked to dress up for the occasion. Clothes such as shorts, tank tops, well worn denims, etc. are not appropriate.
5. Because of increasingly limited seating and the disturbances small children can make, babysitting arrangements should be made for babies and small children.
6. Please come early enough to find seats. Taping off rows of seats is not fair to the general public. Only official OCS signs will be honored for reserving seats.

TEACHER AIDE CREDITS

Only two credits of T.A. (office, library or teacher aide) are allowed for graduation.

FEES

All fees should be paid the day of registration. Classroom fees for electives (Art, Play Production, Piano, etc.) should be paid within **two weeks** after each semester begins. Fees should be paid in the office. **Receipts should be kept the whole year.** When students produce receipts, the question of payment is cleared up quickly. **Refunds for yearbooks will not be**

issued after December 1 for any reason. Unpaid fees are kept on record through the course of high school and must be paid by graduation in order to participate in graduation exercises.

CELL PHONES AND OTHER ELECTRONIC DEVICES

Cell phones are not to be used in the classroom for any reason.

Use of cell phones is limited to breaks. Those wishing to communicate with students by cell phone must understand that they can only respond to text or voice messages at the breaks or lunchtime. Music player devices are a disruption to learning and have no educational value. Students should not bring them to school. ***Personal music player devices and cell phones, if seen or heard between the start of school and the end of school, will be confiscated, taken to the office and returned to parents only. Failure to relinquish a phone or music player device to a staff member is insubordination, a Class II discipline violation.***

The following consequences will also apply:

- 1st Offense: 1 day lunch detention plus warning of \$10 fine for next offense.
- 2nd Offense: 3 days lunch detention, \$10 fine, plus warning of \$30 fine on the 3rd offense
- 3rd Offense: 1 day in-school-suspension, 3 days lunch detention, \$40 fine, plus parental meeting, consideration of being dis-enrolled.
- 4th Offense: 3-5 day in-school-suspension and recommendation by principal for dis-enrollment. If an electronic device is lost or stolen, it is not the school's responsibility. The school will pursue the matter as a matter of teaching good character traits such as honesty, etc. Because the parents and/or student choose to bring the device to school, they are responsible for the care and safekeeping of all electronic devices.

FIRE DRILL/LOCK DOWN INSTRUCTIONS

1. The signal for a fire drill is a loud, continuous horn.
2. When the signal is sounded, evacuate all buildings. Stay away from all buildings. Students should stay with class groups.
3. Leave the building in a calm and orderly manner. Walk quickly. Do not run or loiter.
4. Leave the building through the exit assigned your area of the building.
5. Students on the grounds not in classrooms should move immediately with other students to the nearest evacuation area.
6. When the all-clear signal is given, return to class immediately.
7. In Lock Down situations, students remain in the classroom and follow instructions from the teacher.

CONDUCT

In order for students to take advantage of available learning opportunities and to be productive members of our campus community, each student is expected to:

1. Demonstrate courtesy — even when others do not.
2. Behave in a responsible manner, always exercising self-discipline.
3. Attend all classes, regularly and on time.
4. Prepare for each class; take appropriate materials and assignments to class.
5. Meet Odyssey Charter School or building standards of grooming and dress.
6. Obey all building and classroom rules.
7. Respect the rights and privileges of other students, teachers, and other Odyssey Charter School staff.
8. Respect the property of others, including Odyssey Charter School property and facilities.
9. Cooperate with or assist the school staff in maintaining safety, order, and discipline.

DISCIPLINE POLICY

School personnel will strive to secure individual and group discipline, but should not tolerate insubordination (refusal to obey), lack of proper respect, or improper conduct on the part of a student or students. Such conduct will result in disciplinary action and may lead to suspension or expulsion. School personnel should, in turn, extend to students the same respect and courtesy which they, as employees, have the right to demand. Supervisory personnel must afford students due process prior to taking disciplinary action. Cutting or reducing grades is not acceptable disciplinary action. Students are charged with the responsibility of abiding by accepted standards of good conduct and discipline while on school property, while participating in any school function or activity, private conveyance or walking. All teachers and/or other supervisory personnel are charged with the responsibility of knowing Odyssey Charter School's policies, procedures, rules and regulations, regulations of the State Board of Education, and the state and city laws.

MINOR OFFENSES: CLASS I

1. The intentional unlawful threat by word or act to do violence to another student, combined with an apparent ability to do so, and doing some act which creates a well founded fear in the person that such violence is imminent.
2. Bullying/harassment shall be defined as any physical, verbal, cyber, or socially aggressive behavior calculated to intimidate, harm, injure, coerce, ridicule, or threaten. Any staff member observing or suspecting bullying behavior shall intervene.

3. Intentionally providing false information to an Odyssey Charter School employee. This includes, but is not limited to student informational data and information directly related to school business.
4. Using profane or obscene language, conduct and/or gestures.
5. Illegal organization. Participation in fraternities, sororities, and secret societies.
6. Excessive unverified absences /tardiness. Not clearing attendance with parents or the office and repeatedly reporting late to school or class.
7. Nonconformity to dress code.
8. Minor disruption on a school bus.
9. Inappropriate public display of affection.
10. Unauthorized absence from class or school.
11. Excessive distraction of other students. Any behavior which disrupts the orderly educational process in the classroom or other school functions.
12. Truancy/sluffing school (refer to verifiable absences)
13. Any other violation which the administrator reasonably deems to fall within this category.

CLASS I DISCIPLINARY ACTIONS:

First Offense: In-school conference and parental contact, when warranted. Specific circumstances may warrant disciplinary action outlined under subsequent offenses.

Subsequent Offense: In-school disciplinary action, such as probation, detention, extra assignments, and/or in-school suspension at the discretion of the administrator. (Note: Circumstances make consequences flexible.)

INTERMEDIATE OFFENSE: CLASS II

1. Battery upon students. Intentionally using physical force or striking another student against the will of the other, or intentionally causing bodily harm to an individual, or observing and or encouraging such behavior without seeking help or trying to stop it.
2. Defiance of school board employee's authority. Any verbal or nonverbal refusal to comply with a lawful direction of a school board employee or volunteer worker.
3. Use of obscene manifestations (verbal, written or gestures) toward another person.
4. Possession and/or use of tobacco products or paraphernalia. Possession on the person, in the locker or desk, or in other effects of the student.
5. Simple assault on school Odyssey Charter School employees. The intentional, unlawful threat by word or act to do violence to the person of an employee, coupled with an apparent ability to do so, and the doing of some act which creates a well-informed fear in such person that violence is imminent.

6. Stealing, larceny, petty theft. The intentional, unlawful taking, concealing, and/or taking away of property valued at less than \$100 belonging to, or in the lawful possession or custody of another.
7. Possession of stolen property. With the knowledge that it is stolen.
8. Trespassing. Willfully entering or remaining in any structure, conveyance, or property without being authorized, licensed or invited, or having been warned by an authorized person to depart, refusing to do so.
9. Vandalism. Intentional action resulting in injury or damages of less than \$100 to public property or the personal property of another.
10. Fighting. Any physical conflict between two or more individuals or observing and/or encouraging the physical conflict without an attempt to break it up or inform authorities.
11. Possession and/or igniting of fireworks.
12. Threats, extortion. Malicious written or verbal threat of injury to the person, property or reputation of another, with the intent to extort money or any pecuniary advantage whatsoever; or with intent to compel the person threatened, or any other person, to do any act or refrain from doing any act against his/her will.
13. Offensive touching of another person.
14. Written or verbal reference to or propositions to engage in sexual acts.
15. Inciting to riot or unapproved assembly.
16. Any other violation which the Administrator reasonably deems to fall within this category.

CLASS II DISCIPLINARY ACTIONS:

First Offense: Parental contact and in-school suspension and/or extended work assignments before or after school and/or suspension for 1-3 days. Any school properties damaged or destroyed by the student will be reimbursed to the school by that student.

Subsequent Offenses: Suspension for 3-5 school days. Special circumstances may warrant a recommendation for expulsion. If so recommended, the expulsion procedures listed will be followed. Any monetary loss to the school incurred by the actions of the student will be reimbursed to the school by that student. Note: Circumstances make consequences flexible.

MAJOR OFFENSES: CLASS III

1. AGGRAVATED BATTERY. Intentionally causing great bodily harm, disability or permanent disfigurement; use of a deadly weapon.
2. DISCHARGING ANY PISTOL, RIFLE, SHOTGUN, AIR GUN OR ANY SUCH DEVICE. THERE WILL BE ZERO TOLERANCE FOR GUNS OR WEAPONS ON SCHOOL PROPERTY.

3. POSSESSION OF WEAPONS. Any instrument, article, or substance which under the circumstances in which it is used, attempted to be used, or threatened to be used, is readily capable of causing serious physical injury or death.
4. FAKE OR TOY WEAPONS. Under certain circumstances, trying to judge the authenticity of a weapon could be a serious matter and could result in a dangerous situation.
5. DRUGS. Unauthorized possession, transfer, use or sale of drugs, drug paraphernalia, or alcoholic beverages.
6. BATTERY UPON SCHOOL SCHOOL EMPLOYEE. The actual unlawful, intentional use of physical force or striking of an employee or volunteer worker against his/her will, or the intentional causing of bodily harm to an employee or volunteer worker.
7. ARSON. The willful and malicious burning of any part of a building or its contents.
8. STEALING, LARCENY, GRAND THEFT. The intentional, unlawful taking, concealing and/or carrying away of property valued at \$100 or more belonging to, or in the lawful possession or custody of another.
9. ROBBERY. The taking of money or property from the person or custody of another by force, violence or assault.
10. BURGLARY OF SCHOOL PROPERTY. Entering or remaining in a structure or conveyance with the intent to remove property, money or other valuables from the premises.
11. CRIMINAL MISCHIEF. Willful and malicious injury or damages at or in excess of \$100 to public property, or to real or personal property belonging to another.
12. INCITING OR PARTICIPATING IN MAJOR STUDENT DISORDER. Leading, encouraging, or assisting in major disruptions which result in destruction or damage of private or public property or personal injury to participants or others.
13. EXPLOSIVES. Preparing, possessing or igniting on Odyssey Charter School property explosives likely to cause serious bodily injury or property damage.
14. BOMB THREATS. Any such communication to an Odyssey Charter School employee which has the effect of interrupting the educational environment.
15. SEXUAL ACTS. Acts of a sexual nature, including but not limited to, battery, intercourse, attempted rape, or rape.
16. EXTORTION. The carrying out of a threat against an employee which causes the victim either to comply with demands or to suffer the results of the threat for noncompliance to demands made with the intent to extort money or any pecuniary advantage whatsoever.
17. ANY OTHER OFFENSE WHICH THE ADMINISTRATOR MAY REASONABLY DEEM TO FALL WITHIN THIS CATEGORY.

CLASS III DISCIPLINARY ACTIONS:

Suspension and recommendation for expulsion by the school administrator, as authorized in the procedures outline. Pending final determination of the matter by the school board, the school

may request a two day extension of the allowed five day suspension policy of the school. Circumstances make consequences flexible or stiffer.

DISRUPTIVE ACTIONS

Additional grounds for suspension or expulsion exist in a number of areas classified as “Disruptive Actions”. Included in this area are such things as: **fighting**, gambling, **insubordination** (failure to obey or cooperate) **profanity**, possessing and/or distributing of lewd literature, failure to identify yourself to proper authority when asked, and a variety of others. **Students using vulgar language anywhere in the school or at a school activity, will be referred to the administration for discipline.**

Generally, discipline for any of the above offenses will be as follows:

1st offense: Parents notified-suspension.

2nd offense: Parental conference-suspension and possible expulsion.

3rd offense: Parental conference with principal and possible expulsion.

PLAGIARISM/CHEATING IN SCHOOL POLICY

Plagiarism includes any incident in which students claim to have done original work when in fact, they have not. Plagiarism of any type will not be tolerated. Penalties for this offense or any other form of cheating will likely include failure for the class involved, and could include expulsion from school. Any student who encourages plagiarism by showing his/her work on an assignment to another student will be subject to the same penalties. All students must strive to protect their assignments, computer discs and files in order to keep them private and inaccessible to others.

COMPUTER USE

Computers within the school that are available for student use should be used for enhancing or completing classroom assignments.

Odyssey Charter School agrees to comply with all laws and regulations related to the safety of students, including the Protecting Children in the 21st Century Act. Compliance with this Acceptable Use Policy is necessary to ensure the safety and protection of children using online learning tools.

STATEMENT OF OBJECTIVE

While enrolled in Odyssey Charter School or a Odyssey Charter School School (collectively referred to as “the School”), parents, legal guardians, students, Learning Coaches, and staff (collectively referred to as “Users”) will use computer equipment and various programs provided by the School—some of which are accessed by the Internet, and the Internet accessed through

the School computer or a computer provided by the Users to participate in the School's educational program. This policy applies to all Users and outlines the basic rules and requirements with which all Users are required to comply when using the Technology. The User and parent or legal guardian of a minor User will be responsible for compliance with this policy. This Acceptable Use Policy may be updated periodically. The most current version is always available on Odyssey Charter School's website. Any changes will be effective upon posting of the revised policy. You can tell when this policy was last revised by referring to the "Last Updated" legend at the top of the Acceptable Use Policy page.

USER ACCOUNT, PASSWORD, AND SECURITY

Users of the Odyssey Charter School's network require a unique user name and password in order to access the system. The unique user name is used to recognize the User in the Odyssey Charter School's network and allows the Odyssey Charter School's network to determine the User's access rights (i.e., what areas of the Odyssey Charter School's network they are authorized to use).

Users are entirely responsible for maintaining the confidentiality of their user names and passwords. Furthermore, Users are entirely responsible for any and all activities that occur under their accounts. Users must notify Odyssey Charter School immediately of any unauthorized use of their accounts or any other breach of security. Odyssey Charter School will not be liable for any loss that a User may incur as a result of someone else using his or her password or account either with or without the User's knowledge, and a User may be held liable for losses incurred by Odyssey Charter School or another party due to someone else using his or her account or password. Users may not use another person's account at any time for any reason.

USE OF INTERNET

Use of the Internet is required in order to access the Odyssey Charter School's network. The Odyssey Charter School's network is a secured system and every effort is made to ensure the quality and safety of its content. All use of the Odyssey Charter School network and other technology supplied by the School must comply with the following:

1. Except where permitted by Odyssey Charter School, the technology is to be used only for School purposes and must comply with this Acceptable Use Policy.
2. Any use of the Technology for the following purposes is strictly prohibited. By using technology provided by the school, you agree that you will NOT:
 - a. display pornographic, obscene, sexually explicit material, or any material harmful to minors

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- b. impersonate any person or entity (through the use of their password or other means), including any employee or representative of Odyssey Charter School
- c. copy or distribute content included in the Odyssey Charter School's network (including postings on the Message Boards, messages, or curriculum materials, including answer keys) without the owner's permission.
- d. solicit or collect information about the Users or members of this site, especially for the purpose of transmitting, or facilitating transmission of, unsolicited or bulk electronic email or communications
- e. use the School-provided communication services in connection with surveys, contests, pyramid schemes, chain letters, junk e-mail, spamming, or any duplicative or unsolicited messages (commercial or otherwise)
- f. knowingly or purposefully upload files that contain viruses, Trojan horses, worms, time bombs, cancelbots, corrupted files, or any other similar software or programs that may damage the operation of another's computer or property;
- g. solicit or collect personal information (including name, address, and phone number) from anyone under eighteen (18) years of age without verified parental consent.
- h. display threatening or offensive material, including using swear words, offensive, vulgar, or obscene language
- i. display racist, prejudiced, or discriminatory messages or pictures
- j. violate any state or federal law
- k. reveal the User's or a minor's personal address, phone number, or similar information to others
- l. violate any copyright, trademark, patent, trade secret, or other intellectual property laws or otherwise use intellectual property of another individual without the owner's permission—this includes providing links to and including other copyrighted or trademarked material from third parties in the LMS (including posting on the Message Boards or other messages) without permission as well as using any trademarks, service marks, or other marks in social media or other websites without the owner's permission
- m. trespass in another's folders, work, or files;
- n. promote commercial activities;
- o. advertise products or engages in political lobbying;
- p. defame, harass, insult, abuse, stalk, threaten, attack, or otherwise violate the legal rights (such as privacy and publicity) of another

person or interfere with another person's work, including, but not limited to, sending unwanted messages or e-mail.

Any unauthorized use of the computers (abuse of passwords, tampering with, hacking, etc.) will be dealt with as a Class III disciplinary issue by the administration. The Student have his or her computer network account revoked.

OFF CAMPUS EVENTS

Students at school sponsored off-campus events shall be subject to all rules and regulations. For activities requiring bus transportation, students must ride the bus to the activity. In extenuating circumstances, with the permission of the coach /advisor, a parent could provide transportation for their student only. Students who ride the school bus to off-campus events must return on that bus unless the **parent** is there at events and personally contacts the person in charge and takes their son/daughter with them.

DUE PROCESS

When an incident of misconduct occurs, a student shall be given written or verbal notice of charges and an opportunity to present their version of the incident. Supervisors must give each student the opportunity to defend the charges of misconduct prior to disciplinary action. Such procedures must be reasonable, fair, and lead to reliable determination of the factual issues involved. Students will be advised of their right of appeal. This appeal should be handled through the proper line of authority: First the principal and then to the Board of Directors as the final appeal.

SMOKING/DRINKING/DRUGS

Idaho Law states that it is unlawful for minors to possess tobacco in any form, alcohol, or drugs. The codes further state that students who engage in behavior that is incorrigible or whose conduct is disruptive may be denied attendance by suspension and expulsion. Students over the age of 18 or who are minors are not allowed to possess or use any of these items on campus or at any school sponsored activity. The following action will be taken with students who choose to disregard this policy:

(Circumstances make consequences flexible.)

1st offense: Call resource officer, call parents, fine, intervention program, suspension

2nd offense: Call police, call parents, fine, intervention program, 3 day suspension, visit with the principal

3rd offense: Call police, call parents, fine, intervention program, 5 day suspension, possible dis-enrollment.

EXTRACURRICULAR ACTIVITY CONDUCT POLICY

Odyssey Charter School is striving to maintain a variety of extracurricular activities where students are given the opportunity to demonstrate their abilities and find success in participation. Students who are involved in extracurricular activities are expected to work hard, keep high standards, make sacrifices, and be well disciplined as they represent their group and school.

IN COMPETITION

Students should never use profanity or shady tactics. Losing is an unavoidable part of competition and a person should be gracious in defeat and modest in victory. It is always courteous to congratulate the opponent on a job well done whether in defeat or in victory. Immature persons often display temper tantrums, poor sportsmanship, and foul language when things fail to go their way. A respected competitor is in control at all times and will take discipline without grumbling or complaint.

IN THE CLASSROOM

Academic Eligibility.

All students participating in extracurricular activities should strive for quality in academic work. To be eligible to participate, **students must have received passing grades in at least 5 out of 6 classes of the previous semester.** In order to remain eligible through the season of participation, students must maintain passing grades in 5 classes. **If Release Time is offered in the future, Release Time does not count as one of the six classes.**

Attendance

Regular class attendance must be a top priority. State law requires:
A student between the ages of 7 and 16 must attend school unless the student is otherwise legally exempt or excused. School employees must investigate and report violations of the state compulsory attendance law. A student absent from school without permission, from any class or from required special programs, will be considered truant and subject to disciplinary action. Truancy may also result in assessment of a penalty by a court of law against the student and his or her parents.

Absences that are the result of extenuating circumstances may be excused:

- An extracurricular activity or public performance, approved by Odyssey Charter School's Board of Trustees.
- A documented health care appointment — if the student begins classes or returns to school on the same day as the appointment.

- A temporary absence resulting from any cause acceptable to the teacher, or principal including personal illness, or illness or death in the immediate family.
- A juvenile court proceeding documented by a probation officer.
- An absence required by state or local welfare authorities.
- A family emergency or unforeseen or unavoidable instance requiring immediate attention.

When a student must be absent from school, the student — upon returning to school — must bring a note, signed by the parent that describes the reason for the absence. A note signed by the student, even with the parent's permission, will not be accepted. A student absent for any reason should promptly make up specific assignments missed and/or complete additional in-depth study assigned by the teacher. Class time is essential to learning. Doctor's appointments should be scheduled, if possible, at times when the student will not miss instructional time.

Excessive absences and truancy will jeopardize eligibility and position.

Athletes who do not come to school the day of competition will not participate in the scheduled competition that day or evening. **A student can miss no more than 2 periods on a game day or they are ineligible for participation on that day regardless of reason.**

Trips

On trips, we represent our school and community. Students are a responsibility to their coach or supervisor and must abide by the rules and regulations established. All school rules apply on trips.

PHYSICAL CONDITION

Students are expected to keep themselves in top physical condition for the activity they are participating in. All students are expected to refrain from the use of drugs, alcoholic beverages, and tobacco (smoking and chewing). To provide consistency, the following steps will be followed:

- The first time it is discovered that a participant has used or is using any of the above substances during the activity season, the student will automatically be suspended from participation for a specified amount of time and/or number of contests as determined by the person in charge.
- If the student chooses to disregard this policy a second time, they will automatically be removed from participation for the remainder of the school year.

MISCELLANEOUS AREAS

- School equipment: Students are responsible for the care and return of all equipment checked out to them.

- Missing practice, rehearsals, etc.: Missing a practice or competition without good reason, particularly without notifying the one in charge may result in suspension or dismissal from the activity. It is not only required but just good responsible behavior.
- All students participating in extracurricular activities must purchase a student body activity card.
- Letters and awards: The head coach/advisor for each area shall recommend requirements for lettering. At the end of the season, a list of names shall be submitted to the athletic director of those qualifying for lettering or awards. Students removed from participation or who drop out on their own will forfeit all awards.
- Students involved in after school activities such as drama, yearbook, etc., will not be allowed in the building after 12 am, with the exception of students who are cleaning up after a dance.

IMPLEMENTATION

The coach or advisor is responsible for implementing this policy and is responsible for the physical well being of the students he/she is working with. Students are to be prepared for competition so they can participate safely and meet the demands of the activity; both physically and mentally. Students are responsible for learning the rules and regulations and reading this policy. They should understand the dangers, obligations, and commitments involved before participation.

CAFETERIA SERVICES

Odyssey Charter School will participate in the National School Lunch Program and offers students nutritionally balanced sack lunches daily. Free and reduced-price lunches are available based on financial need. Information about a student's participation is confidential. You can obtain an application for Free and Reduced-price meals from the office.

COMMUNICABLE DISEASES / CONDITIONS

To protect children from contagious illnesses, students infected with certain diseases are not allowed to come to school while contagious. Parents of a student with a communicable or contagious disease should phone the school nurse or principal so that other students who may have been exposed to the disease can be alerted. These diseases include, but are not limited to:

- Amebiasis
- Campylobacteriosis
- Chickenpox

- Colorado Tick Fever
- Gastroenteritis
- Hansen's disease
- Hepatitis
- Influenza
- Malaria
- Measles
- Meningitis
- Pinkeye
- Salmonellosis
- Scabies
- Streptococcal disease
- Chlamydia
- Diphtheria
- Giardiasis
- Lyme disease
- Mumps
- Ringworm of the scalp
- Rubella (German Measles)
- Syphilis
- Shigellosis
- Tuberculosis
- Whooping Cough(Pertussis)

CRISIS RESPONSE PLAN

Our primary objective is to attend to the health and welfare of your child/children in the event of a crisis. In most emergencies, your child/children will remain and be cared for at the school. In the rare event of an emergency affecting the school building that prohibits re-entry to the building (such as a broken water main or a fire), students will be accompanied to a predetermined alternate site. We ask that you follow this procedure if you hear of any school emergency:

- If you have Internet access, check the School web site: www.idahoscitech.com.
- Radio stations: 97.7 KLCE, Z101 K-Bear, Z103, or 105.5 The Hawk.
- Television Stations: Channels 3, 6, or 8 will also be posting updates on school conditions.
- Please do not come to school unless requested to pick up your child at school. Any emergency involving your child's school may mean emergency vehicles and workers

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must be able to get into the building. If the emergency necessitates relocation of staff and students, you will be informed via the media.

- If a student is injured, we will be calling the parents at home or work

SCHOOL DRIVING AND PARKING REGULATIONS

- All vehicles that have the possibility of being driven to school by students will need to be registered by license plate number.
- Parking is strictly limited to the student parking area. No student vehicles are permitted in the faculty parking area. All signs and curb markings are to be obeyed. Red is no parking no matter what, white indicates faculty parking, and yellow indicates student parking.
- To facilitate identification, automobiles are to be parked front end in first. A student parking permit will be given to verify parking privileges. Cost will be \$10.00 per tag per year. Any vehicles parked on school property during the school day
- without tags will be cited. ***Parking permits must be visible in the front windshield.***
- There is no loitering in the parking lot and visitors must check in at the office.
- The maximum posted speed limit is 15 mph. Any speed exceeding this will be cited as careless or reckless driving.
- Student vehicles may be subject to search if there are reasonable grounds to believe that drugs, alcohol, stolen property or other contraband might be present in that vehicle.
- Parking regulations are strictly enforced. It is considered a privilege to park on school grounds. Suspension of driving privileges, towing of vehicles and/or suspension from school may occur when violations of these regulations occur.
- Traffic and parking fines must be paid within 5 school days of date of issue. Failure to do so can result in the loss of driving privileges on school grounds. Fines are paid in the main office. Fines not paid within the month the citation is given are subject to doubling or tripling depending on the length of time.
- Vehicles parked in the fire lane or parked in such a way as to block traffic flow are subject to towing without warning. It is the responsibility of the owner to contact the towing company and pay towing fees.

Students have the right to contest any citation. It must be done within two days of date of issue. A designated administrator will handle all contested citations.

FEES

Materials that are part of the basic educational program are provided with state and local funds and are at no charge to a student. A student, however, is expected to provide his or her own

pencils, paper, erasers, and notebooks and PE clothing. Students may be required to pay certain other fees or deposits, including:

- Membership dues in voluntary clubs or student organizations and admission fees to extra-curricular activities.
- Materials, equipment, and apparel used for electives and extracurricular activities.
- Voluntarily purchased pictures, publications, yearbooks, etc.
- Fees for lost, damaged, or overdue library books.

Any required fee or deposit may be waived if the student and parent are unable to pay. Application for such a waiver may be made to the office.

FUNDRAISING

Student clubs or classes, outside organizations, and/or parent groups occasionally may be permitted to conduct fund-raising drives for approved school purposes. An application for permission must be made to the office at least 10 days before the event.

IMMUNIZATION

A student must be fully immunized against certain diseases or must present a certificate or statement that, for medical, personal or religious reasons, the student will not be immunized. The immunizations required are: diphtheria, pertussis, rubeola (measles), rubella, mumps, poliomyelitis and tetanus. Haemophilus influenzae type B is required. A student who transfers into Odyssey Charter School may photocopy immunization records in the possession of the school of origin. Odyssey Charter School will accept the photocopy as evidence of the immunization. Within thirty (30) days after a transferring student ceases attendance at the school of origin, Odyssey Charter School must receive the original immunization records for the student who transfers into Odyssey Charter School.

If a student's religious or personal beliefs conflict with the requirement that the student be immunized, the parent must complete a signed exemption form (obtained in the office). This form must be renewed yearly.

If a student should not be immunized for medical reasons, the student or parent must present a certificate signed by an Idaho licensed physician stating that, in the doctor's opinion, the immunization required would be harmful to the health and well being of the student or any member of the student's family or household. This certificate must be renewed yearly unless the physician specifies a life-long condition.

INSURANCE

Even with the greatest precaution and the closest supervision, accidents can and do happen at school. They are a fact of life and a part of the growing up process children go through. Parents need to be aware of this and be prepared for possible medical expenses that may arise should their child be injured at school. Odyssey Charter School does not provide medical insurance to automatically pay for medical expenses when students are injured at school. Odyssey carries only legal liability insurance.

LAW ENFORCEMENT

QUESTIONING OF STUDENTS

When law enforcement officers or other lawful authorities wish to question or interview a student at school:

- The principal will verify and record the identity of the officer or other authority and ask for an explanation of the need to question or interview the student.
- The principal ordinarily will make reasonable efforts to notify parents unless the interviewer raises what the principal considers to be a valid objection.
- The principal ordinarily will be present unless the interviewer raises what the principal considers to be a valid objection.
- The principal will cooperate fully regarding the conditions of the interview, if the questioning or interview is part of a child abuse investigation.

STUDENTS TAKEN INTO CUSTODY

State law requires Odyssey Charter School to permit a student to be taken into legal custody:

- To comply with an order of the juvenile court.
- To comply with the laws of arrest.
- By a law enforcement officer if there is probable cause to believe the student has engaged in delinquent conduct or conduct in need of supervision.
- By a probation officer if there is probable cause to believe the student has violated a condition of probation imposed by the juvenile court.
- To comply with a properly issued directive to take a student into custody.
- By an authorized representative of Child Protective Services, Idaho Department of Protective and Regulatory Services, a law enforcement officer, or a juvenile probation officer, without a court order, under the conditions set out in the Idaho Code relating to the student's physical health or safety.

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Before a student is released to a law enforcement officer or other legally authorized person, the principal will verify the officer's identity and, to the best of his or her ability, will verify the official's authority to take custody of the student.

The principal will immediately notify the Board President and will ordinarily attempt to notify the parent unless the officer or other authorized person raises what the principal considers to be a valid objection to notifying the parents. Because the principal does not have the authority to prevent or delay a custody action, notification will most likely be after the fact.

MEDICINE AT SCHOOL

A student who must take prescription medicine during the school day must have a Medical Release form on file (available in the office), and the medicine in its original, properly labeled container, to the office. The principal or secretary will either give the medicine at the proper times or give the student permission to take the medication as directed. All dispensing of medication will be documented accordingly.

PARENT INVOLVEMENT, RESPONSIBILITIES, AND RIGHTS

Odyssey Charter School believes that the best educational result for each student occurs when all three partners are doing their best: the Odyssey Charter School staff, the student's parent(s) or guardians, and the student. Such a partnership requires trust and much communication between home and school. To strengthen this partnership, every parent is urged to:

- Encourage his or her child to put a high priority on education and commit to making the most of the educational opportunities the school provides.
- Review the information in the student handbook with his or her child and sign and return the acknowledgment form(s) and the directory information notice. A parent with questions is encouraged to contact the office.
- Become familiar with all of the child's school activities and with the academic programs, including special programs, offered by Odyssey Charter School.
- Discuss with the counselor or principal any questions, such as concerns about placement, assignment, or early graduation, and the options available to the child. Monitor the child's academic progress and contact teachers as needed.
- Attend scheduled conferences and request additional conferences as needed. To schedule a telephone or in person conference with a teacher, or the principal, please call the school office for an appointment. A teacher will usually arrange to return the call or meet with the parent during his or her conference period or at a mutually convenient time before or after school.

- Exercise the right to review teaching materials, textbooks, and other aids, and to examine tests that have been administered to his or her child. [See Protection of Student Rights]
- Become a school volunteer. For further information, contact the office.
- Participate in campus parent organizations. Parents have the opportunity to support and be involved in various school activities, either as leaders or in supporting roles.
- Offer to serve as a parent representative on planning committees formulating educational goals and plans to improve student achievement. For further information, contact the office.

PHONE CALLS/MESSAGES/DELIVERIES

Parents should not call students except in cases of real emergency. Parents should not contact the student directly during school hours. Instead, the parent should contact the office and the school will contact the student to return the parent's call. Student-to-student messages are not delivered by the office. *Prior to bringing a delivery to the office, it is asked that the delivery be prepared with the first and last name of the student clearly labeled and adhered to the delivery.* Deliveries should be limited to items needed for school. Flowers and other items not needed for schoolwork will not be delivered. While every effort is made to place deliveries and messages, circumstances may prohibit delivery.

PROMOTION AND RETENTION

The decision to promote a student to the next grade level shall be based on successful completion of the curriculum, attendance, performance based on standard achievement tests or other testing. A student shall not be promoted based on age or other social reason not related to academic performance.

PROTECTION OF STUDENT RIGHTS

Surveys: Parents have the right to inspect any survey or evaluation and refuse to allow their child to participate in such survey or evaluation.

Instructional Materials: Parents have the right to inspect instructional materials used as a part of their child's educational curriculum, within a reasonable time. This does not include academic tests or assessments.

Collection of Personal Information from Students for Marketing

Odyssey Charter School will not administer or distribute to students any survey or other instrument for the purposes of collecting or compiling personal information for marketing or

selling such information, with the exception of the collection, disclosure, or use of personal information collected for the exclusive purpose of developing, evaluating, or providing educational products/services for, or to, students or educational institutions. Pursuant to federal law, Odyssey Charter School will not request, nor disclose, the identity of a student who completes any survey or evaluation (created by any person or entity, including Odyssey Charter School) containing one or more of the following:

- Political affiliations.
- Mental and psychological problems potentially embarrassing to the student or family.
- Sexual behavior and attitudes.
- Illegal, antisocial, self-incriminating, and demeaning behavior.
- Criticism of other individuals with whom the student or the student's family has a close family relationship.
- Relationships privileged under law, such as relationships with lawyers, physicians, and ministers.
- Religious practices, affiliations, or beliefs of students or the student's parent/guardian.
- Income, except when the information will be used to determine the student's eligibility to participate in a special program or to receive financial assistance under such a program.

RELEASE OF STUDENTS FROM SCHOOL

A student will not be released from school at times other than at the end of the school day except with permission from the principal or designee and according to the building sign-out procedures. Unless the principal has granted approval because of extenuating circumstances, a student will not regularly be released before the end of the instructional day.

A student who will need to leave school during the day must bring a note from his or her parent that morning. A student who becomes ill during the school day should, with the teacher's permission, report to the office or school nurse. The administrator or nurse will decide whether or not the student should be sent home and will notify the student's parent.

REPORT CARDS, PROGRESS REPORTS, AND CONFERENCES

Written reports of absences and student performance in each class or subject are issued to parents on Parent-Teacher Conference nights. Please see our academic calendar for the dates of Parent-Teacher Conferences.

SAFETY

ACCIDENT PREVENTION

Student safety on campus and at school-related events is a high priority of Odyssey Charter School. Although Odyssey Charter School has implemented safety procedures, the cooperation of students is essential to ensure school safety. A student should:

- Avoid conduct that is likely to put the student or other students at risk.
- Follow the behavioral standards in this handbook, as well as any additional rules for behavior and safety set by the principal, teachers, or bus drivers.
- Remain alert to and promptly report safety hazards, such as intruders on campus.
- Know emergency evacuation routes and signals.
- Follow immediately the instructions of teachers, and other Odyssey Charter School employees who are overseeing the welfare of students.
- Report to teachers or administrators and unsafe situation or equipment the student has concerns about.

EMERGENCY MEDICAL TREATMENT AND INFORMATION

If a student has a medical emergency at school or a school-related activity when the parent cannot be reached, the school will need to have written parental consent to obtain emergency medical treatment and information about allergies to medications, etc. Therefore, parents are asked each year to complete an emergency care consent form. Parents should keep emergency care information up to date (name of doctor, emergency phone numbers, allergies, etc.). Please contact the office to update any information.

DRILLS: FIRE AND OTHER EMERGENCIES

From time to time, students, teachers, and other Odyssey Charter School employees will participate in drills of emergency procedures. When the alarm is sounded, students should follow the direction of teachers or others in charge quickly, quietly, and in an orderly manner.

EMERGENCY SCHOOL CLOSING INFORMATION

In the event that school must be closed unexpectedly due to severe weather, epidemic, or other emergency, families will be notified by email and cell phone text (if enrolled with txtwire—contact the office for more information). We will post the closure along with information about the expected date we will reopen on our website and contact local media outlets to broadcast the information as well.

SEARCHES

In the interest of promoting student safety and attempting to ensure that schools are safe and drug free, Odyssey Charter School officials may from time to time conduct searches. Such searches are conducted without a warrant and as permitted by law.

The Director, principal, teacher (authorized personnel) may detain and search any student or students on the premises of the public schools or while in transit to any event or function sponsored or authorized by the school when that authorized person has reasonable suspicion that the student may have on the students' person or property, alcohol, dangerous weapons, controlled dangerous substances as defined by law, stolen property if the property in question is reasonably suspected to have taken from a student, a school employee or the school during school activities or any other items which have been or may reasonably be disruptive of school operations or in violation of student discipline rules and applicable provisions of the student handbook.

SCHOOL-APPROVED STORAGE AREAS

School-provided storage areas are school property and remain under the control and jurisdiction of the school even when assigned to an individual student.

Students are fully responsible for the security and contents of the assigned storage areas.

Searches of storage areas may be conducted at any time there is reasonable cause to believe that they contain articles or materials prohibited by Odyssey Charter School policy, whether or not a student is present. Periodic general inspections of storage areas may also be conducted at random, in accordance with law and Odyssey Charter School policy.

The principal may request the assistance of law enforcement personnel or private individuals to conduct inspections and searches through the use of specially trained dogs.

SEXUAL HARASSMENT / SEXUAL DISCRIMINATION

Odyssey Charter School encourages parental and student support in its efforts to address and prevent sexual harassment and sexual discrimination in the public schools. Students and/or parents are encouraged to discuss their questions or concerns about the expectations in this area with a teacher, and/or the principal.

Students must not engage in unwanted and unwelcome verbal or physical conduct of a sexual nature directed toward another student or an Odyssey Charter School employee. This prohibition applies whether the conduct is by word, gesture, or any other sexual conduct, including requests for sexual favors. All students are expected to treat other students and Odyssey Charter School employees with courtesy and respect; to avoid any behaviors known to be offensive; and to stop these behaviors when asked or told to stop. A substantiated complaint against a student will result in appropriate disciplinary action, according to the nature of the

offense.

Odyssey Charter School will notify the parents of all students involved in sexual harassment by student(s) when the allegations are not minor, and will notify parents of any incident of sexual harassment or sexual discrimination by an employee. To the greatest extent possible, complaints will be treated as confidential. Limited disclosure may be necessary to complete a thorough investigation.

A complaint alleging sexual harassment by another student or sexual harassment or sexual discrimination by a staff member may be presented by a student and/or parent in a conference with the principal or with the Title IX coordinator. The parent or other advisor may accompany the student throughout the complaint process. The first conference with the student ordinarily will be held by a person of the same gender as the student. The conference will be scheduled and held as soon as possible. The principal will conduct an appropriate investigation. The student will not be required to present a complaint to a person who is the subject of the complaint.

If the resolution of the complaint by the principal is not satisfactory to the student or parent, the student or parent may, within fifteen calendar days of the principal's decision, request present a complaint to the Board.

Prior to this appeal, the student and/or parent must submit the complaint in writing and must include (1) a complete statement of the complaint, (2) any evidence supporting the complaint, (3) a statement about how the matter should be resolved, (4) the student's and/or parent's signature and the date of the conference with the principal, the principal's designee, or the Title IX coordinator. Following the receipt of the appeal, the matter shall be placed on the agenda at the next regularly scheduled Board meeting. Information on the procedure for addressing the Board can be obtained from the principal's office.

SCHOOL BOOKS AND MATERIALS

Board-approved materials and books are provided free of charge for each subject or class, however please note they are VERY expensive. Materials and books must be cared for by the student as directed by the teacher. A student who notices damage to a material or book should report the damage to the teacher. Any student failing to return a book issued by the school or damaging materials or books issued by the school may be charged to replace the material or book.

SPECIAL PROGRAMS

Odyssey Charter School provides special programs for gifted and talented students and students with disabilities. The coordinator of each program can answer questions about eligibility requirements, as well as programs and services offered in Odyssey Charter School or by other organizations. A student or parent with questions about these programs should contact the office.

STUDENT RECORDS

A student's school records are confidential and are protected from unauthorized inspection or use. A cumulative record is maintained for each student from the time the student enters Odyssey Charter School until the time the student withdraws or graduates. A copy of this record moves with the student from school to school. By law, both parents, whether married, separated, or divorced, have access to the records of a student who is under 18 or a dependent for tax purposes.

A parent whose rights have been legally terminated will be denied access to the records, if the school is given a copy of the court order terminating these rights.

The principal is custodian of all records for currently enrolled students and for students who have withdrawn or graduated. Records may be reviewed during regular school hours, upon completion of the written request form. The records custodian or designee will respond to reasonable requests for explanation and interpretation of the records. If circumstances prevent a parent or eligible student from inspecting the records, Odyssey Charter School will either provide a copy of the requested records or make other arrangements for the parent or student to review the requested records.

Parents of a minor or of a student who is a dependent for tax purposes, the student (if 18 or older), and school officials with legitimate educational interests are the only persons who have general access to a student's records. "School officials with legitimate educational interests" include any employees, agents, or Trustees of Odyssey Charter School; cooperatives of which Odyssey Charter School is a member; or facilities with which Odyssey Charter School contracts for the placement of students with disabilities, as well as their attorneys and consultants, who are:

1. Working with the student;
2. Considering disciplinary or academic actions, the student's case, an individual education plan (IEP) for a student with disabilities under IDEA, or an individually designed program for a student with disabilities under Section 504;
3. Compiling statistical data; or Investigating or evaluating programs.

The parent's or student's right of access to and copies of student records does not extend to all

records. Materials that are not considered educational records, such as teachers' personal notes on a student that are shared only with a substitute teacher, records pertaining to former students of Odyssey Charter School, and records maintained by school law enforcement officials for purposes other than school discipline do not have to be made available to the parents or student.

Certain officials from various governmental agencies may have limited access to the records. Odyssey Charter School forwards a student's records on request and without prior parental consent to a school in which a student seeks or intends to enroll. Records are also released in accordance with court order or lawfully issued subpoena. Unless the subpoena is issued for law enforcement purposes and the subpoena orders that its contents, existence, or the information sought not be disclosed, Odyssey Charter School will make a reasonable effort to notify the parent or eligible student in advance of compliance.

Parental consent is required to release the records to anyone else. When the student reaches 18 years of age, only the student has the right to consent to release of records. Students over 18, and parents of minor students may inspect the student's records and request a correction if the records are inaccurate, misleading, or otherwise in violation of the student's privacy or other rights. If Odyssey Charter School refuses the request to amend the records, the requestor has the right to ask for a hearing. If the records are not amended as a result of the hearing, the requestor has 30 school days to exercise the right to place a statement commenting on the information in the student's record. Parents or the student have the right to file a complaint with the U.S. Department of Education if they believe Odyssey Charter School is not in compliance with the law regarding student records.

Copies of student records are available at a cost of per page, payable in advance. Parents may be denied copies of a student's records (1) after the student reaches age 18 and is no longer a dependent for tax purposes; (2) when the student is attending an institution of post-secondary education; (3) if the parent fails to follow proper procedures and pay the copying charge; or (4) when Odyssey Charter School is given a copy of a court order terminating the parental rights. If the student qualifies for free or reduced-price meals and the parents are unable to view the records during regular school hours, upon written request of the parent, one copy of the record will be provided at no charge.

Certain information about Odyssey Charter School students is considered directory information and will be released to anyone, including military recruiters and/or post-secondary institutions, who follows procedures for requesting it, unless the parent objects to the release of any or all directory information about the child. The opportunity to exercise such an objection was provided on the form signed by the parent to acknowledge receipt of this handbook. Should circumstances change; the parent can contact the principal to indicate his or her desire to

change the original request. Directory information includes: a student's name, address, telephone number, date and place of birth, participation in officially recognized activities and sports, weight and height of members of athletic teams, photographs, and dates of attendance, awards received in school, and most recent previous school attended.

SPECIAL EDUCATION RECORDS

Parents of a student with disabilities who has been provided special education services by Odyssey Charter School will be notified when any information that specifically identifies the student is no longer needed. If the parent requests destruction of the information and the time established by law for retention has expired, the records will be destroyed. However, if the retention period established by law has not expired, the material will be deleted from the records but the records will be maintained until the time has expired.

TRANSCRIPT/GRADING POLICY

Once a grade is on a transcript (class is completed) the grade cannot be dropped. The only way to change a grade on a transcript is to **RETAKE THE EXACT SAME CLASS**. There is no credit for the replaced grade.

When required classes are repeated (usually in math) and both credits are kept, any one grade is the required grade and the other grade is an elective grade/credit. An "F" grade is given when a student exceeds the 10 allowable absences in a semester or loses credit because of unverified or unexcused absences.

TRANSPORTATION

SCHOOL SPONSORED TRIPS

Students who participate in school-sponsored trips are required to use transportation provided by the school to and from the event. The principal, however, may make an exception if the parent personally requests that the student be permitted to ride with the parent, or the parent presents — before the scheduled trip — a written request that the student be permitted to ride with an adult designated by the parent.

TRANSPORTATION TO AND FROM SCHOOL

Odyssey Charter School makes school bus transportation available at no cost to students enrolled in the charter school and reside between 1.5 miles from to 15 miles from the school, or whatever distance state law requires in the future.

Students are expected to assist the busing personnel in ensuring that buses remain in good condition and that transportation is provided safely. When riding school buses, students are held to behavioral standards established in this handbook.

Students must:

- Follow the driver's directions at all times.
- Enter and leave the bus in an orderly manner at the designated bus stop.
- Keep feet, books, band instrument cases, and other objects out of the aisle.
- Not deface the bus or its equipment.
- Not put head, hands, arms, or legs out of the window, hold any object out of the window, or throw objects within or out of the bus.
- Wait for the driver's signal upon leaving the bus and before crossing in front of the bus.

When students ride in a school van or passenger car, seat belts must be fastened at all times. Misconduct will be punished and bus-riding privileges may be suspended.

VIDEORECORDING OF STUDENTS

Video cameras may be used in locations as deemed appropriate by the principal to ensure the health, welfare, and safety of all staff, students, and visitors and to safeguard Odyssey Charter School facilities and equipment. Students in violation of Board policies, administrative regulations, building rules, or law shall be subject to appropriate disciplinary action. Others may be referred to law enforcement agencies. Video recordings may become a part of a student's educational record. Odyssey Charter School shall comply with all applicable state and federal laws related to record maintenance and retention.

VISITORS

Parents and others are welcome to visit Odyssey Charter School. For the safety of those within the school, all visitors must first report to the principal's office. Visits to individual classrooms during instructional time are permitted only with approval of the principal and teacher and so long as their duration or frequency does not interfere with the delivery of instruction or disrupt the normal school environment.

EXTRACURRICULAR ACTIVITIES & ADVISORS

(TBA)

Appendix L

List of Potential Students and Interested People

The founders of Odyssey Charter School realize that the list below is of potential students and interested people and that many of them may not actually attend the school, but the list shows the interest in the community for a new school serving the secondary grades. The founders are confident that they will be able to attract many more potential students after the approval of the petition.

Timestamp	Email	First Name	Last Name	Possible Students	Grade Level of the FIRST child who might attend Odyssey?	Possible Students	School District	Phone Number	Would You Like to be Contacted?	Volunteer	Questions or Comments	Grade Level of the SECOND child who might attend Odyssey?	Grade Level of the THIRD child who might attend Odyssey?
8/29/2011 16:20:09	randhee4@yahoo.com	Heldi	Lee	No, I just want to be on the contact list of Odyssey Charter School	none of the above		Jefferson School District #251	206-403-2354	Please put me on your email list for future information	Yes			
9/7/2011 20:31:47	avirql52@yahoo.com	Annette	Virgil	Yes, I have a child or children who is/are interested in attending Odyssey Charter School.	11 grade	1	Bonneville School District #93	2085699474	Please put me on your email list for future information			7th grade	7th grade
9/9/2011 6:24:23	moonsgalore@gmail.com	Nicola	Moon	Yes, I have a child or children who is/are interested in attending Odyssey Charter School	9th grade	1	Jefferson School District #251	206-4304	yes, please Call me personally at the number above	Yes	Let me know what I can do to help.	7th grade	7th grade
9/9/2011 14:27:15	ladeltz7@gmail.com	Theresa	Adeltz	Yes, I have a child or children who is/are interested in attending Odyssey Charter School	8th grade	1	Idaho Falls School District #91	208-932-3076	yes, please Call me personally at the number above	Yes	where is the planned location of the school?	7th grade	7th grade
9/12/2011 20:27:50	kpeteronmail@yahoo.com	Karl	Peterson	Yes, I have a child or children who is/are interested in attending Odyssey Charter School.	10th grade	3	Bonneville School District #93	681-1805	Please put me on your email list for future information	Yes		8th grade	7th grade
9/15/2011 16:21:36	lookingfortoetboys@yahoo.com	Sara	Bates	Yes, I have a child or children who is/are interested in attending Odyssey Charter School.	7th grade	1	Jefferson School District #251	208-745-7272	Please put me on your email list for future information	Yes		7th grade	7th grade
9/19/2011 14:20:40	alien.denece@gmail.com	Denece	Allen	Yes, I have a child or children who is/are interested in attending Odyssey Charter School.	7th grade	1	Bonneville School District #93	208-403-7606	yes, please Call me personally at the number above	Yes	We currently homeschool and think this is fabulous!	7th grade	7th grade
9/19/2011 23:04:35	alien.denece@gmail.com	Denece	Allen	Yes, I have a child or children who is/are interested in attending Odyssey Charter School.	7th grade	2	Bonneville School District #93	208-403-7606	Please put me on your email list for future information	Yes		7th grade	7th grade
9/22/2011 10:14:50	shannon.meacham@gmail.com	Shannon	Meacham	Yes, I have a child or children who is/are interested in attending Odyssey Charter School.	7th grade	1	Bonneville School District #93	208-360-4877	Please put me on your email list for future information		What extra curricular opportunities will your students have? Will you have faculty that can assist my child in qualifying for scholarships and multiple A.P. courses?	7th grade	7th grade

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9/22/2011 10:27:15	roadturn@gmail.com	Don	Sturffell	Yes, I have a child or children who is/are interested in attending Odyssey Charter School.	8th grade	1	Bonneville School District #93	208-529-4876	yes, please E-Mail me personally at the number above	Yes	Keep up the good work. This is important to our children. We also have students who are currently in the 5th and 1st grades who will aim towards project-based learning.	7th grade	7th grade
9/22/2011 17:56:39	commandermail@gmail.com	Colton	Hall	Yes, I have a child or children who is/are interested in attending Odyssey Charter School.	10th grade	1	Bonneville School District #93	208-403-9736	yes, please E-Mail me personally at the number above	Yes		7th grade	7th grade
9/23/2011 7:49:51	lmahs.richardson@gmail.com	Jason	Richardson	Yes, I have a child or children who is/are interested in attending Odyssey Charter School.	11 grade	3	Jefferson School District #251	208.745.8142	Please put me on your email list for future information	Yes		9th grade	8th grade
9/23/2011 8:52:21	rq88ctn@yahoo.com	Gwenda	Lee	Yes, I have a child or children who is/are interested in attending Odyssey Charter School.	8th grade	1	Idaho Falls School District #91	552-0788	yes, please E-Mail me personally at the address above		is there any data about how project based learning schools on College entrance exams?	7th grade	7th grade
9/23/2011 11:37:00	thesherfamily@yahoo.com	Tammy	Sher	Yes, I have a child or children who is/are interested in attending Odyssey Charter School.	12th grade	2	Idaho Falls School District #91	208-524-8973	Please put me on your email list for future information	Yes, No		7th grade	7th grade
9/26/2011 21:07:57	dmwinder@hotmail.com	Dawn	Winder	Yes, I have a child or children who is/are interested in attending Odyssey Charter School.	8th grade	1	Jefferson School District #251	208-569-5899	yes, please Call me personally at the number above	Yes		7th grade	7th grade
9/27/2011 12:37:01	marierasmussen5@gmail.com	Marie	Rasmussen	No, I just want to be on the contact list of Odyssey Charter School.	7th grade		Jefferson School District #251	208-221-1769	yes, please Call me personally at the number above		career possibilities	7th grade	7th grade
9/27/2011 17:21:38	christinethegreatone@msn.com	Christine	Bard	Yes, I have a child or children who is/are interested in attending Odyssey Charter School.	7th grade	2	Bonneville School District #93	208-709-2544	yes, please E-Mail me personally at the address above			10th grade	7th grade
9/29/2011 8:28:20	ron.tammy@msn.com	Tammy	Stiwell	Yes, I have a child or children who is/are interested in attending Odyssey Charter School.	10th grade	2	Shelley School District #60	208.3572072	yes, please E-Mail me personally at the address above	Yes	Will buses be available? How about Seminary for LDS students?	7th grade	7th grade
9/29/2011 14:35:58	neljud@gmail.co	Jud	Nelson	Yes, I have a child or children who is/are interested in attending Odyssey Charter School.	11 grade	1	Idaho Falls School District #91	208-881-0329	yes, please E-Mail me personally at the address above	Yes		7th grade	7th grade
9/29/2011 15:06:32	amcraeken@cableone.net	Alicia	McCracken	No, I just want to be on the contact list of Odyssey Charter School.	7th grade	1	Jefferson School District #251		Please put me on your email list for future information	No		7th grade	7th grade

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9/29/2011 22:11:44	idaho_aggie@msn.com	Christi	Cooper	No, I just want to be on the contact list of Odyssey Charter School.	7th grade		Idaho Falls School District #91	552-2995	Please put me on your email list for future information	No	will you be providing transportation?	7th grade	7th grade
9/30/2011 17:59:39	arthome@cableone.net	Amy	Thome	Yes, I have a child or children who is/are interested in attending Odyssey Charter School.	7th grade	1	Bonneville School District #93	521-6251	yes, please E-Mail me personally at the address above	No		7th grade	7th grade
10/1/2011 21:44:03	kamisuehams@gmail.com	Kami	Harris	Yes, I have a child or children who is/are interested in attending Odyssey Charter School.	7th grade				Please put me on your email list for future information	No		7th grade	7th grade
10/2/2011 17:49:55	thedanielsons@cableone.net	Deborah	Danielson	No, I just want to be on the contact list of Odyssey Charter School.	7th grade	1	Bonneville School District #93	(208) 313-6571	Please put me on your email list for future information	No		7th grade	7th grade
10/2/2011 20:56:33	roadturn@gmail.com	Don	Sturffell	Yes, I have a child or children who is/are interested in attending Odyssey Charter School.	8th grade	1	Bonneville School District #93	208-529-4876	yes, please E-Mail me personally at the address above	Yes	Second request. Please let us know we are on the list.	7th grade	7th grade
10/4/2011 10:17:32	kimbbrady@hotmail.com	Kim	Seward	Yes, I have a child or children who is/are interested in attending Odyssey Charter School.	8th grade	1	Idaho Falls School District #91	208-227-3370	yes, please Call me personally at the number above	Yes		7th grade	7th grade
10/5/2011 8:42:51	hitbrand@gmail.com	Melissa	Hitbrand	Yes, I have a child or children who is/are interested in attending Odyssey Charter School.	7th grade	3	Idaho Falls School District #91	208-346-7852	Please put me on your email list for future information	Yes		7th grade	7th grade
	grobopapa.schatze@gmail.com	Jennifer	Kirkman	child		12		93 208-821-7586	email				
10/9/2011 16:09:18	kate_mickley@hotmail.com	Kate	Mickley	Yes, I have a child or children who is/are interested in attending Odyssey Charter School.	9th grade	1	Bonneville School District #93	2086604857	yes, please E-Mail me personally at the address above	No		7th grade	7th grade
10/10/2011 20:48:23	verdoom@cableone.net	Gaylene	Verdoom	Yes, I have a child or children who is/are interested in attending Odyssey Charter School.	9th grade	1	Idaho Falls School District #91	208-589-5725	Please put me on your email list for future information	Yes		7th grade	7th grade
10/11/2011 9:00:08	cheekshopper@yahoo.com	Kathrynne	Cordon	Yes, I have a child or children who is/are interested in attending Odyssey Charter School.	8th grade	1	Jefferson School District #251	208-745-7604	yes, please Call me personally at the number above	No		7th grade	7th grade
10/11/2011 17:48:17	ic9151@hotmail.com	Lorraine	Clark	Yes, I have a child or children who is/are interested in attending Odyssey Charter School.	9th grade	1		208-520-0045			Next presentation?	7th grade	7th grade
10/11/2011 21:55:46	amberclark04@hotmail.com	Amber	Clark	No, I just want to be on the contact list of Odyssey Charter School.	7th grade		Idaho Falls School District #91	208-890-6841	Please put me on your email list for future information			7th grade	7th grade
10/12/2011 8:37:31	josh.mickley@gmail.com	Joeh	Mickley	Yes, I have a child or children who is/are interested in attending Odyssey Charter School.	9th grade	1	Idaho Falls School District #91	360-319-4267	yes, please E-Mail me personally at the address above	Yes		7th grade	7th grade

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10/13/2011 16:55:37	plani2nom59@gmail.com	Desiree	Casperson	Yes, I have a child or children who is/are interested in attending Odyssey Charter School.	7th grade	1	Idaho Falls School District #91	208-760-9570	yes, please E-Mail me personally at the address above	No		7th grade	7th grade
10/17/2011 9:56:33	emilykaybets@yahoo.com	Emily	Leonard	Yes, I have a child or children who is/are interested in attending Odyssey Charter School.	7th grade	3	Bonneville School District #93	208-529-8444	yes, please E-Mail me personally at the address above			9th grade	11 grade
10/24/2011 18:10:44	martindaleshouse@msn.com	Tina	Martindale		8th grade	1	I do not live in these school districts	(208)360-1438	yes, please E-Mail me personally at the address above		I am currently an English teacher in the Richfield School District. I am going to try to move back to Idaho Falls for the 2012-2013 school year. I would be interested in applying for a teaching position.	7th grade	7th grade
10/25/2011 17:56:10	wendy06@gmail.com	Wendy	Chapman	Yes, I have a child or children who is/are interested in attending Odyssey Charter School.	7th grade	1	Idaho Falls School District #91	208-523-1203	yes, please E-Mail me personally at the address above	No		7th grade	7th grade
10/31/2011 16:37:49	heather@roadrum.com	Heather	Sturgill	Yes, I have a child or children who is/are interested in attending Odyssey Charter School.	8th grade	2	Bonneville School District #93	529-4876	yes, please E-Mail me personally at the address above	Yes		7th grade	7th grade
11/1/2011 20:34:42	gstevenson@idahofallsarts.org	Gina	Stevenson	No, I just want to be on the contact list of Odyssey Charter School	9th grade		Idaho Falls School District #91	208-522-0471, ext. 106	Please put me on your email list for future information			7th grade	7th grade
	5212827	Corina	Huskinson	Yes, I have a child or children who is/are interested in attending Odyssey Charter School.		11	Idaho Falls School District #91	208-716-7265	No email. Please call				
11/7/2011 13:26:52	mdbobolus4@gmail.com	Sarah	Droegemuelle	Yes, I have a child or children who is/are interested in attending Odyssey Charter School.	9th grade	1	Idaho Falls School District #91	208-522-1572	yes, please E-Mail me personally at the address above	Yes		7th grade	7th grade
11/16/2011 14:08:43	rmoskinson@cablonie.net	Reed	Hoskinson	Yes, I have a child or children who is/are interested in attending Odyssey Charter School.	9th grade	1	Jefferson School District #251	2087459030	Please put me on your email list for future information	No		7th grade	7th grade
	momandme@juno.com	Becky	Walz	Yes, I have a child or children who is/are interested in attending Odyssey Charter School.	10th grade	1	Bonneville #93	208-522-3030	Please put me on your email list for future information	yes			

April 5, 2012

Timestamp	Email	First Name	Last Name	Possible Students Yes, I have a child or children who is/are interested in attending Odyssey Charter School.	Grade Level of the FIRST child who might attend Odyssey?	Possible Students	School District	Phone Number	Would You Like to be Contacted?	Volunteer	Questions or Comments	Grade Level of the SECOND child who might attend Odyssey?	Grade Level of the THIRD child who might attend Odyssey?
12/1/2011 10:29:42	IFHanson_5@msn.com	Danele	Hanson	Yes, I have a child or children who is/are interested in attending Odyssey Charter School.	9th grade	1	Bonneville School District #93	208-528-2473	yes, please E-Mail me personally at the address above	No		7th grade	7th grade
12/7/2011 19:30:07	moses6@luno.com	Jeanette	Staler	Yes, I have a child or children who is/are interested in attending Odyssey Charter School.	7th grade	1	Bonneville School District #93	208-529-6513	Please put me on your email list for future information	No		7th grade	7th grade
1/4/2012 20:28:54	martindalehouse@msn.com	Tina	Martindale	Yes, I have a child or children who is/are interested in attending Odyssey Charter School.	8th grade	1	I do not live in these school districts	208-360-1438		Yes	I am an English/Spanish teacher looking to move back to the Idaho Falls area. A job application would be great!	7th grade	7th grade
	direid47@msn.com	Debra	Reid	Yes, I have a child or children who is/are interested in attending Odyssey Charter School.	8th grade	1	Idaho Falls School District #91	208-521-3520					
1/13/2012 17:17:44	sabrina.underwood@hcahealthcare.com	Sabrina	Underwood	Yes, I have a child or children who is/are interested in attending Odyssey Charter School.	7th grade	2	Bonneville School District #93	208-690-7262	yes, please E-Mail me personally at the address above	Yes		11 grade	7th grade
1/16/2012 13:23:58	vetterbydesign@gmail.com	Dan	Vetter	Yes, I have a child or children who is/are interested in attending Odyssey Charter School.	8th grade	1	Idaho Falls School District #91	208-360-3004	Please put me on your email list for future information	No	Just looking for current information. My daughter is being moved from Clair E Care to Taylorview next year.	7th grade	7th grade
1/19/2012 16:46:37	Camenix@coaleone.net	Came	Hix	Yes, I have a child or children who is/are interested in attending Odyssey Charter School.	7th grade	1	Idaho Falls School District #91	525-5438	yes, please E-Mail me personally at the address above			7th grade	7th grade
1/20/2012 15:36:16	advantage601@hotmail.com	Rex	Prouse	Yes, I have a child or children who is/are interested in attending Odyssey Charter School.	7th grade	2	Shelley School District #60	208-520-8947	Please put me on your email list for future information	No	I am interested in where the location will be and will there be any orchestra classes offered? as well as college credit classes?	11 grade	7th grade
2/6/2012 15:15:24	keryona76@hotmail.com	Jennifer	Anderson	Yes, I have a child or children who is/are interested in attending Odyssey Charter School.	7th grade	4+	I do not live in these school districts	208-346-6786	yes, please E-Mail me personally at the address above		I would like to know more about the curriculum	7th grade	7th grade
2/7/2012 8:03:32	glboan@gmail.com	Joan	Gilbert		7th grade		Idaho Falls School District #91	208-520-9831	Please put me on your email list for future information		I would like to teach at this new school. I am a Highly Qualified English teacher.	7th grade	7th grade

Timestamp	Email	First Name	Last Name	Possible Students Yes, I have a child or children who is/are interested in attending Odyssey Charter School.	Grade Level of the FIRST child who might attend Odyssey?	Possible Students	School District	Phone Number	Would You Like to be Contacted?	Volunteer	Questions or Comments	Grade Level of the SECOND child who might attend Odyssey?	Grade Level of the THIRD child who might attend Odyssey?
2/7/2012 14:13:35	andrew_whitford1@msn.com	amy	whitford	Yes, I have a child or children who is/are interested in attending Odyssey Charter School.	6th grade	1	Bonneville School District #93	208-529-3054	Please put me on your email list for future information	Yes		7th grade	7th grade
2/8/2012 9:06:15	shawnairenee3@msn.com	Shawna	Murdoch	Yes, I have a child or children who is/are interested in attending Odyssey Charter School.	9th grade	2	Idaho Falls School District #91	2089323912	Please put me on your email list for future information.	Yes	Where will the school be located?	8th grade	7th grade
2/15/2012 14:51:29	Dozenwilsons@hotmail.com	Jennifer	Wilson	Yes, I have a child or children who is/are interested in attending Odyssey Charter School.	7th grade	3	Shelley School District #60	346-1968	yes, please E-Mail me personally at the address above	Yes		7th grade	9th grade

April 5, 2012

Appendix M

~~Charter Commission~~ District 93's Letter of Referral and Rubric to the Public
Charter School Commission

The Letter of Referral and Rubric from ~~State of Idaho~~ Falls Joint School Board District
91 are is on the following pages page.

April 5, 2012



October 5, 2011

Odyssey Charter School Audit Committee Recommendations:

In evaluating this petition, the Odyssey Charter School Audit Committee, for the most part, used a rubric provided by the School Choice Coordinator of the Idaho State Department of Education. A copy of the rubric is attached. The Audit Committee also reviewed public comment and testimony from the public meeting on the Odyssey Charter School Petition held by the Falls School District #91 Board of Trustees on September 27, 2011. In addition, the committee included additional information provided by the petitioners at a separate meeting with the audit committee held on October 4, 2011.

The idea of a charter school that focuses on the arts using a project-based model has merit. However, the Odyssey Charter School 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 has been successfully replicated around the country and has proven results.

The Odyssey Charter School Audit Committee recommends the Idaho Falls School District #91 Board of Trustees refer the petition to the public charter school commission. The committee also recommends the petitioners address the concerns identified in the attached rubric prior to submitting the petition to the public charter school commission.

Committee Members:

Trina Caudle (Chair), Director of Secondary Education
Karla LaOrange, Director of Elementary Education
Carrie Smith, Director of Human Resources & Finance
Gail Rochelle, Director of Student Achievement & School Improvement
Lisa Sherick, Director of Student Services
Margaret Wimborne, Communications and Community Engagement

690 John Adams Parkway, Idaho Falls, ID 83401 • (208) 525-7500 • FAX (208) 525-7596
www.d91.k12.id.us

April 5, 2012



Board of Trustees
David Lent, Chairman
Jerry Wixom
Ernest Jensen
Deidre Warden
Lisa Burtenshaw

October 19, 2011

State Board of Education
Public Charter School Commission
PO Box 83720
Boise, ID 83720-0027

RE: Odyssey Charter School Petition

Dear Commissioners,

This letter is to inform you of the decision made by the Board of Trustees on October 11, 2011 during an open meeting, until the formal minutes can be approved in November, to refer the Odyssey Charter School petition to the public charter school commission. The petitioners were in attendance at the meeting and have also been given a copy of the audit committee's review rubric.

The district's Audit Committee evaluated the petition, reviewed public comment and testimony from a public hearing held by the Idaho Falls School District #91 Board of Trustees on September 27, 2011 and considered additional information provided by the petitioners at a separate meeting with the audit committee on October 4, 2011 before making recommendations to the Board of Trustees for their decision.

The Audit Committee also recommended the petitioners address the concerns identified in the rubric prior to submitting the petition to the public charter school commission.

Sincerely,

A handwritten signature in cursive script that reads "Debbie Wilkie".

Debbie Wilkie
Administrative Assistant

Enclosure: Audit Rubric
pc: Karl Peterson, Odyssey Charter School

690 John Adams Parkway, Idaho Falls, ID 83401 • (208) 525-7500 • FAX (208) 525-7596
www.d91.k12.id.us

Charter School Petition Evaluation Rubric

1. Name of proposed school: Odyssey Charter School
2. Primary contact person: Karl Peterson
Mailing address: 3890 Taylorview Lane
Street and/or PO Box
Ammon Idaho 83406
City State Zip
208-524-1285 208-681-1805
Phone (day) Phone (evening)
kbpetersonmail@yahoo.com
E-mail address
3. Model or focus of proposed school: (ex. Arts, College Prep, Dual Language, etc.)
Project-Based Instruction
4. Grade levels to be served:
Grades 7 – 12

Using the Evaluation Rubric

The Evaluation Rubric provides the authorizer and Petition reviewers with a means of determining the quality of the application. The Design Criteria and several indicators of quality are provided for each application component. An application that sufficiently addresses the indicator will score either a "3" or a "4" for that indicator. It should be noted that an application scoring a "4" is exemplary and exceeds the expectations of reviewers. An application scoring a "2" on an indicator would only partially meet the expectation, and scoring a "1" signifies that the petition does not meet the expectation. The petition reviewer (or evaluator) must objectively review the application scores for each indicator in order to provide an overall score for the petition component. It is appropriate for authorizers to identify priority indicators and to weight certain sections of the petition based on those priorities.

The petition has already been reviewed by the Idaho State Department of Education to insure it meets the legal requirements. However, the petitioners often revise the petitions before submitting them to authorizers. It is possible that items that were in the petition as part of the Sufficiency Review have been accidentally removed.

Items are organized according to the requirements for the Sufficiency Review and outlined in Board of Education Rules. Items required for the Sufficiency Review are indicated by Green shading of the title and side heading. Other items are topics that are not required to be addressed for the Sufficiency Review, but should be included for a high quality petition.

Tab 1: Vision, Mission, Legal status				
Topic	Ranking			
	Does Not Meet - 1	Partially Meets - 2	Meets - 3	Exceeds - 4
The mission statement does not express a clear, focused, and compelling purpose for the school. No vision statement is provided.	<u>The vision and mission statements are provided, however there may not be a clear focus, or the statements may not be specific enough to create a compelling purpose for the school.</u>	The vision and mission statements express a clear, focused, and compelling purpose for the school that is measureable.	The vision and mission statements express a clear, focused, and compelling purpose for the school that is measurable. The vision and mission statements clearly translate into achievable goals, the selected curriculum, operations, and all aspects of the school.	
The mission statement does not focus on educational outputs or is unlikely to result in increased student achievement.	<u>The vision and mission statements do not sufficiently focus on educational outputs and may not result in increased student achievement.</u>	The vision and mission statements focus on high-quality educational outputs and are likely to result in increased student achievement.	The vision and mission statements focus on high-quality educational outputs and are likely to result in increased student achievement. Research is provided to support the identified outputs and expectations.	
The legal status of the school is not explained.	<u>The legal status of the school is partially explained, but is incomplete.</u>	The legal status of the school is clearly explained. Petitioners demonstrate an understanding of the organizational structure of charter schools as a public entity.	NA	
Articles of Incorporation and/or Bylaws are not included as an appendix to the charter application.	NA	<u>Articles of Incorporation and Bylaws are included as an appendix to the charter application.</u>	NA	
Elector petition and/or documentation for proof of elector qualifications is not included.	NA	<u>Elector petition and documentation for proof of elector qualifications included.</u>	NA	
Documentation of application for nonprofit status not included.	NA	<u>Documentation of application for nonprofit status is included.</u>	NA	
Evaluator Comments and Questions				
Evaluation	Written Proposal			
	<p>Strengths: Project-Based curriculum and instruction has merit. Coordination with other charter schools is apparent.</p> <p>Concerns and Questions:</p> <ul style="list-style-type: none"> In the documentation for elector petition, two pages are signatures obtained for the "Bonneville School District #93" area and one page is for "District #91." Can you explain why you chose Idaho Falls School District 91 as the authorized chartering entity? How will you measure your school's success in meeting the goals set out in your mission statement? 			

Meeting and/or interview	
Strengths:	The petitioners are very passionate about offering a project-based charter school focused on the arts. They have exhibited dedication towards accomplishing their mission.
Concerns and Questions:	While the documentation for the elector is included and the number of required signature obtained, the information on two of the three petitions indicates the school will be physically located in "Bonneville School District 93 Area". The concern is that patrons may be under the assumption that the chartering agency would be Bonneville School District 93.
Overall Ranking:	The application reviewer provides an overall score for this application component.

Tab 2: Proposed Operations

Topic	Ranking			
	Does Not Meet - 1	Partially Meets - 2	Meets - 3	Exceeds - 4
The proposed operation of the school is not included.	<u>The discussion of the general operation of the school is vague or insufficient.</u>	The petition clearly explains the general operation of the school.	Proposed operations are clear and detailed.	
Potential effects are not addressed.	<u>The potential effects on the district or community are vague or insufficient.</u>	Potential effects of the school address the impact of the school on local and neighboring school districts, as well as the community.	Potential effects of the school address both positive and negative impacts on the community and surrounding districts.	
Proposed location not identified or outside school district boundaries	<u>Proposed location is unclear.</u>	Proposed location located within district boundaries.	Multiple locations proposed within district boundaries.	
Attendance area is difficult to determine or unclearly stated.	Attendance area is outlined, but may lead to confusion.	<u>Attendance area is clearly outlined and described.</u>	Map of attendance area is included and boundaries are clearly explained.	
A description of the school facility is provided; however, either detail is insufficient, or the facility is insufficient to ensure the full implementation of the school program. -OR-	A description of the school facility is provided; however, either detail is insufficient, or the facility may not be sufficient to ensure the full implementation of the school program. -OR-	A description of the school facility is provided and includes sufficient detail to indicate that the facility is appropriate and sufficient to fully implement the school program. -OR-	A description of the school facility is provided and includes detail to indicate that the facility is fully adequate to implement the school program. -OR- If the facility has not been	

<p>If the facility has not been identified, a description of the school facility requirements is provided; however, either detail is insufficient, or facility priorities are not sufficient to ensure full implementation of the school program.</p>	<p><u>If the facility has not been identified, a description of the school facility requirements is provided however, either detail is insufficient, or facility priorities may not be sufficient to ensure full implementation of the school program.</u></p>	<p>If the facility has not been identified, a description of the school facility requirements is provided and includes sufficient detail to indicate that priorities will focus on a facility that is appropriate and sufficient to fully implement the school program.</p>	<p>identified, a description of the school facility requirements is provided and includes detail to indicate that priorities will focus on a facility that is fully adequate to implement the school program.</p>
<p>The school budget does not reflect reasonable costs associated with the development and operation of the school facility or the school's financing strategy is unreasonable and inappropriate. -OR- If the facility has not been identified, the school budget does not reflect reasonable costs associated with the development and operation of the school facility, or the school's financing plan is unreasonable and inappropriate.</p>	<p>The school budget reflects costs associated with the development and operation of the school facility and the school's financing strategy is presented; however, costs may be unreasonable and are not substantiated with reliable data. -OR- <u>If the facility has not been identified, the school budget reflects costs associated with the development and operation of the school facility and the school's financing plan is presented; however costs may be unreasonable and are not substantiated with reliable data.</u></p>	<p>The school budget reflects reasonable costs associated with the development and operation of the school facility and the school's financing strategy is reasonable and appropriate. -OR- If the facility has not been identified, the school budget reflects reasonable costs associated with the development and operation of the school facility and the school's financing plan is reasonable and appropriate.</p>	<p>The school budget reflects reasonable costs associated with the development and operation of the school facility and the school's financing strategy is reasonable and appropriate. Costs reflected in the budget are based on written quotes and reliable data. -OR- If the facility has not been identified, the school budget reflects reasonable costs associated with the development and operation of the school facility and the school's financing plan is reasonable and appropriate.</p>
	<p>Costs reflected in the budget are based on written quotes and reliable data.</p>		
<p>The location for the school is inappropriate based on need and does not address the targeted student population. -OR- If the facility has not been identified, the target area for the school is inappropriate based on need and does not address the targeted student population.</p>	<p>The location for the school may be inappropriate based on need and the targeted student population. -OR- <u>If the facility has not been identified, the target area for the school may be appropriate based on need and the targeted student population.</u></p>	<p>The location for the school is appropriate based on need and the targeted student population. -OR- If the facility has not been identified, the target area for the school is appropriate based on need and the targeted student population.</p>	<p>The location for the school is appropriate and was selected specifically to address the targeted student population. -OR- If the facility has not been identified, the target area for the school is appropriate and was selected specifically to address the targeted student population.</p>
<p>The school has presented an unreasonable timeline for completion of the school facility. -OR- If the facility has not been identified, the school has proposed an unreasonable timeline for identifying and completing the development of the school facility.</p>	<p>The school has presented an aggressive timeline for completion of the school facility which may be unattainable. -OR- <u>If the facility has not been identified, the school has proposed an aggressive timeline for identifying and completing the development of the school facility which may be unattainable.</u></p>	<p>The school has presented a reasonable and appropriate timeline for completion of the school facility. -OR- If the facility has not been identified, the school has proposed a reasonable timeline for identifying and completing the development of the school facility.</p>	<p>The school has presented a reasonable and appropriate timeline which includes a contingency plan for completion of the school facility. -OR- If the facility has not been identified, the school has proposed a reasonable timeline which includes a contingency plan for identifying and completing the development of the school facility.</p>
<p><u>The school has not demonstrated that the</u></p>	<p>The school partially demonstrated that the</p>	<p>The school demonstrates that the facility is in</p>	<p>The school demonstrates that the facility is in compliance</p>

<p><u>facility is in compliance with applicable codes, health and safety laws, the requirements of ADA, etc.</u> -OR- If the facility has not been identified, the school does not provide assurances that the facility will be in compliance with applicable codes, health and safety laws, the requirements of ADA, etc.</p>	<p>facility is in compliance with applicable codes, health and safety laws, the requirements of ADA, etc.; however, more information is needed to ensure compliance. -OR- If the facility has not been identified, the school provides some assurances that the facility will be in compliance with applicable codes, health and safety laws, the requirements of ADA, etc.; however, more information is needed to ensure compliance.</p>	<p>compliance with applicable codes, health and safety laws, the requirements of ADA, etc. -OR- If the facility has not been identified, the school provides assurances that the facility will be in compliance with applicable codes, health and safety laws, the requirements of ADA, etc.</p>	<p>with applicable codes, health and safety laws, the requirements of ADA, etc. and has provided certifications to verify compliance. -OR- NA</p>
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<p>Administrative services not clearly defined.</p>	<p><u>Administrative services plans are weak or unrealistic.</u></p>	<p>Administrative services are clearly addressed and appropriate for the school size.</p>	<p>Organization chart includes administrative structure and services. Services are clearly described.</p>
<p>Budget does not reflect cost of administrative services.</p>	<p><u>Cost of administrative services are included in budget but are inadequate or not realistic.</u></p>	<p>Cost of administrative services included in budget and are adequate for school size.</p>	<p>Administrative services costs are included in budget, clearly documented or explained and realistic for school over time.</p>
<p><u>Potential civil liability effects are not adequately addressed.</u></p>	<p>Potential civil liability effects need additional clarification or explanation.</p>	<p>Potential civil liability effects on the school and authorizer are clearly addressed.</p>	<p>Potential civil liability effects on the school and authorizer are thoroughly addressed.</p>
<p><u>The school has not provided a complete list of the types of insurance for which the school will contract.</u></p>	<p>The school has provided a list of the types of insurance for which the school will contract, however the coverage does not meet all applicable insurance requirements.</p>	<p>The school has provided a complete list of the types of insurance for which the school will contract and the coverage meets applicable insurance requirements.</p>	<p>The school has provided a comprehensive and complete list of the types of insurance for which the school will contract and the coverage exceeds applicable insurance requirements.</p>
<p><u>The school budget does not reflect costs for insurance coverage.</u></p>	<p>The school budget reflects the costs for insurance coverage; however, the costs are either unreasonable or insufficient to obtain the coverage required.</p>	<p>The school budget reflects reasonable assumptions for insurance coverage.</p>	<p>The school budget reflects reasonable assumptions for insurance coverage based on written quotes from the insurance companies.</p>
<p>Eva lua Written Proposal Evaluator Comments and Questions</p>			

Strengths:
<p>Concerns and Questions:</p> <ul style="list-style-type: none"> The charter petition does not clearly describe how the charter will secure a facility. Please further describe how you will secure and fund a school facility when using an Idaho Falls School District facility is not an option. (The charter petition only outlines funding for purchasing modular classrooms.) If the charter is unable to contract services such as special education, psychological evaluation, occupational services, speech and language therapy, vision, and gifted/talented, how will the charter provide service to students in these areas? How will you provide meals to students? What if you are unable to contract meals with a local district? Please expand on the day-to-day operations of the charter school. The petition is very vague in this area. What insurance company(ies) will you use to provide the necessary insurance for civil liability, general liability, and property insurance?
Meeting and/or interview
Strengths:
<p>Concerns and Questions:</p> <p>Operations: The discussion regarding the general operation of the school is vague and insufficient. The charter indicated the Director and Directors would coordinate to determine the day-to-day operations. Potential impact indicated a partial knowledge of the impact on the enrollment of the affected school districts. The impact of LEP services or migrant services has not been addressed.</p> <p>Facilities: A facility has not been secured. The facility will greatly impact the day-to-day operations of the school, the delivery of the curriculum, and other support services. Only lease figures were given in the original budget. Insufficient data was presented to ensure the charter has an "actual site or plan for the facility". The physical facilities description remains vague. Timelines are also not provided for securing a lease or purchased property.</p>
<p>Overall Ranking:</p> <p>The application reviewer provides an overall score for this application component.</p>

Tab 3: Educational Program and School Goals				
Topic	Ranking			
	Does Not Meet - 1	Partially Meets - 2	Meets - 3	Exceeds - 4
Description of "educated person" is not correlated to education philosophy or instructional model.	Description of "educated person" partially relates to philosophy, instructional model or curriculum.	<u>Description of "educated person" included and tied to school's educational philosophy and instructional model.</u>	Description of "educated person" directly aligns with school's philosophy, instruction, and curriculum. Examples or details are provided as support.	
It is unclear how the educational program relates to vision and	<u>Description of the educational program seems to relate to vision</u>	Description of educational program directly relates to the vision and mission of the	The school's educational program support and are aligned with the vision and mission of the school.	

mission of the school.	<u>and/or mission of school, but connection is not obvious.</u>	school.	
<u>Description of educational program does not include an explanation of the instructional practices or curriculum.</u>	Description of educational program is brief and does not provide a clear picture of the school's plan.	Description of educational program includes instructional practices and curriculum.	Description of education program is detailed and includes detailed explanations of the instructional practices and types of curriculum to be used by the school.
The school does not have measurable goals.	<u>The school has goals that are measurable, but there may be too few or too many goals for the school to successfully manage.</u>	The school has an appropriate and manageable number of SMART goals that reflect high expectations.	The school has an appropriate and manageable number of SMART goals that reflect high expectations and include benchmarks based on reliable research and data.
Goals do not tie to the school's mission.	<u>Goals do not clearly tie to the school's mission.</u>	There is alignment of goals with the mission and vision of the school.	There is a clear description of alignment of goals with the mission and vision of the school.
The stated objectives and strategies do not align with the schools goals.	<u>The stated objectives and strategies are aligned to the goals; however the selected objectives and strategies are not proven to be effective.</u>	The stated objectives and strategies are aligned to the goals, and the selected objectives and strategies are tied to research and proven to be effective.	The stated objectives and strategies are fully aligned to the goals, and the selected objectives and strategies are tied to research and proven to be effective with the target population.
The data collection plan is vague or not included.	<u>The data collection plan does not address all academic and non-academic goals.</u>	The data collection plan is included for both academic and nonacademic goals.	A detailed data collection plan is included for both academic and nonacademic goals. The budget reflects the costs for student data system and data collection.
The school does not have a plan to monitor progress toward meeting the goals of the school.	<u>The school has a limited or insufficient plan to monitor progress toward meeting the goals of the school.</u>	The school has clearly described a plan to monitor progress toward meeting the goals of the school and the plan includes a description of how the school will make modifications based on data.	The school has clearly described a plan to monitor progress toward meeting the goals of the school and the plan includes a description of how the school will make modifications based on data. The process includes a description of how information gathered will be used by the administration, teachers, and board; as well as for the school improvement process.
The school does not have a plan for annual reporting of results of goals to stakeholders and authorizer.	<u>The school has a vague plan for reporting results of related to the goals.</u>	The school has clearly described a plan to annually report results of goals to all stakeholders and authorizer.	The school has clearly described a plan to annually report results of goals to all stakeholders and authorizer. Additionally, the plan includes access to information for the general public.
Methods for fulfilling the thoroughness standards are not included.	<u>The thoroughness standards are included but it is not clear how they will be fulfilled.</u>	The petition explains how all eight of the education thoroughness standards will be fulfilled.	The explanation of the education thoroughness standards includes detailed strategies for fulfillment.

	Methods for fulfilling the thoroughness standards are not included and/or not related to the vision, mission, and goals.	<u>Methods for fulfilling the thoroughness standards are loosely related to the vision, mission, or goals, but not necessarily all three.</u>	Methods for fulfilling the thoroughness standards are tied to the vision, mission, and goals of the school.	Methods for fulfilling the thoroughness standards are fully aligned to the vision, mission, and goals of the school.
	Explanation of how learning best occurs is general in nature or does not relate to vision, mission and educational program of the school.	<u>Explanation of how learning best occurs is included and loosely relates to the vision, mission and educational program of the school.</u>	Explanation of how learning best occurs is included and relates to the vision, mission and educational program of the school.	Explanation of how learning best occurs is included and directly aligns to the vision, mission and educational program of the school.
Instruction	The school identifies quality instruction that is research-based and has been effective in meeting the needs of the target population.			
	Instructional practices are not addressed.	<u>Instructional practices are insufficiently addressed to demonstrate an effective school framework for the targeted student population.</u>	Instructional practices support the educational philosophy, are clearly articulated and demonstrate an effective school framework for the targeted student population.	The educational philosophy and instructional techniques are clearly aligned and articulated. The instructional practices are proven to be successful with similar student populations.
	There is no connection between the proposed instructional practices and the mission.	<u>The school does not effectively connect the proposed instructional practices with the school's mission.</u>	The school's proposed instructional practices support and are aligned with the schools mission.	The school's proposed instructional practices support and are aligned with the schools <u>mission and vision.</u>
	There is no description regarding how instruction will be differentiated to meet student needs.	<u>The school insufficiently describes how instruction will be differentiated to meet student needs.</u>	The school describes how instruction will be differentiated based on identified student needs.	The school describes how instruction will be differentiated based on identified student needs and examples are provided.
	Research to support the proposed instructional practices is not provided.	<u>Research to support the proposed instructional practices is limited or unreliable.</u>	Research on the instructional practices is included in the appendices.	Research on the proposed instructional practices with the chosen population and curriculum is included in the appendices.
Curriculum	The school is proposing to use a clearly defined, research-based curriculum with the potential to raise the achievement of the intended student population, and that is aligned to district and state standards.			
	The curriculum framework is not presented clearly and does not align with the school's stated mission and goals.	<u>The curriculum framework is partially defined; however the alignment to the school's stated mission and goals is unclear.</u>	The curriculum framework is presented and aligned with the school's stated mission and goals.	The curriculum framework is clearly presented and alignment to the schools stated mission and goals is clearly articulated.
	There is no evidence that the chosen curriculum is aligned with state and district standards.	<u>Evidence that the chosen curriculum is aligned with state and district standards is insufficient.</u>	There is sufficient evidence that the chosen curriculum is aligned with state and district standards.	There is clear and abundant evidence that the chosen curriculum is aligned with state and district standards.
	The description of the curriculum lack sufficient detail to determine whether it is aligned across the school for all grade levels.	<u>The description of the curriculum presented does not provide sufficient detail regarding alignment, objectives, content, and skills for all grades the school will serve.</u>	A plan for a fully aligned curriculum is presented and provides the appropriate level of detail for the objectives, content and skills for each subject and for all grades the school will serve.	A fully aligned curriculum is presented and includes objectives, content and skills, learning outcomes, and promotion and exit standards for all grades the school will serve.
	High school credit requirements and course descriptions are not provided.	<u>High school credit requirements and course descriptions are insufficiently described.</u>	High school credit requirements and course descriptions are included and clearly articulated.	High school credit requirements in comparison to district requirements and course descriptions of all class offerings are included.

	A description of course offerings is not provided.	<u>Course offerings are insufficient, or do not reflect a cohesive alignment.</u>	Course offerings reflect an organized, cohesive curricular design.	Course offerings reflect an organized, cohesive curricular design that is aligned with the school's mission and philosophy. Any off-the-shelf curricular materials chosen are named, along with an explanation of why they were chosen.
	Research to support the chosen curriculum is not provided.	<u>Research to support the chosen curriculum is limited or unreliable.</u>	Research on the chosen curriculum is included in the appendices.	Clear research on the success of the chosen curriculum when used with the target population, along with the rationale of why chosen, is included in the appendices.
Structure	The school's organizational structure places a priority on implementing the chosen curriculum with fidelity and in its entirety.			
	A school calendar and schedule are not provided.	<u>The school calendar and schedule do not demonstrate statutory compliance for student contact hours, or are not sufficient to ensure a viable curriculum.</u>	The school calendar and schedule both demonstrate compliance with statutory requirements for student contact hours, and are sufficient to ensure a viable curriculum.	The school calendar and schedule both demonstrate compliance with statutory requirements for student contact hours, and the school has articulated that the curriculum is strong and implementable.
	A description of the organizational structure of the school is not sufficient to support implementation of the curriculum.	<u>The description of the organizational structure of the school does not sufficiently demonstrate enough support to fully implement the curriculum.</u>	A description of the organizational structure of the school demonstrates enough support to fully implement the curriculum.	A description of the organizational structure of the school demonstrates enough support to fully implement the curriculum and monitor ongoing modifications to the curriculum.
	<u>The school has no process in place to identify students who are struggling academically and to determine the cause and how this need will be addressed.</u>	The school has a partial plan in place to identify and meet the needs of students who are struggling, and to identify students with special needs. RTI is mentioned, but details are not provided.	The school has a plan in place to meet all legal requirements to identify students with special needs, to include IDEA, FAPE, and IEPs. Intervention strategies for the 3 tiers used in RTI (Response to Intervention) are identified.	The school has a plan in place to meet all legal requirements to identify students with special needs, to include IDEA, FAPE, IEP, ALP, and 504. Intervention strategies for the 3 tiers used in RTI (Response to Intervention) are fully described.
	The school has no plan in place to identify and meet the needs of any Special Ed students who enroll at the school.	<u>The school has a partial plan in place to identify and meet the needs of any Special Ed students who enroll at the school.</u>	The school has a plan in place to identify and meet the needs of any Special Ed students who enroll at the school.	The school has a plan in place to identify and meet the needs of any Special Ed students who enroll at the school. Strategies and interventions are fully described.
	The school does not address how staffing allocations will be used to meet the needs of students.	<u>The school has provided a vague plan to provide staff to meet the needs of students, but does not clearly identify staffing allocations.</u>	The school has provided a plan to provide adequate staff to meet the needs of all students that includes a licensed Special Ed teacher.	The school has provided a plan to provide adequate staff to meet the needs of all students that includes a licensed Special Ed teacher. A timeline that fully describes the development of the staffing and instructional and curricular plans is included.
	<u>There is no provision for ongoing monitoring of this student group.</u>	NA	The school identifies the need for ongoing monitoring of this student group.	The school provides exit standards and plans for ongoing monitoring of this student group.

The budget does not reflect costs involved in addressing the needs of special populations.	<u>The budget reflects some of the costs involved in addressing special populations; however, sufficient detail is not provided.</u>	The budget reflects allocation for resources, staffing, and training needed to serve the needs of special populations.	The budget reflects allocation for resources, staffing, and training needed to serve all students' needs. It includes expenditures beyond the IDEA federal funds.
<u>Transportation plans for special needs students are not included.</u>	Transportation plans for special needs students are vague and/or not included in the budget.	Transportation plans for special needs students is addressed and appropriately budgeted for, even if transportation is not provided for general student population.	Comprehensive plan for transporting special needs students is included. Budget includes a line item specifically for this transportation.
<u>Research on interventions and chosen materials is not provided.</u>	Limited research on interventions and chosen materials is referenced.	Research on interventions and chosen materials is included in the appendices.	Research on effective strategies and support materials, with the identified populations, is included in the appendices.
Plans for working with the parents are not included or not realistic.	<u>Plans for working with the parents are vague or incomplete.</u>	Plans for working with parents of detailed and include communication with the non-charter school.	Plans for working with the parents illustrate an understanding of the complexity of the issue and/or include an understanding of the district policies regarding dual enrollment issues.
A policy for dual enrollment has not been created or is not available in the handbook.	<u>The policy for dual enrollment is vague or incomplete.</u>	The student handbook includes the policy for dual enrollment clearly stated for parents to review.	The dual enrollment policy is included in the student handout. The specific policy is also included with this petition.
The school has no plan in place to identify and meet the needs of any Gifted and Talented students who enroll at the school.	<u>The school has a partial plan in place to identify and meet the needs of any Gifted and Talented students who enroll at the school.</u>	The school has a plan in place to identify and meet the needs of any Gifted and Talented students who enroll at the school.	The school has a plan in place to identify and meet the needs of any Gifted and Talented students who enroll at the school. Strategies and interventions are fully described.
<u>There is no provision for ongoing monitoring of GT students.</u>	There are vague references to monitoring GT students.	The school identifies the need for ongoing monitoring GT students	The school provides exit standards and plans for ongoing monitoring of GT students
The budget does not reflect costs involved in addressing the needs of GT students	<u>The budget reflects some of the costs involved in addressing special populations; however, sufficient detail is not provided.</u>	The budget reflects allocation for resources, staffing, and training needed to serve the needs of GT students.	The budget reflects allocation for resources, staffing, and training needed to serve all students' needs.
The school has no plan in place to identify and meet the needs of any English Language Learners students who enroll at the school.	<u>The school has a partial plan in place to identify and meet the needs of any English Language Learners students who enroll at the school.</u>	The school has a plan in place to identify and meet the needs of any English Language Learners students who enroll at the school.	The school has a plan in place to identify and meet the needs of any English Language Learners students who enroll at the school. Strategies and interventions are fully described.
There is no provision for ongoing monitoring of LEP/ELL students.	<u>Monitoring plans for LEP/ELL students is vague or incomplete.</u>	The school identifies the need for ongoing monitoring LEP/ELL students.	The school provides exit standards and plans for ongoing monitoring of LEP/ELL students.

<p><u>The budget does not reflect costs involved in addressing the needs of LEP/ELL students.</u></p>	<p>The budget reflects some of the costs involved in addressing LEP/ELL students; however, sufficient detail is not provided.</p>	<p>The budget reflects allocation for resources, staffing, and training needed to serve the needs of LEP/ELL students.</p>	<p>The budget reflects allocation for resources, staffing, and training needed to serve all students' needs.</p>
<p>Evaluator Comments and Questions</p>			
<p>Written Proposal</p>			
<p>Strengths:</p>			
<p>Concerns and Questions:</p> <ul style="list-style-type: none"> • Besides surveys, what research-based methods will you use to collect data to measure your progress towards your goals and objectives? • Please describe and clarify the instructional methodologies to be implemented in this project-based model. • Please expand on how the charter will identify, adopt, and evaluate curriculum. • What is the charter's curriculum resource procurement process? • How will the charter meet the math and science graduation requirements? • How will the charter develop, implement and evaluate formative and summative assessments? • How will the charter differentiate curriculum and instruction to meet the needs of individual students? • How will the charter assess citizenship skills? • How will the charter identify the technology skills students need within the curriculum? • How will the school provide tech support for curricular integration? • What is the charter's ongoing and summative grading and progress reporting system? What information will this system give to parents and students? 			
<ul style="list-style-type: none"> • How will transcripts be structured so they can be used, evaluated and understood by post-secondary institutions? • What challenges do the founders foresee in identifying highly qualified individuals with the certification necessary to teach multiple subjects? • Please provide a school calendar that defines the school year and the school day. • How will time be structured to allow for the large number of staff development/professional development hours identified within the application? • How will the teacher mentoring system be structured to provide the extensive support identified in the application? • How will the school provide advanced and dual credit opportunities? 			
<p>Meeting and/or interview</p>			
<p>Strengths:</p>			
<p>Concerns and Questions:</p> <p>School Goals: The goals listed for Odyssey Charter School (OCS) do not reference, nor does the application contain, a research base. The primary mode of measurement for the OCS goals is satisfaction surveys. The use of surveys as the primary evaluation tool lacks a research-base and does not explain how the data will be collected, analyzed or used by the school. Information will be reported to the board, but what information will be reported and how that information will be used is absent from the report.</p>			

Instruction: The petitioners explained how learning should take place at OCS. However, their explanation lacked any description of the instructional methodologies to be implemented. This section, after written or oral review, continues to be vague and does not clarify the instructional model of the school.

Curriculum: OCS plans to align the curriculum to Idaho Standards. The specifics of the curricular development process and goals of the curriculum are lacking. The petitioners do not identify a curriculum development model and do cannot clarify the desired curricular outcomes. When referencing curriculum, the term seems to be used to describe the written curriculum, textbooks/resources and instruction. These are each distinct and important components of a curriculum model that are either vague or lacking in the application.

Structure: A calendar to support delivery of the curricular and instructional model is missing from the application and was not available at the meeting. The petitioners informed the committee that the calendar had not yet been decided.

Dual Enrollment: Plans for working with parents are vague. Information will be distributed to parents but there is no plan delineating a process for accessing courses via the chartering district (i.e. schedule accommodations, clear explanation of transportation options, etc.).

Gifted and Talented: The application includes a partial plan for identifying gifted and talented students. The process identifies specific achievement tests, which limits students who may not have one of the specific assessments listed in their profile. Current state mandate requires districts/schools to meet students' needs in five different areas. The OCS application only addresses achievement. Absent from the GT plan are the following areas required by state mandate: ability, creativity, leadership, and performing arts. It is implied, within the application that the instructional model will give students opportunities in each of these area, but does not specifically address how students will be identified and what services are available within the classroom setting to meet the needs of students identified within a specific GT category. Again, during our meeting the petitioners informed the committee that these items would be worked out later in the process.

Overall Ranking:

The application reviewer provides an overall score for this application component.

Tab 4: Measurable Standards, Accreditation and Accountability

Topic	Ranking			
	Does Not Meet - 1	Partially Meets - 2	Meets - 3	Exceeds - 4
The school does not have measurable educational standards.	<u>The school has standards that are measurable, but there may be too few or too many goals for the school to successfully manage.</u>	The school has an appropriate and manageable number of measurable standards that reflect high expectations.	The school has an appropriate and manageable number of measurable standards that reflect high expectations and include benchmarks based on reliable research and data.	

Standards do not tie to the school's mission.	<u>Standards are vague and do not clearly tie to the school's mission.</u>	There is alignment of standards with the mission and vision of the school.	There is a clear description of alignment of standards with the mission and vision of the school.
<u>The stated objectives and strategies do not align with the measurable standards</u>	The stated objectives and strategies are aligned to the standards; however the selected objectives and strategies are not proven to be effective.	The stated objectives and strategies are aligned to the standards, and the selected objectives and strategies are tied to research and proven to be effective.	The stated objectives and strategies are fully aligned to the standards, and the selected objectives and strategies are tied to research and proven to be effective with the target population.
The measurable standards do not take into consideration the target populations.	<u>The measurable standards vaguely relate to the target population</u>	The measurable standards are appropriate for the target population.	The measurable standards are high and will encourage growth in all populations.
<u>The measurable standards do not reference the local district or state standards.</u>	The measurable standards are below the local school district and state standards.	The measurable standards meet the local school district and state standards.	The measurable standards exceed the local school district and state standards.
The methods of measuring all students' progress related to the standards is not included.	The methods of measuring all students' progress is include for some, but not all of the standards.	<u>The methods for measuring all students' progress for each standard are explained.</u>	Methods for measuring all students' progress is clearly outline for each standard and include a variety of assessment methods.
The school has no plan in place to evaluate the effectiveness of the academic program.	<u>The school states it will make changes to the academic program based on the results of evaluations; however, no plans or systems to track or evaluate data are included.</u>	A Student Information System (SIS) and data capabilities are described or the process for selecting them is described. The SIS and data will be used in conjunction with identified assessments that will be used to evaluate the effectiveness of the academic program.	A specific SIS, formative and summative assessments, and data warehouse are part of a system of information that will be used to evaluate the effectiveness of the academic program.
<u>No supporting research is provided.</u>	Supporting research is limited.	Research to support the school's evaluation process is included in the appendices.	Research on the effectiveness of the chosen pieces, with the identified population, is included in the appendices.
The school does not have a plan to monitor progress toward meeting the standards of the school.	<u>The school has a limited or insufficient plan to monitor progress toward meeting the standards of the school.</u>	The school has clearly described a plan to monitor progress toward meeting the standards of the school and the plan includes a description of how the school will make modifications based on data.	The school has clearly described a plan to monitor progress toward meeting the standards of the school and how the school will make modifications based on data. The process includes a how information gathered will be used to inform the school improvement process.
The school does not have a plan for annual reporting of standards to stakeholders and authorizer.	<u>The school has a vague plan for reporting results of related to the standards.</u>	The school has clearly described a plan to annually report standards to all stakeholders and authorizer.	The school has clearly described a plan to annually report standards to all stakeholders and authorizer. Additionally, the plan includes access to information for the general public.
The school does not specify a list of assessments, or the list of assessments is too limited in number to demonstrate an appropriate	<u>A preliminary list of assessments is provided; however the assessment plan does not sufficiently address</u>	A preliminary list of assessments is provided. The assessment plan includes an anticipated schedule of frequency,	The assessment plan reflects a comprehensive list of assessments. The assessment plan includes a full schedule of assessments. The plan

evaluation process.	<u>an anticipated schedule of frequency, or a plan to select additional assessments.</u>	and a plan to select additional assessments. The plan includes provisions for literacy testing, interventions, formative assessments, and summative assessments.	includes provisions for literacy testing, interventions, formative assessments, and summative assessments. The plan also addresses how information will be used to improve instructional practice and content.
The assessment plan is not completely clear, and does not show it will be aligned with state or district standards.	<u>Required state assessments are listed. Internal assessments will be aligned with state or district content standards, but no explanation is given as to how.</u>	Assessments will be chosen with curriculum, instruction, standards and legal requirements.	Assessments are aligned with curriculum, instruction, standards and legal requirements.
There is no plan for corrective action.	A plan for taking corrective action is generally described and does not include examples of interventions.	<u>A plan is clearly defined for taking corrective action, with examples of interventions.</u>	A comprehensive plan is clearly defined for taking corrective action, with many examples of interventions and scheduling of additional supports given.
<u>Research is not provided to substantiate the selected assessments.</u>	Limited research is provided or is unreliable to support the selected assessments and interventions.	Research on effectiveness of the selected assessments and interventions is provided in the appendices.	The school clearly demonstrates researched validity and reliability of selected assessments and interventions, with the identified population, which is included in the appendices.
<u>The petition does not address the impacts of the testing requirements on the instructional program and/or staff.</u>	The petition vaguely reflects an understanding of the impacts of testing requirements on the instructional program and staff.	The petition reflects a clear understanding of the testing requirements and impact to the instructional program and staff.	The structure of the school and instructional program will all the school to minimize the impacts of the testing requirements.
<u>The cost of assessments is not reflected in the budget.</u>	Some costs associated with testing are reflected in the budget.	The budget reflects the cost of assessment and monitoring programs.	The budget clearly reflects costs associated with assessment, evaluation, and monitoring programs.
The plan is not included or does not address all of the state requirements.	The plan is vague or unclear.	<u>The middle level credit plan is described in detail and aligns with the state requirements.</u>	The middle level requirements are clearly aligned with the local school district as well as the state requirements.
<u>The connection between the middle level credit requirements and the mission, vision, goals, and educational program is unclear.</u>	There is some connection between the middle level credit requirements and the mission, vision, goals, and educational program.	The middle level credit requirements align with the mission, vision, goals, and educational program of the school.	The middle level credit requirements enhance the educational program and directly align with the vision, mission, and goals of the school.
Student retention is not addressed in the petition.	<u>The plan vaguely addresses the issues associated with student</u>	The plan addresses issues of student retention on class size and enrollment issues.	The plan clearly outlines the impact of student retention and makes allowances for class size

	Middle level credit requirements are not included in the handbook.	<u>retention.</u> <u>The middle level credit requirements are briefly described in the handbook.</u>	The middle level credit requirements are included in the student handbook for review by parents and students.	and enrollment. The middle level credit requirement policy is included in the appendices.
	The school does not demonstrate an understanding of the accreditation process.	<u>The school demonstrates a limited understanding of the accreditation process.</u>	The school demonstrates an understanding of the accreditation process.	The school demonstrates an understanding of the accreditation process, and has articulated how the goals and objectives of the school align with the accreditation process.
	The school does not demonstrate an understanding of state reporting and accountability process.	<u>The school demonstrates a limited understanding of state reporting and accountability process.</u>	The school demonstrates an understanding of state reporting and accountability.	The school demonstrates an understanding of state reporting and accountability and has articulated how the goals and objectives of the school align with state accountability priorities.
	The school has not described a plan to meet state performance measures.	<u>The school has insufficiently described a plan to meet state performance measures.</u>	The school has described a plan to meet state performance measures (achievement, growth, growth gaps, and post-secondary/work force if HS).	The school has described a plan to meet state performance measures and has made connections between these measures and the goals of the school.
	The school does not address AYP.	<u>The school has provided an insufficient plan to meet AYP.</u>	The school has clearly described a plan to meet Adequate Yearly Progress (AYP).	The school has clearly described a plan to meet AYP and has provided clear connections between AYP the goals of the school and state accountability frameworks.
	The petition does not include a plan or there is no understanding of the requirements of being identified as "in need of improvement."	The petition outlines a school improvement plan that demonstrates a vague understanding of the requirements and impact of being identified as "in need of improvement."	<u>The petition outlines a school improvement plan that demonstrates a clear understanding of the impact of being identified as "in need of improvement."</u>	The petition outlines a school improvement plan that demonstrates a clear understanding of the impact of being identified as "in need of improvement" and includes steps to avoid reaching that stage.
Evaluator Comments and Questions				
Evaluation	Written Proposal			
	Strengths:			
	Concerns and Questions: <ul style="list-style-type: none"> • Please describe the process the charter school will use to administer the ISAT test. • Please describe what alternate route you will use for students who do not pass a portion of the ISAT – 10. • How will students at grades 7 and 8 be able to recover credits according to the alternate mechanism? Please explain what the alternate mechanism will be for the charter school. • As part of accreditation, the school must meet various standards. Some of these standards address services such as counseling and library (media center) services. How will the charter 			

<p>school provide these services?</p> <ul style="list-style-type: none"> • The petition did not budget for required and identified assessments. Please explain how the charter will fund testing (proctors, technology, etc.). • The charter assessment plan does not address Response to Intervention (universal screeners and progress monitoring). How will the charter assess student success, provide appropriate interventions and monitor individual student progress outside of state assessments such as the ISAT and SAT?
<p>Meeting and/or interview</p>
<p>Strengths:</p>
<p>Concerns and Questions: The charter petition reflects a basic knowledge of the compliance requirements, but little detail regarding implementation specifics. The assessment plan also only includes state mandated assessments and not formative assessments or summative assessments that would ensure students are learning and meeting the charter's goals and objectives. Petitioners shared with the committee that many of the assessment details will be addressed at a later time and will include teacher input.</p>
<p>Overall Ranking: The application reviewer provides an overall score for this application component.</p>

Tab 5: Governance Structure, Parental Involvement, Audits				
Topic	Ranking			
	Does Not Meet - 1	Partially Meets - 2	Meets - 3	Exceeds - 4
Governance structure is not included.	<u>Governance structure is briefly outlined.</u>	Governance structure explanation of the school is clearly explained.	Governance structure is clearly explained with consideration given to all stakeholders of the school.	
Supporting documents detailing the governance structure are not provided.	<u>Supporting documents for the governance structure are provided, but are insufficient in number or detail.</u>	The explanation of the structure is supported by an organizational charter and the bylaws.	Supporting documents detailing the governance structure (such as an organizational chart, key job descriptions, draft board policies, bylaws, School Accountability Committee description, etc.) are provided, and evidence is provided to demonstrate compliance with the guiding documents.	
<u>There is no description of the roles and responsibilities of the board and the roles and responsibilities of the school's administrator.</u>	There is a partial description of the roles and responsibilities of the board and the school's administrator; however the description does not sufficiently address the distinction between roles.	There is a clear description of the separation between the roles and responsibilities of the board and the roles and responsibilities of the school's administrator.	There is a clear description of the separation between the roles and responsibilities of the board and the roles and responsibilities of the school's administrator, and evidence is provided to demonstrate compliance with the stated distinctions.	
Legal accountability is vague and/or not aligned with state law.	<u>Legal accountability is briefly discussed.</u>	Legal accountability is defined, comprehensive and aligned with state laws.	Thorough explanation of legal accountability is included in the petition. It is clear the founders understand the associated issues.	
Go ver	The board has a wide range of experienced board members with the capacity to oversee a successful school, and a commitment to do so.			

	Board membership reflects a lack of diverse experiences and skills.	<u>Board membership reflects some diversity of experience and skills.</u>	Board membership reflects diverse experiences and skills (such as education, management, financial planning, law, and community outreach).	Board membership reflects diverse experiences and skills (such as education, management, financial planning, law, and community outreach), including experience with charter school leadership.
	<u>A plan to recruit board members with identified skill sets does not exist. No specific needs or qualifications for board members are listed.</u>	A plan to recruit board members exists, but will not likely result in recruiting board members with identified skill sets.	A plan is in place to recruit board members with identified skill sets.	A plan is in place to recruit highly qualified board members with identified skill sets.
	Board member information is not provided.	Only board member names are provided.	<u>Board member resumes are included in the petition.</u>	Board member resumes are included in the application, and all board members' resumes are included as an attachment.
	Board members do not sign a Board Member Agreement.	It is unclear if board members will sign an agreement or not.	<u>All board members will sign a Board Member Agreement.</u>	All board members will sign, or have already signed, a Board Member Agreement, and a draft of the agreement is attached.
There is a clear description of the initial transition to an official board, elections, removal, term limits, the decision process, and roles and powers of the board vs. the school's administrator. Adequate structures are in place to provide rigorous oversight and support. Note: this information may be included in the petition, Articles of Incorporation, or Bylaws.				
Governance Process	There is no description of the process to transition to an official board.	<u>There is a partial explanation of the transition to an official board.</u>	There is a clear explanation of the initial transition to an official board.	There is a clear explanation of the initial transition to an official board and evidence is provided to demonstrate that this transition is complete.
	There is no description of the board election process, decision making process, or the board membership terms.	<u>There is a partial explanation of the board election process, decision making process, or the board membership terms.</u>	There is a clear explanation of the board election process, decision making process, or the board membership terms.	There is a clear explanation of the board election process, decision making process, or the board membership terms and evidence is provided to demonstrate compliance with the stated processes.
Legal Compliance	Legal Compliance with Open Meetings and Public Records laws, conflicts of interest, and grievance process are explained.			
	There is no explanation of how the school plans to comply with Open Meetings Laws.	<u>There is a partial explanation of how the school plans to comply with Open Meetings Laws.</u>	There is a complete explanation of how the school plans to comply with Open Meetings Laws (agendas posted 24 hours in advance, quorums, executive session procedures, board meeting frequency and focus, etc.).	There is a complete explanation of how the school plans to comply with Open Meetings Laws (agendas posted 24 hours in advance, quorums, executive session procedures, board meeting frequency and focus, etc.) and evidence is provided to demonstrate compliance with Open Meetings Laws.
	There is no explanation of how the school plans to comply with Public Records Laws.	<u>There is a partial explanation of how the school plans to comply with Public Records Laws.</u>	There is a complete explanation of how the school plans to comply with Public Records Laws (meeting minutes, accessibility of school business documents, etc.).	There is a complete explanation of how the school plans to comply with Public Records Laws (meeting minutes, accessibility of school business documents, etc.) and evidence is provided to demonstrate compliance with Open Records Laws.

	<u>Neither a conflict of interest policy, nor a complaint policy is included as an attachment.</u>	Either a conflict of interest policy, or a complaint policy, is provided as an attachment.	Conflict of Interest and complaint policies are included as attachments.	Conflict of Interest and complaint policies are included as attachments, and evidence is provided to demonstrate compliance with the policies.
Governance Training and Evaluation	There is an ongoing and comprehensive plan for annual board trainings and evaluations that include internal and external reviews.			
	<u>There is no plan for board member training.</u>	A plan is in place for board training; however it does not make use of the online board training modules, or the plan is not on-going or comprehensive, primarily addressing training as a one-time event.	A comprehensive plan is in place for board training and continuous improvement that includes certification through the online board modules for all new board members.	An ongoing comprehensive plan and training calendar are in place for board training and continuous improvement that includes certification through the online board modules for all board members.
	There is no plan for evaluating the board.	<u>The plan for annual self-evaluation is insufficient.</u>	An annual self-evaluation of board function and effectiveness is in place.	An annual self-evaluation of board function and effectiveness is in place and a draft of the evaluation tool is included as an attachment.
	<u>There is no evidence that funding or time are allocated to ensure board member training.</u>	Funding and time allocations for board training are insufficient.	There is money in the budget and time allotted in the calendar to ensure board training for all new board members.	There is money in the budget and time allotted in the calendar to ensure initial board training for all board members and ongoing continuous improvement for the full board.
There has been little or no parent and community involvement in the concept for the school or the development of the school.	<u>The school demonstrates some parent and community involvement in the concept for the school and the development of the school.</u>	The school demonstrates parent and community involvement in the concept for the school and the development of the school.	There is strong evidence to demonstrate parent and community involvement in all phases of the schools development.	
The petition contains no discussion of parental involvement in the governance of the school.	<u>The plan provides ideas for parental involvement but does not ensure it.</u>	A clear plan is provided to ensure parental involvement in the governance of the school.	The plan outlines numerous ways and ensures authentic parental involvement in the governance of the school.	
The school has provided little or no information about volunteer requirements or opportunities.	<u>The school has provided a limited description of the volunteer requirements and opportunities; however, it is apparent that volunteers play a significant role at the school.</u>	The school has clearly described the volunteer requirements and opportunities at the school.	The school has clearly described the volunteer requirements and opportunities at the school. Evidence of a large volunteer pool is provided along with exemplary practices in recruiting and retaining volunteers.	
There is no plan to conduct a financial audit.	<u>A financial audit will be conducted, with no mention of who will perform the audit.</u>	An independent financial audit will be conducted by a qualified CPA, with a statement included that the school will address any concerns.	An independent financial audit will be conducted by a qualified CPA, with timelines given along with a plan to address any concerns.	

There is no plan to conduct a <u>programmatic audit</u> .	<u>A programmatic audit will be conducted, with no mention of who will perform the audit.</u>	An independent <u>programmatic audit</u> will be conducted by the Idaho Charter School Network (ICSN) or other independent group with a statement included that the school will address any concerns.	An independent <u>programmatic audit</u> will be conducted by Idaho Charter School Network (ICSN) or other independent group, with timelines given along with a plan to address any concerns.
No plan is in place to report financial information to the community or chartering authority.	<u>The school provides limited information about financial reporting and does not demonstrate an understanding of the Financial Transparency requirements.</u>	The school demonstrates a clear understanding of and compliance with the Financial Transparency requirements.	The school demonstrates a clear understanding of and compliance with the reporting and Financial Transparency requirements and has provided sample financial templates and reports.
Annual reporting is not included in the petition.	<u>The plan for annual reporting is vague or incomplete.</u>	The school demonstrates an understanding of the requirements of the annual reporting to the authorizer.	The school demonstrates a clear understanding of the annual reporting requirements and has outlined who is responsible for completing the reporting.
<u>The costs of the audits are not included in the budget.</u>	The budget reflects the cost of one of the audits, but not both.	The budget reflects the costs for the financial and programmatic audits.	The budget reflects the cost of both audits as well as the costs for the annual report.

Evaluator Comments and Questions

Written Proposal

Strengths:

Concerns and Questions:

- The petition lists how parents will be encouraged to be involved in various school activities. How will the school ensure parent involvement? How will the school react if parents refuse or are unable to be involved at the preferred level?
- The handbook calls for “much communication” with parents, but how will that communication take place?
- The handbook calls for parents to become familiar with school activities, academic programs, review teaching materials and textbooks, and also volunteer and participate in campus organizations. It appears, however, that the burden to become familiar with programs falls on the parents. How will the school communicate this information to parents?
- The handbook encourages parents to attend “scheduled conferences” but how often will those conferences be held? What format will they follow?
- The petition only states that the charter school will have a complaint process similar to those used by local school districts. Local districts have very detailed and different complaint processes. What exact process will the charter school use to address parent, staff and/or patron complaints?
- Again, the petition only states that the charter school will meet the Idaho Board of Education’s Thoroughness Standard when it comes to providing a safe environment conducive to learning. How will the charter school actually provide this environment? What policies and procedures will the school have in place to ensure student and staff safety? What policies and procedures will the school have in place to prevent a school crisis? What policies and procedures will the school have in place to respond to a school crisis?
- How will the charter provide opportunities for board members for training and continuous improvement? How will the charter provide initial board training? Is there a schedule and comprehensive plan for annual board trainings and evaluations?

Evaluation

Meeting and/or interview	
Strengths:	
Concerns and Questions: The complaint process and dispute resolution processes are vague. Many of our specific questions regarding governance were not answered because they were issues that would be determined later. Board training was limited to ISBA conferences.	
Overall Ranking:	The application reviewer provides an overall score for this application component.

Tab 6: Employee Requirements				
Topic	Ranking			
	Does Not Meet - 1	Partially Meets - 2	Meets - 3	Exceeds - 4
Teachers will be certified, but other qualifications are not addressed.	<u>Teachers will be certified and other qualifications are vaguely addressed.</u>	Qualifications for teachers are described. All teachers will be certified.	Qualifications for teachers and support staff are included. All staff will be appropriately certified.	
There is no evidence that the school will require all members of the teaching staff to be Highly Qualified.	<u>The school plans to vaguely address Highly Qualified status.</u>	All teachers will be Highly Qualified.	All teachers will be Highly Qualified and the school provides a description of how it will be verified and tracked.	
<u>The administrator's qualifications are not described and there is no description of a process for hiring.</u>	The administrator's qualifications are described; however, there is no description of a process for hiring the administrator.	The administrator's qualifications are described, and a plan to hire the administrator is described.	The administrator's qualifications are described, and a plan to hire the administrator is described. Evidence of a plan to hire a highly qualified administrator is provided.	
Contracts are not addressed in the petition.	<u>The contracts will be state approved, but the petition does not mention it is conditional based on certification.</u>	The petition states all teachers and administrators will be on state approved contracts and that it is conditional upon the valid certification.	The petition states all teachers and administrators will be on an approved contract and that it is conditional upon the valid certification. A plan for tracking is included in the petition.	
Transfer rights of employees are addressed incorrectly.	<u>Transfer rights of employees are vaguely addressed.</u>	Transfer rights of employees are clearly explained.	Transfer rights of employees are clearly addressed and include references to associated district policies.	
Collective bargaining is not addressed in the petition.	Collective bargaining is vaguely addressed.	<u>The petition specifically states that staff will be a</u>	The petition provides a detailed explanation of negotiation	

		<u>separate unit for collective bargaining.</u>	practices and addresses collective bargaining.
Employee benefits are not discussed.	<u>References to the employee benefits are vague or incomplete.</u>	The required employee benefits are clearly outlined.	The employee benefits are discussed in detail and include benefits beyond the required.
The budget does not include benefits.	<u>The budget reflects only the state reimbursement rate for benefits.</u>	The budget reflects the costs of all benefits.	The budget reflects the cost of all benefits and includes bids for health insurance policies.
There is not a clear process for evaluating teacher effectiveness.	<u>There is a process for evaluating teacher effectiveness; however it is unclear as to how this is tied to student academic performance.</u>	There is a clear process for evaluating teacher effectiveness and this will be tied to student academic performance.	A comprehensive evaluation of teacher effectiveness is tied to student academic performance. The teacher evaluation rubrics are included in the appendices.
<u>The frequency of evaluations is not discussed.</u> <u>-OR-</u> <u>No evaluation plan is provided.</u>	The frequency of the evaluations is vague or inconsistent with best practices.	The frequency of evaluations is included and follows Board Rules.	The frequency of evaluations is included and follows Board Rules and best practices or research based models.
<u>The plan for underperforming teachers is not included.</u> <u>-OR-</u> <u>No evaluation plan is provided.</u>	The plan for working with underperforming teachers is vague or incomplete.	The plan for working with underperforming teachers is clearly detailed.	The plan for working with underperforming teachers provides specific steps to be taken and includes timelines for the process.
<u>There are no links between the evaluation process and the curriculum.</u> <u>-OR-</u> <u>No evaluation plan is provided.</u>	<u>Links between the evaluation plan and implementing the curriculum are lacking or vague.</u>	<u>The evaluation plan includes clear links to implementing the curriculum with fidelity (through professional development and expected collaboration) and high expectations.</u>	<u>The evaluation plan includes clear links to implementing the curriculum with fidelity and high expectations. A draft of the staff evaluation tool is provided.</u>
<u>The plan for the Local District Evaluation Policy is not included.</u>	A basic plan meeting the minimum requirements for the Local District Evaluation Policy is included.	A detailed plan for meeting the requirements for the Local District Evaluation Policy is included.	A comprehensive plan for all evaluations is included and a copy of the Local District Evaluation Policy is provided as an appendix.
<u>The budget does not include any costs for evaluations.</u>	The budget for evaluations is included with other items or is unclear.	The budget includes line items for the cost associated with evaluations; included related professional development.	The budget includes the all of the cost for evaluations and is explained in the budget assumptions.
<u>There is no description of a process for evaluating the administrator.</u>	The plan for evaluating the administrator is incomplete or not research based.	The plan for administrator evaluations is research based and detailed.	The plan for evaluating the administrator is comprehensive and research based. A draft of the administrative evaluation tool is provided.

	Frequency and responsibility are not discussed -OR- <u>The administrative evaluation plan is not included.</u>	The plan for evaluating the administrator may be too infrequent and/or the responsibility for the evaluation is not clearly defined.	The frequency of the evaluation and person responsible is included in the plan.	A detailed timeline for the evaluation is included, as well as the individual(s) responsible for the evaluation.
	<u>Requirement for background check is acknowledged, but not explained.</u>	Requirements and process are briefly explained.	Requirements and process for background checks is clearly explained.	Requirements and process for background checks is clearly explained and includes a timeline and method for tracking.
The school provides professional development that is based on evaluated teacher needs, that is aligned with the school's mission, helps teachers meet school goals, and addresses any shortcomings in student learning, as identified by the Performance Management Plan.				
Teacher Quality and Professional Development	Professional Development (PD) offerings are minimal and are not aligned with the school's educational philosophy or based on teacher need or student progress monitoring.	<u>There is an intention to base professional development on teacher need and student progress, but no clear plan is in place.</u>	Professional Development and programmatic changes will be determined based on thorough data-analysis, and a list of initial trainings is provided.	Professional Development and programmatic changes will be determined based on thorough data analysis, and a comprehensive list of initial trainings, timing of trainings, and the person responsible for evaluating need is provided.
	<u>No time is allotted in the calendar for PD.</u>	The school offers some professional development days that are noted in the calendar.	Time is allotted in the calendar and schedule for ongoing PD, data-analysis and collaborative planning.	Time is allotted in the calendar and schedule for ongoing PD, data analysis and collaborative planning. The professional development plan is aligned to standards and to the teacher effectiveness evaluation.
Teacher Quality and Professional Development	The budget does not include funding to support the professional development plans.	<u>The budget includes insufficient funding to support the professional development plans.</u>	The budget reflects funding estimates to support professional development plans.	The budget fully supports the professional development plans, with reliable assumptions used for financial information.
Evaluator Comments and Questions				
Evaluation	Written Proposal			
	Strengths:			
Concerns and Questions:				
<ul style="list-style-type: none"> • Please describe how and when the administrator will be hired. What are the requirements for this position? • Please describe your recruiting strategy and the estimated budget costs associated with it. When will you recruit and hire your staff? • Describe the benefits the school offers to its staff. Share how the insurance plan(s) will be selected and what portion of the cost will be borne by the school and what portion will be borne by the staff members. • How will the paraprofessionals be used in your school? • Who will be responsible for tracking certifications, credits, highly qualified status, background checks, previous employment history, etc? • Who will evaluate the administrator and how will it be completed? 				

<ul style="list-style-type: none"> • Please describe the evaluation process for staff members? What will be the process to correct performance issues? • What types of professional development will be offered to the staff and what purpose will it fulfill? How will it support the overall philosophy of the school?
Meeting and/or interview
Strengths:
Concerns and Questions: There is no information on the recruiting or hiring of the staff or director. The cost of employee health insurance as listed in the budget appears to be too low to actually purchase insurance benefits for the employees. The teacher evaluation process is incomplete and provides no specifics. There is no budget for evaluations. There is no plan for the evaluation of the director. The professional development section remains very vague.
Overall Ranking: The application reviewer provides an overall score for this application component.

Topic	Ranking			
	Does Not Meet - 1	Partially Meets - 2	Meets - 3	Exceeds - 4
The admissions procedures are vague and incomplete.	The admissions procedures are briefly explained and do not include timelines for the process.	<u>The admissions procedures are clearly explained and include general timelines for the process.</u>	The admissions procedures are clearly explained, include specific timelines for the process, and sample application forms.	
The school has an over-enrollment process that is not in compliance with state statute.	The school has an over-enrollment process that is in partial compliance with state statute.	<u>The school has an over-enrollment process that is in full compliance with state statute.</u>	The school has an over-enrollment process that is in full compliance with state statute and is exemplary in providing fair and equitable access to the school.	
The description of the enrollment process is insufficient and/or inequitable.	<u>The school has provided a description of the enrollment process; however, the description lacks clarity regarding some aspects of the process.</u>	The school has provided a clear description of the enrollment process including criteria for enrollment decisions, withdrawals, and transfers.	The school has provided a clear description of the enrollment process including criteria for enrollment decisions, withdrawals, and transfers. Draft enrollment policies are attached.	
The equitable selection process includes preferences groups not allowed by state law.	The equitable selection process description of preference groups is unclear or vague.	<u>The equitable selection (lottery) process includes only groups that are allowed in state law. The preferences groups are explained.</u>	The equitable selection process includes only the preference groups allowed by state law and provides specific examples of those groups. Policies regarding the preference groups are included with the petition. (For example a policy defining the Founders preference group.)	

The enrollment capacity only addresses the total capacity.	<u>The enrollment capacity of the charter school is outlined for the first year and includes the total school capacity.</u>	The enrollment capacity of the charter school is outlined for the first year and includes the total school capacity as well as grade level capacity.	The enrollment capacity provides an explanation for the capacity and includes the specific growth plan for the school. Capacity is defined for class size, grade level, and entire school.
The process for developing waiting lists is unclear or raises many questions.	The process for developing waiting list is generally explained and raises few questions.	<u>The process for developing waiting lists is clearly outlined.</u>	There is a specific process outlined for developing waiting lists by grade and includes the handling of the preference groups.
Process for renewing the waiting lists is not addressed.	The process for renewing the waiting list is vague.	<u>The process for renewing the waiting list is clearly described.</u>	Annual renewal of the waiting list is clearly defined, as is the process for maintaining the list.
Public school alternatives are not addressed.	<u>Public school alternatives are described as "other public schools within the district."</u>	Public school alternatives are included and specific schools in the area are mentioned by name.	Public school alternatives are listed by name and include other charter schools and virtual public schools.

Process for making citizens aware of the enrollment opportunities is vague.	<u>Process for making citizens aware of the enrollment opportunities is explained and general in nature. No timelines are included in the description.</u>	Process for making citizens aware of the enrollment opportunities are clearly defined and include specific timelines required by state law. Several methods for informing the public are included.	A marketing plan for the school is defined and includes a variety of methods for informing the public of the enrollment opportunities are described. Opportunities to engage the public are described and are appropriate for the target population and local area.
<u>The school has not attempted to communicate with at-risk families.</u>	The school has engaged in some strategies for communicating with at-risk families.	The school has engaged in specific strategies for communicating with at-risk families and families who might not be aware of the school.	The school has engaged in specific strategies for communicating with at-risk families and families who might not be aware of the school. Evidence of interest in the school reflects that communication efforts have been successful.

The petition includes reasons for denial of attendance but does not explain the plan or process.	The petition outlines the plan for denial of attendance for most of the reasons listed.	<u>The petition outlines the plan for denial of attendance for all of the reasons listed and is included in the student handbook.</u>	The petition clearly outlines the plan for denial of attendance for all of the reasons listed and is included in the student handbook. A plan for communicating with the parents is included.
The school has provided some information about student discipline including suspension and expulsion.	The school has provided information about student discipline; however, information about expulsion or suspension is insufficient or	<u>The school's discipline procedures are clearly outlined. The school's climate is designed to minimize discipline issues, and include preventative actions for suspension and expulsion.</u>	The school's discipline procedures are clearly outlined. The procedures align with the school's mission and vision and encourage the development of a positive school culture.
The petition states that a policy will be developed or that the district's policy will be followed. It is unclear if the petitioners understand the expectation or requirements for this issue.	<u>The policy for contacting law enforcement and parents is vague or incomplete, as is the plan for providing it to students and parents.</u>	The policy for contacting law enforcement and parents realistic and implementable. The policy will be accessible for all patrons.	The policy for contacting law enforcement is realistic and implementable. It was developed with input from multiple groups and will be available for all patrons.
Health and safety procedures are provided, but incomplete.	<u>General procedures are outlined. It is unclear how they will be integrated into the school climate.</u>	The school climate is designed to ensure the health and safety of the students and staff. Specific procedures are detailed in the petition.	The school climate is clearly defined and follows best practices or research based methods for creating safe schools.
<u>The petition states that a policy will be developed or that the district's policy will be followed. It is unclear if the petitioners understand the expectations or requirements.</u>	The petition includes a rough plan that is not well defined.	The petition includes the school's policy and plan for suicide prevention, intervention, and postvention. Key staff roles are identified in the plan.	A comprehensive plan is outlined. The plan follows best practices and involves district and community experts as applicable. Related policies are included in the petition.
The petition states that a policy will be developed or that the district's policy will be followed. It is unclear if the petitioners understand the requirements of this law.	The Internet access policy is outlined,	<u>A realistic and enforceable policy regarding Internet access is described. Parent permission is addressed in the policy.</u>	A copy of the Internet access and use policy is included. The policy is realistic and enforceable. Parent permission is addressed.

Evaluation	The student handbook is included but is incomplete. It is difficult to determine the petitioners understanding of student policies.		<u>A copy of the student handbook is included with the petition. The procedure for access to the handbook is explained.</u>	A thorough handbook is included with the petition. Access for parents/guardians is explained. Access includes electronic methods as well as paper copies.
	Evaluator Comments and Questions			
	Written Proposal			
	Strengths: The charter school has a well-defined enrollment and lottery process. Denial of school attendance also meets state criteria. The internet use agreement is complete and detailed. Overall the student handbook is adequate.			
	Concerns and Questions:			
	<ul style="list-style-type: none"> The proposed student handbook includes a very broad description of "directory information," which seems a departure from common school practices and may violate privacy rights and create safety concerns for students and their families. What type of directory information will you actually share with the public? What procedure do you have for parent permission for release of information? The handbook uses Saturday School as a discipline consequence for truancy. How will the charter school staff and pay for Saturday School? The appeal process for attendance refers to the superintendent of school and the board of trustees. Does this language refer to the charter school or to Idaho Falls School District #91? Many times in the petition and in the handbook a reference is made to credits. Will the charter issue one credit per trimester? How long will each course be during the regular school day and how many days will each course meet? What is your process for accepting foreign exchange students and ensuring that students are appropriately placed and monitored? 			
	Meeting and/or interview			
	Strengths: See above.			
	Concerns and Questions: The charter needs to address FERPA requirements for student directory information as well as parent involvement and foreign exchange students. The charter is unclear about whether they will be awarding credits on a semester or trimester system. Details are also missing about how graduation requirements and credits will be earned, and these are areas that need clarification.			
	Overall Ranking: The application reviewer provides an overall score for this application component.			

Tab 8: Business plan, Transportation, School Lunch				
Topic	Ranking			
	Does Not Meet - 1	Partially Meets - 2	Meets - 3	Exceeds - 4
The business description is not included.	<u>The business description is vague and does not address both the non-profit corporation and the public school concerns.</u>	A clear well thought out business description is included and addresses the non-profit corporation and public school aspects of the business.	The business description is thorough and well thought out. It addresses the non-profit corporation/public entity concerns. It clearly addresses the challenges facing the entity.	

The marketing plan is non-existent.	<u>The marketing plan is vague or only addresses enrollment opportunities.</u>	A comprehensive marketing plan is included.	The comprehensive marketing plan extends beyond the initial year. It includes opportunities for partnerships and engages the community with the school.
Resumes are not included.	Only the current board members are resumes are included.	<u>Resumes are included the board of directors of the non-profit and the current board members.</u>	Resumes are included and are comprehensive
The school does not describe or address the development of financial policies.	<u>The plan to develop financial policies or existing policies are deficient or out of compliance.</u>	Financial oversight plans or intent of policies are described in the narrative, and show proper fiscal oversight.	All financial policies are included in the appendices, and provide fiscally responsible oversight.
<u>There is no process for evaluating expenditures.</u>	An evaluation process is described for evaluating expenditures against need; however, it is not clear if the evaluation includes mission alignment or how changes will be made based on the evaluation.	An evaluation process is described for evaluating expenditures against needs and mission alignment, and making changes based on this analysis.	An in depth evaluation process of financial spending decisions are based on a data-driven needs assessment, and mission alignment, and is included in the appendices.
The school does not address the purchasing procedures at the school.	<u>The school indicates that spending decisions will be regulated, however a clear description of the hierarchy and process is not provided.</u>	The school provides a clear description of the spending decision hierarchy at the school, and a general description of the process.	The school provides a clear description of the spending decision hierarchy, spending procedures, and the process that is involved in making purchases.
<u>The school does not follow generally accepted accounting practices and does not have any description of internal policies or controls.</u>	There is a plan to set the budget according to the IFARMS format, but that is not reflected in the budget attachment.	The budget is set up according to the basic IFARMS format.	The budget is set up according to the IFARMS format.
The school's organizational structure does not provide enough support to conduct business services.	<u>There is a plan to hire staff or a consultant to oversee the business services office, but no qualifications or responsibilities are provided.</u>	Job qualifications and responsibilities for the business services office are listed in the narrative.	Job descriptions and qualifications for the business services office are included for key areas.
A budget is included with very little information as to what the assumptions are based on, or the budget does not balance.	<u>A 3-year budget is included with little information as to what the assumptions are based on. It cannot be determined if the budget balances.</u>	A 3-year balanced budget is included.	A 3-year balanced budget is included along with a cash flow chart for the first year of operation.

Little or no detail is provided in the budget narrative.	<u>A limited budget narrative explanation is provided. There is minimal connection to the school's mission and focus.</u>	Budget narrative explains basic assumptions, how those were determined from reliable sources, and what budget changes will be made if actual enrollment does not meet projections.	Budget narrative clearly explains detailed assumptions and how they were obtained from reliable sources, and includes a description of what budget changes will be made if actual enrollment does not meet projections.
There is no connection of the budget to the school's mission and focus.	<u>The budget and content in sections of the charter application don't always match.</u>	Spending priorities align with the school's mission, curriculum, and plan for growth, and the budget clearly reflects the school plan described.	Spending priorities align with the school's mission, curriculum, professional development, and plan for growth, and the budget clearly reflects the school plan described throughout the application to include support services such as Professional Development, and the facility needs.
No long term planning is evident.	<u>The school has developed an inconsistent plan that includes plans to pursue some fundraising to meet their growth needs.</u>	The school has developed a fundraising plan and strategies that identify specific grantors, fundraising groups and areas of support.	The school has developed a fundraising plan and strategies which actively identifies grantors, involves different constituencies and diverse revenue sources.
Projected growth is not adequate to meet long range plans, or is not realistic.	<u>Projected growth may not be adequate to meet long range plans, or may not be realistic.</u>	Projected growth is adequate to meet long range plans for the chosen school model, staffing and facility needs.	Projected growth is adequate to meet long range plans for the chosen school model, staffing and facility needs. Projections are conservative and are based on realistic data.
The school has not provided a description of whether and how student transportation needs will be addressed.	<u>The school has provided a partial description of whether and how student transportation needs will be addressed.</u>	The school has provided a clear description of whether and how student transportation needs will be provided or student needs will be addressed.	The school has provided a clear description of whether and how student transportation services will be provided. The school has established a plan that complies with all state and federal regulations in order to meet student transportation needs.
<u>The plan to address the transportation needs of students does not take low-income low achieving students into consideration.</u>	The plan to address the transportation needs of students partially takes low-income low achieving students into consideration.	The plan to address the transportation needs of students takes low-income low achieving students into consideration.	The plan to address the transportation needs of students fully meets needs of low-income low achieving students.
The school budget does not reflect costs for addressing student transportation needs.	<u>The school budget reflects the costs for addressing student transportation needs; however, the costs are either unreasonable or insufficient to address the school's plan.</u>	The school budget reflects reasonable costs associated with implementing the schools plan to address student transportation needs.	The school budget reflects reasonable costs associated with implementing the schools plan to address student transportation needs and are based on written quotes.
The school has not provided a description of whether and how student food service	<u>The school has provided a partial description of whether and how student food service needs will be</u>	The school has provided a clear description of whether and how student food service needs will be provided or student needs	The school has provided a clear description of whether and how student food service services will be provided. The school has

needs will be addressed.	<u>addressed.</u>	will be addressed.	established a plan that complies with all state and federal regulations .
<u>The plan to address the food service needs of students does not take low-income low achieving students into consideration.</u>	The plan to address the food service needs of students partially takes low-income low achieving students into consideration.	The plan to address the food service needs of students takes low-income low achieving students into consideration. Methods for determining eligibility are realistic and implementable	The plan to address the food service needs of students fully meets needs of low-income low achieving students.
<u>The school budget does not reflect costs for addressing student food service needs.</u>	The school budget reflects the costs for addressing student food service needs; however, the costs are either unreasonable or insufficient to address the school's plan.	The school budget reflects reasonable costs associated with implementing the schools plan to address student food service needs.	The school budget reflects reasonable costs associated with implementing the schools plan to address student food service needs and are based on written quotes.

Evaluator Comments and Questions

Written Proposal

Strengths:

Concerns and Questions:

- What policies and procedures will you use for purchasing?
- Please explain your budget. Some of your budget items are inconsistent with the petition narrative. For example, the narrative lists 11 teachers and the budget only includes 8.6 teachers. The budget also does not include items such as PERSI sick leave, library items, dues and subscriptions.
- Please further explain your budget for transportation and furniture. The amounts listed for these two items are vague or too low.
- Please review the budget for us.
- Why do you feel it is realistic?
- What assumptions have you used in the budget? For example, have materials or services been donated? What grant money have you included?
- What other charter school budgets have you reviewed? Do those schools have similar student populations and programs as the school?
- What adjustments can you make in the budget if you don't meet the expected enrollment?
- The cash flow projection shows months where the cash flow will not cover expenses. You indicated that you will have a line of credit from a bank. What bank will you use and what will be the amount of the line of credit?
- The number of staff members in the narrative doesn't agree with the number in the budget. Please clarify.
- How were the FTE totals calculated for your teachers and for your classified staff members?
- Who will manage the purchasing process?
- You budgeted \$6,500 for maintenance and grounds? What will this cover?
- Will there be a counselor for the school?
- Who will be responsible for completing the payroll? Are there any dual controls built into the system?
- Please describe your plans to provide school lunch.
- How will transportation services be provided?

Evaluation

Meeting and/or interview	
Strengths:	
Concerns and Questions: Public school finance is very complex, and the petitioners were not able to provide specific information about financial and purchasing policies and procedures. The original budget did not match the narrative, although the committee provided a different budget after the Oct. 4 meeting. There is no allotment for PERSI sick leave entitlement in the budget. Transportation plans are also vague and the budget may not include adequate costs for transportation or child nutrition. The costs associated with maintenance and grounds are difficult to budget until a facility is selected. There also appears to be a cash flow problem.	
Overall Ranking:	
The application reviewer provides an overall score for this application component.	

Tab 9: Business Arrangements, Community Involvement, School Closure.

Topic	Ranking			
	Does Not Meet - 1	Partially Meets - 2	Meets – 3	Exceeds – 4
No information is provided as to what services will be purchased or contracted.	<u>Limited information is provided as to what services will be purchased or contracted.</u>	A list of services that will be contracted out is listed. For key partnerships, a description of services to be provided is included.	Specific purchased services are listed, and an agreement for each key partnership is included in the appendices	
Community partnerships are not addressed in the petition.	<u>Community partnerships are discussed in the petition, but not in this section.</u>	Partnerships discussed in the petition with community organizations are included. Agreements and/or letters of support are provided.	Comprehensive plans for community partnerships are included in the petition. Letters of commitment for partners are included in the petition.	
The dissolution plans are vague and/or incomplete.	<u>General plans for dissolution are included in the petition.</u>	Plan for termination is detailed and includes who is responsible for the dissolution.	A comprehensive plan is included. Specific individuals/positions are assigned to each task associated with the dissolution process.	
Payment for creditors is vaguely addressed.	<u>Payment for creditors is generally addressed, not priorities are given.</u>	Payment for creditors is addressed and includes a list of priorities for payment – if allowed by law.	Payment for creditors is outlined and includes specific timelines and priorities.	
No mention of the final financial audit is included.	<u>Final financial audit is vaguely addressed with other financial concerns.</u>	Final financial audit requirements are addressed.	Final financial audit is addressed and plans for payment and submission.	
Long term record storage is not addressed in the plans.	<u>Long term record storage plans are unclear.</u>	Termination plans address long-term storage of records to meet applicable laws.	Long-term storage of records is addressed and include secure methods for handling and storage.	

	Plans for student record transfer and notification are incomplete.	<u>Student record notification and transfer is vaguely addressed.</u>	Student record notification and transfer is clearly addressed.	Student record notification and transfer plan is realistic and includes plans for long term storage as needed.
	Personnel records are not addressed	<u>Plan for personnel records is vague.</u>	Plan for transferring personnel records is clearly addressed.	Plans for transferring personnel records are realistic, includes timelines and also addresses the final W-2 and tax statements.
	Assets will all be sold to the cover the creditor's claims. There is no distinction between those purchased with Federal funds and other funds.	<u>Plans for disposal of assets is unclear or incomplete.</u>	Disposal of assets follow state and federal guidelines.	Disposal of assets include specific plans for items purchased with federal funds, donations, and state funds.
	Evaluator Comments and Questions			
Evaluation	Written Proposal			
	Strengths:			
	Concerns and Questions:			
	<ul style="list-style-type: none"> • How will the school cultivate and maintain business partnerships? • How will internships and community service work be secured for students? • The petition includes a general description of projects. Please expand on these projects. What constitutes "improving the community in some way?" What rubric will be used to quantify students' academic, managerial or organizational contributions? What would constitute a successful project? • <u>The petition includes a general description of student internships. Please expand on these internships. Will internships be required every year? Over the high school career? How will the school find and evaluate these opportunities?</u> • Who will be responsible for ensuring students have access to good opportunism? What rubric will be used to ensure these opportunities truly connect the classroom to the "real world?" 			
	Meeting and/or interview			
	Strengths: The charter described that they will use multiple methods of communication such as their web page, email, US postal service, flyers, conferences, events, etc.			
Concerns and Questions: The charter does not have a plan for developing business partnerships associated with community service, curriculum projects and senior projects.				
Overall Ranking: The application reviewer provides an overall score for this application component.				

Appendix N

Odyssey's Plan for Inexpensive Technology

~~(Add)~~ In the past, schools and businesses had no other choice but to spend huge amounts of money on computers, and servers that are running name brand software. Name brand software required schools to hire experts that could keep everything running and in compliance with the software agreements. That is no longer the case. Today, schools and businesses can be "lean and mean" by using freeware or online applications that are available for little or nothing. Certainly some educational software requires Windows, but the vast majority of Odyssey's computing needs can be done without it.

Being a new school, Odyssey Charter School is not locked into expensive legacy technology like Microsoft products and Power School. When many school districts and charter schools made the decision to use these expensive products, viable online alternatives were not available, but that is no longer the case. Odyssey can take advantage of new technology without needing to worry about integrating it into established systems.

Odyssey Charter School plans a approach to integrate technology inexpensively through hardware, software, and savings in other areas that can be directed to technology.

Savings That Can be Directed to Technology ~~section here.)~~

One of the reasons that technology is expensive for schools is that it is added on to the existing method of spreading information. The use of reams of paper and a leased copying machines to prepare worksheets and reading material can cost over fifty thousand dollars a year. Many of these copies are used one time and then thrown away. Also, improvements on the worksheets can only be accomplished by throwing away the old copies and printing them again. Teachers often print more copies than the students need since the students lose their copies and need more. Putting school information online that can be accessed through a computer or a tablet allows constant improvements at a very low cost and eliminate the need for extra copies to replace those that are lost. Also, putting information online allows for interaction with the material and video explanations that paper textbooks and learning materials can not achieve. Odyssey will strive to be a paperless school. The huge expense of paper and copying machine contracts can be used for technology.

Also many textbook companies offer online versions of their textbooks for a minimal cost if the school buys a paper version of the text. Using both paper and online versions of the textbooks allows Odyssey to basically get two textbooks for the price of one. Also, it allows students to access the textbook online from home without needing to take a paper version home.

Hardware

Hardware is an area where prices drop every six months and new technology comes into the marketplace. Many laptops are now less expensive than desktop computers. Prices of tablet computers like Barnes and Nobel's Nook Tablet presently sells for \$250 and Google promises a tablet for around \$200. Asus has announced a 7-inch quad-core tablet for \$250. Prices on such devices will probably drop in the next year before Odyssey opens and features on new tablets will increase.

Other innovative products also are making computing hardware less expensive. One possible way Odyssey can save money on computer hardware is by using an innovative product called Useful Multiseat and also by seeking used computers and accessories that other companies offer as they upgrade.

Useful Multiseat that allows one computer to be turned into 11 separate terminals. This can be done for about \$150 a terminal. This allows more students access to the internet and the students' Google Docs file for much less than the cost of one student for each computer. The system uses one computer to act as a small server to 10 thin clients (like a mini computer) to run each terminal separately. This allows each terminal to work independently of the others. Each terminal can be running a different web page and different applications.

Odyssey will seek out surplus computers from area businesses like the Idaho National Laboratory's Education and Research Transfer Program where surplus computers and related technology are donated to schools who request it. Odyssey will also prepare several ongoing grant requests for computers using DonorsChoose for computers and seek out other technology grants. Also, since Odyssey will utilize the web to host its much of its instructional materials, students can bring laptops from home to use at school. This will further extend Odyssey's use of technology with very little expense. The internet will be filtered before it is disseminated to the students so that computers from home will receive the same filtered internet content as the rest of Odyssey's computers.

Software

Odyssey Charter School will also save money on technology by using open source software where possible and using free or less expensive online alternatives to traditional computer

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programs. There are many cloud-based software applications that are much less expensive than the traditional alternatives.

One area that technology can be very expensive is a school's Student Information System. Many schools use PowerSchool which is very expensive. Odyssey will use OpenSIS instead. This program is used successfully at Idaho Connects Online School. OpenSIS allows easy preparation of mandated Department of Education's reports.

Another area that Odyssey will save money on technology is on inexpensive SmartBoard technology that at a much lower price. SmoothBoard is a program that uses WII remotes and an infrared pen to create an interactive whiteboard similar to a SmartBoard for a much smaller price.

Online coursework is part of Idaho's Student Comes First program. Though the details are not worked out yet, the program may allow schools to select or even create their own online coursework. Open High School of Utah, an online charter school and the winner of Utah's Best in Curriculum Development for 2011, uses Moodle (an open source, free, course management system) for its coursework and provides all of its coursework available online for free to be downloaded by anyone who wants it. If Idaho laws and regulations will permit it, Odyssey will be able to use these courses and adapt them to the Idaho's Core Content requirements for Odyssey's online classes. This can all be done for a very minimal expense.

Because of Odyssey Charter School will emphasize "cloud" applications, most computers will only need to get the student to the web where they will use web applications to do their work. Google offers their Google Apps which include websites, calendars, and Google Docs, an office suite, that includes document, presentation, drawing, spreadsheet, forms (used to create quizzes and surveys) and Gmail all for free to non-profit, educational institutions.

Collaborize Classroom offers free online sites for teachers to hold online discussions with their students on various subjects and then present the results. Online communication like this is something students are already familiar with because of sites like Facebook.

Also, since much of the computing and all of the storage is done on Google's servers, the computers used by the students will not need the computing power that using downloaded software would require. This allows the school to use Linux-based operating systems on the computers. The combination of Linux and Google Apps requires much less computing power than the combination of Windows and Microsoft Office so that Odyssey will be able to utilize older, less powerful computers in the classrooms. Also, Linux is free. If a computer becomes infected, which is very rare for a Linux computer, the computer's hard drive can be wiped and Linux reinstalled. Since all the users' files are saved on the "cloud," nothing important is lost.

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Odyssey's goal is to begin with a set curricula for its classes and customize it over the years to better meet the needs of our project-based learning style. This will be accomplished using the online open source learning management system Moodle which will allow us to put our coursework online. It will allow us to not only put reading materials online, but also allow the students to take some of their assessments and collaborate on their projects online as well. This means that the cost textbooks and paper copies of assignments can be greatly diminished. Odyssey can use this savings to provide more technology. Also, Moodle, Google Apps, and other online tools will help free teachers from much of the manual grading and paperwork that teachers spend hours doing and allow them to spend their time working with students.

Moodle is a very simple program that can be integrated by utilizing tech-savvy teachers to first integrate it in their classrooms and then share their expertise to train the other teachers in how to use it.

Some people may wonder if using these programs will prepare a student for school and for professional life. Many K-12 and colleges are switching to Google Apps and other freeware as a method of providing both the students and faculty with technology at a fraction of the cost that comes with traditional downloaded software. This means that training students on Google Apps will be excellent training for higher education and the workplace. Gmail and Google Docs are programs that many students and future faculty are already using so they can be integrated into Odyssey Charter School with a minimum of training.

Odyssey will start with at least a computer lab with a classroom set of terminals. Also, Odyssey will start with the language arts, math, history, and science classes having 5 terminals each using Useful Multiseat, tablets or using inexpensive, used computers. Odyssey will then build on that beginning so that all the classes that can integrate computers into their classrooms. Each core class will also have an interactive whiteboard using SmoothBoard technology.

In conclusion, Odyssey will be able to provide a more integrated technological experience to its students through using innovative, and newer methods than those used by many school districts who are locked into older technology where the expense of changing their IT methods is greater than the cost of maintaining their *status quo*. Odyssey is not locked into these expensive hardware and software combinations so it can provide a more extensive technology at a much less cost.

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Appendix O

State Department of Education's Sufficiency Review

and

Odyssey Charter School's Response

The Sufficiency Review and Odyssey's response are on the following pages.

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

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

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

The following definitions should guide the ratings:

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

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

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

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

Cover Page

Proposed Charter School Name: Odyssey Charter School	
District Location: Idaho Falls #91	
Proposed Physical Location:	
Authorized Representative: Karl Peterson	
Address: 3890 Taylorview Lane, Ammon ID 83406	
Telephone: 208-881-1805	E-mail: kbpetersonmail@yahoo.com
Alternative Contact: Rebecca Ellis-Lindsey	
Address: 1270 Sunnyside, Idaho Falls, ID 83406	
Telephone: 208-201-6047	E-mail: rebecca.elindsey@gmail.com
Proposed Opening Date: 2012	
Proposed Grade Levels: 7 - 12	
Initial Enrollment Goal: 210	
Focus of School: Project based instruction, real world opportunities for community service	
Date Submitted for Review: May 31, 2011, July 18, 2011	
Date of Review Completion: June 29, 2011, Second Review - August 2, 2011, 3rd Review – August 9, 2011	
<p>Comments: 3rd review – The petition as submitted for the 3rd review meets the standards and requirements. There are areas that can be strengthened with the guidance of the potential authorizers. 1st/2nd Review - The petition as submitted does not meet the legal sufficiency standards and requirements. Sections not meeting the standard need to be revised and resubmitted. The organization of this petition aided in the review process. There are many strong elements of the petition, however there are a number of sections that require more detail to demonstrate a "thorough understanding of key issues." (See the explanation for "Meets Standard" on the first page of this document.) There are numerous formatting and typographic errors throughout the petition that need to be corrected before the petition is submitted to an authorizer. Many of the errors make reading the petition more difficult; however some of the errors change the meaning of the text. Different sections of the petition refer to charter schools other than Odyssey and other districts. Before the petition is submitted to the potential authorizer this must be corrected. It is important for the Odyssey board to review those sections and insure that the language reflects the philosophy and policies of the board.</p>	

Required Elements	Idaho Code
Tab 1	
Include a copy of the Articles of Incorporation, file-stamped by Idaho Secretary of State's Office.	33-5204(1)
Meets Standard	
Include a copy of the signed bylaws adopted by the board of directors of the non-profit corporation.	33-5204(1) 30-3-21(1)
Meets Standard	
Include copies of the Elector petition forms to establish a charters school with no fewer than 30 signatures of qualified electors of the attendance area designated in the petition and proof of elector qualifications.	33-5205(1)(a) 33-5205(3)
Meets Standard	
Include documentation of application for nonprofit status.	33-5204(1)
Meets Standard	
Include proof of attendance at the Charter Start! 101 Workshop presented by the Idaho State Department of Education	33-5205(5)
Meets Standard	
Vision and Mission Statements	08.02.04. 202
Meets Standard	
<p>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'?</p>	
Tab 2	
Describe the proposed location of the school. Also provide the specific attendance area of the school. If the attendance area uses boundaries other than school district or county boundaries include a detailed description of the attendance area and a map showing the boundary.	33-5205(4)

Meets Standard

Describe the proposed operation and potential effects of the school, including, but not limited to: 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 – 2nd Review

Comments:

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

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

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

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

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

Meets Standard – 2nd Review

Comments:

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

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

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

Tab 3

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

Meets Standard – 2nd Review

Comments:

The education program, goals and thoroughness standards are included; however there is not a discussion of how the goals will be measured and what data will be collected regarding those goals. For example, "Goal: Create a positive teaching and learning environment with an emphasis on high expectations of behavior and performance." What data will be collected to determine if the school is progressing toward this goal?

2nd Review - All of the objectives list end-of-course surveys as one of the measurement and evaluation tools. This is one tool for measurement; however it is not necessarily the most effective tool. When looking at methods of evaluation, consider data that may be already generated as opposed to creating additional data. For example, Standard D – The skills necessary to communicate effectively are taught. Goal: Teach students a range of effective communication skills appropriate for the 21st century. Student projects, class presentations, course grades are all ways to evaluate this goal, without creating another survey, which may or may not provide the required data.

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

2nd Review – Odyssey will align the instruction and other materials to content area curriculum standards and objectives.

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

2nd review – The textbooks that are used will be adopted textbooks or a waiver will be obtained.

Graduation requirements for the school are not addressed in the petition. They should be included in the charter itself or in board policy and submitted for review, along with an alternate graduation plan.

2nd review – The Graduation Requirements table included in petition. Senior project and Alternate Graduation Requirements included.

Describe what it means to be an "educated person" in the 21st century.	33-5205(3)(a)
Meets Standard	
Explain how learning best occurs.	33-5205(3)(a)
Meets Standard	
Describe the manner by which special education services will be provided to students who are eligible for such services pursuant to the federal Individuals with Disabilities Education Act, to include a disciplinary procedure for such students.	33-5205(3)(q)
Meets Standard – 2nd Review	

2nd 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 servicesa 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.

33-5206(3)(f)
33-203(7)

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

Meets Standard – 2nd Review

Comments:

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

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

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

33-2003

Meets Standard – 2nd Review

Comments:

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

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

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

08.02.04. 202

Meets Standard – 3rd Review

Comments:

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

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

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

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

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

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

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

Tab 4

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

Comments:

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

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

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

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

Identify the method by which student progress is to be measured in meeting the school's student educational standards.	33-5205(3)(c)
Meets Standard	
Describe how the school's students will be tested with the same standardized tests as other Idaho public school students.	33-5205(3)(d)
Meets Standard – 2nd Review	
<p>Comments: 2nd Review – grade 10 added and the DMA/DWA were removed.</p> <p>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.</p>	
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	
<p>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.</p>	
Describe the school's plan if it is ever identified as an "in need of improvement" school as outlined in the No Child Left Behind Act.	08.02.04.202
Meets Standard - 2nd Review	
<p>Comments: 2nd Review – OCS has addressed all concerns from the 1st review and has met all requirements to this portion of the application. I feel OCS has a strong understanding of School Improvement and the necessary and required steps, in accordance with ESEA and NCLB, if OCS is identified as "needs improvement".</p> <p>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.</p>	

Tab 5	
Describe the governance structure of the school, including, but not limited to, the person or entity that shall be legally accountable for the operation of the school.	33-5205(3)(f)
Meets Standard	
Describe the process to be followed by the school to ensure parental involvement	33-5205(3)(f)
Meets Standard	
Comments: Decision making and section on ensuring parental involvement were positive.	
Describe the manner in which an annual audit of financial and programmatic operations will be conducted.	33-5205(3)(k) 33-5206(7) 33-5210(3)
Meets Standard – 3rd Review	
<p>Comments:</p> <p>33-5205(3)(k) – manner in which an annual audit of the financial and programmatic operations is to be done</p> <p>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)</p> <p>33-5210(3) – each school will comply with reporting requirements of 33-701 sections 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.</p>	
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)(q) 33-5210(4)(a)
Meets Standard - 2nd Review	

Comments:

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

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

Describe the transfer rights of any employee choosing to work in a charter school that is approved by the board of trustees of a school district, and the rights of this employee to return to any non-charter school in the same district.	33-5205(3)(o) 33-1217
Meets Standard	
Include a provision that ensures all staff members will be enrolled in and covered by all of the following: Public Employee Retirement System (PERSI) Federal Social Security Worker's Compensation Insurance Unemployment Insurance Health Insurance	33-5205(3)(m)
Meets Standard	
Include a provision that ensures that the staff of the public charter school shall be considered a separate unit for purposes of collective bargaining.	33-5205(3)(p)
Meets Standard	
Include a provision that ensures all teachers and administrators will be on a written contract as approved by the state superintendent, conditioned up a valid certificate being held by such professional personnel at the time of entering upon the duties.	33-5206(4)
Meets Standard	
Include a provision that ensures all employees of the school undergo a criminal history check.	33-5210(4)(d) 33-130 33-512
Meets Standard - 2nd Review	
<p>Comments: 2nd Review – Meets Standard</p> <p>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?</p>	

Tab 7

<p>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.</p>	<p>33-5205(3)(j)</p>
<p>Meets Standard – 2nd Review</p>	
<p>Comments: 2nd Review – An enrollment capacity table was included in this section. The petitioners may want to consider listing the enrollment caps per grade grouping as a guideline. This will allow flexibility if more or less students are interested than initially planned. For example: new charter high schools rarely have students in 11th or 12th grade in their first year. If you have 25 9th graders and 20 10th graders interested, you would not be able to accept them all based on the way this is currently written. This is something to discuss with the authorizer to determine the best way to set the enrollment capacity. The enrollment capacity for the school was not included in this section.</p>	
<p>Describe how waiting lists will be developed and renewed annually.</p>	<p>33-5205(3)(j)</p>
<p>Meets Standard – 3rd Review</p>	
<p>Comments: 3rd Review – Waiting lists are specifically addressed and follow the requirements outlined in IDAPA. 2nd Review – There is not a specific section for the waiting list. Information about the waiting list is alluded to in several places in the enrollment section. It would be helpful for parents to provide the waiting list information in one section. Describe how the list will be developed after the acceptance s from the lottery. Specifically explain how students who are interested in enrolling after the lottery are handled (added to the bottom of the wait list by grade) and what happens with siblings of students who get in after the lottery. Explain that the list will not roll over from one year to the next. The development of the waiting list was not addressed in the petition.</p>	
<p>Describe the public school attendance alternative for students residing within the school district who choose not to attend the public charter school.</p>	<p>33-5205(3)(n)</p>
<p>Meets Standard</p>	
<p>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.</p>	<p>33-5205(3)(s)</p>
<p>Meets Standard - 2nd Review</p>	
<p>Comments: 2nd Review – Timelines for notification are now included in the petition. The petition states that the notification of enrollment opportunities will address all of the current requirements in Idaho Code 33-5205. There is no reference to the specific timelines related to advertising that is included in IDAPA 08.02.04.203.02.</p>	

<p>Describe the school's plan for denial of attendance to any student who is or has been:</p> <ul style="list-style-type: none"> • An habitual truant, • Incurable, • Deemed by the board of trustees to be disruptive of school discipline or instructional effectiveness, • Detrimental to the health and safety of the other students, or • Expelled from any other school district or state. 	<p>33-5205(3)(l) 33-205 33-206</p>
<p>Meets Standard</p>	
<p>Describe the school's disciplinary procedures, including the procedure by which students may be suspended, expelled and reenrolled.</p>	<p>33-5205(3)(l) 33-210</p>
<p>Meets Standard</p>	
<p>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.</p>	<p>33-210(3)</p>
<p>Meets Standard</p>	
<p>Describe the procedures the school will follow to ensure the health and safety of students and staff.</p>	<p>33-5205(3)(h)</p>
<p>Meets Standard - 2nd Review</p>	
<p>Comments: 2nd Review – Revisions are adequate and greatly improve this area of the petition. More detail is needed on the tier of consequences for bullying / harassment and students being under the influence. Additionally, include clear prohibitions around fights and weapons on campus.</p>	
<p>Describe the school's policy for a suicide prevention plan.</p>	<p>08.02.03.160</p>
<p>Meets Standard</p>	
<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>	
<p>Describe the school's policy for Internet access and use and provisions for parental permission related to student Internet use.</p>	<p>33-131(1)</p>
<p>Meets Standard - 2nd Review</p>	

Comments:

3rd Review – the recommendation was incorporated into the student handbook.

2nd Review – Revision is adequate.

Recommendation: in the list of prohibited computer uses clarify that *any student who knowingly or purposefully* uploads files that contain viruses, malware, etc... are violating policy. Most who upload malicious software do so unknowingly.

Clarify which online activities are prohibited and the consequences for violating policy (accessing inappropriate material, viewing personal social media sites, cyberbullying, etc...). Contact Matt McCarter for further clarification if needed (208) 332-8960.

Include a student handbook that describes the school rules. Also include the procedure for ensuring a student's parent or guardian has access to the handbook. 08.02.04. 202

Meets Standard - 2nd Review

Comments:

2nd Review – Student handbook is very thorough and detailed.

Petition does address student handbook and the above mentioned requirements but I was not able to locate the actual student handbook that is supposed to be included in the petition.

Tab 8

A detailed business plan including: 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 - 2nd Review

Comments:

2nd Review- Under the Revenues portion of the business plan Federal start-up grants, private grants, and donations are included as revenues. Grants really shouldn't be included as revenues because they are not guaranteed. They aren't included in the budget worksheets.

In the sentence following revenue sources the petition references "Idaho Department of Education's Bureau of special Populations," the reference to the division is outdated. It should be "School Achievement and School Improvement."

Note: White Pine Charter School is not using the Harbor Method. They are a "core knowledge" school.

The Financial Plan references "Idaho Science and Technology Charter School" and states that it will be responsible for the financial management. What is the connection here? In another portion of the petition it is stated that a half-time business manager will be hired to oversee the fiscal affairs.

The start-up budget is included with the Income Units Worksheet. No explanation is provided for the assumptions used when developing the budget. How will all of the start-up costs be covered before the advance payment is received July 31? How is the school budgeting for special education services? What plans are there for applying for grants or other fund raising?

The budget lists \$75,000.00 for Rent/Leases: 5,000 square foot building@ \$15/sq foot, however no documentation is provided for that expense. It is difficult to determine if the amount budgeted is realistic.

Describe the school's proposal for transportation services.
Note: The budget should reflect estimated costs.

33-5205(3)(t)
33-5206(4)

Meets Standard – 3rd Review

Comments:

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

2nd Review - This section meets the standard with the following exception, which is extremely important to understand and include when budgeting. The actual reimbursement is based on a 60% advance payment with a final reimbursement of a blended 50/85% and a block grant. This is in IC 33-1006 and is also referenced in Lanette's original comment. It should also be reiterated that the process to obtain busing should begin nearly one year prior to needing transportation services. The petition states: "Transportation reimbursement payments reflect an 85% reimbursement for the previous year's allowable transportation costs."

Petition states that charter will not offer transportation. IC 33-1501 that states, where practicable, school shall provide transportation for the public school pupils within the district. The charter school should specifically define why it is not practicable to provide busing when IC 33-1006 and 33-5208 provide for advance transportation funding.

There are four methods to obtain and provide transportation services: joint busing with school district, charter-owned school busing, contracted busing service, or pay parents in-lieu only if it is more cost effective. The process to obtain busing should begin nearly one year prior to needing transportation service. Charter should consider boundaries when busing is provided. SDE understands that the attendance area becomes the zone for providing transportation services to all eligible students living more than 1 1/2 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 332-8832 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 - 2nd Review

Comments:

2nd Review – Community partnership agreement included. All community partnership will involve an Odyssey teacher. MOUs will be used to outline expectations.

Currently, no arrangements exist. There is no discussion of policies or contracts related to special education, legal, or accounting services; though money is budgeted for legal and accounting. More detail about the plans/policies related to business arrangements and partnership is needed, given the emphasis the school is placing on "community experts and other specialized persons" and "real world opportunities for community service."

- Describe the school's plan for termination of the charter by the board of directors, to include:
- Identification of who is responsible for dissolution of the charter school;
 - A description of how payment to creditors will be handled;
 - A procedure for transferring all records of students with notice to parents of how to request a transfer of student records to a specific school; and
 - A plan for the disposal of the public charter school's assets, including those purchased with Federal funds.
 - A procedure for transferring personnel records to the employees.

5205 (3) (u)
5206 (8)

Meets Standard - 2nd Review

Comments:

Changes were made to this sections based on the review feedback.

This section of the petition references Nampa School District and Legacy. It needs to be changed to reflect Odyssey Charter School's policy. In the petition it is stated that students will receive written notice of how to request a transfer of records. Idaho Code requires notification be provided to the parents. No discussion of items purchased with Federal funds is included in this section. Additionally, personnel records are not included.

Tab 10 – Virtual Schools – do not complete this section if the school is not a virtual school.

Tab 11 – Professional-Technical Regional Public Charter Schools –do not complete this section if the school is not a virtual school.

Response to Sufficiency Review

The founders of Odyssey Charter School took the comments and recommendations outlined in the review and have made the changes requested. The petition has been made clearer and more detailed to better explain the various parts of the charter petition. Much greater detail has been included on the facilities choices, educational goals and thoroughness standards, special education procedures, LEP students, measurable student education standards, the business plan, budgets and subcontractor sections. All suggested changes mentioned by the State Department of Education have been made to the petition.

Appendix P

Subcontractor Bids and Memoranda of Intent

Student Information

The bid for openSIS is presented below:

openSIS Pricing Sheet for OS4ED Cloud Hosting

The following pricing is based on 12 month subscription contract, which is mandatory for cloud hosted services.

openSIS-Pro with Billing, Discipline, EasyCom and Library Modules for 300 students @ \$199/month	\$2388.00/year
Idaho State Reporting– One Time Fee	\$1000.00
openSIS Setup & Configuration with 1 Hour Training – One Time Fee	\$500.00
Seven Day Rotating Backup	Included
Annual Maintenance and Email and Chat Support (Bronze Level)	Included
Data Import into the System	\$1/record

Food Services

Taylor's Crossing Charter School has agreed to handle our food services. They have provided the same services for Monticello Montessori Charter School for the past two school years (2010-2011 and 2011-2012). They will handle all of the required forms and reporting as they have done for Monticello Montessori.

April 5, 2012

MEMORANDUM OF INTENT

Between Taylor's Crossing Public Charter School and Odyssey Charter School

This Memorandum of Intent is made between Taylor's Crossing Public Charter School ("Taylor's Crossing") and Odyssey Charter School ("OCS").

1. Purpose

The Parties recognize the benefit of forming a cooperative, pre-competitive alliance in order to plan the menu and budget for a school lunch program at OCS. The purpose of this document is to express the non-binding intent of entering into an agreement for the provision of lunches to students enrolled at OCS. The relationship among the Parties is that of independent collaborators and at no time will any Party be deemed to be the agent of another.

2. Term and Termination

This Memorandum shall remain valid for a period of eighteen months from the date of the last signature show below, by which time the Parties anticipate entering into a binding contractual agreement in accordance with the mutual intent expressed herein. This Memorandum may be extended by written mutual agreement of both Parties. Either Party to this Memorandum may unilaterally withdraw its intent by providing thirty days written notice to the other Party.

3. Status

This Memorandum is not legally binding. No funds are committed and no legal obligations are created by this Memorandum.

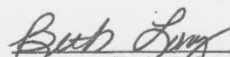
4. Nutritional Guidelines

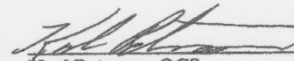
As a term of the binding contract anticipated by this Memorandum, Taylor's Crossing will create a menu that meets or exceeds the requirements of the National School Lunch Program (NSLP). A sample menu is attached to this Memorandum.

5. Number and Cost of Lunches Served

As a term of the binding contract anticipated by this Memorandum, Taylor's Crossing will provide lunches to the students enrolled at OCS who choose to participate in the program. The initial enrollment at OCS for its first operating year is 142 students. It is anticipated that Taylor's Crossing will provide its menu at the cost of \$2.75 per lunch.

IN WITNESS WHEREOF, the Parties have caused this AGREEMENT to be executed by their duly authorized representatives as follows.

 2/21/12
Beth Long, Taylor's Crossing
DATE:


Karl Peterson, OCS
DATE:

April 5, 2012

Also, a catering service named That One Place also agrees to provide food service to
Odyssey Charter School. Their memorandum of intent is on the following page

MEMORANDUM OF INTENT

Between That One Place and Odyssey Charter School

This Memorandum of Intent is made between That One Place ("Caterer") and Odyssey Charter School ("OCS").

1. Purpose

The Parties recognize the benefit of forming a cooperative, pre-competitive alliance in order to plan the menu and budget for a school lunch program at OCS. The purpose of this document is to express the non-binding intent of entering into an agreement for the provision of lunches to students enrolled at OCS. The relationship among the Parties is that of independent collaborators and at no time will any Party be deemed to be the agent of another.

2. Term and Termination

This Memorandum shall remain valid for a period of eighteen months from the date of the last signature show below, by which time the Parties anticipate entering into a binding contractual agreement in accordance with the mutual intent expressed herein. This Memorandum may be extended by written mutual agreement of both Parties. Either Party to this Memorandum may unilaterally withdraw its intent by providing thirty days written notice to the other Party.

3. Status

This Memorandum is not legally binding. No funds are committed and no legal obligations are created by this Memorandum.


4. Nutritional Guidelines


As a term of the binding contract anticipated by this Memorandum, Caterer will create a menu that meets or exceeds the requirements of the National School Lunch Program (NSLP).

5. Number and Cost of Lunches Served

As a term of the binding contract anticipated by this Memorandum, Caterer will provide lunches to the students enrolled at OCS who choose to participate in the program. The initial enrollment at OCS for its first operating year is 140 students. It is anticipated that Caterer will provide its menu at the cost of \$ 3.00 per lunch.

IN WITNESS WHEREOF, the Parties have caused this AGREEMENT to be executed by their duly authorized representatives as follows.


Trent Walker, That One Place
DATE:


Karl Peterson, OCS
DATE:

April 5, 2012

Special Educational Services

The following pages contain memoranda of intent for various special education subcontractors who are willing to work with Odyssey Charter School.

April 5, 2012

MEMORANDUM OF INTENT

Between Paul Pack (School Psychologist) and Odyssey Charter School

This Memorandum of Intent is made between Paul Pack and Odyssey Charter School.

1. Purpose

The Parties recognize the benefit of forming a cooperative, pre-competitive alliance in order to provide education services to the students enrolled at Odyssey Charter School. The purpose of this document is to express the non-binding intent of entering into an agreement for the provision of counseling, tutoring, testing, the creation of individualized education programs, and other services. The relationship among the Parties is that of independent collaborators and at no time will any Party be deemed to be the agent of another.

2. Term and Termination

This Memorandum shall remain valid for a period of eighteen months from the date of the last signature show below, by which time the Parties anticipate entering into a binding contractual agreement in accordance with the mutual intent expressed herein. This Memorandum may be extended by written mutual agreement of both Parties. Either Party to this Memorandum may unilaterally withdraw its intent by providing thirty days written notice to the other Party.

3. Status

This Memorandum is not legally binding. No funds are committed and no legal obligations are created by this Memorandum.

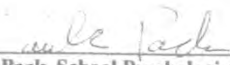
4. Number of Students Served

As a term of the binding contract anticipated by this Memorandum, Paul Pack will provide education services to the students who qualify for them at Odyssey Charter School. The initial total enrollment at OCS for its first operating year is 140 students.

5. Budget

It is anticipated that Paul Pack will provide services at the cost of \$ 50⁰⁰ per hour.

IN WITNESS WHEREOF, the Parties have caused this AGREEMENT to be executed by their duly authorized representatives as follows.



Paul Pack, School Psychologist
DATE: 2/27/2012



Karl Peterson, Odyssey Charter School
DATE:

April 5, 2012

MEMORANDUM OF INTENT

Between TAYLOR PHYSICAL THERAPY and Odyssey Charter School, Inc.

This Memorandum of Intent is made between TAYLOR PHYSICAL THERAPY and Odyssey Charter School, Inc. ("OCS").

1. Purpose

The Parties recognize the benefit of forming a cooperative, pre-competitive alliance in order to provide physical therapy for students of OCS. The purpose of this document is to express the non-binding agreement. The relationship among the Parties is that of independent collaborators and at no time will any Party be deemed to be the agent of another.

2. Term and Termination

This Agreement shall come into force from the date of the last signature and shall remain valid for a period of eighteen months. It may be extended by mutual agreement with the prior written agreement of each Party. This Agreement may be terminated at any time by mutual written agreement of the Parties. Any Party may unilaterally withdraw by providing thirty days written notice to the other Party.

3. Status

This agreement is not legally binding. No funds are committed and no legal obligations are created by this Agreement.

5. Number and Cost of Services

The physical therapist will provide services to the students enrolled at OCS who choose to participate in the program. The initial enrollment at OCS for its first operating year is 142 students. The physical therapist will provide its menu at the cost of \$_____ per hour. *the state reimbursement rate.*

IN WITNESS WHEREOF, the Parties have caused this AGREEMENT to be executed by their duly authorized representatives as follows. *SPJ*

Mark Taylor *Mark A 38 RPT*
TAYLOR PHYSICAL THERAPY
DATE:

Karl Peterson
Odyssey Charter School
DATE:

April 5, 2012

MEMORANDUM OF INTENT

Between Carol Woodvine (Occupational Therapist) and Odyssey Charter School

This Memorandum of Intent is made between Carol Woodvine and Odyssey Charter School.

1. Purpose

The Parties recognize the benefit of forming a cooperative, pre-competitive alliance in order to provide occupational therapy to the students enrolled at Odyssey Charter School. The purpose of this document is to express the non-binding intent of entering into an agreement for the provision of providing occupational therapy to qualifying students. The relationship among the Parties is that of independent collaborators and at no time will any Party be deemed to be the agent of another.

2. Term and Termination

This Memorandum shall remain valid for a period of eighteen months from the date of the last signature show below, by which time the Parties anticipate entering into a binding contractual agreement in accordance with the mutual intent expressed herein. This Memorandum may be extended by written mutual agreement of both Parties. Either Party to this Memorandum may unilaterally withdraw its intent by providing thirty days written notice to the other Party.

3. Status

This Memorandum is not legally binding. No funds are committed and no legal obligations are created by this Memorandum.


4. Number of Students Served


As a term of the binding contract anticipated by this Memorandum, Carol Woodvine will provide occupational therapy to the students who qualify to receive such services at Odyssey Charter School. The initial total enrollment at OCS for its first operating year is 140 students.

5. Budget

It is anticipated that Carol Woodvine will provide services at the cost of \$ 50 per hour.

IN WITNESS WHEREOF, the Parties have caused this AGREEMENT to be executed by their duly authorized representatives as follows.


Carol Woodvine, Occupational Therapist
DATE:


Karl Peterson, Odyssey Charter School
DATE:

April 5, 2012

MEMORANDUM OF INTENT

Between Naomi Ostergar and Odyssey Charter School

This Memorandum of Intent is made between Naomi Ostergar and Odyssey Charter School.

1. Purpose

The Parties recognize the benefit of forming a cooperative, pre-competitive alliance in order to provide special education services to the students enrolled at Odyssey Charter School. The purpose of this document is to express the non-binding intent of entering into an agreement for the provision of tutoring, testing, the creation of individualized education programs, and other services. The relationship among the Parties is that of independent collaborators and at no time will any Party be deemed to be the agent of another.

2. Term and Termination

This Memorandum shall remain valid for a period of eighteen months from the date of the last signature show below, by which time the Parties anticipate entering into a binding contractual agreement in accordance with the mutual intent expressed herein. This Memorandum may be extended by written mutual agreement of both Parties. Either Party to this Memorandum may unilaterally withdraw its intent by providing thirty days written notice to the other Party.

3. Status

This Memorandum is not legally binding. No funds are committed and no legal obligations are created by this Memorandum.

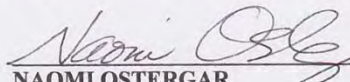
4. Number of Students Served

As a term of the binding contract anticipated by this Memorandum, Naomi Ostergar will provide special education services to the students who qualify for them at Odyssey Charter School. The initial total enrollment at OCS for its first operating year is 140 students.

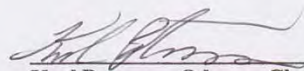
5. Budget

It is anticipated that Naomi Ostergar will provide services at the cost of \$.30 per hour.

IN WITNESS WHEREOF, the Parties have caused this AGREEMENT to be executed by their duly authorized representatives as follows.



NAOMI OSTERGAR
DATE: 3-1-12



Karl Peterson, Odyssey Charter School
DATE:

April 5, 2012

Financial Data System

From: 2M Data Systems <2MData@mstarmetro.net>

To: KBPetersonmail@yahoo.com

Sent: Monday, January 16, 2012 12:06 PM

Subject: 2M Data Systems Software Information

Hi Karl,

-
Thank you for your inquiry concerning our software. We look forward to working with you and your school. I'm iterating the costs below . . . I recommend you visit one or more of them to see the software in operation and ask questions about how it fits their needs. I'll another email with the Payroll & Budget manuals attached. Near the beginning of the manuals is a list of features. Please let me know if you don't receive them. If you have other questions, please don't hesitate to call or email.

-
Initial Costs:

Payroll 1,300.00

Accounting 1,300.00

SDE Reporting 600.00 ("ABReport" - prints SDE annual budget and IFARMS reports)

Total 3,200.00

-
Annual Update Fees (approximate):

Payroll 420.00 (sent in December each year)

Accounting 420.00 (sent in June each year)

-
Annual, unlimited phone support agreement 450.00 (optional)

Project-Based Education Professional Training

Buck Institute for Education provides professional development for schools across the country. An email describing the workshops they provide follows below. Odyssey Charter School will use their three day workshop and their one day follow up session in its first year of operation and will use their one day advanced workshop the next year. By then, sufficient staff will be trained in project-based learning to train new staff.

April 5, 2012

Hi Karl.

Thanks for your inquiry. I hope this information will help. We have been working very successfully with Blaine County Schools for the past two years.

By way of background, we provide onsite sustained support (professional development) focused on PBL. A great deal of research and a decade of hard-earned experience have shown us that a three-day on-site PBL workshop, no matter how fabulous, has little impact on teacher behavior or student outcomes. Therefore, our policy requires us to provide sustained support, meaning we go in and do the initial three-day PBL 101 and then return two or more times in the subsequent 12 months for teacher coaching and additional support (classroom visitations, additional training, curriculum development and review, etc.). We seldom work with individual schools unless there is a clear, long-term commitment from the staff and leadership.

Please keep in mind that is best to start small rather than train every teacher in a school or district. PBL is more successful when you start with a small, eager cadre such as a department, grade level or SLC. This strategy gives you a local model for success that we can use as a springboard to promote the adoption of effective PBL in your larger system.

The sessions are taught by our National Faculty, which has both programmatic and discipline-specific knowledge in PBL. We can offer PBL sessions that are geared to different programs (K-5, for instance) or disciplines (math, science, social science, career technical education, etc.) or school population (alternative education, special needs, continuing education, after school, gifted, credit recovery, tribal, etc.). We have experience in a variety of school models as well, including New Tech, Expeditionary Learning, EdVisions, High Tech HS, IB, CES and Asia Society/ISSN. It is especially important to break apart the K-5 teachers from their 6-12 brethren if you are planning multiple sessions.

Teachers emerge from our PBL 101 workshop with a completed or nearly completed Project Overview Form, Project Calendar and Teaching and Learning Guide, which they can implement in their classrooms immediately.

Please keep in mind that we strictly enforce the 35-person cap on participants. Our policy requires me to send a second (or third...) facilitator if there are going to be more than 35 participants. That of course increases your costs. The prices are all inclusive of travel, prep, materials, time, food, etc.

The prices you see below will remain accurate until Dec. 31, 2012. We bill upon completion of services. BIE does not negotiate prices – we are a non-profit and try to provide the lowest price we possibly can.

Summers book up for us four months or more in advance. We trained 5,000 teachers nationwide this summer and expect an even higher volume in the summer of 2012.

April 5, 2012

All participants in our PBL 101 workshops receive a free copy of our *PBL 101 Workbook*, which includes rubrics, planning forms, protocols, activities and sample projects. **Note: We will ship only 35 copies of the PBL 101 Workbook per workshop.**

• **Three-day PBL 101 workshop.** **Schedule:** TBA, 2012. **BIE staffing:** One National Faculty member for up to 35 participants. **Location:** On site, Idaho Falls, ID. **Description:** This three-day workshop engages participants in learning the principles for designing, assessing and managing standards-focused projects as well as using performance assessments to judge the relevant work generated by 21st Century learners. Through a combination of direct instruction, video analysis and hands-on group work, participants have the opportunity to plan, design and receive peer feedback on an engaging and rigorous project using the Buck Institute for Education model and tools. **Cost: \$8150** **Note: At no charge, workshop participants can continue to receive support through our Forums and by participating in our biweekly webinars, which launched in September of 2011.**

• **One-day PBL follow-ups.** **Schedule:** TBA, 2012. **Quantity:** Minimum of 2 in year following PBL 101. **BIE staffing:** One National Faculty member. **Location:** On site, Idaho Falls, ID. **Description:** Additional training, classroom observation, teacher coaching, curriculum review, student work review, etc., following online needs assessment of participants. **Cost per event: \$4150.**

• **One-day PBL 201 (advanced practices).** **Schedule:** TBA, 2012. **Quantity:** TBA. **BIE staffing:** One National Faculty member. **Location:** On site, Idaho Falls, ID. **Description:** PBL 201 workshops (advanced practices) are designed as follow-up sessions for participants who have taken PBL 101 and had an opportunity to implement their project. The topics range from PBL and Web 2.0, PBL and RtI, PBL and Differentiated Instruction to PBL and Literacy Programs. **Cost per event: \$4150.**

• **One-day PBL Lead workshop.** **Schedule:** TBA, 2012. **Quantity:** TBA. **BIE staffing:** One National Faculty member. **Location:** On site, Idaho Falls, ID. **Description:** This full-day workshop engages principals, assistant principals and instructional leaders in exploring best practices in leading a school or district in the effective, sustainable implementation of Project Based Learning. Through a combination of direct instruction, video analysis and hands-on individual and group work, participants have the opportunity to design and receive peer feedback on a PBL Lead plan for their organization using the Buck Institute for Education model and tools. Participants engage in such protocols as Leadership Compass, SWOT Analysis, Gap Analysis and the Affinity Protocol. Ongoing support for participants is provided through the PBL Leadership forum on www.bie.org **Cost per event: \$4150.**

• We sell three books, none of which are a required part of the workshops or follow-ups. That said, teachers really like receiving copies of the books. *The PBL Starter Kit* for Middle and High School (2009) and *PBL for Elementary Grades* (2011) retail for \$30 per copy; the *PBL Handbook* (2003) retails for \$40 per copy. If you choose one book, I would recommend either of the Starter Kits. You can purchase them online (www.bie.org) or by contacting our assistant administrator, Theresa Rowland (Theresa@bie.org).

If you need any more information, please give me a call or send a message.

April 5, 2012

Best wishes,

--

Lauren Scheller

Professional Services Coordinator

Buck Institute for Education

18 Commercial Boulevard

Novato, CA 94949

(415) 883-0122 x311

(415) 883-0260 (fax)

www.bie.org

lauren@bie.org

[BIE on Edmodo](#)

[BIE on YouTube](#)

Twitter: [@laurenbie](#)

Appendix Q

Board Training Program

Odyssey Charter School's Board of Directors will follow the plan with the following points detailed below.

ISBA Governance Module

Odyssey will be members of the Idaho School Board Association (ISBA) so that the board will be able to receive the training the ISBA provides and have access to the ISBA's board development, policy as well as legal and other services. The ISBA provides for free to its members a School Board Governance Module every three years. For details about the School Board Governance Module, see the second paragraph Liz Kilpack's letter below. Other modules are available for a fee.

Monthly Training

At least 15 minutes each of monthly board meeting will be devoted to board training. These sessions will be taught either by fellow board members with expertise in the particular area or by outside experts the board invites to give instruction. These trainings will follow topics listed below or based on the areas the board decides it needs to improve.

- Board Assessment & School Board Governance
- Leadership for Student Achievement
- Education Law
- Human Resources
- Finance
- Board's Oversight Role
- Collective Bargaining

Master of Boardmanship Program

The chairman and vice chairman of the board will accumulate at least 100 points each year based on the scale listed below taken from the Idaho School Board Association's Master of Boardmanship Award Program.

Board Training / Event: Points:

Conventions

<u>ISBA</u>	<u>50</u>
<u>NSBA</u>	<u>50</u>

Workshops & Seminars

<u>Summer Leadership Institute</u>	<u>25</u>
<u>Negotiations Workshop</u>	<u>25</u>
<u>Education Law Seminar</u>	<u>20</u>

ISBA Regional Meeting

<u>Spring Meeting</u>	<u>15</u>
<u>Fall Meeting</u>	<u>15</u>

Day on the Hill 25

Individual Board Training

By ISBA Approved Presenter

<u>8 Hours Board Training</u>	<u>25</u>
<u>8 Hours Lighthouse Board Training</u>	<u>25</u>
<u>4 Hours Board Training</u>	<u>15</u>
<u>2 Hours Board Training</u>	<u>10</u>
<u>10 Minute Trainers</u>	<u>5</u>

*(1 point per 10 Min. Training with maximum of 5 points.
Board Minutes from meeting must be attached for verification.)*

ISBA Executive Board Meetings

<u>February Meeting</u>	<u>10</u>
<u>April Meeting</u>	<u>10</u>
<u>September Meeting</u>	<u>10</u>

Other board members will be encouraged to participate in training outside the monthly school board training through training from the Idaho School Board Association Training, the Charter School Network training, or other training aimed for members of boards of directors.

Additional Training

At this point, Odyssey Charter School has not held board elections yet and therefore, does not know the strengths and weaknesses of the members yet. Also, due to the many changes and challenges that will occur it is in the best interest of Odyssey to be flexible to adapt to the situations future will bring.

New Board Members

The board of directors of Odyssey Charter School will seek out new members of the board who have talents the board decides it needs by advertising on Odyssey's website and through networking with the connections of the board members.

April 5, 2012

Liz Kilpack, a board trainer with the Idaho School Board Association, wrote the following letter.

Dear Odyssey Charter School Board of Directors,

-

Thank you for your interest in receiving training from the Idaho School Boards Association (ISBA). It would be a pleasure to work with you. I appreciate the time you dedicate to the students of Idaho and your willingness to serve.

This letter is to summarize our discussion regarding training for your district. Pending approval from the Charter Commission and your becoming a member of the Idaho School Boards Association, ISBA is willing to deliver board training to your board of directors. The Governance training module is included free every three years with your ISBA dues. However it does not cover the cost for the trainers travel reimbursed at the state travel rate. The Governance module includes the following topics; Effective Governance, Roles and Responsibilities, Effective Meetings, Board/Administrator Relationships, Policy, Open Meeting Law, and Board Scenarios. Additionally, customized in district training can be purchased for \$125 an hour plus travel. Those topics may include, but are not limited to Community Engagement, School Finance, Strategic Planning, Administrator Evaluations, and Leadership for Student Achievement.

ISBA offers a host of other board training opportunities. We currently provide a selection of 10 minute trainers on our website that boards can conduct and use in their own board meetings. Topics include: Dealing with Angry Patrons, Effective Board Clerks, Updating Policy, Reduction in Force, Chain of Command, Dealing with the Media, Board Self Assessment, and many more. We also offer board training at our Annual Convention in November, Day on the Hill in February, and Summer Leadership Institute in June/July. And, we strongly encourage boards to complete activities that help them earn the Master of Boardsmanship Award from ISBA.

I appreciate your consideration in ISBA helping you with your training needs and am excited about the possibility of meeting with you. Please feel free to contact me with any other questions or concerns that arise.

-

Smiles,

-

Liz Killpack

ISBA Board Trainer

April 5, 2012

Appendix R

501 (c) (3) Approval Letter

Odyssey Charter School's 501 (c) (3) Approval Letter is on the following page.

April 5, 2012

INTERNAL REVENUE SERVICE
P. O. BOX 2508
CINCINNATI, OH 45201

DEPARTMENT OF THE TREASURY

Date: OCT 03 2011

ODYSSEY CHARTER SCHOOL INC
C/O KARL PETERSON
2184 CHANNING WAY PMB 127
IDAHO FALLS, ID 83404

Employer Identification Number:
45-1644409
DLN:
17053132305011
Contact Person:
ALICE T LI ID# 95032
Contact Telephone Number:
(877) 829-5500
Accounting Period Ending:
June 30
Public Charity Status:
509(a)(2)
Form 990 Required:
Yes
Effective Date of Exemption:
April 7, 2011
Contribution Deductibility:
Yes
Addendum Applies:
No

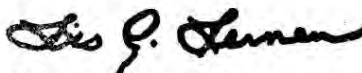
Dear Applicant:

We are pleased to inform you that upon review of your application for tax exempt status we have determined that you are exempt from Federal income tax under section 501(c)(3) of the Internal Revenue Code. Contributions to you are deductible under section 170 of the Code. You are also qualified to receive tax deductible bequests, devises, transfers or gifts under section 2055, 2106 or 2522 of the Code. Because this letter could help resolve any questions regarding your exempt status, you should keep it in your permanent records.

Organizations exempt under section 501(c)(3) of the Code are further classified as either public charities or private foundations. We determined that you are a public charity under the Code section(s) listed in the heading of this letter.

Please see enclosed Publication 4221-PC, Compliance Guide for 501(c)(3) Public Charities, for some helpful information about your responsibilities as an exempt organization.

Sincerely,



Lois G. Lerner
Director, Exempt Organizations

Enclosure: Publication 4221-PC

Letter 947 (DO/CG)

April 5, 2012



October 5, 2011

Odyssey Charter School Audit Committee Recommendations:

In evaluating this petition, the Odyssey Charter School Audit Committee, for the most part, used a rubric provided by the School Choice Coordinator of the Idaho State Department of Education. A copy of the rubric is attached. The Audit Committee also reviewed public comment and testimony from the public meeting on the Odyssey Charter School Petition held by the Falls School District #91 Board of Trustees on September 27, 2011. In addition, the committee included additional information provided by the petitioners at a separate meeting with the audit committee held on October 4, 2011.

The idea of a charter school that focuses on the arts using a project-based model has merit. However, the Odyssey Charter School 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.

The Odyssey Charter School Audit Committee recommends the Idaho Falls School District #91 Board of Trustees refer the petition to the public charter school commission. The committee also recommends the petitioners address the concerns identified in the attached rubric prior to submitting the petition to the public charter school commission.

Committee Members:

Trina Caudle (Chair), Director of Secondary Education
Karla LaOrange, Director of Elementary Education
Carrie Smith, Director of Human Resources & Finance
Gail Rochelle, Director of Student Achievement & School Improvement
Lisa Sherick, Director of Student Services
Margaret Wimborne, Communications and Community Engagement

April 5, 2012



IDAHO PUBLIC CHARTER SCHOOL COMMISSION

650 W. State Street • P.O. Box 83720 • Boise, ID 83720-0037
208/334-2270 • FAX: 208/334-2632
e-mail: charter@osbe.idaho.gov

March 21, 2012

Idaho Falls School District
Board of Directors
690 John Adams Parkway
Idaho Falls, ID 83401

Dear Idaho Falls School District Board of Directors:

As you know, the Public Charter School Commission (PCSC) will soon be holding a hearing regarding the petition for Odyssey Charter School, which was referred to the PCSC by your board. It is our understanding that a second petition for a public charter school to be located in your district is currently under development.

Due to the likely passage of House Bill 481, we would like to extend an additional invitation for representatives of your district to attend the petition hearing for Odyssey Charter School.

HB 481 eliminates the cap on public charter school growth rates. This cap currently limits growth to one new public charter school per year in any single district, as well as six per year across the state. With the elimination of the cap, it would be possible for more than one new public charter school to be approved to open in a given district in a single year. The bill has passed the House and Senate; it is anticipated that the Governor will sign it in the near future, making it effective July 1, 2012.

The PCSC is intensely interested in the potential impact on your district of the possible approval of two public charter schools that would open in the same year, in addition to the magnet school your district is developing. We strongly encourage you to provide both written and oral comment at the upcoming hearing.

Odyssey Charter School's hearing will be held on April 5, 2012, in the West Conference Room at 700 West State Street in Boise, beginning at 9:00 a.m. Written comment may

Printed on Recycled Paper

April 5, 2012

be emailed to me at tamara.baysinger@osbe.idaho.gov or mailed to P.O. Box 83720, Boise, ID, 83720.

Please note that materials for the meeting, including the Odyssey Charter School petition, will be available on our website at chartercommission.idaho.gov one week in advance of the meeting.

In the meantime, please don't hesitate to contact me with any questions or concerns.

Sincerely,



Tamara L. Baysinger
Public Charter School Commission Director

Cc: George Boland, Superintendent, Idaho Falls School District
Karl Peterson, Founder, Odyssey Charter School

Magnet school OK'd; D91 school structure to be reorganized

Post Falls Register -- November 16, 2011

Idaho Falls School District 91 will open a new high-tech, project-based magnet high school in fall 2012. The district's board of trustees approved two actions Tuesday in preparation for the new school. "These actions are going to take us in the direction we need to go to better prepare students for the 21st century and beyond," Superintendent George Boland said.

The board's first action authorized Boland to enter a \$500,000 contract with Napa, Calif.-based New Tech Networks to develop the new school.

New Tech is a nonprofit foundation involved with nearly 100 magnet schools nationwide. The foundation follows an education model focused on goal-driven, student-based assignments and a one-to-one student to computer ratio.

"This model is built around project-based instruction," D91 spokeswoman Margaret Wimborne said. "The attraction of the New Tech model is that it provides a new way of teaching and a new way of learning."

The agreement between New Tech and the district focuses on development of curriculum and the training of staff to teach in a technology-focused learning environment.

Secondly, the board approved reorganizing all of the junior high and high schools in the district and redefining their school boundaries.

The most significant reorganization integrates all ninth-grade students from District 91's junior high schools into the soon-to-be four district high schools.

Wimborne said the primary benefit of the move is to provide district ninth-graders with the same opportunities mandated for all Idaho high school students in the state's Students Come First education reforms.

As a result, Clair E. Gale Junior High School will close at the end of the year and become the home of the new magnet high school. The building will be remodeled over a two-year period beginning next summer.

Eagle Rock and Taylorview junior high schools will become middle schools, serving only seventh- and eighth-grade students.

As part of the reorganization, the district will initiate a uniform secondary school boundary, which corresponds to existing high school boundaries.

Middle school students within Clair E. Gale's boundaries will fall within Taylorview's boundaries, which are identical to Idaho Falls High School's boundaries.

April 5, 2012

The new boundaries for Eagle Rock Junior High will correspond with Skyline High School's boundaries.

"We think it's important to align (junior high) boundaries with the high school to ensure a smoother transition for students," Wimborne said. "We want students to have the opportunity to develop relationships with students who will accompany them throughout their high school years."

The district will keep its policy of open enrollment, which allows students to attend any school in the district so long as they obtain a waiver.

Both Emerson High School and the new magnet school will have districtwide boundaries. The new magnet school is expected to house up to 300 ninth- and 10th-grade students beginning next fall.

To enroll at the magnet school, students will have to fill out an application with their name and contact information. Attendance is determined on a first-come, first-served basis. However, if more than 300 students apply, the district will determine enrollment with a lottery. Academic performance has no bearing on the selection process.

A name for the new magnet high school has not been decided.

For information about the new magnet school or redistricting, visit the district's website at www.d91.k12.id.us.